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**Disclaimer**

The provisions of this publication are not to be regarded as
the irrevocable terms of the contract between the student
and Vanguard University. Changes are effected from time
to time in the general regulations and in the academic
requirements. There are established procedures for
making changes, procedures which protect the university's
integrity and the individual student's interest and welfare.
A curriculum or graduation requirement, when altered, is
not made retroactive unless the alteration is to the student's
advantage and can be accommodated within the span of
years normally required for graduation.
Academic Calendar, 2006-2007

This calendar is tentative and subject to change.

Fall Semester: 2006

Aug 11  Financial Registration Deadline for Student Leaders & Fall Student Athletes Only, Friday
18  Financial Registration Deadline, Friday
22  Late Financial Registration Begins, Tuesday
26  Residence Facilities Open for New Students, Saturday
29-29  Welcome Week, New Student Orientation, Saturday-Tuesday
28-29  Returning Student Check-In, Monday & Tuesday
28-29  Late On-Campus Registration, Monday & Tuesday
30  Classes Begin, Wednesday

Sept 1  Last Day to Financially Register or Be Dropped from Classes, Friday
4  Late Financial Registration Begins, Monday
4  Labor Day Holiday (Office Closed), Monday
8  Last Day to Enroll in a Full Load, Friday
15  Last Day to Add New Courses, Friday
29  Last Day to Drop a Course without an Academic Penalty, Friday

Oct 20  Fall Holiday, Friday
27  Last Day to Drop a Course without an Academic Penalty, Friday

Nov 6-7  University Pre-VU, Monday & Tuesday
8-11  Continuing Student Housing Registration
11-11  Holiday, Wednesday-Saturday
13-17  Academic Registration for Continuing Undergraduate Students, Monday-Friday
23-24  Thanksgiving Holiday (Office Closed), Thursday & Friday
27-30  Academic Registration for Continuing Graduate Students, Monday-Thursday

Dec 1  Academic Registration for Continuing Graduate Students, Friday
15-15  Final Examinations, Tuesday-Friday
17  Final Day of Fall, 2006 Housing, Monday
31-31  Offices Closed for Christmas; Friday-Sunday

Spring Semester: 2007

Jan 1  New Year's Day Holiday (Office Closed), Monday
4  New Student Check-In, Thursday
4-5  Late Academic Registration, Thursday & Friday
7-7  New Student Orientation, Thursday-Sunday
5  Returning Student Check-In, Friday
5  Financial Registration Deadline, Friday
5-6  Residence Facilities Open for New and Returning Students, Friday & Saturday
8  Late Financial Registration Fee, Monday
Academic Calendar

- **Aug 12**: Last Day to Financially Register or be Dropped from Classes, Friday
- **Aug 15**: Martin Luther King, Jr. Holiday (Offices Closed, Monday)
- **Aug 19**: Late Enrollment Fee Begins, Tuesday
- **Aug 26**: Last Day to Enroll for a Full Load, Friday
- **Aug 30**: Last Day to Add New Courses, Friday

**Feb 2**: Last Day to Drop a Course without it Appearing on Transcripts, Friday

**Feb 19**: President's Day Holiday (Offices Closed), Monday

**Mar 2**: Last Day to Drop a Course without Academic Penalty, Friday

**Mar 15-15**: Spring Recess, Monday-Friday

**Apr 6**: Good Friday (Offices Closed), Friday

**Apr 9-13**: Academic Registration for Continuing Undergraduate Students, Monday-Friday

**Apr 16-20**: Academic Registration for Continuing Graduate Students, Monday-Friday

**Apr 25-26**: University Awards Chapels

**May 1-3**: Final Examinations, Tuesday-Thursday

**May 30**: Final Examinations, Monday

**Summer Sessions, 2007**

**May 7-25**: Session I

**May 25-26**: University Awards Chapels

**June 18-July 6**: Session III

**July 4**: Independence Day, Wednesday

General Information

University Mission Statement

Manny W. Dempster, Ph.D., President

Russell P. Spittler, Ph.D., Provost/VPAA

Vanguard University is a community of thoughtful Christians dedicated to honoring Christ and serving his church. As an evangelical comprehensive university within the Pentecostal tradition, VU 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.

Overview

Vanguard University (VU) 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 a quality education. The University assumes that it is essential to offer educational opportunities within a context of free inquiry and academic integrity. Such opportunities include examining the Christian heritage, the claims of Christ, the charismatic movement of the church, and the renewal of God. VU is a community that encourages individual integrity and responsibility in accordance with biblical Christianity and its social and ethical implications.

As a small community—over 2,000 within the student body, faculty, staff, and administration—the University 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 integral 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 Pasadena in 1927. In 1939 it was chartered by the State of California as a college for the granting of degrees, and it became Southern California Bible College—the first four-year institution of the Assemblies of God. In 1955 the college received recognition by the government for the training of military chaplains. It moved to its present campus in 1960. The name was changed to Southern California Gilead nine years later 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 1961. In 1967 the College received recognition as an accredited four-year school by the California State Board of Education. In June 1981 the Associate of Arts Program received approval from the Western Association of Schools and Colleges. All degree completion programs were started in 1994 for adult learners. On July 1, 1981, university status was achieved when Southern California Gilead merged with the Secretary of State's Office/University of Southern California. The University is comprised of eight schools: the School of Business and Management, the School of Communication and the Arts, the School of...
General Information

Education, the School of Humanities and Social Sciences, the School of Natural Sciences and Mathematics, the School of Psychology, the School of Religion, and the School for Professional Studies.

In addition to its founding president, Harold K. Needham, Vanguard University has had the able leadership of six presidents: Irving J. Harrison, John B. Scott, O Cope Budge, Emil A Ballard, Wayne E. Kraiss, and Murray W. Dempster.

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

Institutional Vision

The vision that guides the VU 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 multicultural, multiracial, and gender-inclusive community of Spirit-empowered Christian believers who were committed to preaching and reconciliation.

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 VU being deeply grounded in the faith tradition that brought the University into existence. Moreover, these core values continue to define the institutional vision that pulls the VU Community forward toward its mission and educational targets and 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.

These three basic pursuits inherent in the VU educational experience—truth, virtue, and service—are enshrined in the University’s motto and embossed on its official seal. “TRUTH, VIRTUE, and SERVICE” summarizes the institution’s educational vision.

TRUTH

As members of the VU 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 VU 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 biases of the prevailing culture through a wisdom of vision, choose, and hold to the path for a righteous life.

SERVICE

As members of the VU community we work to . . .
• develop our talents to their potential and live 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 a continually renewed 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 transcendent realities of the gospel are brought to bear on the real-life challenges which they face as citizens of the twenty-first century.

Educational Targets and Goals

The Educational Targets and Goals of VU were adopted by the faculty and administration during the 1995-96 academic year to define the student profiles and learning outcomes which correspond to the University’s institutional mission. The core curriculum and the various liberal arts, science, and professional programs are designed to produce the following student profiles 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 exploration 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, 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 peace, justice, and reconciliation in a pluralistic society,
• celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

Faith Confession

As a Christian comprehensive university of liberal arts and professional studies, informed by its evangelical persuasion and Pentecostal heritage, VU affirms the following confession of faith. We believe . . .

• 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.
• in the early Christian baptism with the Holy Spirit, in its results of a life of faith and obedience, in the continuation of the Church, in the inspiration of the Scriptures, and in the necessity of prayer for the world, the church, Personnel, and oneself.
• in the forgiveness of sins, in the vicarious death, in the resurrection, in the personal and bodily return of our Lord Jesus Christ.
• in the sanctifying work of the Holy Spirit, in the new birth, in the assurance of our salvation, in the corporate and personal faithfulness of our Lord Jesus Christ.
• in the church universal, in the one mediator of all, the Lord Jesus Christ, and in the communion of saints.
• in the inspiration of the Scriptures, in the necessity of prayer for the world, the church, Personnel, and oneself.
• in the efficacy of the blood of Christ for the forgiveness of sins, in the redemption of the lost, in the resurrection of both the saved and the lost, in the second coming of the Lord Jesus Christ, in the sanctification of the present, in the blessed hope, the soon and coming of our Lord Jesus Christ.

Statement on Diversity

Because we stand within the Judeo-Christian tradition, we affirm the biblical view that God is creator of 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 aspect of character and behavior consistent with biblical morality which relates to an individual relationship with God. By “social justice” we mean the state of social, political, and economic relationships in which all people are treated equitably. Because justice is rooted in the character of God, it should be the foundation of every community of faith. One ought to seek justice because God teaches justice. We affirm that the pursuit of justice means personal issues that move us to act where social structures are unjust: gaining, defending, and enacting the rights and freedoms of human beings and advocating for the achievement of social justice. By contrast, we wish to affirm that the Christian’s pursuit of justice is rooted in the character of God himself and that it, therefore, differs profoundly from the mandates of our prevailing pluralistic culture.

As Christians, we affirm that our unity within the Body of Christ transcends any differences which might divide us (Col. 3:13), including differences of culture, race, physical ability, age, and gender. We believe that this unity summons us to seek fair and equitable treatment for all members of our community. For this reason, we seek to create an environment in which competing cultural perspectives are given fair hearing, and in which individuals from different cultural and ethnic backgrounds are given equitable and fair access to resources. This we believe to be an expression of Christian holiness.

As evangelicals, we recognize that the worldwide mission of the church inevitably involves the challenge of cultural diversity. For this reason, we seek to create an environment in which our students learn the importance of balancing respect for other cultures with a healthy acknowledgment of the strengths and limitations of their own.

As Pentecostals, we believe that the church universal transcends any differences which might divide us (Gal. 3:28), including differences of culture, race, physical ability, age, and gender. We believe that this unity should be the foundation of every community of faith. One ought to seek justice because God teaches justice. We affirm that the pursuit of justice means personal issues that move us to act where social structures are unjust: gaining, defending, and enacting the rights and freedoms of human beings and advocating for the achievement of social justice. By contrast, we wish to affirm that the Christian’s pursuit of justice is rooted in the character of God himself and that it, therefore, differs profoundly from the mandates of our prevailing pluralistic culture.

Accreditation

Vanguard University 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 100, Alameda, CA 94501. Phone: (510) 731-4800. The teacher credential program is approved by the California Commission on Teacher Credentialing. The university is endorsed by the Commission on Christian Higher Education of the General Council of the Assemblies of God.

Institutional Affiliations

Vanguard University is a member of the National Association of Independent Colleges and Universities and is one of more than one hundred members of the Council of Christian Colleges and Universities (CCCU), which was founded in 1978 to serve and strengthen the deeply committed Christian liberal arts colleges and comprehensive universities of this country.
Location
Vanguard University 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 attractions for which Los Angeles is renowned. Just minutes from the campus, and accessible by a number of freeways, are miles of beautiful beaches, parks, and recreational opportunities. Ski slopes are less than two hours away.

Costa Mesa enjoys an 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 the Heath Academic Center; Smith Hall, the John B. Scott Academic Center; the Scott Annex, the Harold K. Needham Memorial Prayer Chapel; the O. Gippe Library; the Enrollment Services Center; the Social Science Building; the Clinical Psychology Center; the Music Administration Building; the Music Recital Hall; the Lyceum Studio Theater; the Science Building; the laboratories for the physical and biological sciences, the Gymnasium; the Dining Commons; the Student Activities Building; and the residence facilities—Balboa Hill, Galatia Hill, Huntington Hill, Laguna Hill, and Newport Hill. Vanguard Centre, in close proximity to the University campus, also provides an opportunity for student housing.

University Institutes and Centers
Vanguard University is committed to preparing students through an education marked by academic excellence and spiritual vitality for productive service in a variety of vocations and ministries that are matched to the marketplace of the 21st century. In casting the vision of its preferred future as a leading Christian university, VU draws upon its distinctive Pentecostal heritage to advance an evangelical spirit that forges partnerships between the university, the church, and the community in promoting Christian witness, scholarship, civic responsibility, and social transformation. Astounding commitment to cultural diversity, racial reconciliation, and gender equity is a consequence of VU’s deep grounding in the Pentecostal faith, a tradition that brought the university into existence. These core values continue to define the university’s institutional vision. 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 following institutes and centers help to advance the University’s mission.

The Bryan S. Smith Institute for World Mission
Doug Petersen, Ph.D., Director
The Bryan S. Smith Institute for World Mission facilitates the advancement of scholarship and evangelism in areas related to the Spanish-speaking world. The Institute primarily supports young undergraduate and graduate scholars whose studies demonstrate promise in fostering or developing an integral interest in missions in Latin America or among Hispanic peoples. The Smith Institute awards scholarships to applicants whose studies are intercultural in character and interdisciplinary in methodology. The Institute encourages the integration of the theological disciplines, historical, and social sciences, and business with Spanish language/ acquisition.

The Smith Institute is named in honor of Bryan S. Smith, farmer and entrepreneur, but more significantly a fervent supporter and faithful friend of foreign missions. For a half-century, Bryan Smith and his wife, Margaret, invested their resources in missions both on the homefront as well as to the far reaches of the globe. Bryan and Margaret had a special love for children and youth, especially in Latin America.

The Center for Urban Studies and Hispanic Leadership
Jesse Miranda, Ph.D., Director
The Center for Urban Studies and Hispanic Leadership (CUSHL) of Vanguard University connects the classroom, the church, and the community in addressing the challenges of growing urbanization and ethnic diversity. The Center provides for urban training, strategic networking, and applied research to empower leadership for the church and the betterment of society.

In fulfilling its mission, the Center for Urban Studies and Hispanic Leadership of Vanguard University aims to be a committed faith-based institute preparing people for ministry in the church and in the world. An institute that integrates biblical studies with church growth, social transformation, and community development, the center is committed to the scholarly study of Scripture and the utilization of all academic disciplines in generating a better understanding of God and humanity, and an institute that partners with networks of faith-based institutions and community organizations.

The Center’s associations include: The Center for Religion and Civic Culture of the University of Southern California, the C.P. Haggard School of Theology of Azusa Pacific University, School of Social Ecology at University of California, Irvine, and Latin American Bible Institute at La Puente, California.

More information about the Center can be found at www.vanguard.edu/cushl.

The Center for Women’s Studies
Shei Benvenuti, Ph.D., Director
The Center for Women’s Studies exists to advance the global status of women through research, education, advocacy, collaboration, and hope. The Center for Women’s Studies promotes gender reconciliation and the inherent dignity of all persons.

Through research, the Center is constantly developing a knowledge base that is applied to issues endemic to the female experience such as women in leadership and violence against women.

Through education, the Center promotes the importance of delivering practical knowledge in various formats that will affect change in global culture.

Through advocacy, the Center speaks for those who have no voice.

Through collaboration, the Center builds community relationships that advance the global status of women.

Through hope, the Center recognizes that knowledge leads to praxis and works toward the restoration of marginalized and stigmatized women at home and globally.
General Information

The Costa Rica Studies Center and CINCEL (Centro de Investigación y Estudios Culturales)

Doug Petersen, Director of CRSC
Jay Dickerson, Director of CINCEL

The Costa Rica Studies Center (CRSC) in San José, Costa Rica, established in 1989 under the auspices of Vanguard University, provides graduate level courses and research opportunities for students and scholars who pursue advanced study and research with a distinctly Latin American focus. CRSC offers classes leading to the MA degree in Religion with a concentration in Leadership Studies. The Margaret S. Smith Library housed at the CRSC is the only English-language library in Latin America. It has over 10,000 books that include area-related texts and reference materials. CRSC also offers Spanish language acquisition and cultural immersion, allowing students to take classes at CRSC as a part of their requirements for a major in Spanish, or a minor in other academic disciplines.

Judkins Institute for Leadership Studies

Martin Harris, Ph.D., Roger Heuser, Ph.D., Douglas Petersen, Ph.D., and Andrew Stenhouse, Ph.D., co-Directors

Mission: The Judkins Institute for Leadership Studies promotes leadership which develops the spirit, character and ethics of purposeful and transformative organizations.

Vision: The Judkins Institute is a diverse learning community of business, community and religious leaders who join together in dialogue and action in order to transform our enterprises through spiritual commitment, justice and compassion.

Strategic Priorities: In collaborating with leadership partners in business, community and religious organizations, the Judkins Institute (1) conducts research that advances the study and practice of Christian leadership in selected organizational settings; (2) sponsors interdisciplinary colloquia, retreats and roundtable conversations; and (3) publishes relevant resources through print and electronic media, including a newsletter with book reviews, interviews, articles and leadership links. The Institute also publishes inventories, assessment tools, and other leadership resources.

The Lewis Wilson Institute for Pentecostal Studies

Edmund Rybarczyk, Ph.D., Director

The Lewis Wilson Institute for Pentecostal Studies encourages and supports the study of the Pentecostal and Charismatic movements. The Institute serves as a conference and research center for scholars, church leaders, students and others who are interested in probing the historical significance and contemporary global role of Pentecostalism and the Charismatic movements.

Activities of the Institute include sponsoring lectureships, seminars and roundtables, overseeing a Pentecostal bibliographic collection, encouraging undergraduate and graduate study in Pentecostalism by awarding stipends to scholars in residence, publishing occasional monographs and other materials pertinent to the study of Pentecostalism.

PNEUMA: The Journal of the Society for Pentecostal Studies

Vanguard University houses the editorial office of Pneuma: The Journal of the Society for Pentecostal Studies. The Society for Pentecostal Studies was founded in 1973 as an international organization of scholars working within the Pentecostal and charismatic traditions, or interested in aspects of these traditions from a vantage point of scholarly research. In the Spring of 1999 the Society published the inaugural issues of Pneuma. From 1999 to 2003 Dr. Marry Dempster served as Editor of the journal. Dr. Jerry Garvey-Hoggatt served as Managing Editor of the Journal from 1995 to 1999. Dr. Frank D. Mirabito became Editor of the Journal with the Fall 2003 issue. Dr. Edmund Rybarczyk now serves as Managing Editor. Beginning with the Spring 2007 issue, Brill Publishers (Netherlands) began to produce and to market Pneuma worldwide. Pneuma has also become accessible electronically through the American Theological Library Association along with the top 50 journals in religion in the US. The editorial offices at Vanguard University allow students to work in volunteer journalism and provide a unique opportunity for interested students to keep up with the cutting edge of Pentecostal and charismatic scholarship.
Admissions Information

MISSION: The mission of the Admissions Office is to market VU 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.

The following admissions information is specific to the traditional undergraduate programs of the University. For Child Development Program admissions information, see the School of Education catalog section; for MAAdmissions information, see the School of Business and Management catalog section; for Graduate Education admissions information, see the School of Education catalog section; for Graduate Religion admissions information, see the School of Religion catalog section; for degree completion admissions information, see the School for Professional Studies catalog section.

Selective Admission

The traditional undergraduate programs of Vanguard University practice selective admission and encourage 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 traditional undergraduate programs, therefore, assess applicants' academic records, moral character, and willingness to comply with the standards of faith of the University. All applicants are evaluated without regard to any gender, political affiliation, national origin, or disability conditions.

The average freshman enters VU with a high school grade point average of approximately 3.39. Vanguard has a priority GPA of 2.80, with a minimum of a 2.50 GPA required for freshmen. Transfer students are required to have a minimum GPA of 2.0. All students who do not meet the minimum GPA requirements may be admitted on a "probation" status. Probationary 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 VU. Please note that students are not guaranteed admission by meeting minimum GPA requirements.

High School Preparation

The traditional undergraduate programs do not 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
- Mathematics—2 years
- Science—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 other courses in humanities, foreign languages, and practical application courses such as those requiring computer literacy.

Application Deadlines

Fall Semester

Early Action (fall only, freshmen only)
- December 1, 1st application deadline
- January 15, notification sent
- February 2, priority deadline for regular admission
- March 1, notification sent

Regular Admission
- March 2, priority deadline for regular admission
- April 1, notification sent

Early Action: If Vanguard University is one of your top college choices, you are encouraged to apply by the Early Action deadlines listed above. Student's applying to Early Action are reviewed at a higher academic standard than Regular Admission. If you are not admitted under Early Action your file will be reviewed under Regular Admission, allowing for additional materials to be submitted, including updated transcripts, test scores, and/or additional recommendations.

Spring Semester

Rolling admission. Notification will be sent once the file is complete and reviewed.

It is encouraged that students apply for admission as early as possible. Applicants are only considered for admission once their file is complete, and are not guaranteed admission by meeting minimum requirements. 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 their application to the following semester.

Students desiring financial aid should submit a “Free Application for Federal Student Aid” (FAFSA) to the government by the priority deadline of 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.

First-Time College Freshmen

Applicants for admission to VU as freshmen must follow the procedures outlined below:

1. Application. Submit the undergraduate application for admission to the Undergraduate Admissions Office with the $45 (non-refundable) application fee.
2. High School Transcripts. Arrange for an official copy of your high school transcript to be sent to the Undergraduate Admissions Office sometime during the first semester of your senior year. Applicants are also responsible to request that their final high school transcript, with graduation date be forwarded upon graduation.
   - Students fulfilling a General Education Development (GED) diploma must submit test results along with transcripts if their high school work completed.
   - Students who have graduated from a non-regionally accredited non-ACSI accredited high school, or who have been home schooled must achieve satisfactory test scores from the ACT in order to be considered for admission and financial aid. A student may take the SAT, however he/she could also be required to take the ACT in order to be eligible for federal and state student financial aid (according to federal guidelines).
3. **References.** The University requires two references for admission. All freshman applicants are required to submit two references: a Pastoral Reference along with an Academic Reference from a teacher or employer. Reference forms are included in the application for admission.

4. **Standardized Tests.** All freshman applicants are required to take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Vanguard requires a minimum score of 900 on the SAT or a composite score of 18 on the ACT for admission to the University. Please note, admission is not guaranteed by meeting minimum test scores. Information and registration forms may be obtained from your high school counselor. The addresses for testing information are as follows:

   - **American College Testing Program (ACT)**
     - 800-PSAT-NMS (800-772-2678, Iowa City, Iowa, 52243)
   - **College Entrance Examination Board (SAT)**
     - 800-221-6129, Princeton, NJ 08543

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**Transfer Students**

Students desiring admission by transfer from a recognized college or university will follow the same basic procedure outlined for freshmen above. Please note that students are not guaranteed admission by meeting minimum standards. Transfer students are subject to the following requirements:

1. **High School Transcripts.** An official transcript of high school credits is not generally required of students who have earned a baccalaureate or higher degree from a regionally accredited college or university.

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

3. **Advising.** The University requires two references for admission. All transfers, along with an Academic Reference from a teacher or employer, Reference forms are included in the application for admission.

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**Articulation Agreements with California Community Colleges**

Students of California community colleges who are considering transferring to Vanguard University should follow the CSU pattern of study with the Intersegmental General Education Transfer Curriculum (IGETC) of 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 pattern to meet the core curriculum requirements at VU.

2. **Areas 1 through 5 (CSU pattern) must be followed with the following exceptions:**
   - Area 4: Only six units required in two different disciplines.
   - Area 5: Only one class in Group A or B is required, but it must include a corresponding lab.
   - U.S. History OR U.S. Government is required.

3. Beyond the courses included in the IGETC pattern, students who transfer to Vanguard University will be required to take additional core curriculum courses, fifteen (15) units of religion, three (3) units of a Multicultural course, and two (2) units of wellness/life courses. The three (3) units of a Multicultural course are the two (2) units of wellness/life courses. Students may be admitted at the community college as long as the transfer credit does not exceed seventy (70) units.

4. Students at any California community college have the option of transferring to Vanguard University before completing the entire IGETC pattern. If a student transfers before completing the IGETC pattern, all coursework taken at the community college to meet IGETC guidelines will transfer to Vanguard University and meet core curriculum requirements.

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

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**Re-Admission**

Students interrupting their educational program by not registering in any subsequent Spring or Fall semester must submit a simplified “Application for Re-Admission” (with a $150 application fee) to the Undergraduate Admissions Office. If the length of absence from VU exceeds two consecutive semesters, the student will be required to meet any new degree requirements which may be in effect at the time of re-admission. Students who have completed twenty-four (24) units at VU, and have formally declared a major, after being out of attendance for more than two consecutive semesters, may return finding that the requirements have not changed.
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. Financial aid is not available for international students.

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 their native language are required to take the Test of English as a Foreign Language (TOEFL) and submit their scores to the Undergraduate Admissions Office. A score of at least 550 on the paper-based test, or 213 on the computer-based test, is required for admission to Vanguard University.

4. Transferring. To become eligible for transfer to VU from another American college, approval must be obtained from the previous school attended and the US Immigration and Naturalization Service.

5. Health Insurance. All international students admitted to the University are required to take the health insurance plan the university offers. There are no exceptions to this policy.

Notification of Admission

Students applying for Early Action will be notified of their admission status after January 15. Students applying for Regular Admission will be notified once their file is complete and has been reviewed. Upon acceptance to Vanguard University, an acceptance packet will be mailed to each applicant that includes an acceptance letter, along with additional information to assist you in your college planning. The following procedures must be completed once admitted:

1. Residence Arrangements. All students will be sent a college resident application or off-campus housing petition, which is to be returned to the Undergraduate Admissions Office. Permission to live on campus is not considered official until confirmed in writing by the Student Life Center. Off-campus students will also be sent a Health Questionnaire. This form is to be completed and returned to the Undergraduate Admissions Office, along with the Off-Campus petition form. For on-campus students, the Health Questionnaire is part of the On-Campus Application form.

2. Enrollment Deposit. Prior to securing financial aid, academic course registration, and campus housing, approved applicants must submit a $400 enrollment deposit to the Undergraduate Admissions Office. This deposit is non-refundable after May 1 for Fall term applicants, and December 1 for Spring term applicants.

Student Classification in VU’s Traditional Undergraduate Programs

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. A limited number of students 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 (12) 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 VU, provisional students must attain a 2.0 grade point average in their first semester of full-time enrollment.
Financial Information

Financial Aid Office

MISSION: The Financial Aid Office exists to assist students in planning and procuring funds for educational 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 VU is the mission of the Financial Aid Office.

The Financial Aid Office provides counseling and assistance to students and their families by providing information about financial aid options and application procedures. The Financial Aid Office is open Monday through Friday from 8:00 a.m. to 5:00 p.m.

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.

Applying for Financial Aid

Students applying for financial aid should follow the steps below:

Step 1: Apply for admission to Vanguard University. All applicants 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 each year.

Students interested in the Vanguard University talent scholarships (Athletics, Forensics, Music and Theatre) must contact the appropriate university department for scholarship requirements.

Students must complete the financial aid application process every academic year. Aid applications are available in the Financial Aid Office.

Aid Application Deadlines

The Priority Deadline for financial aid is March 2 of each year. Students applying by the Priority Deadline will be awarded financial aid based on availability of funds. Students are encouraged to apply as soon as possible after January 1, and before March 2, in order to receive the best financial aid packages.

Financial Aid Disbursements

Financial aid will be applied directly to the student’s account in The Business Services Office to cover tuition, fees, room and board charges. Students attending both the Fall and Spring will receive two disbursements; one at 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 Services 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 time frame.

Time frame is measured in equivalent full-time semesters. For transfer students, every 15 units of accepted and transferable units equals one full-time semester.

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

The Financial Aid Office will review satisfactory academic progress at the end of each semester. Students not maintaining the GPA or unit requirements may be granted one semester of probation to bring the deficient units or GPA back to minimum standard. Failure to make up the deficient units or for CPA by the end of the probation semester will result in the immediate termination of financial aid eligibility. Students completing the minimum number of semester hours 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 forms available in the Financial Aid Office.
**Costs and Payment Policies**

**Educational Expenses**
Payment of educational costs must 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. 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/or charges without advance notice; should conditions so warrant.

**Payment of Education Costs**
Since the essential costs (tuition, fees, room, board) are known in advance, students must make arrangements prior to registration to handle their account in accordance with university policies and the individual's resources. The Vanguard University Financial Aid Office exists to assist students in planning and securing 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 financial registration. Financial aid from authorized and approved loans, scholarships, and other forms of student aid are permitted to be used as payment. All such student aid is administered through the Financial Aid Office.

- The University offers three payment options. Prior balances (any and all charges related to a previous semester) must be paid in full. Payment option arrangements must 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 three weeks prior to when classes begin for Spring. The first payment must be received by Sallie Mae according to the predetermined Sallie Mae payments schedule. There is an $100.00 enrollment fee for this plan. All payments must be approved and a contract signed with Sallie Mae before the appropriate deadlines. All prior balances must be paid in full before this option.
  2. Enrollment with Sallie Mae's 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 Sallie Mae according to the predetermined Sallie Mae payments schedule. There is an $100.00 enrollment fee for this plan. All payments must be approved and a contract signed with Sallie Mae before the appropriate deadlines. All prior balances must be paid in full before this option.
  3. The Standard Option is for at least 70% of the total semester charges plus any prior balance to be recovered by financial aid or cash payment by the Financial Registration deadline of August 15 for Fall and three weeks prior to when classes begin for Spring. The remaining balance must be paid in full in three monthly payments due the 12th of the following three months. This payment option is subject to financial charges of 11.5% per month on the unpaid portion of the student's account. The Business Services Master Promissory Note must be signed with the Business Services Office by the appropriate deadline.

**Student Health Insurance**
All undergraduate and graduate students are required to have health insurance. Undergraduate students who are enrolled in 15 or more units are required to carry health insurance or pay the health insurance premium charge. International students are required to carry VU insurance unless they maintain their own policies. Students enrolled in the School for Professional Studies who are interested in purchasing Vanguard’s Student Insurance Plan should inquire within the Business Services Office.

**Bookstore Charges**
Books, printed notes, and other supplies required for courses offered may be purchased by students from the Founders Bookstore. Purchases may be made with cash, check, or major credit cards.

**Educational Loan Agreements**
Students leaving the University with a balance due must complete an Educational Loan Contract with the Student Receivables Office. VU policy holds the submission and signing of this contract as a requirement for participation in graduation ceremonies.

**Transcripts**
Two academic transcripts are furnished free to current or former students. For each additional transcript, there is a fee of $40.00. For 24-hour service, additional fees may be charged. At attempt will not be issued on behalf of any student whose Educational Loan (student account) is not paid in full or whose Federal Perkins Loan is delinquent.

**Meals**
All students residing on campus during regular semesters are required to participate in a meal plan provided by the University (see Food Services section under Student Life and Services). Adjustments may be made for those whose regular off-campus work hours or night medical problems prevent attendance of at least 5 meals per week during scheduled Dining Commons hours. Anyone seeking an adjustment under these provisions should contact the Vice President for Student Affairs before the end of the second week of the semester. An additional fee is charged for meals during Christmas break.

**Room**
Residence on campus is available for traditional undergraduate students in two residence towers, three residence halls, and Vanguard Gardens. Room costs are established on a semester basis and are not to be prorated for the end of the semester or upon withdrawal from classes, except for those students enrolled in both the Fall and Spring semesters.

The University retains the right to use student housing during the Christmas holidays and Spring break for university-endorsed conferences. Advance notice of two weeks will be given to students if their room is needed.

**Refund Policies**
The following refund policies apply to the traditional undergraduate and graduate programs only. For Child Development Program refund policies, see the School of Education section of this catalog, and for degree completion program refund policies, see the School for Professional Studies section of this catalog.
Tuition Refunds
Tuition refunds will be made for withdrawal from the University 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%

Refund schedule applies to tuition, room, board and residence life, student services, and unused course fees. Students who withdraw or are expelled from the institution may be required to have some or all of their financial aid returned to the various aid programs. Any student who wishes to withdraw from the University must notify the Records Office of their “intent to withdraw.” The amount of financial aid to be returned for the student will be calculated based on this date. Federal aid will be returned based on the amount of the semester the student has completed. State and institutional aid will be returned based on the refund percentage applied to the student’s institutional 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 for the fall semester and the fifth day of classes for the spring semester. 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 University or have received an on-campus exception through the Office of the Vice President for Student Affairs. The refund is based on the tuition refund schedule listed above and is calculated from the established University occupancy date and the actual date of vacancy.

Orientation Fee
This fee is non-refundable.

Other fees
All other fees, including all unused course fees, are refundable based on the tuition refund schedule listed above.

Student Life and Services

University Student Services
MISSION: The Student Life Center of Vanguard University is committed to serve and support the student in all non-academic aspects of university life. This is accomplished by creating an environment that is conducive to spiritual development, wholesome success, and social benefit upholding the University’s ideals of truth, virtue, and service.

The Career Guidance Center
The Career Center can help students decide a college major or make career decisions based upon a battery of career assessments. This information, along with the Center’s resources, materials, information about job trends and occupations, and counselors’ counseling can direct students on a career path that is both suitable and fulfilling. In addition, job fairs are held on campus each semester. This provides students an excellent opportunity to meet prospective employers. Counseling appointments can be made by calling (714) 556-3811 ext. 311. Walk-ins are welcome.

Learning Disabilities
Students with documented learning disabilities who desire assistance should contact the Student Life Center. A Learning Assistance Program is available to students who are documented as having a learning disability. A professional staff helps students work with their faculty members to provide reasonable accommodations.

Physical Disabilities
Students with physical disabilities are encouraged to contact the Vice President for Student Affairs to determine what accommodations can be provided to assist the student in navigating the campus environment.

Tutorial Services
Students may receive academic assistance in all disciplines free of charge through the Tutorial Center located on the second floor of Scott Academic Center. Additional tutorial assistance in preparing written assignments and research papers is available through the Writing Center. The Tutorial and Writing Centers are located on the second floor of the Scott Academic Center.

Employment Services
An employment referral service to assist students in finding part-time employment while attending the University is maintained through the Student Life Center. Campus employment opportunities are available in various departments. Students may also take advantage of the career planning services available.

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 University works in conjunction with local medical clinics and hospitals to provide emergency 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 Therapist, and students can make confidential appointments to discuss their spiritual, personal, and emotional concerns. This service is provided for each student at no charge. In addition, any member of the faculty, staff, and administration is available to students.

Food Services

Meals are served regularly in the Dining Commons for all students. Resident students may elect to participate in various meal plans. Individual meals may be purchased by off-campus students. Meals can also be purchased from the market in the Business Services Office. Any exceptions to food service requirements must be petitioned through the Office of Student Life.

Student Automobiles

All student automobiles used on campus must be registered with Campus Safety Services at the time of student registration. Vehicle registration may be completed online via the Campus Safety website at www.vanguard.edu/campus safety or in the Campus Safety Office. 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.

ID Card

A VU 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 $25.00 fee to replace the card if it is lost. Please see the Student Life Office at the time of registration to obtain this card.

Undergraduate Student Life

Student Learning and Development

The Center seeks to provide an environment that is conducive to student learning. Programs and services are designed to create a learning environment in which learning is supported both in and out of the classroom. Because the University 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 university life.

Student Housing

The University provides comfortable accommodations for undergraduate students in a home-like atmosphere at a reasonable cost. Residence facilities are maintained both on and off campus, and on-campus single student housing is available in a variety of settings, including traditional, quad, studio, and apartment housing. The Residence Life Program is supervised by the Director of Residence Life, and each residence facility is under the supervision of a full-time, professional Residence Director. The residence staff includes Resident Assistants who are spiritually and emotionally mature students living and working in each facility to help create a family environment.

Because Vanguard University is a residential University, all single students under twenty-one years of age are required to live in university-owned housing unless they are residing with a parent or legal guardian. Any exception must be approved by the Director of Residence Life. 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. However, students should provide linens, towels, blankets, a pillow, and a bedspread. Residence rooms are designed for triple occupancy.

The University reserves the right to hold periodic room inspections of the residence areas without advance notice. Further, the residence areas are normally closed during vacation periods and the right of occupancy does not include these periods. Additional information regarding residence life is located in the Student Handbook.

Eligibility to Participate

Broad participation is encouraged in the many student activities Vanguard University provides. Eligibility to participate in all curricular activities is determined primarily by the student’s scholastic record. Students are encouraged to consult the Student Handbook for eligibility standards.

Christian Involvement

The emphasis on the spiritual dimension of one’s life makes the university experience at Vanguard University distinctive. The Spiritual Formation Department promotes activities to assist students in their spiritual development. Students meet regularly in Chapel services which afford many challenging opportunities for spiritual growth. Chapels include ministry to the University community through musical presentations, student leaders, and lay religious leaders.

Chapel attendance is required, and students should consult the Student Handbook for details with regard to absences due to illness or work obligations. Excessive Chapel absences will be the basis for disciplinary action. 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 experience at VU. Outreach Ministries is a program designed to assist, train, and place students in ministry assignments. Both local and global opportunities for Christian service include on-campus ministry groups, work in local churches, service in the local community, and placement in missionary service, both in the US and around the world.

Student Government

Vanguard University endorses and practices self-government by students. The Associated Student Body (ASB) government works within the larger context of the University community, its values, and objectives. Specifically, student government is a means to promote spiritual, academic, and social growth. The ASB serves as a liaison between students, administration, and faculty, providing a forum for discussion and solution of student problems. The Student Council is elected by 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 these, there are many campus organizations and activities on campus such as: Anthropology Club, Christian Educators Association, Delta Kappa, Forensics, Infinity Plus (math club), International Student Fellowship, Mu Kappa (missionary dependents), Musician’s Guild, Outreach Ministries, Phi Alpha Theta, Psi Chi, SIFE (business), Ski Club, Sociology Club, and the Spanish Club.

Student Publications
The Sojourn is the student body yearbook and is a pictorial account of the University during the academic year. Students interested in layout, photography, and writing are encouraged to assist in the publication of the yearbook.

The Vanguard “Vanguard Voice” is a publication of campus news and information of interest to the University 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 athletic programs. Tournaments and regular seasons for coed softball, flag football, floor hockey, volleyball, basketball, target shooting, tennis, and other sports are scheduled throughout the year.

Drama
At least four major theatre productions, student showcases, a dance recital, and a musical revue are performed each year in the Department of Theatre Arts.

Forensics
Vanguard University participates in state and national forensic competition. Each year students have qualified for the national tournament. Students may compete in the categories of parliamentary debate, expository speaking, impromptu speaking, extemporaneous speaking, oral interpretation, dramatic interpretation, poetry interpretation, prose interpretation, communication analysis, persuasive speaking, and other related events.

Musical Organizations and Events
The Music Department at Vanguard University sponsors six musical organizations on campus including the University Concert Choir, University Women’s Chorus, Vanguard Singers Bond, University Orchestra, Jazz/Stage Band, and Beloved and Beauty Shop Quartets. Most of these performing ensembles represent the university at churches, schools, conferences, and conventions, travel on out-of-state and international tours, and make professional recordings. Recent tours and opportunities have included Carnegie Hall in New York City, Portugal, China, Japan, Hawaii, and Canada. Membership in these musical ministry organizations is open to all undergraduate and graduate students by audition and interview.

The Department also presents two major concerts each year, one at Christmas and one in the Spring Semester. Various musical groups on campus participate in these two presentations.

Students also perform as members of the Chapel Worship Teams, Band, Pep Band, and a variety of other musical groups.

Concerts and special events are offered at the Orange County Performing Arts Center and nearby colleges and universities, and students are encouraged to attend. Some members are available at special rates to the Community 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. University objectives 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 University community as specified in the Student Handbook.

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

Responsible Freedom
When we recognize 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 the community. Love in both regards provides the environment of positive influence conducive to learning and to the energizing presence of the Spirit of the Lord.
Rules, Restraints, and Responsibilities

The University has chosen to call for obedience to moral laws 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 University’s aims and goals are required of community members. The responsibilities that membership at Vanguard University entails are:

1. to love God and all members of the VU 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 that of 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 conscientiously one’s academic potential;
7. to disassociate from practices known to be morally wrong by biblical standards, such as drunkenness, gluttony, stealing, profane 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, pride, bitterness, needless anger, an unforgiving spirit, harmful discrimination and prejudice such as that based on race, sex, or socioeconomic status;
9. to refrain from gambling, the possession or use of alcoholic beverages, tobacco, non-medical narcotics or hallucinogenic drugs (including marijuana);
10. to practice discretion and restraint in the choice of television programs, music, movies, theater, social dancing, 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 University community.

Voluntary Commitment

These rules apply to the student while he or she is enrolled in a University program or residing in University-approved housing. Each student is expected to exercise restraint in these matters even when he or she is not under direct University 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. These 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 moral character, develop one’s intellectual and creative abilities, and participate constructively in the life of the University.

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 University believes that a coeducational 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 students a well-rounded social life in keeping with these high standards.

Student Handbook

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

Degrees Granted
The University offers the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Business Administration, and Master of Theological Studies degrees.

The various degrees are awarded to students who are graduated in one of the following eight Schools of the University:

School of Business:
A Bachelor of Arts Degree with a major in:
- Accounting
- Business Administration
- International Business (Anthropology Minor)
- Marketing
A Master of Business Administration Degree

School of Communication and the Arts:
A Bachelor of Arts Degree with a major in:
- Communication concentrations in Communication Studies or Cinema and Digital Media
- Music emphases in Music Education, Music Ministry, or Performance
- Theatre emphases in Performance/Directing, Technical/Design, or Musical Theatre

School of Education:
A Bachelor of Arts Degree with a major in Liberal Studies:
- Emphases in Anthropology, Communication, English Writing, English Literature, History and Political Science, Biological Science, Mathematics, Music, Physical Education, Psychology, Sociology, Spanish, or Theatre Arts
A Master of Arts Degree in Education:

School of Humanities and Social Sciences:
A Bachelor of Arts Degree with a major in:
- Cultural Anthropology
- English emphases in Creative Writing, Professional or Technical Writing, Graduate School, Genrelit, or High School Teaching
- History/Political Science
- Sociology
- Spanish

School of Natural Sciences and Mathematics:
A Bachelor of Science Degree with a major in:
- Athletic Training
- Biology, emphases in Botany and Ecology, Education, or Pre-Medical Studies
- Chemistry
- Kinetics, concentrations in Pre-Physical Therapy, Sports Science, or Teaching/Coaching
- Mathematics

School of Psychology:
A Bachelor of Arts Degree with a major in Psychology
A Master of Science Degree in Clinical Psychology

School of Religion:
A Bachelor of Arts Degree with a major in Religion:
- Concentrations in Biblical Studies, Christian Formation and Discipleship Studies, Intercultural and Urban Studies, Pastoral Leadership Studies, or Youth Leadership Studies
A Master of Arts Degree in Religion with concentrations in:
- Biblical Studies or Leadership Studies
A Master of Theological Studies Degree

School for Professional Studies:
A Bachelor of Arts Degree with a major in:
- Business concentration in Organizational Management
- Psychology concentration in Human Development
- Religion concentration in Ministry and Leadership
A Bachelor of Science Degree with a major in:
- Nursing

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., Religion: Biblical Studies).
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 may have no evaluation checksheet and does not appear on the academic transcript or on the diploma (e.g., Biology: Botany and Ecology).
Course Numbering

Course numbers are assigned as follows:
- 90-99: Considered college preparatory and are not accepted toward the B.A./B.S. degrees.
- 100-199: Freshman level (Freshmen are admitted to this level of courses provided prerequisites have been met.)
- 200-299: Sophomore level (Sophomores who have their advisor's consent and have met prescribed prerequisites are admitted to this level.)
- 300-499: Upper level (Sophomores who have their advisor's consent and have met prescribed prerequisites are admitted to this level.)
- 500-599: Graduate level (These courses also are offered at the undergraduate level for qualified students.)
- 600-799: Graduate level only
- 800-899: Professional Development (not degree applicable)

Academic Services

The O. Cope Budge Library

Alison English, Ph.D., Associate Professor and Head Librarian

MISSION: The O. Cope 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 Library Faculty 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.

University Librarians teach approximately 90 bibliographic instruction classes annually. They not only explain how to use the online and hardcopy resources in Vanguard's library, but also teach students how to create effective search strategies and to evaluate the online information that these searches produce. They specifically target each professor's course requirements and design class procedures so that the students understand the focus of each course. Many of the bibliographic instruction classes are integrated into the Core Curriculum, beginning with the Core classes and extending with different academic disciplines. The library subscribes to approximately 90 databases, which provide full-text access to many journal and monographic resources. The Library Web Page, developed by Associate Professor/Librarian Mary Wilson, is the syllabus.

The library was constructed in 1963 to house a growing collection of education resource literature. The collection presently consists of more than 170,000 volumes and includes some 1,200 periodical titles. The library houses a specialized Periodical Collection, a Rare Book Collection, a Spanish Collection, the Morris P. E. Drama Collection, and the Helenard Lowe Collection of choral music. Also included in the library holdings are music CD's, record albums, cassette tapes, microfilm, D.V.D.s, and videos.

The Writing Center

Karen Lee, Ph.D., Director

MISSION: The Writing Center exists to serve Vanguard University's student writers across the curriculum on the undergraduate and graduate levels by providing informed, meeting, and feedback as well as instruction for specific writing weaknesses. The Writing Center endeavors to assist students with improving their writing skills in concert with their critical command of content and rhetorical structure. The Writing Center is committed to integrating faith and learning in a Christ-centered collaborative environment.

The Writing Center provides knowledge of current writing instruction methodology for the student consultation staff. The Writing Center endeavors to develop technology-enhanced learning structures that reflect various pedagogical sources in the fields of writing and writing instruction. It is the goal of the Writing Center to assist student writers in producing clear and thoughtful prose; further, the Writing Center fosters interpersonal and instructional skills with Christian spiritual development through a ministry focus in the student staff members.

Located on the second floor of the Scott Academic Center, the Writing Center houses a special library of contemporary literature and reference books for the education of the Vanguard community.

Intercollegiate Athletics

Robert Wilson, Athletic Director

MISSION: The Intercollegiate Athletic Program is dedicated to the holistic growth and development of all student athletes, teaching them to lead Christ-centered lives on and off the field of competition. The program encourages a high standard of academic and athletic excellence that enhances character building. Along with the specific sports instruction, the department seeks significance by providing the student athlete with the knowledge to impact his/her world through a lifetime of service to Christ.

Vanguard University participates in intercollegiate athletic programs that include competition in thirteen sports. Women's sports include: soccer, tennis, track and field, cross-country, basketball, softball, and volleyball. Men's sports include: soccer, tennis, track and field, cross-country, basketball, and baseball. The Athletic Department is affiliated with the Western Athletic Conference (WAC) and the Western Athletic Conference (WAC).

Vanguard University has coaches that are certified Champions of Character instructors plus student athletes trained, engaged, and equipped to provide character base presentations for any school, team, youth organization, or business organization in the community.
Information Technology
Jay Knobel, Chief Technology Officer

MISSION: The Information Technology (IT) department is a service-oriented office dedicated to providing technical resources and assistance to the VU community. The IT department impacts the future growth and progress of the institution by maintaining and upgrading current technological resources as well as introducing new technology and training to advance learning, instruction, and productivity.

The IT Department maintains a sophisticated campus network infrastructure with a gigabit fiber optic backbone and wireless capability. All classrooms are equipped with data ports. In order for students to access the VU network from their classroom, they must provide their own personal computer, including a professionally installed Ethernet card and CAT 5 network cables. Detailed packets with instructions outlining how to configure personal systems to connect to the VU network are provided.

The campus phone system is also maintained by the IT Department. Students must set up an individual phone account with Resicom in order to make off-campus phone calls. Questions regarding student phone accounts should be directed to Resicon at 714-556-3610 ext. 48 or by e-mail to service@resicom.com. Voice mail boxes are available to students living in the campus dormitories; instructions for usage will be provided.

The IT Department supports and maintains several computer labs located throughout the campus. The main computer lab, located in Smith 121, is equipped with numerous computer systems, laser printers, and a scanner. Each computer is connected to the VU network and has Internet and printer access. The main lab is normally available for student use 23-24 hours a day. In order to use the computer labs, students must present their Student ID to the lab monitor and have obtained a user login from the IT Department as outlined below.

Every student will receive a login to the campus network. VUE e-mail addresses will also be issued to each traditional undergraduate and graduate student, and are available to SPS students upon request. By enrolling at Vanguard, students agree to be bound by the “Student Guidelines for Computer Usage” as outlined in the Student Handbook. Failure to comply with these standards may result in the loss of computer lab and campus network computing privileges. Serious cases of misuse will be investigated by the IT Department and turned over to the Vice President of Student Affairs for further action.

Students who have questions or need assistance with any of the above items may contact the IT Help Desk at (714) 556-3610 ext. 411 or by e-mail at HelpDesk@vanguard.edu. Additional information, updates, and instructions are available on the Vanguard Website.
Student Academic Load in the College

An academic load is from twelve to eighteen units per semester. Students taking less than twelve units are considered to be part-time. Students who are employed for more than three hours of work daily may find that twelve units is too much of a load. Students contemplating participation in Commencement with provisional honors should consult with their academic advisor regarding the enrollment in special courses, such as independent study or internships. 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 Dean of their School. 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, students who participate in intercollegiate athletics, and students whose extra-curricular programs dictate.

Special Class Enrollment Options

Conférence Courses — Junior or Senior students, who for good reason cannot enroll in a listed catalog course when it is regularly scheduled, may request to take a conférence course. To have a conférence course approved, a student must: (1) receive permission from the instructor offering the course, the appropriate Dean, and the Registrar; (2) pay a fee in addition to the regular tuition. No more than four conference courses may be credited toward graduation.

Individual Studies Courses — Junior or Senior students with at least a 3.0 grade point average may pursue specifically designed courses of individualized study with the major faculty up to three units per semester and for a total of twelve units applicable to graduation. Such courses are initiated by the student, who must secure an appropriate sponsoring faculty member to supervise and evaluate the project. Written proposals of the nature of the proposed study, its objective, resources, procedures, requirements, and basis for evaluation — as submitted by the instructor or by the student in consultation with the instructor — must be submitted to the appropriate department or division chair and 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. An average of 35/2 units taken on a Pass/Fail basis may be counted toward graduation. The request for such a grade must be made at the time of registration. These courses may not be used to meet core, major, or professional requirements with one exception. With the permission of the Provost, seniors maintaining a GPA of at least 3.25 may use an upper division course to meet a core curriculum 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 U.V. campus as distinct from extension, correspondence, or other special courses.

Cross Registration Between Traditional Degree Programs 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 according to the following criteria:
1. Students are considered on a case-by-case basis.
2. Students must obtain “cross registration” approval by their Dean.
3. Students must possess a cumulative GPA of 3.0 or higher.
4. Students must have at least 7.5 cumulative units (i.e., second semester junior status).
5. Students may not “cross register” 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 rate.
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 U.V. may enroll concurrently in classes in U.V.’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 Dean.
3. Students will be enrolled in the College as “students at large” (not eligible for financial aid).
4. Students will pay the prevailing traditional undergraduate 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 extra unit hour possible for academically oriented programs. All college-sponsored study trips and semester abroad programs must be approved by the University Academic Affairs Committee. Some academic divisions and departments restrict the number of unit hours earned from study trips which students may count toward their major. Students should consult with their academic advisor or departmental chair and counsel on study trips or semester abroad programs. Students wishing to study abroad through an institution other than Vanguard should contact the Office of the Registrar for appropriate paperwork and approval.

Veterans Benefits

Vanguard University is approved for training of veterans and eligible persons under the provisions of Title 38, United States Code.

Upon acceptance into the University, individuals eligible for veterans benefits may apply for benefits through the Office of the Registrar. The veteran must submit a certified copy of their separation papers (Form DD-214), along with the appropriate application form.

Vanguard University grants credit for certain types of military experience and educational training. Veterans pursuing a baccalaureate degree will be awarded one physical education unit (to a maximum of 8 units) for every six months of active service completed, provided that an honorable discharge was received. The Office of the Registrar, on an individual basis, grants any additional credit.
Students receiving Veterans benefits will be put on Probation if their cumulative GPA drops below the graduation requirement for the program being attended as outlined below:

- 2.00 (“C” average) B.A. or B.S. degree
- 2.67 (“B-” average) M.T.S. degree
- 3.00 (“B” average) M.A., M.S., or M.B.A. degree

Probationary status will continue until the student has raised his/her cumulative GPA to the minimum requirement. An individual will have his/her veterans benefits terminated if he/she remains on Probation for two consecutive semesters.

Credit by Testing and Extension

Vanguard University grants a maximum of twenty-four units from Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), other testing organizations, or from non-Vanguard University extension and correspondence programs. Wigner credits to students who receive grades of “3” or higher on tests administered in the AP program of the College Entrance Examination Board. Credit for exam taken through CLEP will be awarded based on recommendations by CLEP. Typically, a minimum score of 50 is required. Wigner credits to students who receive a score of “4” or higher on the higher-level exam in the IB program. Wigner credits to any regionally accredited extension or correspondence program may be recognized for fulfilling graduation requirements.

Change of Class Schedule

Students are responsible for the individual program they select upon registration. Changes may be made online during designated Online Registration time periods, and thereafter must be made by filling out an add/drop form in the Office of the Registrar. Add/drop during the first four full weeks is not entered on the transcript; however, one 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 receive 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 Dean of the appropriate School.

For those courses that are offered on an unusual calendar, withdrawals are received in the Office of the Registrar during regular business hours prior to the end of the second quarter of the total number of class hours sessions offered in the course. Withdrawing in the Office of the Registrar will have no entry made on the transcript; however, withdrawals received in the Office of the Registrar during regular business hours prior to the end of the second quarter of the total number of class hours will receive a “W” on the transcript; withdrawals received in the Office of the Registrar during regular business hours prior to the end of the second quarter of the total number of class hours sessions will receive a “W” on the transcript; withdrawals received in the Office of the Registrar during regular business hours prior to the end of the fourth quarter of the total number of class hours 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.”

Leaves of Absence Policy

The Leave of Absence Policy applies to those students who, for personal health, family, or other personal reasons, choose to withdraw from Vanguard University for a semester to participate in a study abroad program, internship, practicum, or for circumstances beyond their control (e.g., sickness, care of ill parent...). This policy does not apply to those students who wish to attend another institution, or simply take a semester off. Leave of Absence is typically for 1 semester, but may be granted for up to 1 academic year. In order for students to qualify they must be in good academic standing and apply in advance of the time period they wish to be on leave of absence. This is not intended for students wishing to withdraw during the current semester. Applications for Leave of Absence may be picked up in the Office of the Registrar. Leave of Absence is not required.

Withdrawal from University

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

1. Proceed to the Office of the Registrar.
2. Complete the form, including the required signatures.
3. Return the completed form to the Office of the Registrar.

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.

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></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Below average</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>NA/Inapplicable</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Progress</td>
<td>NA/Inapplicable</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failure</td>
<td>NA/Inapplicable</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>NA/Inapplicable</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>NA/Inapplicable</td>
</tr>
<tr>
<td>P</td>
<td>Pass (granted for “C” or higher)</td>
<td>NA/Inapplicable</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>NA/Inapplicable</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 “B” is assigned three grade points, etc. Thus, for example, a three-unit course with a grade of “B” is assigned a total of nine grade points. Grade point average (GPA) is determined by dividing the total number of grade points by the number of units attempted for which grade points are assigned.

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 entered 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 VU.
Incomplete Grades
Incomplete work must be made by no later than four calendar weeks following the Friday 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 assigns along with the “Incomplete” automatically becomes effective and is placed on the permanent record of the student. An instructor has no obligation to assign an incomplete grade or to administer a make-up examination. Extensions or extensions to the four-week limitation are made only with the approval of the division chair of the academic division in which the course is offered.

Grade Change Policy
Grades submitted by faculty to the Office of the Registrar are considered final. Students who believe a grade was assigned in error must contact the instructor of the course to review his/her records. Submission of a grade change to the Office of the Registrar can be made by the faculty member no later than two semesters following the term in which the grade was originally assigned. Requests for exceptions to this policy must be made to the Provost.

Class Attendance
Regular and punctual class attendance is expected and is essential for 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 instructor.

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, contests, tournaments) constitute one excuse minus one hour from practices absent.
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 not count toward the one-fifth absence allowance. Student athletes and others affiliated by school athletic programs should be particularly careful not to miss classes or sessions for unauthorized reasons.
5. Students shall not be penalized for missing classes for authorized college activities by loss of attendance points. On the other hand, it would be impossible to make up 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:
- Freshman: 0-26
- Sophomore: 27-56
- Junior: 57-87
- Senior: 88+

Academic Probation
"Academic probation" is used to designate a period of close academic supervision, generally including reduced extracurricular activities, imposed to improve unsatisfactory academic performance. Students on academic probation may not register for more than twelve units excluding exercise/sports science courses during the probation period. Such students shall not hold a student body office and must curtail extracurricular activities as recommended by their faculty advisor. In certain cases, eligibility for participation in intercollegiate sports may be suspended pending the resolution of the Academic Committee.

A student’s official transcript will reflect academic probation following any full semester in which a student’s current or cumulative GPA drops below a “C” average (2.0). This designation will remain on the transcript unless the student receives a change of grade prior to the end of the withdrawal period of the following semester.

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

Academic Disqualification
A student is subject to academic disqualification when there are two consecutive semesters of current or cumulative GPA below “C” (2.0). A student academically disqualified is precluded from further enrollment unless, in the judgment of the Student Management Committee, significant academic improvement has been made in the last probationary semester. A disqualified student may appeal for re-entry by petition.

Honors
The Academic Honors list, published at the end of each semester, honors all degree seeking students with twelve or more units who have earned a GPA of 3.5 or above for that semester.

Students who have completed, by the end of the fall semester, at least 35 units (bearing letter grades) at Vanguard may apply to participate in the Commencement ceremonies ahead of actual completion of all coursework required for graduation. Students’ official honors, however, will be based upon their GPA and the completion of all coursework required for graduation and will be indicated on the permanent transcript and on the diploma. Students who have maintained a cumulative GPA of 3.700—3.899 will graduate cum laude. Those achieving a GPA of 3.900—3.999 will graduate magna cum laude. The level of summa cum laude will apply to an average of 3.900 and above.

Student Honor Societies
Student honor societies exist to recognize superior academic performance, provide academic enrichment to the Vanguard community, and to provide opportunity for students to gain greater exposure to academic disciplines. Undergraduate students may be accepted into the University’s chapter of the following honor societies:

<table>
<thead>
<tr>
<th>Honor Society</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Zeta</td>
<td>Sociology</td>
</tr>
<tr>
<td>Lambda Alpha</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Lambda Pi Eta</td>
<td>Communication</td>
</tr>
<tr>
<td>Phi Alpha Theta</td>
<td>History</td>
</tr>
<tr>
<td>Pi Sigma Alpha</td>
<td>Political Science</td>
</tr>
<tr>
<td>Phi Chi</td>
<td>Psychology</td>
</tr>
<tr>
<td>Sigma Tau Delta</td>
<td>English</td>
</tr>
</tbody>
</table>
Degree Requirements
Candidates for the Bachelor of Arts degree or the Bachelor of Science degree in the University's traditional undergraduate programs must meet the following requirements:

1. A minimum of 124 units and a cumulative grade point average of 2.0. A minimum of forty units must be upper division work, and twenty-four units must be taken in residence at VU.
2. A minimum of twenty-four of the last thirty units must be earned at VU.
3. 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 VU.
4. An 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.
5. An Application for Graduation must be filed in the Office of the Registrar. See “Application to Graduate” for more information.
6. Students must complete the core curriculum program of fifty-two to fifty-four units.

Application to Graduate
Students nearing completion of all requirements for their degree must submit an Application for Graduation to the Office of the Registrar no later than the second week of the semester in which they intend to complete. A late fee may be assessed to Applications received after this time. The Application will be reviewed by the Office of the Registrar as well as the appropriate academic department or division, and the student will be notified of their clearance to graduate and participate in Commencement ceremonies. Traditional undergraduate students may only participate in Commencement ceremonies in May if they have no more than four units outstanding to complete their degree. These units must be completed in the summer immediately following the Commencement ceremonies in which they participate.

Release of Student Records
A student may not graduate, nor 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 diploma, certificates, grades, transcripts, or letters of recommendation shall be retained by the Office of the Registrar until all such obligations are satisfied. Release of any such record requires prior consent of the student, but in default the student shall not be considered a binding precedent on modification of this policy.

A Second B.A./B.S. Degree
A student may pursue a second Bachelor of Arts or Bachelor of Science degree in a second major provided 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. No more than sixty units may be included in the second major. These units may be from a different major than the first B.A./B.S., and a minimum grade point average of 2.0 must be maintained. The student must complete a second major concurrently with the first one. Each degree is earned in separate semesters, including the one in which graduation requirements are met. The student must submit an “Application for Graduation” to the Office of the Registrar prior to the beginning of the semester in which graduation requirements are met.

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.

Declarations
Students seeking a variance from any stated academic policy should consult with the department of the course/policy in question. Academic Petitions may be picked up in the Office of the Registrar.

Appeals Procedure
A student seeking a variance from any stated academic policy should consult with the department of the course/policy in question. Academic Petitions may be picked up in the Office of the Registrar.

Diversity/Multicultural Exposure Course Requirement
It is the desire of the University to increase student understanding of the world’s diversity as an essential component of the educational process. Thus, the diversity/multicultural exposure course requirement in the curriculum aims to increase awareness of the rich diversity and variety of contributions to society, culture, and knowledge without regard to race, religion, or ethnicity. Diversity/multicultural exposure courses thus consider: (1) the contributions of different cultures and ethnicities (as defined by gender, race, and nationalities), (2) a national mission to stimulate cooperation within a complex and interdependent global community, and (3) a commitment to the importance of training students to fulfill the mandates of making reconciliation and extending mercy in the name of Jesus Christ.

Broad Scope and Flexibility
The diversity/multicultural exposure requirement can be fulfilled with either:
- Three (3) units of Diversity Focused (DF) courses or
- Twelve (12) units of Diversity Enhanced (DE) courses.

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 aided in this determination by consulting with the appropriate division or department chair.

Formal declaration of a major or a change of major is made by filing a “Declaration or Change of Major Form” in the Office of the Registrar.

Declaring a Minor
A minor consists of at least twenty units in a single subject area. Students cannot receive or declare a minor in the same department as their major. Students who desire to develop a departmental minor should consult the chair of the appropriate department. Minors are formally declared in the Office of the Registrar until the student applies to graduate

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 of the Teaching Credential. Those students seeking a teaching credential should consult the School of Education, Department 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 aided in this determination by consulting with the appropriate division or department chair.

Formal declaration of a major or a change of major is made by filing a “Declaration or Change of Major Form” in the Office of the Registrar.

Declaring a Minor
A minor consists of at least twenty units in a single subject area. Students cannot receive or declare a minor in the same department as their major. Students who desire to develop a departmental minor should consult the chair of the appropriate department. Minors are formally declared in the Office of the Registrar until the student applies to graduate.

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A student seeking a variance from any stated academic policy should consult with the department of the course/policy in question. Academic Petitions may be picked up in the Office of the Registrar.

Diversity/Multicultural Exposure Course Requirement
It is the desire of the University to increase student understanding of the world’s diversity as an essential component of the educational process. Thus, the diversity/multicultural exposure course requirement in the curriculum aims to increase awareness of the rich diversity and variety of contributions to society, culture, and knowledge without regard to race, religion, or ethnicity. Diversity/multicultural exposure courses thus consider: (1) the contributions of different cultures and ethnicities (as defined by gender, race, and nationalities), (2) a national mission to stimulate cooperation within a complex and interdependent global community, and (3) a commitment to the importance of training students to fulfill the mandates of making reconciliation and extending mercy in the name of Jesus Christ.

Broad Scope and Flexibility
The diversity/multicultural exposure requirement can be fulfilled with either:
- Three (3) units of Diversity Focused (DF) courses or
- Twelve (12) units of Diversity Enhanced (DE) courses.

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 of the Teaching Credential. Those students seeking a teaching credential should consult the School of Education, Department 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 aided in this determination by consulting with the appropriate division or department chair.

Formal declaration of a major or a change of major is made by filing a “Declaration or Change of Major Form” in the Office of the Registrar.

Declaring a Minor
A minor consists of at least twenty units in a single subject area. Students cannot receive or declare a minor in the same department as their major. Students who desire to develop a departmental minor should consult the chair of the appropriate department. Minors are formally declared in the Office of the Registrar until the student applies to graduate.

Appeals Procedure
A student seeking a variance from any stated academic policy should consult with the department of the course/policy in question. Academic Petitions may be picked up in the Office of the Registrar.

Diversity/Multicultural Exposure Course Requirement
It is the desire of the University to increase student understanding of the world’s diversity as an essential component of the educational process. Thus, the diversity/multicultural exposure course requirement in the curriculum aims to increase awareness of the rich diversity and variety of contributions to society, culture, and knowledge without regard to race, religion, or ethnicity. Diversity/multicultural exposure courses thus consider: (1) the contributions of different cultures and ethnicities (as defined by gender, race, and nationalities), (2) a national mission to stimulate cooperation within a complex and interdependent global community, and (3) a commitment to the importance of training students to fulfill the mandates of making reconciliation and extending mercy in the name of Jesus Christ.

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The diversity/multicultural exposure requirement can be fulfilled with either:
- Three (3) units of Diversity Focused (DF) courses or
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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.

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Declaring a Minor
A minor consists of at least twenty units in a single subject area. Students cannot receive or declare a minor in the same department as their major. Students who desire to develop a departmental minor should consult the chair of the appropriate department. Minors are formally declared in the Office of the Registrar until the student applies to graduate.

Appeals Procedure
A student seeking a variance from any stated academic policy should consult with the department of the course/policy in question. Academic Petitions may be picked up in the Office of the Registrar.

Diversity/Multicultural Exposure Course Requirement
It is the desire of the University to increase student understanding of the world’s diversity as an essential component of the educational process. Thus, the diversity/multicultural exposure course requirement in the curriculum aims to increase awareness of the rich diversity and variety of contributions to society, culture, and knowledge without regard to race, religion, or ethnicity. Diversity/multicultural exposure courses thus consider: (1) the contributions of different cultures and ethnicities (as defined by gender, race, and nationalities), (2) a national mission to stimulate cooperation within a complex and interdependent global community, and (3) a commitment to the importance of training students to fulfill the mandates of making reconciliation and extending mercy in the name of Jesus Christ.

Broad Scope and Flexibility
The diversity/multicultural exposure requirement can be fulfilled with either:
- Three (3) units of Diversity Focused (DF) courses or
- Twelve (12) units of Diversity Enhanced (DE) courses.
Academic Information

Diversity Focused (DF) courses are wholly centered on matters related to either gender, race, ethnicity, religion, lifestyle, and/or global perspectives. The subject matter is identified in the syllabus as such, and the course title often reflects the content as "diversity focused."

Diversity Enhanced (DE) courses devote at least one quarter of their content and time to diversity topics.

The requirement guarantees that every student who takes at least one DF or a series of DE courses will have exposure(s) that promote(s) greater understanding of one aspect of the many cultural, gender, or other diversities which characterize the modern world.

The following are approved Diversity Focused (DF) courses:
- ANTH/INTB 102C Introduction to Cultural Anthropology (3 units)
- ANTH 316 Environment, Culture, and Behavior (3 units)
- ANTH 483 Gender, Culture, and Society (3 units)
- ANTH 489 Culture and Change (3 units)
- ANTH 520 Global Perspectives (3 units)
- ANTH 533 Classics, Race, Ethnicity, and Gender (3 units)
- ANTH/CST 539 Primal and World Religions (3 units)
- ANTH 440 Cultural Personality and the Individual (3 units)
- ANTH 460 Anthropology/Teaching Internship (3-4 units)
- ENGL/ENGL/SPAN 440 Literature, Culture, and Linguistics (3 units)
- ENGL 310 Field Practicum and Field Work (2-4 units)
- ENGL 311 Old Testament Archaeology (3 units)
- ENGL 312 New Testament Archaeology (3 units)
- ENGL 313 Archaeological Field Experience (3 units)
- ENGL 490 Individual Studies (3-4 units)
- ENGL 540 Cultural Studies in Education (3 units)
- CMW 300 Intercultural Communication (3 units)
- HLC 300 Teaching in a Multicultural Setting (3 units)
- ENGL 320 American Diversity (3 units)
- ENGL 321 Survey of World Literature (3 units)
- ENGL 322 Survey of World Literature II (3 units)
- ENGL 441 Cultural Focus (3 units)
- HIST 200 World Civilizations I (3 units)
- HIST 201 World Civilizations II (3 units)
- HIST 315 Modern China (3 units)
- HIST 316 African-American History (3 units)
- HIST 317 History of Africa (3 units)
- HIST 318 History of East Asia (3 units)
- HIST 319 Women in American History (3 units)
- HIST 490 History and Geography of the United States (3 units)
- ICSF/CH1/SPN 401 Introduction to Intercultural Studies (2 units)
- ICSF/COMM 435 Intercultural Communication (3 units)
- ICSF/SPAN 436 Contemporary Issues in Latin American Cultures (3 units)
- ICSF/EC/SPAN 464 Religion and Culture in Latin America (3 units)
- PSC 331 Diversity Issues in the Helping Professions (3 units)

The following are approved Diversity Enhanced (DE) courses:
- ENGL 300C Literary Perspectives (3 units)
- ENGL 310 Survey of American Literature (3 units)
- ENGL 311 Survey of American Literature II (3 units)
- ICST 315 Globalization of Church Ministry (3 units)
- ICST 491 Principles and Methods of Intercultural Ministry (3 units)
- ENGL 520 Global Games and Recreation Activities (2 units)

- Some special topic or seminar courses (291, 292, 293, 470 and 490) may fulfill the diversity/multicultural exposure course requirement. Consult the Office of the Registrar regarding fulfillment of this requirement with other courses than those listed above.

Off Campus Study Programs

CINCEL Semester Abroad Program
The CINCEL language school (Centro de Investigaciones Culturales y Estudios Linguisticos), 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 advanced level of competence in the Spanish language, and who are enrolled full time in a Vassar 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 various summer study opportunities such as a botany field trip to Yosemite National Park and a study tour to Vassar's Costa Rica Study Center in that country’s capital city, San José.

Council for Christian Colleges & Universities Study Programs
The Council for Christian Colleges & Universities (CCCU), an association of 105 institutions in the United States and Canada, offers a number of semester and summer programs to students of its member institutions. Students of Vassar and University are eligible to participate in any of the study programs offered by the CCCU including the American Studies Program conducted in Washington, D.C., the Australia Study Center, the China Study Program, the Latin American Studies Program, the Los Angeles Film Studies Program, the Middle East Studies Program, the Russian Studies Program, the Oxford Summer Program, the Scholars’ Semester in Oxford, the Summer Institutes of Journalism, and the Uganda Study Program. These interdisciplinary learning opportunities are available to students with juniors or seniors standing. For detailed information about any of these programs, visit the CCCU website at www.cccu.org/students.

American Studies Program (ASP)
Founded in 1976, the American Studies Program at Washington, DC, as stimulating educational laboratory where college students gain hands-on experience with an internship in their chosen field. This prepares them to pressing national and international issues in public policy seminars which are issues-oriented, interdisciplinary, and led by...
Academic Information

ASP faculty and Washington professionals. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis, and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspectives on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christian leadership in putting their beliefs into practice. The aim of the program is to help Counsel schools prepare their students to live faithfully in contemporary society and followers of Christ. Students earn 16 semester hours of credit. For courses, see the School of Humanities and Social Sciences, Department of History and Political Science.

Australia Studies Centre (ASC)
The Australia Studies Centre seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic. Students are encouraged to think through their role seeking to build a multi-faith world that is increasingly similar both intellectually and culturally. Students are challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist.

Australia Studies Center Courses (15-16 units)
ASC 400 • Australian History, Culture, Society, and Politics
ASC 470 • Electives (4 courses)

China Studies Program (CSP)
The China Studies Program, which began in the Spring of 1999, allows students to engage this large and intriguing country. While living and experiencing Chinese civilization firsthand, students participate in seminars, travel to historical sites, and engage in academic study. In addition to the study of historical Chinese, students will assist Chinese students learning English, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Beijing, Shanghai, and Xi’an. This interdisciplinary cross-cultural program study enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

China Studies Program Courses (15-16 units)
Required courses (12 units):
- CSP 400 • Chinese Language Study
- CSP 420 • Chinese History
- CSP 410 • Interfaith Communication
- CSP 425 • Contemporary Society, Public Policy & Economic Development
Electives - 1 of 3 required (3 units):
- CSP 415 • Chinese II
- CSP 420 • Eastern Religions
- CSP 425 • Business Practicum
Optional - 1 of 2 required (1 unit):
- CSP 240 • Tai Chi
- CSP 255 • Chinese Art

Contemporary Music Center (CMC)
The Contemporary Music Program provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as singer-songwriters, musicians, composers, recording artists, performers, producers and music managers. The Executive Track is designed for business, arts management, marketing, communications, and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive Track students receive instruction, experience, and uniquely Christian perspectives on creativity and the marketplace, while working to create and market a recording of original music. Both tracks include coursework, labs, directed study, and a practicum. Students earn 16 semester hours of credit.

Contemporary Music Center Courses (16 units)
Required courses (7 units):
- CMC 400 • Faith, Music, and Culture
- CMC 405 • Inside the Music Industry
- CMC 410 • Business Practicum
Choose one track:
Artist Track (9 units):
- CMC 405 • Essentials of Song Writing
- CMC 420 • Studio Recording
- CMC 425 • Performance
Executive Track (9 units):
- CMC 420 • Artist Management
- CMC 425 • Artists and Repertoire
- CMC 430 • Music Marketing and Sales

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 program seeks to introduce students to a wide range of Latin American experiences through the study of languages, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American nations. Students participate in one of four concentrations: Latin American Studies (offered both Fall and Spring terms), Advanced Language Studies (limited to Spanish majors and offered both Fall and Spring terms), International Business and Management (offered only in Fall term), and Tropical Science (offered only in Spring term). Students earn 16 semester hours of credit.

Latin American Studies Program Courses (16-18 units)
Required courses (10-12 units):
- LASP 400 • Spanish Language Study
- LASP 425 • Latin American History Issues, Perspectives
- LASP 425 • Business Practicum
Concentration: Choose one (6 units):
- LASP 440 • Latin American Studies
- LASP 445 • Advanced Language and Literature
- LASP 440 • International Business and Management
- LASP 445 • Environmental Science
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, learn and work in the Los Angeles area in major studios. The curriculum consists of two required seminars focusing on the role of filmmaking in culture and the relationship of faith to work in the film industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a holistic perspective. Students earn 16 semester hours of credit. (For courses, see School of Communication and the Arts, Department of Communication.)

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 literary traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Though Israel, Palestine, Jordan, and Turkey are exposed to the diversity and dynamism of the region, the MESP encourages and equips students to relate to the Muslim world in a informed, constructive and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

Middle East Studies Program Courses (16 units)
MESP 400 • Intro to Arabic Language
MESP 405 • Islamic Thought and Practicum
MESP 410 • Conflict and Change in the Middle East
MESP 415 • Peoples and Culture in the Middle East

The Oxford Summer Programme (OSP)
The Oxford Summer Programme is a program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. Wycliffe Hall was established in Oxford in 1877 with a vision for training godly Christian leaders for the church and to study and understand one of the premier theological institutions in the world. The program is designed to enable students to gain a more comprehensive understanding of the relationship between Christianity and culture and to develop specialized work under Oxford academics. The program is appropriate for rising college sophomores, juniors, seniors, graduate and seminary students, non-traditional students, and those enrolled in continuing education programs.

Oxford Summer Program Courses (5 units)
OHP 400 • Christianity and Culture
OHP 405 • Integrative Seminar
OHP 410 • Primary Tutorial
OHP 415 • Secondary Tutorial

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, D.C. 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 insights 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.

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 Peoples, 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 opting for four hours of Russian, a seminar course entitled International Relations and Business in Russia is available. The RSP strives to give students a rich experience 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 live in a Russian family for the remainder of the stay in this city. 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.

Russian Studies Program Courses (16 units)
RSP 400 • Russian Language
RSP 405 • International Relations/Business*
RSP 410 • History and Sociology of Religion
RSP 415 • Russian Peoples, Culture, & Literature
RSP 420 • Russia in Transition
* Only taken if student takes Russian Language for 4 units

The Scholars’ Semester in Oxford (SCO)
At Oxford University and members of Wycliffe Hall, students live, study, and learn in one of over 45 colleges that comprise the University of Oxford in England. The program is designed for students interested in the liberal arts and social sciences, with tutorials commonly held in the fields of History, Philosophy, Religion and Theology, English and Literature, and Classics. Applicants must have a 3.5 GPA or better and are generally honors or other very high achieving students. The tutorials and seminars are equivalent to upper division courses. Students are expected to do advanced level work and therefore need to have sufficient preparation for the concentration chosen. As theological college Wycliffe Hall seeks to build up future Christian leaders from around the world. The hall is known for its focus on preparing men and women for lay and ordained ministry in the Church of England, while at the same time welcoming many others from across the world.

The Scholar’s Semester in Oxford Courses (17 units)
CSP 400 • Christianity and Culture
CSP 405 • Integrative Seminar
CSP 410 • Primary Tutorial
CSP 415 • Secondary Tutorial

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, D.C. 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 insights 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.
Uganda Studies Program (USP)

The Uganda Studies Program (USP) offers an opportunity for studies in and about East Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of global south Christianity. Core courses focus on religion, culture, literature, and history of Africa. Electives give students the opportunity to explore areas of interest, studying with and learning from Ugandans.

Uganda Studies Program Courses (16 units)
- Required course: (4 units) USP 400 • Faith/Practicum in the Uganda Context
- Flexible core courses - 2 of 3 required: (6 units)
  - USP 405 • Religious Studies
  - USP 410 • History & Culture of Africa
  - USP 415 • Contemporary African Literature
- Electives (6 units)
- USP 470 • Electives

The Core Curriculum

John R. M. Wilson, Ph.D., Chair

MISSION: The mission of the core curriculum is to provide an integrative four-year learning experience for all matriculants. The cornerstone course starting the freshman year lays out a framework for new students to help them understand the concept of a liberal arts education and the role of a Christian university in integrating faith and learning. Along with the senior capstone course, it provides a vehicle for pre- and post-testing to assess intellectual growth, value strengthening, and spiritual development. The capstone course stimulates a summative integration of the students' faith with the disciplines' intellectual material. The core challenges students to examine and develop their beliefs and strengthen their intellectual skills. Its goal is that Vanguard graduates will bear a distinctive stamp reflective of their common experience.

Rationale for the Core Curriculum

The College is committed to a broad education in the liberal arts, an objective requiring study in a variety of academic disciplines that is fulfilled in part by its core curriculum in general education. The core curriculum is designed to produce the student learning outcomes described in the College's Educational Targets and Goals. Intellectual engagement, spiritual formation, professional excellence, aesthetic expression, responsible stewardship, and relational responsiveness. Therefore, the courses in the core curriculum are designed to develop a belief system, the requisite knowledge and skills for a rich and productive life of learning, 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 students advance toward 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 their own and 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 lifelong pursuit of knowledge.

Core Curriculum Course Requirements, Year by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>52 units</td>
</tr>
<tr>
<td></td>
<td>Freshmen</td>
</tr>
<tr>
<td>ENGL 120C</td>
<td>Persuasive Writing</td>
</tr>
<tr>
<td>KINE 145C</td>
<td>Lifetime Fitness and Wellness (Lecture/Lab)</td>
</tr>
<tr>
<td>KINE 146C</td>
<td>Lifetime Fitness and Wellness (Activity)</td>
</tr>
<tr>
<td>NT 101C</td>
<td>New Testament Survey</td>
</tr>
<tr>
<td>Choose 1 of the following courses:</td>
<td>3 units</td>
</tr>
<tr>
<td>CCHH 160C</td>
<td>Generalist Fall semester</td>
</tr>
<tr>
<td>CCHH 161C</td>
<td>Generalist Spring semester</td>
</tr>
<tr>
<td>Choose 1 of the following courses:</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH/SOCS 265C</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>MATH/SOCS 360C</td>
<td>Intermediate Statistical Methods</td>
</tr>
<tr>
<td>MATH/SOCS 361C</td>
<td>Scientific Statistics</td>
</tr>
<tr>
<td>Choose 1 of the following courses:</td>
<td>3 units</td>
</tr>
<tr>
<td>THEO 100C</td>
<td>Foundations of Christian Life</td>
</tr>
<tr>
<td>THEO 101C</td>
<td>Introduction to Theology</td>
</tr>
<tr>
<td>Choose 1 of the following courses:</td>
<td>3 units</td>
</tr>
<tr>
<td>HIS 111C</td>
<td>United States History</td>
</tr>
<tr>
<td>HIS 112C</td>
<td>United States Government</td>
</tr>
<tr>
<td>Choose 2 of the following 3 courses:</td>
<td>6 units</td>
</tr>
<tr>
<td>ANTH 102C</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>PSCI 101C</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SOCI 101C</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Sophomores</td>
<td>19 units</td>
</tr>
<tr>
<td>COMM 201C</td>
<td>Speech Composition and Presentation</td>
</tr>
<tr>
<td>ENGL 220C</td>
<td>Persuasive Writing</td>
</tr>
<tr>
<td>NCT 210C</td>
<td>The Physical World</td>
</tr>
<tr>
<td>OF 21C</td>
<td>Old Testament Survey</td>
</tr>
<tr>
<td>Choose 1 of the following courses:</td>
<td>3 units</td>
</tr>
<tr>
<td>HIST 203C</td>
<td>World Civilization I</td>
</tr>
<tr>
<td>HIST 204C</td>
<td>World Civilization II</td>
</tr>
<tr>
<td>Choose 1 of the following courses:</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 102C</td>
<td>Introduction to Acting for Non-Majors</td>
</tr>
<tr>
<td>RNC 21C</td>
<td>Introduction to the Arts</td>
</tr>
<tr>
<td>ART 25C</td>
<td>History and Appreciation of Art</td>
</tr>
<tr>
<td>MLK 20C</td>
<td>Introduction to Multicultural Studies</td>
</tr>
</tbody>
</table>

Choose 1 of the following courses: | 3 units |
THEA 200C • Introduction to Theatre

THEA 202C • History of Theatre I

THEA 204C • History of Theatre II

Juniors

THEA 203C • Developing a Christian World View

Choose 1 of the following courses:

ENGL 300C • Literary Perspectives
ENGL 312C • American Diversity
ENGL 431C • World Literature I
ENGL 432C • World Literature II

Seniors

CHIS 400C • Christian Heritage

7  Students majoring in Biology or Chemistry must take MATH 165C to fulfill the core curriculum requirement in mathematics.

5  Students majoring in Biology or Liberal Studies are exempt from taking NSCI 210C.

6  Music majors may not take MUSC 202C to fulfill the core curriculum requirement in fine arts.

8  Students majoring in English are exempt from taking the core curriculum requirement in English.

9  ENGL 312C, ENGL 431C and ENGL 432C are not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

The units for the Capstone Course are integrated into the student's major requirements.

Core Curriculum Courses

Freshman Level

CORE 100C • Cornerstone (1 unit)

This course is open to Freshmen only. Introduction to university life and learning, and to the academic and social skills needed for success. Includes social outings, community service component, and is to be taken in conjunction with an approved freshman level course that will apply some of the course lessons. All freshmen must complete this course during their first year.

CORE 101C • College Learning Concepts (3 units)

This core course is a requirement for all students. It covers basic learning and study skills, including effective note-taking, time management, organization and research strategies. Students will also learn about the importance of academic integrity and the role of the university in their personal and professional development.

CORE 102C • College Reading and Writing (1 unit)

Students are required to take this course to improve their reading and writing skills. It focuses on reading strategies, writing techniques, and the development of critical thinking skills.

1  Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

2  Students majoring in Accounting, Anthropology, Psychology, Social Science, or Sociology must take MATH 145C to fulfill the core curriculum requirement in mathematics.

3  Students majoring in Biology or Chemistry must take MATH 165C to fulfill the core curriculum requirement in mathematics.

4  Students majoring in Religion (any concentration) must take THEA 201C to fulfill the core curriculum requirement in theology.

5  Students majoring in Biology, Chemistry, or Liberal Studies are exempt from taking NSCI 210C.

6  Music majors may not take MUSC 202C to fulfill the core curriculum requirement in fine arts.

7  Theatre majors may not take THEA 200C, THEA 201C, THEA 202C, or THEA 204C to fulfill the core curriculum requirement in fine arts.

8  Students majoring in English are exempt from taking the core curriculum requirement in English.

9  ENGL 312C, ENGL 431C and ENGL 432C are not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

10 The units for the Capstone Course are integrated into the student's major requirements.
POLS 155C • United States Government (3 units)
Designed to acquaint the student with the United States political system, including constitutional developments of the United States and of California, and stimulate reflection on the intersection of Christianity and citizenship.

PSYC 103C • General Psychology (3 units)
Prerequisite to all other psychology courses. This course explores the fundamental issues of psychology, including research in psychology, biological influences on development and behavior, learning and memory, motivation, personality, psychological disorders, psychological interventions, and social behavior.

SOCI 100C • Introduction to Sociology (3 units)
An introduction to the study of society, considering the fundamental concepts of sociology in each of three great areas: social structure, social processes, and social problems. Sociology deals with the way individuals, groups, and institutions are related to one another.

THEO 101C • Foundations of Christian Life (3 units)
An introduction to Christian faith and life, exploring the primary theological tenets and fundamental values that empower a Christian to address contemporary cultural issues, seek integrity in personal behavior, and respond to the great commission to reach the world.

THEO 103C • Introduction to Theology (3 units)
An introductory study of the subject matter and scope of Christian theology. Examination is made of philosophical presuppositions, definitions, and elaboration of theological concepts is encouraged. Particular attention is given to the doctrinal tenets of the Assemblies of God. Students majoring in Religion (any concentration) must take THEO 103C to fulfill the core curriculum requirement in theology.

Sophomore Level

ART 252C • History and Appreciation of Art (3 units)
An overview 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.

COMM 201C • Speech Composition and Presentation (3 units)
This course is designed to provide the student with a working knowledge of the fundamentals of speech communication. General requirements for speech preparation, composition, and presentation will be covered. A foundation will be established upon which further speech development may be built. Lab fee.

ENGL 220C • Research Writing (3 units)
Introduction to expository and analytic writing, including research methods and the development of research-based essays investigating topics related to diverse themes. This course emphasizes writing, revising, and editing using analytical skills and computer technology (word processing, Internet research) and reinforces those skills learned in ENGL 120C. Taught in the computer lab. Must be passed with a "C" (not "C-") to fulfill the core curriculum requirement.

HIST 203C, 204C • World Civilizations I, II (3, 3 units)
Emphasizes the development of the basic ideas, institutions, individuals, and the outstanding cultural, economic, political, and social movements that have shaped humanity from ancient times. These courses provide a comprehensive understanding of world history, and students who have taken either course in the past may not take the other.

MATH/SOCS 265C • Introduction to Statistical Methods (3 units)
A course in basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data in the behavioral sciences, including descriptive statistics (use of graphs and charts), normal distribution curve, measures of central tendency, and correlation, hypothesis testing, statistical fallacies, correlation, and topics in probability.

MUSC 202C • Introduction to Music (3 units)
A liberal arts course designed to develop a knowledge of music from the listener's point of view. Introduction to the materials and form of music and the periods of music history. This course may not be used to fulfill the fine arts core curriculum requirement for Music majors. Lab fee.

THEA 200C • Introduction to the Theater (3 units)
An introduction to the study of theatre, with focus on forms, genres, performance space, and the artistic principles of production, as well as the technical aspects. Selected readings, discussions, attendance at plays, and critiques of performances are required. Theatre majors may not take THEA 200C to fulfill the core curriculum requirement in fine arts.

Junior Level

ENGL 300C • Literary Perspectives (3 units)
Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences.

ENGL 312C • American Diversity (3 units)
A study of the past and present American literature composed by African American, Asian American, Hispanic American, and Native American writers, with emphasis on themes, background, and culture. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

THEO 300C • Developing a Christian World View (3 units)
This course surveys the history of philosophical world views and life narratives as a background for understanding the challenges involved in developing a theology and the accountability to the biblical witness in a contested and pluralistic cultural environment. It is required for all theology majors.
Senior Level

CHS400C • Christian Heritage (3 units)
This course explores our Christian heritage, showing how the community of believers has evolved over time
from the timeless creeds developed in the early Christian era, to the Reformation, to the Protestant Reformation.
and the proliferation of denominations down to the present day. The course content is designed to help students
understand the historical development of the Christian faith and its impact on contemporary society.

ENGL41C • World Literature I (3 units)
An examination of the contours of international literature, including European, African, Asian, and Latin
American literature up to the European Renaissance. This course is recommended for students with a limited background in literature.

ENGL42C • World Literature II (3 units)
An examination of the contours of international literature, including European, African, Asian, and Latin American
literature from the European Enlightenment to the present. This course is not recommended for students with a limited background in literature.

Capstone Course (variable units) (Prefix will reflect major field)
A capstone course within the major to encourage active reflection on the undergraduate journey and solidify
the integration of faith and learning. Includes the writing of an integrative personal philosophy paper and
capstone assessments of academic achievement that, paired with capstone assessments, will provide tangible,
measurable evidence of growth during the Vanguard years.

• Accounting, Business Administration, International Business, and Marketing Majors — BUSN/INTB 455C:
  Business Policy and Strategy (4 units)
• Athletic Training Major — KINE 426C: Capstone Senior Seminar in Athletic Training (3 units)
• Biology Major — BIOL 499C: Integrating Concepts in Biology Capstone (3 units)
• Kinesiology Major: Teaching/Coaching Concentration — KINE 442C: Integrating Concepts in Physical
  Education Capstone (3 units)
• Kinesiology Major: Pre-Physical Therapy Concentration — KINE 450C: Kinesiology Capstone Internship
  (3 units)
• Kinesiology Major: Sports Science Concentration — KINE 450C: Exercise Science Internship (3 units)
• Liberal Studies Major — 400C Senior Seminar (3 units)
• Mathematics Major — MTH/PHB 400C: Mathematics and the Liberal Arts (3 units)
• Psychology Major — PSY/400C: Psychology and Christianity (3 units)
• Religion Major — TEO/400C: Hermeneutics in Global Perspective (3 units)
• Spanish Major — SPAN400C: Integrating Concepts in Spanish (3 units)
• Sociology Major — SOC 400C: Senior Seminar (3 units)
• Theatre Major — THE 400C: Directed for Theatre

School of Business and Management

David Alford, Ph.D., Dean

The School of Business and Management consists of the undergraduate Business and Management department,
the School for Professional Studies undergraduate business major (for details, see the School for Professional
Studies section of this catalog), and the Masters of Business Administration program.

Undergraduate Programs

Carol Winters, M.A., Associate Dean

MISSION: The Department of Business and Management 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, International
Business, and Marketing.

Business and Management Core Requirements for all majors 37 units

Lower Division
BUSN100 Computer Concepts and Applications 3 units
BUSN114 Introduction to Business 3 units
BUSN215 Principles of Economics (Micro) 3 units
BUSN221 Principles of Accounting I 3 units
BUSN222 Principles of Accounting II 3 units

Upper Division
BUSN316 Legal Aspects of the Business Process 3 units
or BUSN337 Legal Environment of Business 3 units
MKTG335 Management Theory and Practice 3 units
MKTG336 Principles of Marketing 3 units
MKTG337 Principles of Marketing 3 units
BUSN440C Business Policy and Strategy (Capstone Course) 4 units

Accounting Major

Accounting Major Core Requirements 21 units
SOSY/WRT 400C Introduction to Statistical Methods 3 units
ACCT323 Intermediate Accounting I 3 units
ACCT325 Intermediate Accounting II 3 units
ACCT427 Auditing 3 units
ACCT423 Advanced Accounting 3 units
ACCT440 Federal Taxation — Individual 3 units
ACCT442 Federal Taxation — Corporate 3 units
Business Administration Major

In addition to the core requirements, Business Administration majors must successfully complete the following courses:

Business Administration Major Core Requirements 21 units

Upper Division:
FINC or ACCT 3 units
MNGT 3 units
MRKT 3 units
ACCT/BUSN/FINC/MNGT/MRKT 3 units

And Upper and/or Lower Division:
School of Business and Management courses 9 units
(Non-School of Business and Management units require prior approval of the Dean of the School of Business and Management.)

International Business Major with an Anthropology Minor

International Business Major Core Requirements 38 units

Business Requirements
Upper Division:
INTB 367 3 units
INTB 421 3 units

Anthropology/Minor Requirements
Lower Division:
INTB 102C 3 units
INTB 150 3 units
INTB 253 3 units

Upper Division:
INTB 330 3 units
INTB 340 3 units
INTB 422 3 units
Choose one:
INTB 339 3 units
INTB 440 3 units
INTB 441 3 units

Study Abroad (Choose one):
INTB 452 8 units
SPAN 456 8 units
INTB 457 8 units

Marketing Major

Marketing Major Core Requirements 21 units

MKT 312 3 units
MKT 315 3 units
MKT 316 3 units
MKT 387 3 units
ACCT/BUSN/FINC/MNGT/MRKT 9 units

Business Minor

BUSN 114 3 units
ACC 220 3 units
MKT 315 3 units
ELECTIVES (3) 9 units

Accounting Courses

ACC 220 3 units
ACC 320 3 units
ACC 321 3 units
ACC 322 3 units
ACC 323 3 units

Marketing Major

Marketing Major Core Requirements 21 units

MKT 312 Advertising/Promotions 3 units
MKT 315 Marketing Research 3 units
MKT 316 Sales and Sales Management 3 units
MKT 387 Upper Division Electives 9 units

Business Minor

BUSN 114 Introduction to Business 3 units
ACC 220 Principles of Accounting I 3 units
MKT 315 Management Theory & Practice 3 units
ELECTIVES (3) Upper Division Electives 9 units

Accounting Courses

ACC 220 Principles of Accounting I (3 units)
ACC 221 Principles of Accounting II (3 units)
ACC 320 Accounting and Finance for Decision Making (3 units)
ACC 321 Intermediate Accounting I (3 units)

Marketing Major

Marketing Major Core Requirements 21 units

MKT 312 Advertising/Promotions 3 units
MKT 315 Marketing Research 3 units
MKT 316 Sales and Sales Management 3 units
MKT 387 Upper Division Electives 9 units

Business Minor

BUSN 114 Introduction to Business 3 units
ACC 220 Principles of Accounting I 3 units
MKT 315 Management Theory & Practice 3 units
ELECTIVES (3) Upper Division Electives 9 units

Accounting Courses

ACC 220 Principles of Accounting I (3 units)
ACC 221 Principles of Accounting II (3 units)
ACC 320 Accounting and Finance for Decision Making (3 units)
ACC 321 Intermediate Accounting I (3 units)

Marketing Major

Marketing Major Core Requirements 21 units

MKT 312 Advertising/Promotions 3 units
MKT 315 Marketing Research 3 units
MKT 316 Sales and Sales Management 3 units
MKT 387 Upper Division Electives 9 units

Business Minor

BUSN 114 Introduction to Business 3 units
ACC 220 Principles of Accounting I 3 units
MKT 315 Management Theory & Practice 3 units
ELECTIVES (3) Upper Division Electives 9 units

Accounting Courses

ACC 220 Principles of Accounting I (3 units)
ACC 221 Principles of Accounting II (3 units)
ACC 320 Accounting and Finance for Decision Making (3 units)
ACC 321 Intermediate Accounting I (3 units)
ACCT 325 • Intermediate Accounting II (3 units)
Prerequisite: ACCT 324 with a "C" or better. Continues to study accounting and reporting of complex business activities and transactions. The focus is on the investing activities of business and financial reporting. Topics include investments, leases, earnings per share, and analysis of financial statements. The content includes the study of accounting and reporting standards in the United States with comparisons to international accounting standards.

ACCT 427 • Auditing (3 units)
Prerequisite: ACCT 325 with a "C" or better. How to conduct external audits of (and internal financial management of) organizations that are audited. United States auditing standards are studied and compared to international standards. Course topics include generally accepted auditing standards, financial reporting and audit failure, effective internal control procedures, and the influence of the Securities and Exchange Commission on oversight of the auditing profession.

ACCT 428 • Advanced Accounting (3 units)
Prerequisite: ACCT 325 with a "C" or better. The course covers complex accounting and reporting for corporate and non-corporate entities, public and not-for-profit entities. It compares and contrasts accounting and financial reporting for partnerships, for-profit complex corporate entities, states and local governments, health and welfare organizations, and government and non-government universities.

ACCT 440 • Federal Taxation – Individual (3 units)
Prerequisite: ACCT 325 with a "C" or better. This course covers federal income taxation as it applies to individuals. It introduces the federal tax model and how to apply it to the components of taxable income, tax credits, and types of taxes.

ACCT 442 • Federal Taxation – Corporate (3 units)
Prerequisite: ACCT 325 with a "C" or better. The subject matter of this course is federal income taxation as it applies to corporations. It builds on the federal tax model presented in ACCT 440, emphasizing concepts specific to corporate tax situations.

ACCT 444 • Business Communications (3 units)
Prerequisite: ENGL 120C. Analysis of the various functions necessary for successful communication in the business office. Topics include interpersonal communications, business letters and memos, proposal and report preparation, oral presentations, and other frequently encountered instruments and processes.

BUSN 100 • Computer Concepts and Applications (3 units)
This course introduces the student to computer concepts, issues, and applications. The student will gain "Conceptual Computer Literacy" by developing an understanding of the uses of computers and information technology in organizations. In addition, the student will gain "Functional Computer Literacy" by learning how to use a computer through completion of various projects using application programs (word processing, spreadsheets, database management, and presentation).
BUSN 451 • Business Teaching Intern (1-3 units)
Prerequisites: Open to juniors and seniors. Approval of the Dean of the School of Business and Management. This course may be taken for a maximum of 3 units in one semester. A minimum of six combined units is required for BUSN 450 and BUSN 451 to apply for graduation. Assist in preparing course content, study sessions, and/or planning division events. Regular hours each week for classes, meetings, assistance to instructors.

BUSN 452 • Summer Study Tours (1-8 units)
Prerequisite: Consent of the 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.

BUSN 455C • Business Policy and Strategy (4 units)
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 in case studies approximating real world business situations. This course fulfills the Core Curriculum Capstone requirement for School of Business and Management majors.

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

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

BUSN 490 • Seminar (1-3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in finance of particular relevance to upper division majors. May be repeated for credit.

BUSN 491 • International Finance (3 units)
Prerequisite: BUSN 215. Nature and functions of money and its relation to prices; the monetary system of the United States; and foreign exchange and monetary control.

BUSN 492 • Corporate Finance (3 units)
Prerequisite: MATH/SOCS 265C, ACCT 220 and ACCT 221. This course is designed to provide the student with an overview of the financial principles and techniques related to financial management within a business enterprise. The course will introduce tools for financial decision making, policy making, and analysis. Areas studied will include financial statement analysis, asset valuation methods, capital budgeting, cost of capital, and capital asset pricing model.

FINC 320 • Personal Financial Management (3 units)
Prerequisite: Consent of the instructor. Study 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 332 • Money and Banking (3 units)
Prerequisite: BUSN 215. Nature and functions of money and its relation to prices, the monetary system of the United States, and foreign exchange and monetary control.

FINC 340 • Real Estate Finance (3 units)
Prerequisite: Consent of the instructor. Study of personal financial management, insurance, real estate, security buying, and investments, providing students with effective management guidelines to manage their own personal financial affairs.

FINC 335 • Corporate Finance (3 units)
Prerequisite: MATH/SOCS 265C, ACCT 220 and ACCT 221. This course is designed to provide the student with an overview of the financial principles and techniques related to financial management within a business enterprise. The course will introduce tools for financial decision making, policy making, and analysis. Areas studied will include financial statement analysis, asset valuation methods, capital budgeting, cost of capital, and capital asset pricing model.

FINC 336 • Real Estate Finance (3 units)
Prerequisite: Consent of the instructor. Study of personal financial management, insurance, real estate, security buying, and investments, providing students with effective management guidelines to manage their own personal financial affairs.

FINC 337 • Money and Banking (3 units)
Prerequisite: BUSN 215. Nature and functions of money and its relation to prices, the monetary system of the United States, and foreign exchange and monetary control.

FINC 338 • Corporate Finance (3 units)
Prerequisite: MATH/SOCS 265C, ACCT 220 and ACCT 221. This course is designed to provide the student with an overview of the financial principles and techniques related to financial management within a business enterprise. The course will introduce tools for financial decision making, policy making, and analysis. Areas studied will include financial statement analysis, asset valuation methods, capital budgeting, cost of capital, and capital asset pricing model.

FINC 339 • Real Estate Finance (3 units)
Prerequisite: Consent of the instructor. Study of personal financial management, insurance, real estate, security buying, and investments, providing students with effective management guidelines to manage their own personal financial affairs.

FINC 340 • Real Estate Finance (3 units)
Prerequisite: Consent of the instructor. Study of personal financial management, insurance, real estate, security buying, and investments, providing students with effective management guidelines to manage their own personal financial affairs.

International Business and Anthropology Courses
INTB/ANTH 102C • 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.

INTB/BUSN 114 • Introduction to Business (3 units)
A basic survey of the scope, function, and organization of modern business.

INTB/SOCS 150 • World Geography (3 units)
Survey of world geography, including physical, economic, political, and cultural factors. This course does not fulfills the Core Curriculum Capstone requirement.

INTB/BUSN 215 • Principles of Economics I (Macro) (3 units)
Prerequisite: MATH 145C or college algebra. An introduction to the principles of economic analysis, economic institutions, and issues of public policy.

INTB/BUSN 216 • Principles of Economics II (Macro) (3 units)
Prerequisite: MATH 145C or college algebra. An introduction to the economics of private enterprise and resource allocation, including demand, supply, elasticity, cost of production, prices and output determination under various market structures, and pricing and employment resources.
INTB/ANTH 253 • Language in Cultural Context (3 units)
Prerequisite: INTB/ANTH 102C. This course surveys the acquisition and use of language as part of the enculturation process, the relationship of language to culture and their reciprocal influences, language usage, and the nature of language systems through an appreciation of anthropological linguistics.

INTB/BUSN 316 • Legal Aspects of the Business Process (3 units)
An examination of laws and their development, courts and procedures, and the legal principles as they relate primarily to business ethics, business crimes, product and service liability, warranty, business organization and operation, insurance, and property.

INTB/BUSN 317 • Legal and Ethical Environment of Business (3 units)
Explores the historical, philosophical, and religious bases of legal systems, the ethical posture of law as related to the moral dimensions of an economic complex, and the policies and implementation procedures of federal, state, and local regulatory bodies.

INTB/ANTH/ICST 320 • Culture Change (3 units)
Prerequisite: INTB/ANTH 102C, SOCI 100C, 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 contacts, as well as exchange of the personal level.

INTB/BUSN 318 • Corporate Finance (3 units)
Prerequisite: INTB/ANTH 337, ACCT 320, and ACCT 322. This course is designed to provide the student with an understanding of the financial principles and techniques related to financial management within a business enterprise. The course will introduce tools for financial decision making, policy making, and analysis. Areas studied will include financial statement analysis, asset valuation methods, capital budgeting, cost of capital, and capital asset pricing models.

INTB/ANTH/HIST/ICST 339 • Area Studies (Topical Area) (3 units)
Prerequisites: ANTH 102C. Area Studies is an intensive examination of specific regions of the world. Each course offers a brief survey of the region with attention to cultural history, ethnicity, family structure, political organization, technology, social structure, ethnography, economics, and ideologies present within the region. Issues of cultural difference and homogeneity, regional minority sub-cultural groups, and the role that this region plays within a "global" culture are also addressed. (This course may be repeated for credit.)

Areas of study in the rotation may include: Latin America, Pacific Rim, Japan, Middle East, Eastern Europe, Western Europe, South Asia, China, Korea, Northern Africa, Sub-Saharan Africa, Eastern Europe, Western Europe, North America, and North America Diaspora.

INTB/MGT 346 • Organizational Behavior (3 units)
Prerequisite: MGT 325. 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/MKT 360 • Principles of Marketing (3 units)
Studies marketing and marketing strategy from a managerial approach. It explores placing products and services in markets at a fair price while meeting customer expectations. The course builds upon the classical "4P's" theory and examines marketing's contemporary ideas and practices.
Management Courses

MNGT 325 • Management Theory and Practice (3 units)
Prerequisite: BUSN 114. Principles of organization, authority, responsibility, and accountability, and problems of location, risk, merchandising control, levels of management, and human relations of the business enterprise.

MNGT 342 • Human Resource Management (3 units)
Prerequisite: MNGT 325. Designed to address how organizations can gain a sustainable competitive advantage through people. This course focuses on recruiting, selecting, training, and developing staff, appraising and improving performance, managing compensation and benefits, and enhancing employee-management relations in a global economy.

MNGT/INTB 346 • Organizational Behavior (3 units)
Prerequisite: MNGT 325. Addresses the problems and dynamics of individual and group impact upon organizations. Theories of motivation, power, and decision making and their influence upon behavior will be considered as well.

MNGT 347 • Leadership and Quality Management (3 units)
Prerequisite: MNGT 325. Explores the multidisciplinary world of leadership problem solving and organizations management together with their contemporary application. It focuses on the ongoing development of analytical and strategic thinking and its relevance from a Quality Management perspective.

Marketing Courses

MRKT 322 • Direct and Interactive Marketing (3 units)
Prerequisite: MRKT 360. Principles and strategies for direct and Internet marketing. Includes study of techniques and methodology for maximizing effectiveness of programs. Integrated with overall marketing plan development.

MRKT 324 • Public Affairs (3 units)
This course is designed to help students develop an understanding of the use of public relations tools and techniques in a variety of workplace contexts. Through the role of case studies and participation with a team project, students will be provided with opportunities to gain "hands-on" public relations experience that can be translated to both the corporate and non-profit sectors.

MRKT/INTB 330 • Principles of Marketing (3 units)
Studies marketing and marketing strategy from a managerial approach. It explores placing products and services in markets, a fair price, while meeting customer expectations. The course builds upon the classical "four Ps" theory and lessons in marketing's contemporary ideas and practices.

MRKT 362 • Advertising and Promotion (3 units)
Prerequisite: MRKT 360. Advertising and promotion principles and concepts. Includes practical application of textbook learning. Creative development of TV and print advertising and consumer promotions. Development of advertising media, and promotion plans.

MRKT 365 • Marketing Research (3 units)
Prerequisite: MRKT 360. Develops the skills needed to conduct and apply research for marketing decision making. Problem identification, secondary data, primary research, and fundamentals of analysis are covered.

MRKT 366 • Sales and Sales Management (3 units)
Prerequisite: MRKT 360. Focuses on the management of sales force. Emphasis is placed on the sales manager's role in the organization and the selling role of the salesperson.

MRKT/INTB 367 • Multinational Marketing (3 units)
Prerequisite: MRKT 360. Designed to address the unique problems and strategies of international marketing. Focuses on the delivery of international promotions and the understanding of cross-cultural considerations.

MRKT 368 • Retailing and Merchandising (3 units)
Prerequisite: MRKT 360. Focuses on the delivery of sales force and customer relations unique to the retail industry. Special emphasis is placed toward individual development of marketing plans.

MRKT 369 • Consumer Behavior (3 units)
Prerequisite: All lower division core major requirements and MRKT 360. Provides a usable understanding of current consumer behavior concepts and develops a background of knowledge that will enable the individual to apply these principles in marketing.

MRKT/COMM 378 • Public Relations: Corporate Communication, and Information Management (3 units)
Examines the management and control of information within a corporate body. Students will deal with single concepts, such as data collection, analysis, presentation, and dissemination to clients.

MRKT/COMM 380 • Public Relations: Corporate Communication, Projects, and Campaigns (3 units)
Examines corporate projects and campaigns. Students will deal with complex issues and the development of crisis management responses, strategic decision making, repositioning, and customer communication.

MRKT 470 • Special Topics (1-3 units)
Study of a special topic in one of the fields of management. May be repeated for credit.

MRKT 490 • Seminar (1-3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in marketing of particular relevance to upper division majors. May be repeated for credit.
Graduate Program in Business (MBA)

David Alford, Ed.D., Director

MISSION: The Master of Business Administration (MBA) develops leaders of strong competence and character who effectively inspire and facilitate change in both profit and not-for-profit organizations. The MBA program is dedicated to equipping students to respond ethically, think critically, communicate effectively and perform with excellence as managers in a changing world.

Membership

Vanguard University is accredited by the Western Association of Schools and Colleges (WASC) and holds membership with the Association to Advance Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP).

Program Purpose

Effective leaders are no longer narrow specialists but learn from a variety of disciplines. Vanguard University's Master of Business Administration program provides a multi-disciplinary approach to the study of business. This program is directly responsive to critical business issues, which include:

- Developing places that control, define, promote and limit business conduct.
- Exploring the creation and distribution of goods and services and those institutions and strategies associated with marketing people, places and ideas.
- Pursuing ethical systems assurance that achieve maximum value to both business and customer.
- Acquiring important tools through which the organization and its operation are evaluated, and identifying the necessary information for decision makers to achieve strategic outcomes.
- Examining economic theories underlying consumer and producer behavior with practical application to corporate policy.
- Defining approaches for analysis of business objectives and developing efficient, ethical strategies for addressing financial variables.
- Addressing current business process and information systems from the perspective of a decision maker.
- Exploring the concept of global diversity inclusive of the complex dynamics of culture, religion, race and gender as they intersect both in global and regional settings.
- Learning to conduct internal and external assessments, identify critical issues, and develop sound, ethical, strategic decisions from the perspective of senior leadership.

Program Community

The Students

The profile of applicants who enter the MBA program have at least 5 years of significant business experience. While applicants may not have been a business major in college, they most likely come from a business environment. In addition to developing their careers, a primary motivation for business professionals obtaining this degree is to become more effective leaders, to make a positive difference in the world, to deal with challenges confronting the 21st Century organizations, and to bring about a quality change in their organization. MBA graduates are extremely busy, balancing family, career, social responsibilities, and undergraduate education. These students are already committed to excellence and have high standards for themselves, their business associates, their classmates, and their professors.

The Faculty

The professors teach this program because of their passion for the subject matter and most importantly, for student learning. They appreciate a learning community that is energized by the lively interaction that takes place each night in classes where students discuss theories, concepts, and ideas. They believe that the most current literature, attend conferences and seminars, and participate in cutting-edge scholarship. Their business experience, scholarship, and Christian faith are modeled in class sessions and through interpersonal exchange with students. With a deep commitment to faithful service and scholarly learning, the professors express their business expertise as a journey in which they integrate faith, scholarship, and life experience.

Community Participation

Vanguard University selects students based on academic record, business experience, moral character, and willingness to comply with the standards and values of the University. It is expected that each individual who voluntarily joins the academic community of Vanguard University will deepen his/her ethical commitment and understanding, intellectual and creative abilities, and participate constructively in the life and values of the University community.

Furthermore, Vanguard University community members are expected to commit to mutual respect for one another and with: (1) Treat all members of the community with the utmost regard, supporting and upholding the rights of others in a safe, collaborative, and collegial learning environment; (2) Foster collegial learning by participating in classes as a supportive and cooperative community member; (3) Refrain from derogatory disrespectful, or inflammatory comments regarding any member of the community; (4) Resolve personal conflicts by first approaching the other party privately in accordance with professional protocol and the principles that are outlined in Matthew 18:15-17.

Application Information

Application Calendar

All applicants are encouraged to make application in accordance with the following dates. Exceptions to the calendar of dates will be considered on an individual basis.

- Fall Semester Admission: April 1
- Spring Semester Admission: October 1
- Summer Session Admission: March 1

Application Process

To request an application or more information, please contact the Graduate Admissions Office by telephone at (800) 722-6279 or online at www.vanguard.edu.

When submitting an application, a non-refundable $45.00 application fee is required. Once all supporting information has been received and the application is complete, the Graduate Business Administrative Committee will review each application. Finalists may be invited for an admissions interview. All applicants are evaluated without regard to race, gender, age, political affiliation, and national origin or disability conditions.
Admission Requirements

The admission packet contains information on the following admission requirements:

- Completed bachelor’s degree from a regionally accredited university with an acceptable grade point average
- Acceptable score on Miller Analogies Test (MAT)
- Acceptable business experience
- Application and accompanying fee
- Official transcripts
- Statement of purpose
- Professional Resume

Transfer of Credits

Upon review and approval of the admission committee, a minimum of two comparable courses may be waived. All graduate units transferred must be from an accredited institution with a course grade of Better. Included from waivers are MBA605, MBA615, and MBA635. Any exception to this policy requires review and approval of the Graduate Program Administrative Committee.

Academic Policies

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 Business.

Provisional standing students who intend to obtain a MBA but have not met all of the admission requirements of the program may be eligible for provisional standing. Such admission is at the discretion of the Graduate Program Administrative Committee and the Program Director. Admission to regular standing will be considered if the student has demonstrated the ability to do graduate level work by completing two consecutive courses 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 faculty advisor and Program Director will evaluate this request. Students are either recommended for regular standing or denied from the program if they have failed to meet the requirements.

Students admitted to the graduate program with regular standing who later receive a cumulative or current grade point average below 3.0 will be changed to probationary standing. Students may be in probationary standing for one semester only. Students with such standing must obtain a cumulative or current grade point average of 3.0 or greater the following semester. If the one semester of probationary standing the student is not able to obtain a cumulative grade point average of “B” or better (3.0) they may be dismissed from the graduate program. Students with probationary standing should meet with their faculty advisor regularly through the probationary semester.

Probationary standing students must complete a Change of Status Form requesting regular standing prior to the beginning of the semester they are seeking regular standing. It is the responsibility of the student to complete all required paperwork.

Classification and Financial Aid

Only students classified in regular-standing are eligible for institutional or federal aid.

Academic Integrity

Academic dishonesty, either cheating or plagiarism (presenting as one’s own, the words or opinions of others), is regarded as a serious violation of both the academic and moral standards of VUSC. Dishonesty in a minor class assignment or test can result in a loss of credit for the assignment, test or entire course. Dishonesty in a major assignment or examination can result in immediate loss of credit for the course and dismissal from the program. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and to report the circumstances of the infraction. The Program Director and Associate Provost are to be notified of instances of academic dishonesty.

A student commits plagiarism if submitted as his/ her work:

- Part or all of an assignment copied from another person's assignment, notes or computer file
- Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet, or website
- Assignment of the same course which the student has not digested, integrated and reorganized, and to which he/ she fails to give appropriate acknowledgment

A student is an accomplice in plagiarism if he/ she:

- Allows his/ her paper or other assignment, in outline or finished form, to be copied and submitted as the work of another
- Lends his/ her computer disk to another student or otherwise allows his/ her computer files to be copied for the purposes of plagiarism
- Prepares a written assignment for another student and allows it to be submitted as another’s work

International students must have a Certificate of Eligibility (for non-immigrants “F-1” Student Status - Form I-20) in order to attend Vanguard University. Certificates will be issued when the international student (a) completes the admissions process, (b) is accepted by Vanguard University, (c) submits financial certification showing financial sponsorship for the duration of planned study, and (d) has a year's tuition deposited with the University. International students must maintain ten (10) graduate level units of non-repeatable courses each semester and maintain the I-20 form annually for any travel outside of the United States.

Student Guidelines for Computer Usage

As an educational institution, VUSC is firmly committed to the discovery of truth, the life of the mind, and the free interchange of ideas. The University recognizes that in order for the best learning to take place, students may frequently be exposed to hostile, offensive and even subversive ideas, so the students can confront and wrestle with the whole range of concepts and philosophies in the intellectual marketplace. It is therefore the position of the University that students should use maturity and self-discipline in accessing potentially offensive materials. At the same time, VUSC is more than just an educational institution; it is a spirit community committed to educating its members, providing them with good values and an atmosphere as positive and wholesome as possible. The Computer Usage Committee, in consultation with the Information Technology Department, therefore reserves the right to regulate or prohibit access to obscene, pornographic, and unlawful materials (such as by way of the Internet) and distribution of such materials over campus networks. Students using University computing and network resources are expected to use them in a manner consistent with the University’s standard of conduct. The framework of responsible, considerate, and ethical behavior expected by the University extends...
12. You must not create or willfully disseminate computer viruses. You should be sensitive to the ease of spreading viruses and should take steps to ensure your files are virus-free.
13. You must not install any additional software on VUSC computer equipment.
14. Equipment and supplies for VUSC labs should be treated with care. They are purchased with student fees for everyone’s use. Anyone who abuses equipment or takes supplies from the labs will lose lab privileges and have to pay the cost of repair or replacement. Anyone who steals equipment will be prosecuted under the law.
15. Members of the VUSC community are expected to observe federal, state and local laws which govern computer and telecommunications use, as well as the University’s own regulations and policies as outlined in the Student Handbook.

Electronic Plagiarism

There are three forms of plagiarism involving the use of computers and electronic storage of text.
1. Printing two or more copies of the same research paper, which are used to fulfill the requirements for more than one class without the consent of the professor(s). Some professors permit multiple submissions of papers, but these require that a paper be unique and original for each course. Submitting a paper previously used in another class, submitting a duplicate copy of a paper being used in another class or revising a paper used in an earlier class or used in another class using the same source material is unacceptable unless you have obtained the express permission of your professor(s).
2. Using material from another student’s paper. Block copying all or part of one student’s paper and merging it into another student’s paper. This is plagiarism even if you make changes to the copied material.
3. Using a computer to plagiarize or copy others' work. To avoid the accusation of collaboration in plagiarism, a student should not lend his/her disks to another student, who might copy an assignment from the disk.

Violation of Copyright

Copyrighted programs and printed documentation may not be copied, distributed, or used in any machine outside of the computer labs, unless permitted under the terms of the software licenses between VUSC and the software manufacturer. Unauthorized copying is theft. Moreover, students with personal computers on campus are expected not to participate in software piracy or use pirated software.

Invasion of Privacy

The files and programs of other people are private property. It is unethical for you to read, alter, or copy another person’s files or programs.

Disciplinary Procedures

If you violate any of the above guidelines, disciplinary action will be taken. The University reserves the right to monitor traffic on the network, including contents, and to examine files on the system, which are connected to the network.
Access of Internet Material

All members of the VUSC community are encouraged to practice discretion and restraint in the materials that they access over the Internet. Obscene, pornographic, or unlawful materials accessed over the Internet are neither educationally nor spiritually purposeful and therefore should be avoided. Student use of the Internet is a privilege, which can be revoked for cause.

Program Policies

Advising

The academic advising process, which is done in conjunction with the Director, Program Office, and faculty, will assist the student in the planning of academic curriculum. The process is highly valued and the heuristic relationship between students and faculty/staff is encouraged. It is anticipated that the relationship will be meaningful and beneficial as the graduate student is able to have one-to-one consultation and interaction.

Advance to Candidacy

Degree bound students must officially be advanced to candidacy status prior to degree confirmation. Neither admission to the MBA program nor completion of required coursework automatically advances a student to candidacy for the MBA. Advance to candidacy occurs prior to enrollment in the final capstone courses. This advancement to candidacy is granted by the Graduate Business Administrative Committee.

To be eligible to apply for Advance to Candidacy, students must:

• Be a student in good standing. If student previously had provisional or probationary standing, all conditions or deficiencies which had led to such standing must have been rectified.
• Make application for Advance to Candidacy during the semester the student is scheduled to advance to candidacy. Forms for this purpose are available in the Program Office.
• Achieve a cumulative grade point average of 3.0 on all graduate coursework required for the degree.
• Be recommended for advancement by the Program Director.

The Graduate Business Administrative Committee will determine whether the student displays:

• An academic and professional ability in the program.
• Preparation which constitutes a satisfactory foundation on which to complete the program.
• Necessary research skills, professional attitudes and value priorities to justify continuation of study toward the MBA degree.

Time Limit for Program Completion

All academic work for the MBA degree must be completed within four (4) years from the date of official admission into the Graduate Program in Business. Time spent on leave of absence is calculated into the four (4) year limit.

Student Load

The Department of Education considers a full-time academic load to be nine (9) or more unit hours per semester, pending specific program requirements. All student academic loads vary according to their specific program and standing in the program. The Director may allow deviations to the anticipated unit load in consideration of specific student needs.

Grade Requirements

Students in the MBA program must maintain a cumulative grade point average of at least “B” (3.0) throughout the program. Students should therefore enroll for a reasonable course load for each semester. Graduate courses generally require more time than undergraduate courses.

Any grade below “B” is below minimal performance in the program and indicates that improvement is required in order to complete the MBA degree. Students who receive a grade which is below “B”, may be required to meet with their academic advisor and the Director to determine whether or not they should continue as degree students.

Graduate Grade Scale

Grade Significance Grade Points
A Superior 4.00
A- Exceptional 3.67
B+ Very Good 3.33
B Good 3.00
B- Fair 2.67
C+ Unacceptable 2.33
C Unacceptable 2.00
G Unacceptable 1.67
D+ Unacceptable 1.33
D Unacceptable 1.00
D- Unacceptable 0.67
F Failing 0.00
P Passing 0.00

Leave of Absence

Students contemplating withdrawal from the graduate program are expected to file notice of an official Leave of Absence Form is available from the Graduate Business Program Office. Throughout the leave of absence, the student may be required to register for MBA W31: Continuing Registration. Time spent on leave of absence is included in the four-year time limit for graduate coursework.

Withdrawal from the Program

If a student finds it necessary to withdraw from the program, he or she must meet with the program coordinator to make the necessary arrangements.

Withdrawal from Classes

If a student finds it necessary to withdraw from classes during a regular academic term, an official withdrawal from all classes is necessary. An withdrawal becomes official upon presentation of an appropriately completed and signed “Application for Official Withdrawal” form to the Records Office. 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 (as explained in Refunds, Financial Information) section of the Graduate School’s General Information section) will be honored in cases of official withdrawal from the Graduate Program in Business. Students who fail to withdraw officially will automatically be given a grade of “F” (failure) by the professors for each class, thereby leading to future problems when applying for readmission or in transferring units to other graduate institutions.
School of Business and Management

Re-admission

If a student applies for re-admission after withdrawing from the program or a leave of absence, the student is subject to any new or changed academic regulations and program requirements in effect at the time of their re-admission.

Graduation Requirements

Students pursuing the MBA from Vanguard University are required to satisfy the following graduation requirements:

1. Successful completion of 50 semester units in the Graduate Program with a minimum cumulative grade point average of “B” (3.0).
2. A minimum residence of four academic terms.
3. Advanced to Candidacy.
4. The filing of all necessary forms in accordance with the timetable provided by the Graduate Program in Business.
5. Successful completion within the minimum allowed time limit of four (4) years of all degree requirements that were in effect at the time of student’s entrance into the program.
6. 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 term in which the degree will be granted. Students who have filed an application for graduation and do not complete their requirements by the projected date of completion are required to file again in a later term.

Awarding of Degree

Degrees are awarded at the end of the Fall, Spring and Summer terms. The degree is posted on the transcript on the last day of the term in which the graduation requirements were met. Commencement exercises are held annually at the end of the Spring semester.

The Master of Arts with an Emphasis in Organizational Leadership

As of January 31, 2005, no new students are admitted into the organizational leadership program (MAOL). The MAOL program will continue to support current students until September 1, 2005. Contact the program coordinator for scheduling information. Students who are presently enrolled in this program will refer to the 2002-2004 catalog for information pertaining to that academic program.

Master of Business Administration Courses

MBA 505 • Leading Organizations Effectively (5 units)
Reviews and applies research and developments in the field of leadership as they relate to personal and group awareness, behavior, communication, change management, ethics and diversity. Explores the skills of the leader as a person to understand his character, spirituality and personal conduct influences interpersonal relationships, team and leadership building, and overall management in the workplace.

MBA 515 • Ethical, Regulatory, Political and Legal Issues of Business (5 units)
Explores issues that control, define, promote, and limit business conduct. Inquiry includes the cultural, political, philosophical, and religious foundations of legal and social systems as they relate to ethical and profit dimensions of the business environment. Fundamental to the process is management’s understanding of how such issues impact business decisions and what is required to function successfully within that balance of opportunity and constraint.

MBA 525 • Marketing Management (5 units)
Explores the creation and distribution of goods and services and those institutions and strategies associated with marketing people, places and ideas. Emphasis is on practical applications of research applied to the major phases of market planning and implementation. Case studies are utilized in combination with class members’ current marketing activities as learning platforms.

MBA 535 • Decision Analysis (5 units)
Projects tasks that enhance the quality of organizational decision making. Decision modeling, applied probability, linear programming, simulation techniques, PERT/CPM and forecasting techniques will be examined in conjunction with both descriptive and inferential statistics in assessing organizational progress toward goals. Emphasis is on the systems approach that achieves maximum value to both business and customer. Software technologies will be used where appropriate.

MBA 545 • Accounting for Decision Makers (5 units)
Defines the nature and purpose of accounting and provides important tools through which the organization and its operations are examined and valued. Emphasis is on a systematic application for decision makers to achieve strategic outcomes that meet both the business objectives of profitability and responsibility, as well as the ethical and legal responsibility to report accurate financial information to stakeholders, including society at large. Comparisons between accounting methods and those used in other parts of the world will be addressed.

MBA 555 • Operating in a Dynamic Economic Environment (5 units)
Examines economic theories underlying macro and meso level production, and the impact of environment on business, technological and social changes. Micro, macro, production and distribution of goods and services. Requirements include micro and macro competitiveness in a time of rapid change and its impact on employment, fiscal and monetary policy, pollution, productivity innovation, and social responsibility.

MBA 565 • Managerial Finance (5 units)
Defines and applies approaches for analysis of business objectives and developing efficient, ethical strategies for addressing financial variables. Emphasis includes analysis of the firm’s accounting data, analysis of return and risk of investment, valuation of investments, financial and capital structure, sources and costs of capital.
MBA 575 • Emerging Issues in Leadership (5 units)
Explores the evolving issues and concepts of leadership that shape individual and organizational goals. Contemporary cases will be examined in order to better understand the complexities of today's developing science of organizational leadership. Current business processes and information systems will be addressed from the point of view of senior leadership, such as assessing, assimilating, and dispersing appropriate information among organizational stakeholders.

MBA 605 • Succeeding in the Diverse Global Marketplace (5 units)
Provides a thought provoking study of the ethical theories involved in evaluating issues and decision-making in diverse environments. Explores the concept of global diversity inclusive of the complex dynamics of culture, religion, race and gender as these intersect both in global and regional settings. Emphasis will be given to development issues, problems, and opportunities posed by fostering greater intentionality for global awareness.

MBA 615 • Stewardship and the Strategic Organization (5 units)
Strategic decisions are important for the survival and advancement of the organization. Participants in this class will conduct internal and external assessments, identify critical issues, and produce sound ethical, strategic decisions from the perspective of a decision maker using appropriate analyses. They will do this by integrating what has been addressed previously in the program through a variety of experiential approaches including case studies and strategic projects.

School of Communication and the Arts
James L. Milton, D.M.A., Dean

MBA 674 The School of Communication and the 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 human expression. The School therefore seeks to provide opportunities for aesthetic, philosophical, and functional growth, giving students a wide choice of educational and career paths.

The School of Communication and the Arts consists of the following undergraduate departments:
Communication Studies, Music, and Theatre Arts

Art Minor
Students in other academic majors can complete a minor in art. Courses in Special Topics can be taken to complete the 30 credit requirement to fulfill the minor. A Minor petition must be filed with the department.

Art Courses
ART 253 • History and Appreciation of Art (3 units)
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 trips are fee.

ART/THA 256 • Drawing and Rendering (2-3 units)
Students will learn the basic artistic techniques involved in sketching, drawing, and rendering. Training will include use of varied media, perspective, and architectural rendering, as well as human anatomy.

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

ART 290 • Art Practice (1 unit)
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, or 3 units)
Focus upon an artist, genre, technique, or artistic movement.
ART 330 • Art Techniques for Teachers (3 units)
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. Lab Fee

FINA 215C • Introduction to the Arts (3 units)
A study of the stylistic character, interrelationships and cultural significance of music, painting, sculpture and architecture from antiquity to the present. Assumes knowledge of field trips to art museums and concerts. Lab Fee

Department of Communication

Thomas J. Garvey, Ph.D., Chair

MISSION: The Department of Communication strives to equip students with both the ability to communicate clearly to others in a variety of formats and to evaluate consistently the communication of others.

The communication major is divided into two concentrations: the Communication Major with a Concentration in Communication Studies and the Communication Major with a Concentration in Cinema and Digital Media.

Communication Major with a Concentration in Communication Studies

The Concentration in Communication Studies has five areas of emphasis that students can choose to pursue: Public Relations, Interpersonal/Organizational Communication, Intercultural Communication, Journalism, and Political Communication.

In addition to the five emphases, two opportunities also exist in the communication studies concentration. The first is the Forensics program which competes nationally in speech and debate competitions. Second, students may choose to write for the student newspaper.

The Department of Communication is a participant in the National Communication Association’s Lambda Pi Eta, student honor society, 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.

Note: Students are personally responsible to meet the prerequisite requirements of any course in which they are enrolled.

Communication Studies Core Requirements 21 units
COMM 211 History of Communication Studies 3 units
COMM 220 Visual Storytelling 3 units
COMM 255 Christianity & Ethics in Media 3 units
COMM 272 Digital Technologies 3 units
COMM 280 Introduction to Interpersonal Communication 3 units
COMM 305 Communication Theory and Research 3 units
COMM 443 Media Criticism 3 units

Communication Studies Practicum 5 units minimum
COMM 115/315 Intercollegiate Forensics Individual 1 unit
COMM 116/316 Intercollegiate Forensics Debate 1 unit
COMM 119/319 Publications Newspaper* 1 unit
COMM 410 Internship 1-3 units
COMM 415 Communication Teaching Internship 1-6 units

*Journalism students should take COMM 119/319 Publications Newspaper for Emphasis credit, while students in other emphases may take it for Practicum credit.

Intercultural Communication Emphasis 21 units
(choose 21 units)
COMM 318 Nonverbal Communication 3 units
COMM 345 Intercultural Communication 3 units
COMM 374 Gender Communication 3 units
COMM 380 Culture, Personality and the Individual 3 units
COMM 440 Culture, Personality and the Individual 3 units
COMM 447 Ethnographic Communication Research 3 units
COMM 452 Advanced Interpersonal Communication 3 units
COMM 454 Principles and Methods of Intercultural Ministry 3 units

Public Relations Emphasis 21 units
(choose 21 units)
COMM 331 Television Advertising 3 units
COMM 363 Motion Graphics Design 4 units
COMM 378 Public Relations Corp. Grammar, Inf. Mgt. 3 units
COMM 380 Public Relations Corp. Grammar, Inf. Mgt. 3 units
COMM 445 Persuasion 3 units
MRKT 382 Advertising and Promotion 3 units
MRKT 385 Marketing Research 3 units
MRKT 389 Consumer Behavior 3 units

Interpersonal/Organizational Communication Emphasis 21 units
(choose 21 units)
COMM 333 Small Group Leadership 3 units
COMM 335 Interpersonal Communication 3 units
COMM 354 Organizational Communication 3 units
COMM 354 Gender Communication 3 units
COMM 356 Interpersonal Communication 3 units
COMM 445 Persuasion 3 units
COMM 447 Ethnographic Communication Research 3 units
COMM 452 Advanced Interpersonal Communication 3 units

Journalism Emphasis 21 units
(choose 21 units)
COMM 119 Publications Newspaper 1 unit
COMM 222 Photography 3 units
COMM 320 Journalism  3 units
COMM 351 Documentary/Ethnographic Film  3 units
COMM 362 Contemporary Issues in Public Discourse  3 units
COMM 370 Persuasion  3 units
COMM 447 Ethnographic Communication Research  3 units
ENGL 380 Advanced English Grammar  3 units

**Political Communication Emphasis**
(choose 21 units)
COMM 235 Introduction to Political Communication  3 units
COMM 362 Contemporary Issues in Public Discourse  3 units
COMM 370 Persuasion  3 units
COMM 445 Persuasion  3 units
POLS 301 Introduction to Political Philosophy  3 units

**Communication Major with a Concentration in Cinema and Digital Media**
The concentration in Cinema and Digital Media has three areas of emphasis that students can choose to pursue:

**Critical Studies Emphasis**
COMM 223 Oral Interpretation of Literature  3 units
COMM 271 Audio Techniques in Production  4 units
COMM 326 History of International Cinema  3 units
COMM 343 Digital Video Production  3 units
COMM 348 Screenwriting  3 units
COMM 351 Documentary/Ethnographic Film Production  4 units
COMM 459 Film Production  4 units
COMM 478 Filmmakers Series (repeatable)  3 units

**Production/Video Emphasis**
(choose 21 units)
COMM 222 Photography  4 units
COMM 271 Audio Techniques in Production  4 units
COMM 326 History of International Cinema  3 units
COMM 343 Digital Video Production  3 units
COMM 345 Cinematography  4 units
COMM 441 Special Effects in Motion Pictures  4 units
COMM 445 Persuasion  3 units
COMM 462 High Definition Production  4 units

**Production/Cinematography Emphasis**
(choose 24 units)
COMM 222 Photography  4 units
COMM 271 Audio Techniques in Production  4 units
COMM 326 History of International Cinema  3 units
COMM 343 Digital Video Production  3 units
COMM 345 Cinematography  4 units
COMM 441 Special Effects in Motion Pictures  4 units
COMM 445 Persuasion  3 units
COMM 462 High Definition Production  4 units

**Production/Directing Emphasis**
(choose 24 units)
COMM 222 Photography  4 units
COMM 271 Audio Techniques in Production  4 units
COMM 317 Creative Process  3 units
COMM 327 Directing for Film and Digital Media  3 units
COMM 331 Television Advertising  3 units
COMM 343 Digital Video Production  4 units
COMM 348 Screenwriting  3 units
COMM 351 Documentary/Ethnographic Film Production  4 units
COMM 352 Multi-Camera Production  4 units
COMM 356 Sound Design  4 units
COMM 441 Special Effects in Motion Pictures  4 units
COMM 445 Persuasion  3 units
COMM 462 High Definition Production  4 units

**Production/Audio Emphasis**
(choose 24 units)
COMM 222 Photography  4 units
COMM 271 Audio Techniques in Production  4 units
COMM 326 History of International Cinema  3 units
COMM 343 Digital Video Production  3 units
COMM 345 Cinematography  4 units
COMM 441 Special Effects in Motion Pictures  4 units
COMM 445 Persuasion  3 units
COMM 462 High Definition Production  4 units
Production/Editing Emphasis  
(choose 24 units)  
COMM 271  Audio Techniques in Production  4 units  
COMM 305  History of International Cinema  3 units  
COMM 313  Digital Video Production  4 units  
COMM 315  Documentary Production  4 units  
 COMM 316  Motion Graphic Design  4 units  
COMM 317  Sound Design  4 units  
COMM 411  Special Effects in Motion Pictures  4 units  
COMM 442  Non Linear Editing for Motion Pictures  4 units  
COMM 449  Film Production  4 units  
COMM 462  High Definition Production  4 units  
*Production/Producing Emphasis  
(choose 24 units)  
COMM 305  History of International Cinema  3 units  
COMM 311  Television Advertising  3 units  
COMM 319  Producing for TV and Film  4 units  
COMM 333  Digital Video Production  4 units  
COMM 332  Multi-Channel Production  4 units  
COMM 419  Film Production  4 units  
MGMT 310  Principles of Marketing  3 units  
MGMT 321  Advertising and Promotion  3 units  
ECON 316  Legal Aspects of the Business Practice  3 units  
ECON 335  Corporate Finance (How to create a Business Plan)  3 units  

Production/Animation Emphasis  
(choose 24 units)  
COMM 222  Photography  4 units  
COMM 271  Audio Techniques in Production  4 units  
COMM 317  Creative Process  3 units  
COMM 318  Screenwriting  3 units  
COMM 313  Motion Graphic Design  4 units  
COMM 317  Animation  4 units  
COMM 417  Game Design and Development  4 units  

Production/Design and Special Effects Emphasis  
(choose 24 units)  
COMM 317  Creative Process  3 units  
COMM 333  Digital Video Production  4 units  
COMM 333  Motion Graphic Design  4 units  
COMM 441  Special Effects in Motion Pictures  4 units  
COMM 442  Non Linear Editing for Motion Pictures  4 units  
COMM 449  Film Production  4 units  
COMM 470  Special Topic  4 units  

Screenwriting Emphasis  
(choose 24 units)  
COMM 317  Creative Process  3 units  
COMM 333  History of International Cinema  3 units  
COMM 313  Digital Video Production  4 units  
COMM 318  Screenwriting  3 units  
COMM 419  Film Production  4 units  
COMM 428  Filmmaker’s States (repeatable)  3 units  
ENGL 330  Dramatic Literature Script Analysis  3 units  
ENGL 338  Creative Writing Workshop  3 units  

Communication Courses  
COMM-M115 • Intercollegiate Forensics: Individual (1 unit)  
Speech training and public speaking experience through intercollegiate competition and various forensic events. May be repeated for a maximum of four units.

COMM-M116 • Intercollegiate Forensics: Debate (1 unit)  
Speech training and public speaking experience through intercollegiate competition in debate. May be repeated for a maximum of four units.

COMM-M119 • Publications: Newspaper (1 unit)  
Prerequisite: Permission of the Instructor. Members of the class constitute the editorial staff of the college newspaper. Ceremonies weekly for criticism on news writing, editing, makeup, and production of the campus newspaper. May be repeated for a maximum of four units.

COMM-M201C • Speech Composition and Presentation (3 units)  
This course is designed to provide the student with a general working knowledge of the fundamentals of speech communication. General requirements for speech preparation, composition and presentation will be covered. A foundation will be established upon which further speech development may be built. Lab Fee.

COMM-M212 • History of Communication Studies (3 units)  
An historical and interdisciplinary analysis of the development of communication and arts theories, concepts, and practices from the classical rhetorical tradition to the present.

COMM-M220 • Visual Storytelling (3 units)  
An introduction to story structure, this course focuses on envisioning story ideas and developing those ideas into written formats for the screen.

COMM-M222 • Photography (4 units)  
The science of film photographic and compositional structure, the lens system, the measurement of light, experimentation with filters and exposure, all explored in depth with the still film camera. Lab Fee.

COMM-M223 • Oral Interpretation of Literature (3 units)  
This course is designed to introduce the student to the theory and practice of communicative reading performance. This course will provide the student with a focused study in analysis and oral interpretive performance of the literary forms of prose, drama, and poetry.
COMM 227 • Introduction to Cinema (3 units)
An introduction to the origination and development of motion picture images, this course offers a historical
timeline approach to significant contributions in cinema style and artistic aesthetic.

COMM 235 • Introduction to Political Communication (3 units)
This course explores the ways political actors use media to influence political processes. Special attention will be
paid to the motivations and techniques of the manipulators, and students will gain some practical experience
utilizing these techniques by designing and completing practical projects requiring several different modes of
political communication.

COMM 255 • Christianity and Ethics in Media (3 units)
Prerequisite: COMM 227 or COMM 316. Combines film screening, critical analysis and theory to enable students
to examine morality, ethics, and even portrayals pertaining to Christianity, gender, and ethnicity. The aim
is to motivate students toward personal accountability and responsibility, as well as creative refinement and
satisfaction when producing media content.

COMM 271 • Audio Techniques in Production (4 units)
Prerequisite: COMM 272. This course is an introduction to recording, editing and mixing sound as an art and
science. Students will become acquainted with acoustics, field recording, mixing techniques, psychoacoustics,
and the relationship between action and sound.

COMM 272 • Digital Technologies (3 units)
An introduction to the technological necessities of the Communication major. This course equips the student for
future communication classes regardless of concentration or emphasis. Lab Fee.

COMM 272 • Digital Technologies (3 units)
An introduction to the technological necessities of the Communication major. This course equips the student for
future communication classes regardless of concentration or emphasis. Lab Fee.

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, power, perception, and
self-concept. This course does not fulfill a core curriculum requirement.

COMM 297, 299, 299(S) • Introduction to Interpersonal Communication (3 units)
Study of special topic in communication. May be repeated for credit.

COMM 305 • Communication Theory and Research (3 units)
Prerequisite: WRT 120. An introduction to communication theory and research. Special
emphasis is placed upon reading, understanding, and conducting communication research.

COMM 315 • Intercollegiate Forensics: Individual (1 unit)
Prerequisite: COMM 115. Speech training and public speaking experience through
intercollegiate competition and various forensics events. May be repeated for a maximum of four units.

COMM 316 • Intercollegiate Forensics: Debate (1 unit)
Prerequisite: Permission of the Instructor. Speech training and public speaking experience through
intercollegiate competition in debate. May be repeated for a maximum of four units.

COMM 317 • Creative Process—Theory and Practice (3 units)
This course will consider the theory and practice of creative communication. It will focus an creative problem
solving strategies and sharpening communication skills to stimulate higher levels of creativity.

COMM 318 • Nonverbal Communication (3 units)
This course will serve as an introduction to nonverbal communication in everyday interaction. It includes the
study of the factors and techniques for understanding nonverbal communication to improve the student’s
understanding of nonverbal communication. The course will also explore the relationship between action and
nonverbal communication.

COMM 319 • Publications: Newspaper (1 unit)
Prerequisite: Permission of the Instructor. The professional staff of the newspaper.
Class meets weekly for critique of news reporting, writing, editing, makeup, and production of
the campus newspaper. May be repeated for a maximum of 4 units.

COMM/ENGL 320 • Journalism (3 units)
Prerequisite: ENGL 120. Fundamentals of writing and publication, including editing and administration, news
writing, feature writing, and the role of the newspaper.

COMM 326 • History of International Cinema (3 units)
An introduction to diverse talents of cinema in many different cultures, particularly major Japanese,
Russian, German, Indian, Swedish, French, Italian and Latin American contributions to the world of film
over the last century.

COMM 327 • Directing for Film and Digital Media (3 units)
Prerequisite: COMM 315. An in-depth study of the professional craft of directing. This course offers
insights into the development of an actor’s vocabulary, script analysis, and the process of
producing a film.

COMM 331 • Television Advertising (3 units)
Prerequisite: COMM 315. An introduction to the principles of television advertising. Students will study
the development of television advertising, including planning and execution of a television
advertisement.

COMM 333 • Small Group Leadership (3 units)
Study of research into and theory of small group dynamics, particularly leadership. Exercises in problem
solving in small groups. Study of conflict management.

COMM 339 • Producing for Television and Film (3 units)
Exploration of the role of the producer and the producer’s responsibilities in the production of
television and film. Students will learn the production process from pre-production to post-production.

COMM 343 • Digital Video Production (4 units)
Prerequisite: COMM 316. Basic principles of digital video production in narrative and documentary filmmaking.
This class includes lectures, screenings and hands-on assignments. Lab Fee.
COMM/ICST 345 • Intercultural Communication (3 units)
The process of communication as it applies to cross-cultural situations, i.e., where the respective participants in the process are members of distinctly separate cultural groups and situations specific to such communicative settings and proposed solutions to those problems.

COMM 348 • Screenwriting (3 units)
Prerequisite COMM 220. This course will focus on the development and creation of an original screenplay. Students will be expected to apply the screenwriting fundamentals learned in the prerequisite course—Visual Storytelling—to their scripts.

COMM 351 • Documentary/ Ethnographic Film Production (4 units)
Prerequisite COMM 222. An introduction to the history of documentary filmmaking, an emphasis on camera decisions, the interview process, choosing subjects wisely and the gender, historical and cultural significance of creating ethnographic film.

COMM 352 • Multi-Camera Production (4 units)
Students will learn directing, performance, sound, camera operation and placement, and "in studio" switching in the multi-camera TV environment.

COMM 353 • Cinematography (4 units)
Prerequisite COMM 222. Hands-on intensive training and experimentation with film and 16mm motion picture cameras and film stocks, with an emphasis on set production roles and lighting techniques. Lab Fee

COMM 354 • News, Sports, and Media Broadcasting (4 units)
Prerequisites COMM 271 and COMM 272. Students will gain performance, writing and producing skills in news anchoring, reporting, interviewing三位一体 the sports and broadcast media arena. Important events in broadcasting history, industry trends, and networking in the broadcast arena will be reviewed. Assignments include conducting talks shows, hosting news team anchoring, and live video broadcast. Lab Fee

COMM 355 • Sound Design (4 units)
Prerequisites COMM 271 and COMM 272. This course is an exploration into the orchestration of the diatonic and non-diatonic sound elements created for a film.

COMM/ENGL 370 • Advanced Composition and Rhetoric (3 units)
Prerequisite ENGL 120C. Theory and practice in advanced technique for factual writing. The use of logical and psychological presentation of material for polemics and light essay.

COMM 374 • Gender Communication (3 units)
This course examines the connections between language use and gender. Current research will be studied and topics may include: Conversational interactions, power, inequality and public versus private language use.

COMM 375 • Intercultural Communication (3 units)
Surveys how sex influences the communication process. This course deals with major issues of sex and ethnic relations and how each affects intercultural communication. Major theories of intercultural communication, the universal human processes which contribute to social differences, and the practical approaches to communicating more effectively with persons from other races and cultures.

COMM 377 • Animation (4 units)
Prerequisite COMM 222. The history, techniques and creation of animation, this course includes flipbook, clay cells, drawing workshops, traditional cell animation, flash animation and an introduction to 3-D. Students do not have to "know how to draw" in order to take this course. Lab Fee

COMM/MKT 378 • Public Relations: Corporate Communication, Information Management (3 units)
This course examines the management and control of information within a corporate body. Students will deal with single concepts, such as shaping and producing highly focused advertising, press releases, fact sheets, backgrounds, etc. Students will be expected to create and present detailed programs of their final printed projects sufficiently clear and detailed as to convince a client of the viability of the various solutions.

COMM/MKT 380 • Public Relations: Corporate Communication, Projects and Campaigns (3 units)
This course examines corporate projects and campaigns. Students will deal with complex issues and the development of crisis management responses, delta management, downsizing, marketing strategies, new product roll-outs, and customer employee communication.

COMM 403 • Readers Theatre (3 units)
This course focuses on group reading performance and scriptwriting for group performance. Topics discussed: Readers’ Theatre for the church, Interviewing/Ethnographic Practice and writing the ethnodrama, Chamber theatre for children and adults, and writing and performing personal narratives.

COMM/LST 434 • Advanced Preaching (3 units)
Prerequisites LST 434. Students in this course will work in a seminar instructional environment in which they will prepare and present a series of Bible studies and sermons. Students will receive practical experience in sermon construction and delivery building on the introductory course. This limited enrollment course will meet the second level preaching requirement for the major.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 433</td>
<td>Shooting for Film and Television (4 units)</td>
<td></td>
<td>The industry and process of developing scores for film, television and digital media. Topics include historical evaluation, composition and recording techniques, introduction to royalties, clearances and copyrights.</td>
</tr>
<tr>
<td>COMM 441</td>
<td>Special Effects in Production (4 units)</td>
<td>COMM 272, COMM 343, or COMM 353, or COMM 377</td>
<td>The history, theory and techniques of special effects for motion pictures and digital media. Students will learn the process of optical illusions, compositing video material, working with models, motion tracking, color matching, using models and miniatures, and keying techniques for special effects in film and digital media. Lab Fee.</td>
</tr>
<tr>
<td>COMM 442</td>
<td>Non-Linear Editing for Motion Pictures (4 units)</td>
<td>COMM 272</td>
<td>This course offers a comprehensive approach to the theory and practice of editing motion pictures. The course will begin with the basic fundamentals of editing techniques, progress through the foundations of the industry standard programs Final Cut Pro and Avid, and offer advanced digital solutions by the end of the semester. Lab Fee.</td>
</tr>
<tr>
<td>COMM 444</td>
<td>Argumentation and Debate (3 units)</td>
<td>COMM 333</td>
<td>Study of the theory and principles of argumentation and debate. Analysis of lines of argumentation found in the contemporary social, political, and religious scenes. Study of techniques of debating.</td>
</tr>
<tr>
<td>COMM 445</td>
<td>Persuasion (3 units)</td>
<td>All lower-division core courses and COMM 333</td>
<td>Study of the research and theory of persuasion. Presentation of several persuasive speeches.</td>
</tr>
<tr>
<td>COMM 447</td>
<td>Ethnographic Communication Research (3 units)</td>
<td></td>
<td>This course is designed to introduce students to the techniques, theories, and debates concerning ethnographic fieldwork and its application to the field of communication studies.</td>
</tr>
<tr>
<td>COMM 450</td>
<td>Internship (1-3 units)</td>
<td>Consents of instructor and Department chair</td>
<td>Students may seek an internship position which relates to their major with a cooperating business in the communication industry. Students are required to work fifty hours per week and one hour per week must be devoted to work. A weekly report to the supervising professor is required. Be repeated for a maximum of six units. Offered on a credit/fail basis only.</td>
</tr>
<tr>
<td>COMM 452</td>
<td>Advanced Interpersonal Communication (3 units)</td>
<td></td>
<td>This course examines the pragmatic and research approaches to the study of interpersonal communication.</td>
</tr>
<tr>
<td>COMM 455</td>
<td>Communication Teaching Internship (1-6 units)</td>
<td>anticipation of instructor and Department chair</td>
<td>Open to juniors or seniors with a GPA of 3.0 or above. Must have the consent of the instructor and the Department chair. Regular hours each week for classes and formal meetings are established at the beginning of the semester. The teaching intern helps an instructor in planning and conducting a course and for research session. This course may be taken for 1-3 units per semester. May be repeated for a maximum of six units.</td>
</tr>
<tr>
<td>COMM 457</td>
<td>Gene Design and Development (4 units)</td>
<td>COMM 272, COMM 343, or COMM 353, or COMM 377</td>
<td>An introduction to game design and development with a focus on 3D content creation, programming, and asset production. This course also focuses on the skills, mechanics, and ethical aspects of game design and development.</td>
</tr>
<tr>
<td>COMM 459</td>
<td>Film Production (4 units)</td>
<td>COMM 272, COMM 343, or COMM 353, or COMM 377</td>
<td>This course is an in-depth practical application of story development, pre-production, producing, directing, cinematography, non-linear editing, film, sound design, and shooting in order to create one film or a mini-film where each class member serves a particular crew position. Lab Fee.</td>
</tr>
<tr>
<td>COMM 462</td>
<td>High-Definition Production (4 units)</td>
<td>COMM 272, COMM 343, or COMM 353, or COMM 377</td>
<td>An in-depth exploration of digital video and high-definition digital video technologies, cameras, and editing process introducing students to a professional workflow for film and commercial projects. Lab Fee.</td>
</tr>
<tr>
<td>COMM 464</td>
<td>Media Criticism (3 units)</td>
<td></td>
<td>This course is designed to provide students with a basic understanding of the nature and function of media criticism. Study of approaches, theories, and systems of rhetorical analysis from classical to contemporary models. Practice in critical appraisal of various types of media communication.</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Special Topics (1-4 units)</td>
<td></td>
<td>Open to juniors or seniors with a GPA of 3.0 or above. Must have the consent of the instructor and the Department chair. Students may seek an internship position which relates to their major with a cooperating business in the communication industry. Students are required to work fifty hours per week and one hour per week must be devoted to work. A weekly report to the supervising professor is required. Be repeated for a maximum of six units.</td>
</tr>
<tr>
<td>COMM 483</td>
<td>The Recording Studio in Production (4 units)</td>
<td>COMM 271, COMM 272</td>
<td>Hands-on-training in recording studio operation and production techniques for film and digital media.</td>
</tr>
<tr>
<td>COMM 495A</td>
<td>Senior Project: Film</td>
<td>Senior standing and approval of the instructor</td>
<td>The student writes, directs, or serves in a production role (cinematography, editing, production sound, sound design), on a faculty-approved film, video, documentary animation, or commercial project bringing it to final form for festival distribution.</td>
</tr>
<tr>
<td>COMM 495B</td>
<td>Senior Project: Reel</td>
<td>Senior standing and approval of the instructor</td>
<td>The student writes, directs, or serves in a production role (cinematography, editing, production sound, sound design), on a faculty-approved film, video, documentary animation, or commercial project bringing it to final form for festival distribution.</td>
</tr>
<tr>
<td>COMM 495D</td>
<td>Senior Project: Script or Publication</td>
<td>Senior standing and approval of the instructor</td>
<td>The student writes, directs, or serves in a production role (cinematography, editing, production sound, sound design), on a faculty-approved film, video, documentary animation, or commercial project bringing it to final form for festival distribution.</td>
</tr>
</tbody>
</table>
**School of Communication and the Arts**

**Los Angeles Film Studies Center (LAFSC) Courses**

Because UCLA is a participant in LAFSC, students attending UCLA can take the following courses during a semester-in-residence in Burbank, CA.

LA 325 • Internship: Inside Hollywood (6 units)

Students participate in an internship experience in some aspect of the Hollywood entertainment industry. These are non-paying positions primarily in an office setting or on development companies, agencies, management companies, post-production facilities, etc. Students work 30 to 40 hours a week, spread over a three-day schedule and accumulate 100-150 hours for the semester. Orientation to the internship includes an overview of the creative and operational aspects of the Hollywood entertainment business, including the Christian worldview therein. The internships do not include positions on actual film-making locations. Instead, students work in offices as support personnel to producers, writers, directors, agents, post-production personnel, and others involved in the total process of producing and distributing a major motion picture. The LAFSC provides internships to many of the major companies within Hollywood.

LA 342 • Motion Picture Production (3 units)

This is an intense, hands-on course in short film production. Students individually write, shoot, direct, and edit their own projects. Visual storytelling is achieved through developing skills in directing, cinematography, and editing. This course is designed to enable both novice and advanced students to develop their own stories within a technical skill. This course is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

LA 350 • Hollywood Production Workshop (3 units)

Students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to develop the finished production to qualify for festival submission. The course offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. Students participate in a competitive vetting process of scripts, pitches, and meetings much like the process of the professional industry. For example, those who wish to direct submit a script for a review by an industry panel. This course provides a community building experience in which all students participate in a least one key role in the production process. The course also offers small group tutorials for each student's production position. The workshop environment is specifically designed to meet the needs of both novice and experienced students. The major emphasis of the course is the importance of each contribution to the production, the process of production, and effective production management. This course compliments the more specialized skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

LA 374 • Theology in Hollywood (4 units)

This course encourages the development of the necessary skills for analysis of the culture of Hollywood, its role in popular culture, and the theological interactions therein. The course explores theological engagement with the culture of Hollywood and cinema by investigating some of the social, ethical, and psychological implications of film upon theology. The course is presented in four modules, each building on content of the previous module: 1) an analysis of the culture of Hollywood; 2) a study of theology in engagement with Hollywood and cinema; 3) Christian ethics and the culture of Hollywood; and 4) a case-specific examination of Christian vocation in Hollywood. All students participate in a term taught lecture seminar led by a professor of theology. Students also participate in small group tutorials, service learning, and discussions.

LA 374 • Professional Screenwriting (3 units)

This is a course in contemporary screenwriting, including an understanding of dramatic structure, character development, and the writing process. Students complete a full-length screenplay for a feature film with a focus on the writer. Whether novice or advanced, students are expected to develop and improve their skills. Emphasis is given to the role of the Christian faith and values as they relate to script content. This course is taught by a working, credited Christian screenwriter.

LA 388 • Independent Study (3 units)

This course may be set up by special request and arrangement. In order to be considered, students must submit a portfolio and a project proposal. Students with approved projects will be assigned a mentor who is a professional in the Hollywood industry to supervise the project. Projects could include further development of a portfolio or a senior thesis project.

**Department of Music**

James L. Milton, D.M.A., Chair  
Suzanne Reid, D.M.A., Associate Chair  
Greg Ganrey, Ph.D., Assistant Chair

**MISSION:** The Department of Music seeks to provide understanding and appreciation of the creative process and historical context of music with a Christian worldview by offering opportunities for all students to create and perform music through writing and performance, and to develop their performance skills both individually and through participating in musical ensembles. Further, the program is designed to prepare students to effectively communicate the aesthetic qualities of music from various styles and cultures to a diverse population — whether in music ministry, performance, music industry careers, or teaching in public or private schools.

The Department of Music offers majors in Music with emphases in Music Education, Music Ministry, Music Composition, or Performance, as well as a minor in Music. The emphasis in Music Education leads toward the music subject requirements for a State of California Single Subject Teaching Credential.

**Music Major Core Requirements**

| Lower Division | 63 units |
| Music Theory | 28 units |
| MUSC105 | Basic Musicianship II |
| MUSC114 A, B | Recital Attendance |
| MUSC131 | Music Theory I |
| MUSC132 | Counterpoint I |
| MUSC136 | Music Theory II |
| MUSC137 | Counterpoint II |
| MUSC214 A, B | Recital Attendance |
| MUSC220 | Introduction to MIDI |
| MUSC231 | Music Theory III |
| MUSC232 | Counterpoint III |
| MUSC233 | Music Theory IV |

**Music Major Elective Requirements**

| Units |
| 30 units |
| 1 unit |
| 1 unit |
| 1 unit |
| 1 unit |
| 1 unit |
| 1 unit |

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**School of Communication and the Arts**

**MUSC 236 Music Theory IV**  3 units

**MUSC 237 Aural Theory IV**  1 unit

**Ensemble**  MUSC 200, 240, 241, 250  (1-1-1-1)  4 units

**Applied Music**  Instrumental, Piano, Organ, Voice  (1-1-1-1)  4 units

Students must show proficiency in Basic Musicianship I (MUSC 101) prior to enrolling in Basic Musicianship II (MUSC 106). Students who need to enroll in MUSC 101 and/or MUSC 106 should be prepared to take up to five years to complete the Music Major.

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 department recitals during the semester and performance before a jury at the end of the semester are required in each applied Music course. Music Education and Music Ministry emphases require eight consecutive semesters of study in the same performance medium. Performance and Composition emphases are subject to their stated applied music requirements.

### Upper Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 334 A/B</td>
<td>Recital Attendance</td>
<td>0 units</td>
</tr>
<tr>
<td>MUSC 335</td>
<td>Basic Musicianship I (1600-1800)</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 336</td>
<td>Basic Musicianship II (1800-1900)</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 340</td>
<td>Twentieth Century and World Music</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 340 A</td>
<td>Conducting</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 342</td>
<td>Advanced Conducting</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 343</td>
<td>Counterpoint</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 347</td>
<td>Twentieth Century Music Theory</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 349</td>
<td>Orchestration</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 360 B</td>
<td>Music and Worship</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 360 C</td>
<td>Music and Worship</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 360 D</td>
<td>Recital Attendance</td>
<td>0 units</td>
</tr>
<tr>
<td>Applied Music</td>
<td>Instrumental, Piano, Organ, Voice (1-1-1-1)</td>
<td>4 units</td>
</tr>
</tbody>
</table>

(Note: Must be the same performance medium as lower division Applied Music. Performance and Composition emphases also require different Applied Music requirements.)

### Senior Recital

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 337</td>
<td>Senior Recital</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

The Music Education emphasis leads toward the music subject requirements for a State of California Single Subject Teaching Credential. Students who plan to apply for teaching credentials should consult with the chair of the Department of Liberal Studies for procedures and requirements for admission to the teacher training program.

### Music Ministry Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 338</td>
<td>Secondary Vocal Music Methods</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 340</td>
<td>Church Music Administration</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 341</td>
<td>Church Music Internship</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 342</td>
<td>Church Arranging</td>
<td>3 units</td>
</tr>
</tbody>
</table>

The Music Ministry emphasis provides professional musical background for church music ministry.

### Music Performance Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 339</td>
<td>Rock and Jazz</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 341</td>
<td>Celtic Music</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 342</td>
<td>Broadband Music</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 343</td>
<td>Church Music Internship</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 344</td>
<td>Church Arranging</td>
<td>3 units</td>
</tr>
</tbody>
</table>

The Music Performance emphasis provides professional musical background for church music ministry.

### Music Composition Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 336</td>
<td>Composition</td>
<td>13 units</td>
</tr>
</tbody>
</table>

### Applied Composition

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 338 A</td>
<td>Lower Division</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 338 B</td>
<td>Upper Division</td>
<td>4 units</td>
</tr>
<tr>
<td>MUSC 340</td>
<td>Advanced Study</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 341</td>
<td>Junior Recital</td>
<td>1 unit</td>
</tr>
<tr>
<td>MUSC 342</td>
<td>Senior Recital</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

### Music Education Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 337</td>
<td>Secondary Vocal Music Methods</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 408</td>
<td>Church Music Administration</td>
<td>3 units</td>
</tr>
<tr>
<td>MUSC 450</td>
<td>Church Music Internship</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 410</td>
<td>Choral Arranging</td>
<td>3 units</td>
</tr>
</tbody>
</table>

### Music Ministry Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 336</td>
<td>Music Ministry</td>
<td>10 units</td>
</tr>
<tr>
<td>MUSC 338 A</td>
<td>Lower Division</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 338 B</td>
<td>Upper Division</td>
<td>4 units</td>
</tr>
<tr>
<td>MUSC 340</td>
<td>Advanced Study</td>
<td>2 units</td>
</tr>
<tr>
<td>MUSC 341</td>
<td>Junior Recital</td>
<td>1 unit</td>
</tr>
<tr>
<td>MUSC 342</td>
<td>Senior Recital</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

### Music Performance Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 336</td>
<td>Music Performance</td>
<td>17-21 units</td>
</tr>
<tr>
<td>MUSC 337</td>
<td>Performance</td>
<td>17 units</td>
</tr>
<tr>
<td>MUSC 340</td>
<td>Voice and Piano Performance</td>
<td>21 units</td>
</tr>
</tbody>
</table>

Students may apply for admission to the Performance Emphasis during their second semester of applied music instruction. In this emphasis, eight consecutive semesters of study in one performance medium are required. (Two consecutive semesters at 30 minutes and six consecutive semesters at 60 minute lessons.)
### Applied Music

- **Instrumental, Piano, Organ, Voice (1 unit each)**: 2 units

### Applied Music Performance (MUPF):

- **Lower Division**: Instrumental, Piano, Organ, Voice (2 units each)  4-6 units
- **Upper Division**: Instrumental, Piano, Organ, Voice (2 units each)  8-12 units

### Voice

- **MSC25**: Foreign Language Diction  2 units
- **MSC40**: Vocal Pedagogy  2 units
- **MUPF391**: Junior Recital  1 unit
- **MUPF491**: Senior Recital  1 unit

### Piano/Organ

- **MSC351**: Piano Pedagogy I  2 units
- **MSC353**: Piano Pedagogy II  2 units
- **MUPF391**: Junior Recital  1 unit
- **MUPF491**: Senior Recital  1 unit

### Instrument

- **MSC40**: Vocal Pedagogy  2 units
- **MUPF391**: Junior Recital  1 unit
- **MUPF491**: Senior Recital  1 unit

### Piano Proficiency Requirements

Basic piano proficiency skills are required of all music majors for graduation. Students can prepare for this requirement by enrolling in Class Piano each semester in residence until the student has passed the proficiency examination. Students must receive a grade of "C" or higher in Class Piano to continue on to the next level. Students are required to pass the piano proficiency exam in order to graduate. The sections of the piano proficiency exam may be taken at one time or in sections. Students who have not demonstrated proficiency are required to enroll in Class Piano until proficiency is achieved. Information regarding the examination is available from the Music Department or the Piano Coordinator. 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 second semester in residence.

### Music Minor

Students in other academic majors can complete a minor in music. Upon completion of the theory placement exam, the student will be placed in one of two tracks for Music Theory. Students who need to enroll in the remedial course Basic Musicianship I (MSC101) should be advised that this course will not count toward the Music major/minor requirements.

- **Students must receive a grade of "C" or higher in all music theory courses in order for the credits to count toward the music minor degree.**

### Music Theory and Music History and Literature Courses

- **MSC101**: Basic Musicianship I (3 units)
- **MSC106**: Basic Musicianship II (3 units)
- **MSC131**: Music Theory I (3 units)
- **MSC132**: Music Theory II (1 unit)
- **MSC325**: Music History and Literature I (3 units)
- **MSC326**: Music History and Literature II (3 units)
- **MSC330**: Twentieth Century and World Music (3 units)

### Music Theory and Music History and Literature Courses

**Preparation for Music Theory**:

- **MSC101**: Basic Musicianship I
- **MSC106**: Basic Musicianship II

**Music Theory Courses**:

- **MSC101**: Basic Musicianship I
- **MSC106**: Basic Musicianship II
- **MSC131**: Music Theory I
- **MSC132**: Music Theory II
- **MSC325**: Music History and Literature I
- **MSC326**: Music History and Literature II
- **MSC330**: Twentieth Century and World Music

**Music History and Literature Courses**:

- **MSC325**: Music History and Literature I
- **MSC326**: Music History and Literature II
- **MSC330**: Twentieth Century and World Music

**Ensemble Courses**:

- **MSC290, 291, 292, 293, 300, 310, 311, 312, 313**: 4 units

### Music Theory and Music History and Literature Courses

**Preparation for Music Theory**:

- **MSC101**: Basic Musicianship I
- **MSC106**: Basic Musicianship II

**Music Theory Courses**:

- **MSC101**: Basic Musicianship I
- **MSC106**: Basic Musicianship II
- **MSC131**: Music Theory I
- **MSC132**: Music Theory II
- **MSC325**: Music History and Literature I
- **MSC326**: Music History and Literature II
- **MSC330**: Twentieth Century and World Music

**Music History and Literature Courses**:

- **MSC325**: Music History and Literature I
- **MSC326**: Music History and Literature II
- **MSC330**: Twentieth Century and World Music

**Ensemble Courses**:

- **MSC290, 291, 292, 293, 300, 310, 311, 312, 313**: 4 units
MUSC 106 • Basic Musicianship II (3 units)
Prerequisite: MUSC 101 or placement exam. Designed for music major and minors as a preparatory course for the music theory sequence. This course explores the basic elements of historical musical style including major and minor scales, construction, keys, intervals, notation, terms, time signatures, chord and melody construction, harmonic analysis, melody/harmonization, including sight-singing and ear-training. Students must receive a grade of "C" or higher to advance to MUSC 131.

MUSC 131, 136 • Music Theory I and II (3 units each)
This course is a study of music theory including scales, modes, melody, primary and secondary chords and inversions, simple keyboard harmony, and four-part writing. MUSC 131 is the prerequisite for MUSC 136. Students in MUSC 131 and 136 must concurrently enroll in Aural Theory I, MUSC 132, and MUSC 133.

MUSC 132, 137 • Aural Theory I, II (1 unit each)
This course is a study of sight-singing, rhythm performance, melodic, rhythmic, and 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 for each semester of Aural Theory.

MUSC 202C • Introduction to Music (3 units)
All liberal arts courses designed to develop a knowledge of music from the listener's point of view. Introduction to the materials and forms of music and the periods of music history. Music majors may not take this course to fulfill the Fine Arts core curriculum requirement. Lab fee. Students who have already received credit for MUSC 102. Introduction to Music or equivalent, OR/OND cannot receive credit for this course.

MUSC 220 • Introduction to MIDI (1 unit)
Prerequisite: MUSC 131 or permission of instructor. This course is an introduction to Musical Instrument Digital Interface (MIDI). The course is designed for music majors and non-majors with little or no experience in music technology. Students will receive hands-on training in the basics of MIDI, MIDI sequencing, and computer music notation. Lab fee.

MUSC 231 • Music Theory III (3 units)
This course is a study of music theory through analysis, four-part writing, and simple keyboard harmony, including modulation, chromaticism, and counterpoint. Students must receive a grade of "C" or higher to continue on to the next level. Students in MUSC 231 must concurrently enroll in Aural Theory III, MUSC 232.

MUSC 236 • Music Theory IV (3 units)
Prerequisite: MUSC 231 or placement by examination. Study of musical forms and procedures composers have used from the Baroque through the 18th century. Detailed study of counterpoint and analysis of representative works. Students must receive a grade of "C" or higher to continue on to upper level music theory courses. Students in MUSC 236 must concurrently enroll in Aural Theory IV/MUSC 237.

MUSC 232, 237 • Aural Theory III, IV (1 unit each)
This course is a study of sight-singing, rhythm performance, melodic, rhythmic, and 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 for each semester of Aural Theory.

MUSC 291, 292, 293 • Special Topics (1-3 units)
Prerequisite: Consent of Instructor. Study of a special topic in music. May be repeated for credit.

MUSC 301 • Counterpoint (3 units)
Prerequisite: MUSC 236. Study and analysis of the principal forms of music.

MUSC 320 • Advanced MIDI (2 units)
Prerequisite: MUSC 220. Advanced sequencing techniques, orchestral and commercial music simulation, advanced editing and automated mixing, synthesis, and programmed writing. Students will receive hands-on training in the basics of MIDI sequencing and notation software. Lab fee.

MUSC 325 • Music History and Literature I (3 units)
Prerequisite: FINA 215C and HIST 203C or permission of instructor. A survey of music history from the Baroque, Classical, and Romantic eras (1600 – 1900). Lab fee.

MUSC 326 • Music History and Literature II (3 units)
Prerequisite: FINA 215C and HIST 203C or permission of instructor. A survey of music history from the Baroque, Classical, and Romantic eras (1600 – 1900). Lab fee.

MUSC 330 • Twentieth-Century and World Music (3 units)
Prerequisite: FINA 215C and HIST 203C or permission of instructor. A survey of twenthieth-century and world music; cultural contexts and indigenous music are studied. Lab fee.

MUSC 400 • Form and Analysis (3 units)
Prerequisite: MUSC 236. Study of the principal forms of music.

MUSC 401 • Twentieth Century Music Theory (3 units)
Prerequisite: MUSC 236 or placement by examination. Study of harmony and form in the music of the 20th century. Students will receive hands-on training in the music of this era. The course will conclude with an introduction to contemporary popular and jazz music theory.

MUSC 402 • Orchestration (3 units)
Prerequisite: MUSC 236. Study of the instruments of the orchestra, scoring for various combinations and for full orchestra.

MUSC 410 • Choral Arranging (3 units)
Prerequisite: MUSC 236. A study of vocal choral arranging with and without instrumental accompaniment in a variety of styles, including traditional, popular, and jazz.
MUSC 470 • Special Topic (1-3 units)
Prerequisite: Consent of the instructor. Study of a special topic in music. May be repeated for credit.

Music Education Courses

MUSC 311 • Teaching in a Multicultural Setting (3 Units)
Prerequisites: one of the following (Co-requisites) MUSC 337, 338 or 339. This course is a cross listed course with EDUC 315, which will consist of in class discussion and field observation in public school programs relevant to the future music teacher.

MUSC 312 • Woodwind Techniques (1 unit)
Elementary instruction in woodwinds: tone production, techniques, and care of the instruments. This course is an introduction to the teaching of the woodwind instruments. It is offered every two years. Lab fee.

MUSC 313 • Brass Techniques (1 unit)
Elementary instruction in brass instruments: tone production, techniques, and care of the instruments. This course is an introduction to the teaching of brass instruments. It is offered every two years. Lab fee.

MUSC 313A • (Music Majors) Conducting (3 units)
Prerequisite: MUSC 236. Basic conducting and gesture techniques emphasizing choral music. Practical experience in conducting hymns and songs for worship, as well as preparing for the choral rehearsal.

MUSC 313B • (Music Minors) Conducting (2 Units)
Prerequisite: MUSC 236. Basic conducting and gesture techniques emphasizing choral music. Practical experience in conducting hymns and songs for worship, as well as preparing for the choral rehearsal.

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

MUSC 333 • String Techniques (1 unit)
Elementary instruction in string tone production, techniques, and care of the instruments. This course is an introduction to the teaching of strings. It is offered every two years. Lab fee.

MUSC 334 • Percussion Techniques (1 unit)
Elementary instruction in percussion techniques and care of the instruments. This course is an introduction to the teaching of percussion. It is offered every two years. Lab fee.

MUSC 337A • Music for Elementary Schools (Music Majors/Minors) (3 units)
Prerequisite: MUSC 236 and 145B or equivalent. The course looks at purpose, curriculum, and methods of music education in the elementary school. There will be a survey of materials with consideration of their appropriateness in a sequential program of musical growth.

MUSC 337B • Music for Elementary Schools (non-music majors) (3 units)
This course looks at purpose, curriculum, and methods of music education in the elementary school. There will be a survey of materials with consideration of their appropriateness in a sequential program of musical growth.

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

MUSC 339 • Secondary Vocal Music Methods (2 units)
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 422 • Marching Band Techniques (2 units)
Prerequisites: MUSC 312, 313, 334 or permission of instructor. This course will study and experience various field show drill and marching techniques, including Step-two, Asymmetrical, Gropestyle, along with computer charting techniques. Developing effective rehearsal techniques, program administration, and philosophical considerations for teaching a marching band as a part of a balanced instrumental music education program.

MUSC 440 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and department chair. Open to qualified upper division students. May be repeated for credit.

Music Ministry Courses

MUSC 294, 295, 296, 297 • Applied Church Music (1 unit each)
Private instruction in piano or organ with emphasis toward music as a tool for religious services. Students may register for thirty or sixty minutes per week. Minimum five hours practice per week required. Applied music courses are subject to instructor fees and practice fees. Fees are commensurate with instruction time. Not applicable toward music major requirements.

MUSC/PLST 406C • Music and Worship (3 units)
A study of music and worship in the services of the Christian church beginning with the early believers and extending to contemporary worship practices. The course provides both an overview of the theological, historical and musical developments which provided precedent for both traditional and non-traditional worship practices in the contemporary church, and practical guidelines for musical and effective worship leadership. This course fulfills the Core Curriculum Overview requirement for Music majors.

MUSC 408 • Church Music Administration (3 units)
Prerequisite: MUSC 406C. Organization of the church music program including the graded choir system, service planning, selection of materials for a well-integrated music ministry, relationship of the minister of music to the music committee, pastoral staff, and congregation, music in the church school, responsibilities of the director, instrumentalists, and choir; the nature of worship music as an aid to worship evaluation and service music.

MUSC 440 • Church Music Internship (1 unit)
Prerequisites: MUSC 406C, 408, and/or permission of instructor. Participation in a local church music ministry as a directed assistant director or choral or instrumental organization, organist, or piano accompanist. Approval of each semester’s assignment by the internship advisor and department chair is required. Offered on a credit/fail basis only.
MUSC 480 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and department chair. Open to qualified upper division students. May be repeated for credit.

MUSC 494, 495, 496, 497 • Applied Church Music (1 unit each)
Private instruction in piano or organ with emphasis toward music as a tool for religious services. Designed specifically for the upper division music major concentrating in music ministry. Student may register for thirty or sixty minutes lesson per week. Minimum of five hours of 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.

Basic Music and Class Music Instruction Courses
Private instruction. Open to all students. Not applicable toward music major requirements. Student may register for thirty or sixty minutes lesson per week. Minimum of five hours of practice per week required. Private instruction and practice fees. Instruction fees are commensurate with instruction time.

Techniques of performance, note reading, 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.

Private instruction open to all students. Private instruction for non-music majors or for music majors requiring piano proficiency examination. Not applicable toward music major or minor requirements. Student may register for thirty or sixty minutes lesson per week. Minimum of five hours of practice per week required. Private instruction and practice fees. Instruction fees are commensurate with instruction time.

Private instruction open to all students. Private instruction for non-music majors or for music majors requiring vocal proficiency examination. Not applicable toward music major or minor requirements. Student may register for thirty or sixty minutes lesson per week. Minimum of five hours of practice per week required. Private instruction and practice fees. Instruction fees are commensurate with instruction time.

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

MUSC 112, 152, 212, 252 • Class Guitar I, II, III, IV (1 unit each)
Group instruction open to all students. Class meets two hours each week.

MUSC 114A, 114B, 214A, 214B, 314A, 314B, 414A, 414B • Recital Attendance (0 units)
Regular recitals are presented by faculty, guest artists, and selected students from the studios of applied music instruction. Attendance at a specified number of general recitals is a requirement of all music degree candidates for eight semesters; music minors for four semesters; and students studying private music instruction for general elective units for the semester in which they are enrolled. Credit/No Credit.

MUSC 255 • Foreign Language Diction (2 units)
Designed for voice majors. Study and practice of Italian, German, Latin, and French pronunciation.

MUSC 351 • Piano Pedagogy I (2 units)
Prerequisite: Six months of private piano at the college level or consent of the instructor. Survey of teaching methods and materials for beginning students. Study of lesson styles, practice studio procedures, and lesson planning. Includes observation of private and class piano and supervised experience teaching private lessons at the elementary level.

MUSC 353 • Piano Pedagogy II (2 units)
Prerequisite: Piano Pedagogy I or consent of the instructor. Advanced study of methods and materials used in teaching intermediate level students. Includes observation of private and class piano and supervised experience teaching private lessons at the intermediate level.

MUSC 420 • Vocal Pedagogy (2 units)
Prerequisite: Six semesters of private voice instruction at college level. Scientific exploration into the workings of the vocal mechanism and the techniques of vocal production. Survey of vocal problems, corrective exercises, and an overview of various vocal styles will be included. Under supervision of voice faculty, students will be required to teach a private voice student (basic instruction or non-college student), 30 minutes per week for six weeks towards the end of semester.

Applied Music Instruction
The applied music courses listed below are each one unit successive levels of private music instruction. Each level is a prerequisite to all higher levels. Students may audition for advancement. All students enrolled in applied music are required to participate in regularly scheduled departmental recitals. All applied music students perform for a faculty jury for their final examination. Students are required to register for thirty or sixty minutes lesson per week. Minimum of five hours of practice per week is required. Applied music courses are subject to instruction fees and practice fees. Fees are commensurate with instruction time.

MUSC 115, 117, 215, 217, 315, 317, 415, 417, 481, 483 • Applied Music: Instrumental (1 unit each)
MUSC 116, 118, 216, 218, 316, 318, 416, 418, 484, 486 • Applied Music: Organ (1 unit each)
MUSC 119, 121, 219, 221, 319, 321, 419, 421, 485, 487 • Applied Music: Piano (1 unit each)
MUSC 118, 218, 318, 418, 484, 486 • Applied Music: Voice (1 unit each)

Applied Music Performance Instruction
Prerequisite: Students making application for the Performance Emphasis must have completed two consecutive semesters of private music instruction at the applied level. Students in the performance emphasis are required to enroll in a two-unit applied music course each semester. They are required to participate in regularly scheduled
department recitals, and to perform for faculty jury for their final examination. A minimum of ten hours practice per week is required. MUPF courses are subject to instruction fees and practice fees. Fees are commensurate with practice hours and are determined by the Music Department. A minimum of twelve hours practice per week is required during the second semester of the junior year, and a Senior Recital during the second semester of the senior year.

- MUPF 215, 275, 315, 375, 415, 475, 481, 482 Applied Music • Instrumental (2 units each)
- MUPF 216, 276, 316, 376, 416, 476, 487, 488 Applied Music • Organ (2 units each)
- MUPF 217, 277, 317, 377, 417, 477, 483, 484 Applied Music • Piano (2 units each)
- MUPF 218, 278, 318, 378, 418, 478, 485, 486 Applied Music • Voice (2 units each)

Applied Composition Courses

- MUTC 200, 210, 300, 310, 400, 410 • Applied Music Composition (1 unit each)

Applied composition courses are each one-unit successive levels of private lessons in music composition. MUTC 130 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 have at least one one-hour practice session on scheduled departmental recitals. Students will receive one credit (minimum of thirty minutes instruction) per week. A minimum of five hours practice per week is required. Development of compositions appropriate for the intermediate or advanced skill of the student is expected. Guidelines for preparing, planning, scheduling, and presenting a Senior Recital are available in the Music Department. Final grade is given by the department of Music faculty. Lab fee.

Junior and Senior Recitals

- MUPF 391 • Junior Recital (1 unit)
  Prerequisites: Music Department approval and concurrent registration in MUPF 375, 376, or higher. An applied music course number. A minimum of twelve hours practice per week is required. A minimum of five hours practice per week is required. MUPF courses are subject to instruction fees and practice fees. Fees are commensurate with practice hours.
- MUPF 491 • Senior Recital (1 unit)
  Prerequisites: Completion of seven consecutive semesters of performance music instruction and enrollment in the eighth semester of performance music instruction. A minimum of twelve hours practice per week is required. A minimum of five hours practice per week is required. MUPF courses are subject to instruction fees and practice fees. Fees are commensurate with practice hours.

Juniors and seniors are required to perform in a Junior Recital during the second semester of the junior year. A Senior Recital is half-hour formal solo or group repertoire appropriate for the culmination of six semesters of applied music instruction. Guidelines for preparing, planning, scheduling, and presenting a Senior Recital are available in the Music Department. Final grade is given by the department of Music faculty. Lab fee.

Ensembles

All music majors must complete eight consecutive semesters of ensemble participation (eight units) including four units of Lower Division credit selected from MUSC 200, 240, 250, or 260 and four units of Upper Division credit selected from MUSC 300, 330, 340, or 350.

- MSC 122 • Handbell Ensemble (1 unit)
  Study and performance of handbell literature of various styles and musical periods. Mets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

- MSC 124 • Jazz Ensemble (1 unit)
  Study and performance of jazz and related literature. Mets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

- MSC 200, 300 • Concert Band (1 unit each)
  Instrumental ensembles for the study and performance of band literature representing various musical styles. Performed special concert and off-campus events provide musical opportunities, athletic events, and other university functions. Mets three hours each week. Mets the ensemble requirement for music majors and minors and is a selective course. Open to all students by audition.

- MSC 219, 319 • Vanguard Singers & Band (1 unit each)
  Mixed vocal and instrumental ensemble sponsored by Vanguard University and the Department of Music. A mixed music ensemble group whose primary function is to represent the University at local churches, schools and conventions. Includes frequent weekend performances and annual extended summer tour. Study and performance of sacred choral literature of all styles with an emphasis on contemporary Christian music. Mets three hours each week. Open to members of the Vanguard Choral Concert Band, Women's Choir, or Concert Orchestra by audition and interview. Serves as an elective. Does not meet the music major ensemble requirement.

- MSC 221/321 • Guitar Ensemble (1 unit)
  Study and performance of guitar ensemble literature from all musical periods. Mets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

- MSC 222/322 • Percussion Ensemble (1 unit each)
  Study and performance of percussion ensemble literature from all musical periods. Mets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

- MSC 234, 334 • String Ensemble (1 unit each)
  Study and performance of string ensemble literature from all musical periods. Mets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

- MSC 223, 323 • University Jazz Band (1 unit each)
  Study and performance of jazz and related literature. Performed special concert and off-campus events provide musical opportunities, athletic events, and other university functions. Mets three hours each week. Does not meet the music major ensemble requirement. Open to all students. Offered upon demand.
MLSC240, 340 • Concert Orchestra (1 unit each)
Instrumental ensemble for the study and performance of orchestral literature, including classics, spirituals, hymn arrangements, and contemporary Christian music. Performs at special concerts and off-campus events and provides a platform for University Concert Choir and an annual spring tour. Meets three hours weekly. Open to all undergraduate and graduate students by audition and interview. Meets the music major ensemble requirement.

MLSC241, 341 • Women’s Chorus (1 unit each)
The study, rehearsal, and performance of choral literature representative of all periods of music, including classical, spirituals, folk songs, hymn arrangements, and contemporary Christian music. Outside performance opportunities involve representing Vanderbilt University in church and school concerts, including a week-long tour. Meets three hours weekly. Open to all undergraduate and graduate students by audition and interview. Meets the music major ensemble requirement.

MLSC250, 350 • Concert Choir (1 unit each)
The study and performance of major choral literature representative of all periods of music, including classical, spirituals, folk songs, hymn arrangements, and contemporary Christian music. Rehearsals and school concerts are held weekly. Meets the music major ensemble requirement. Open to all undergraduate and graduate students by audition and interview.

MLSC260, 360 • Brass Ensemble (1 unit each)
The study and performance of brass ensemble literature from all musical periods. Open to all undergraduate and graduate students by audition and interview. Meets the music major ensemble requirement.

MLSC267A, 367A • Woodwind Ensemble - Sax (1 unit each)
The study and performance of woodwind literature from all musical periods. Open to all undergraduate and graduate students by audition and interview. Meets the music major ensemble requirement.

MLSC267B, 367B • Woodwind Ensemble - Flute (1 unit each)
The study and performance of woodwind literature from all musical periods. Open to all undergraduate and graduate students by audition and interview. Meets the music major ensemble requirement.

Performance/Directing Emphasis:
For majors and minors who wish to concentrate on the performance/directing field, the department encourages students to take the performance-oriented alternative courses listed rather than the technical/design-oriented alternative courses.

Technical/Design Emphasis:
For majors and minors who wish to concentrate on the technical/design field, the department encourages students to take the technical/design-oriented alternative courses listed above rather than the performance-oriented alternative courses. This department also encourages those majors to take this elective: COMM 274 Introduction to Digital Audio (4 units).

Musical Theatre Emphasis:
For theatre majors who wish to concentrate on the musical theatre field, the department encourages those students to utilize their electives toward a minor in music.

Department of Theatre Arts
Susan K. Biedelmann, M.F.A., Chair
David Reimann, M.F.A., Associate Chair

MISSION: The Department of Theatre Arts seeks to establish a Christ-centered, professional environment for artistic expression by developing the creative mind, body, and spirit of each student in the disciplines of performance, directing, technical theatre, production, management, script writing, theatre history, and dramatic literature. By imparting knowledge and allowing hands-on participation, the department is about preparing students to impact our world for God’s glory.

The Department of Theatre Arts offers a major in Theatre with areas of emphasis in Performance/Directing, Technical/Design, and Musical Theatre.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>THEA 331</td>
<td>Stage Combat</td>
<td>2 units</td>
</tr>
<tr>
<td>or THEA 323</td>
<td>Sound Design</td>
<td>3 units</td>
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<tr>
<td>THEA ENGL 340</td>
<td>Dramatic Literature Script Analysis</td>
<td>3 units</td>
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<td>or THEA ENGL 455</td>
<td>Shakespeare</td>
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<tr>
<td>THEA 335</td>
<td>Junior Project</td>
<td>1 unit</td>
</tr>
<tr>
<td>THEA 340</td>
<td>Advanced Acting</td>
<td>3 units</td>
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<tr>
<td>or THEA 345</td>
<td>Computer/Art Design for Theatre</td>
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<tr>
<td>THEA 350</td>
<td>Directing for Theatre</td>
<td>3 units</td>
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<tr>
<td>or THEA 355</td>
<td>Pencils and Pencils for the Theatre</td>
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<tr>
<td>THEA CM 440</td>
<td>Set Designing Strategies and Film</td>
<td>3 units</td>
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<tr>
<td>THEA 440</td>
<td>Theatre Internship</td>
<td>2 units</td>
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<tr>
<td>THEA 386</td>
<td>Senior Project: Planning</td>
<td>1 unit</td>
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<tr>
<td>THEA 450</td>
<td>Senior Project: Production</td>
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**Theatre Minor Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>THEA 106</td>
<td>Beginning Set Construction</td>
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<tr>
<td>or THEA 110</td>
<td>Beginning Costume Construction</td>
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<tr>
<td>THEA 120</td>
<td>Voice and Speech for the Actor: Fundamentals</td>
</tr>
<tr>
<td>THEA 205</td>
<td>Stage Management</td>
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<tr>
<td>THEA 210</td>
<td>Beginning Acting</td>
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<tr>
<td>or THEA 318</td>
<td>Draping and Scenic Design</td>
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<tr>
<td>THEA 320A/B</td>
<td>Theatrical Performance, II</td>
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<tr>
<td>or THEA 306</td>
<td>Intermediate Set Construction</td>
</tr>
<tr>
<td>or THEA 317</td>
<td>Intermediate Costume Construction</td>
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<tr>
<td>THEA ENGL 340</td>
<td>Dramatic Literature Script Analysis</td>
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<tr>
<td>THEA 340</td>
<td>Advanced Acting</td>
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<tr>
<td>or THEA 345</td>
<td>Computer/Art Design for Theatre</td>
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<tr>
<td>THEA 350</td>
<td>Directing for Theatre</td>
</tr>
<tr>
<td>or THEA 355</td>
<td>Pencils and Pencils for the Theatre</td>
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*Total units: 65 units plus 7 elective units*

**Theatre Arts Courses**

<table>
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<th>Units</th>
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<tr>
<td>THEA 100C</td>
<td>Introduction to Acting for Non-Majors</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 101C</td>
<td>History of Theatre</td>
<td>3 units</td>
</tr>
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</table>

- Introduces students to the art and craft of creating believable characters for the stage using various theatre games and improvisations leading into some voice and monologues. The course is specifically designed for non-majors who wish to gain skills in speaking in front of large groups. Lab Fee

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 318</td>
<td>Drafting and Scenic Design</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 239</td>
<td>Makeup Design: Fundamentals</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 240</td>
<td>Scenic Painting</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 309</td>
<td>Costume Design: Fundamentals</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 320</td>
<td>Lighting Design Fundamentals</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 321</td>
<td>Sound Design</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 325</td>
<td>Computer/Art Design for Theatre</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Theatre Department Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 300C</td>
<td>Vanguard Players Summer Tour</td>
<td>1 unit</td>
</tr>
<tr>
<td>THEA 400C</td>
<td>Introduction to Theatre</td>
<td>3 units</td>
</tr>
</tbody>
</table>

- An introduction to the study of stage movement and health fitness. It will include exercises and techniques to improve cardiovascular fitness, flexibility and meaningful aesthetic stage movement and physiology utilizing the Labor and Alexander techniques. Lab Fee

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 315</td>
<td>Theatre Movement</td>
<td>2 units</td>
</tr>
</tbody>
</table>

- An introduction to the study of theatre and the health movement. Theatre and physical fitness. It will include exercises and techniques to improve cardiovascular fitness, flexibility and meaningful aesthetic stage movement and physiology utilizing the Labor and Alexander techniques. Lab Fee

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 323</td>
<td>Prop Building</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 329</td>
<td>Special Topics Musical Theatre Audition</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 330</td>
<td>Period Styles for Theatre Design</td>
<td>3 units</td>
</tr>
<tr>
<td>THEA 370</td>
<td>Special Topics Musical Theatre Audition</td>
<td>3 units</td>
</tr>
</tbody>
</table>

- Study of the history of theatre from the ancient Greeks to the present day. Its physical aspect, its literature, and its personal. Theatre majors may not take THEA 370 to fulfill the core curriculum requirement in fine arts. Lab Fee
THEA 202C • History of Theatre I (3 units)
An intensive study of theatre history – its literature, practitioners, and practitioners – from the Ancient Greeks through the French Neo-classical period. Readings, discussions, attendance at plays, and critiques of performances are required. Theatre majors may take THEA 202C to fulfill either their major requirement or the fine arts core curriculum requirement. Lab fee.

THEA 204C • History of Theatre II (3 units)
An intensive study of theatre history – its literature, practitioners, and practitioners – from the Restoration to modern. Readings, discussions, attendance at plays, and critiques of performances are required. Theatre majors may take THEA 204C to fulfill either their major requirements or the fine arts core curriculum requirements. Lab fee.

THEA 206 • Crew (1 unit)
Participation in production crew for mainstage show for one or more of the following production teams: set construction, costumes, makeup/hairstyling, lighting, sound, house management, props, stagehand, box office, parking, refreshments, ushering, stage management, assistant stage management. Repeatable up to four units.

THEA 210 • Beginning Acting (3 units)
Theory and practice in the art of creating believable characters for stage, including developing techniques in observation, sensory awareness, applied imagination, ensemble work, theatre exercises, and scene work. This course is designed for theatre majors and minors. Lab fee.

THEA 220 • Makeup Design: Fundamentals (3-4 units)
An introduction to the techniques and application of makeup for stage, film, and television. Character analysis and design techniques are used to create stage, fantasy, and special effects makeup. The student is required to serve arranged lab hours as part of the makeup crew for one of the three mainstage productions within the fall semester. Lab fee.

THEA 222 • Scene Painting (3-4 units)
Study of the scenic painting techniques necessary to paint theatrical scenery and various faux finishes. Students will study the design process, use of color, and will learn all of the various painting styles and techniques used in theatre and film. The student is required to serve arranged lab hours for the mainstage productions (painting set pieces). Lab fee.

THEA 224 • Producing/Theatre Management (3 units)
The study of how to produce and manage a theatre company of various sizes from box office payroll to publicity and marketing. This course examines the business side of running a theatrical event, including budgets and fund-raising.

THEA 225 • Drawing and Rendering (2-3 units)
Students will learn the basic artistic techniques involved in sketching, drawing, and rendering. Training will include use of digital media, perspective, and architectural rendering, as well as human anatomy.

THEA 226 • Props Building/Design (3 units)
Students will learn about the history and use of props in theatre. Emphasis will be placed on prop design materials and fabrication techniques.

THEA 230 • Intermediate Set Construction (2 units)
Participation in the construction and rearranging of the mainstage and/or showcase sets including painting and various techniques used in set design. Repeatable up to four units.

THEA 235 • Costume Design: Fundamentals (3-4 units)
This course covers the elements of design, the design process, and the working environment of the costume designer. Projects include costume designs in various genres. The student is required to serve arranged lab hours as part of the costume crew for one of the three mainstage productions within the spring semester. Lab fee.

THEA 239 • Improvisation (3 units)
Problem solving theatre games and exercises are explored so as to develop spontaneity and impulse in action to free the player's imagination.

THEA 240 • Drafting and Scenic Design (3-4 units)
A study of design theory and practicum as it pertains to the stage set using the techniques of drawing/drafting of ground plans and construction of models. Lab fee.

THEA 241 • 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 or video using scenes from current stage and screen plays. Emphasis is on "single camera" situations. Lab fee.

THEA 242 • Sound Design (2-3 units)
The design and integration of live and recorded digital sound into production as indicated by directors' conceptualization approaches.

THEA 243 • Theory and Criticism (3 units)
Reading and analysis of theories and critical approaches to contemporary theatre. Stanislavski, Aristotle, Brecht, and others who have contributed to the form and idea of the modern theatre. Lab fee.

THEA 244 • Stage Combat (2-3 units)
This course introduces basic stage combat techniques with unarmed combat including falls, rolls, choke, punches, and kicks, adhering to broadsword combat using swords from classical or contemporary works, and applying these techniques with special attention to safety. Lab fee.
THEA 340 • Period Styles for Theatre Design (3 units)
A detailed study through slides, books and field trips of architecture, interior design, furniture and costume from ancient to modern times.

THEA 350 • Stage Management (3 units)
The study of how to become a successful stage manager. The students will learn organizational, interpersonal, and publicity skills. The students will learn how to manage a show and scheduling, work with the directors, and oversee the production for stages as well as television/film.

THEA 360 • Dramatic Literature: Script Analysis (3 units)
This course introduces the student to history's most influential stage and screen plays giving the student skills with which to critically analyze the script in order to understand the work of each playwright. Lab fee.

THEA 386 • Junior Project (1 unit)
Participation in production crew for mainstage show for one or more of the following production teams: set construction, costumes, makeup/hair, lighting, sound, house management, props, stage management, assistant stage management. Repeatable up to four units.

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 425 • Computer Aided Design for Theatre (3-4 units)
Prerequisites: THEA 218, THEA 309 AND THEA 425. Advanced theatre design and technical production with an emphasis on the computer as a design and drafting tool for sets and lighting.

THEA 430 • Directing for Theatre (3 units)
Prerequisites: THEA 309, 318, 320. Introduction to the techniques and fundamentals of stage directing using text, theory, and practicum while applying these approaches to student directed one acts. Lab fee.

THEA/COMM 440/ENGL 441 • 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 450 • Theatre Internship (1-3 units)
Prerequisite: THIS must be arranged the previous semester and must be approved by the student’s advisor. The student is to serve a 100-hour internship with one of our approved professional theaters. Freshmen may not take this course.

THEA 465 • Renderworks and Painter for Theatre (3 units)
Prerequisite: THEA 218, THEA 319 AND THEA 25. Advanced theatre design through the use of Renderworks and Painter as computer-aided program for rendering in costume, scenic, makeup and lighting design.

THEA 470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor. Study of a special topic in the area of theatre (i.e. Musical Theatre). 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)
Prerequisite: Consent of the department chair. 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.

THEA 494 • Senior Project: Production (1 unit)
Prerequisite: Approval by advisor and department chair. 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. Lab fee.
School of Education

Jerry Ternes, Ed.D., Dean

MISSION: The mission of the School of Education at Vanguard University of Southern California is to equip, empower, and inspire teachers and other educational leaders with the understandings, relationships, and skills they need to enable ALL students to achieve their God-given potential. This mission is carried out in the context of a supportive, reflective learning community in which vibrant Christian faith is integrated with all facets of life and learning.

The School of Education consists of the Child Development Program, the Liberal Studies Department, the School for Professional Studies Liberal studies minor (for details, see the School for Professional Studies section of this catalog), and the Graduate Programs in Education.

Child Development Program
Dolores Gauntt-Porter, Ph.D., Interim Chair

MISSION: The mission of the Child Development Program (CDP) is to train early education professionals in a Christian worldview.

Courses are taught by qualified instructors with backgrounds in early childhood education. Christian philosophy and values are integrated throughout all classes. The early education classes at Vanguard meet the formal training requirements for "Title 22" and "Title 11" of the State of California. Additionally, they meet the formal training requirements for the Association of Christian Schools International (ACSI), Preschool Associate Credential (PAC), and Director's Certificate. With successful completion of the required courses, students receive a certificate in early education. Students needing additional information about the CDP program at Vanguard University should visit the Vanguard website at http://www.vanguard.edu/CDP.

Early Education Certificate

The Early Childhood Education certificate consists of 24 units (4 core courses and 4 elective courses). No transfer units are accepted. Students who do not wish to pursue the Early Childhood Education certificate may still take individual courses.

Child Development Core Courses 12 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HEDD 101</td>
<td>Child Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 103</td>
<td>Child, Family &amp; Community/ Socialization</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 105</td>
<td>Introduction to Curriculum/Programs</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 135</td>
<td>Health, Safety &amp; Nutrition for the Young Child</td>
<td>3</td>
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</tbody>
</table>

Child Development Elective Courses 12 units

(choose 12 units)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDD 117</td>
<td>Advanced Curriculum/Programs</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 120</td>
<td>Introduction to Early Education Program</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 132</td>
<td>Advanced Administration of Early Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 135</td>
<td>Cultural Diversity in the Early Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 139</td>
<td>Guiding the Young Child's Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HEDD 140</td>
<td>Special Needs &amp; the Inclusive Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Child Development Program Academic Policies

Student: Large Classification and Course Load

All Child Development students are classified as Student-at-Large standing. Students-at-Large earn academic credit for work completed successfully, but are not considered degree-seeking students. Vanguard University Students-at-Large in the early education certificate program are limited to six units (2 courses) in any five-week session.

Transfer Unit Policy

Transfer units are not accepted towards the Early Childhood Certificate.

Incomplete Grade

An Incomplete Grade may be granted at the discretion of the Instructor when a situation prevails over which a student has no control. If approved, incomplete work for CDP students must be made up no later than four calendar weeks following the closing date. If this is not done, an alternative grade which the Instructor assigns along with the “incomplete” automatically becomes the grade and is placed on the permanent record of the student. An instructor is under no obligation to assign an incomplete grade to any student. Exceptions or extensions to the four-week limitations must be made to the Dean of the School of Education.

Grade Change Policy

Grades submitted by faculty to the Office of the Registrar are considered final. CDP students who believe a grade was assigned in error must contact the instructor of the course to resolve the issue. Submission of a grade change to the Office of the Registrar can be made by the faculty member no later than two semesters following the term in which the grade was originally assigned. Requests for exceptions to this policy must be made to the Dean of the School of Education.

Grade Reports

Grades will be available online one month from the course completion date. CDP students needing verification of their course completion should allow enough time to complete the course and receive an official record. Verification of completion of a course is done through the Office of the Registrar via the student’s online grade report or an official transcript. The CDP office cannot provide verification of a grade or completion of a class.

Grade Appeal Policy

A student wishing to contest a grade should first seek an explanation from the faculty member assigning the grade. Should the faculty member be unavailable or if the explanation is deemed unsatisfactory, the student may contact the chair of the department, or if inappropriate, the division in which the grade was given. Should the divisional chair also be the faculty member, the student may contact the Dean of the School of Education.
The chair should attempt a mutually satisfactory resolution for the matter by conferring with the student and faculty member.

Should the teacher be unavailable or unwilling to provide the required support material or should a mutually acceptable resolution not be reached between the student and teacher, an appeal may be made to the Dean of the School of Education. The Dean will review the case and, if possible, meet with both the faculty member and student. In consultation with the chair, the Dean of the School of Education will then determine the appropriate grade. This decision will not be subject to further appeal.

Appeals must be initiated no later than the end of the semester following the assigning of the grade in question.

**Academic Probation for CDP Students**

**Definition** - Academic probation is a term used to designate a period of close academic supervision, imposed to improve unsatisfactory academic performance.

**Restrictions** - CDP students on academic probation may not register for more than one class (3 units) per five-week session during the probation period.

**GPA** - 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.

**Academic Disqualification**

CDP students are subject to academic disqualification after two consecutive semesters of academic probation. Students academically disqualified are precluded from further enrollment until they are, in the judgment of the Enrollment Management Committee, able to demonstrate significant academic improvement in their final and cumulative GPAs. Students on academic probation may appeal for re-entry by petition.

**Child Development Program Drop and Refund Policy**

**Non-Attendance Drop Policy**

Students who have not logged into their online class by Wednesday, 5 pm (PT) of the first week of class will be locked out of the class and denied access to the class due to non-attendance. No refunds will be granted to students who are dropped due to non-attendance. Students locked out of a class due to non-attendance are not relieved of their financial responsibility to the University. To remain in good academic standing, a written request to drop must be provided to the CDP Department before the course begins. Please refer to the Drop Policy below for further clarification.

CDP students must contact the CDP office in writing of their intention to drop. Unless written notification is received, the student will remain officially enrolled in the class/classes listed on their registration form for that semester. The drop will be processed using the date the student’s written notification is received by Vanguard University. Drop dates for the 3rd week of class result in no academic consequence. Drop dates after the 3rd Monday but before the 4th Monday result in a “W” (Withdrawal). Drop dates after the 4th Monday from the class start date result in a “F”. Once a letter grade of “F” is issued, the student must submit an academic petition for the final grade to be considered for any changes.

Only official drops made before the class start date will be eligible for tuition refunds. Students must notify the CDP office in writing of their intention to drop. There are no refunds for application fees. Students who qualify for tuition refunds must submit a check request form to Business Services regardless of method of payment. Charge payments are not credited back to credit cards and the 1.5% rate increase fees will not be reimbursed.

**Child Development Courses**

ECED 101 • Child Growth and Development (3 Units)

A study of social, emotional, intellectual, physical, creative, and spiritual areas of development from conception through adolescence with an emphasis on the preschool years. Theories of development are studied along with the various stages of growth. These concepts will be presented from a Biblical perspective.

ECED 103 • Child, Family & Community/Socialization (3 Units)

A study of how family, school, and community affect a child’s development. An emphasis will be placed on the family unit and the parents’ role in being the primary educator of their child. Community resources are investigated and advocacy for children is explored.

ECED 105 • Introduction to Curriculum/Programs (3 Units)

A study and overview of the distinctive characteristics of Christian preschool education as it relates to the family and the educational system. Philosophical perspectives will be presented that are Biblically based clarifying the role of the school in assisting parents in the training of their children. Emphasis will be placed on the specific values and mission of the Christian preschool.

ECED 107 • Advanced Curriculum/Programs (3 Units)

Prerequisite: ECED 105 or consent of CDP office. The study of curriculum design for young children that foster competencies in all areas of development. The approach to curriculum will be developmentally based and aimed at nurturing the child’s physical, spiritual, creative, emotional, and intellectual development. Course content will include planning, setting objectives, implementing and evaluating curricula as well as observing and assessing the child.

ECED 109 • Infant/Toddler (3 units)

This course is an overview of the characteristic needs of infants and toddlers birth through age three. Appropriate learning environments and curricula experiences will be covered. Social, cognitive, physical, and sensory motor development and behavior patterns will be applied in theory and through observation in relation to the infant/toddler. Autism in the development of curriculum in meeting the individual needs of the children and the role of the teacher in facilitating growth through play experiences will be emphasized.

ECED 120 • Introduction to Administration of Early Education Programs (3 Units)

Application of the basic principles for the establishment, operation, supervision and evaluation of a preschool/daycare program. This includes an overview of early childhood education theory and program design, philosophy, development, licensing standards, and assessment of management techniques. Christian philosophy and development will be integrated. This meets the minimum licensing course requirement for operating a licensed daycare program.
ECED 122 • Advanced Administration of Early Education Programs (3 Units)
Prerequisite: ECED 120 or consent of CDP office. Application of advanced principles for the ongoing operation, supervision and evaluation of a preschool/daycare program. This includes an in-depth look into managing staff and personnel issues, along with public relations and board development. Resident partnerships and operational policies will be assumed. Christian philosophy and development will be integrated. This meets the minimum licensing course requirement for operating a licensed daycare program.

ECED 125 • Cultural Diversity in the Early Education Classroom (3 Units)
This course will examine current multicultural issues facing the early childhood professional in understanding cultural diversity as it impacts the classroom. Cultural factors of working with children of various ethnic groups will be used, including culturally relevant teaching methods and materials.

ECED 130 • Guiding the Young Child’s Behavior (3 Units)
This course will cover principles of appropriate behavior and expectations for each age in the early education classroom. Positive teacher/child interactions, guidance techniques, Biblical guidelines and self-control issues will be emphasized with the goal of supporting the family unit.

ECED 135 • Health, Safety and Nutrition for the Young Child (3 Units)
This course presents healthy practices that promote safety, nutrition, and wellness for the young child. Strategies will be introduced that include families in developing health awareness. In addition, safety issues inclusive of disaster and emergency planning along with creating safe environments within an early education setting will be emphasized.

ECED 140 • Special Needs and the Inclusive Classroom (3 Units)
This course provides a foundation of inclusive principles to be implemented in an early education program. Specific areas of study will include serving children in the classroom with identifiable needs. Services available within the community and strategies to meet the physical, intellectual, social, emotional and spiritual needs of the child will be explored.

Undergraduate Program in Education

Department of Liberal Studies
Dixie Arnold, Ed.D., Chair

MISSION: The mission of the Department 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 the different academic disciplines and to bring about wholeness of the mind, emotions, and character.

The Liberal Studies major allows students a broad selection of courses in core subject areas. It is the university-approved academic program for those seeking preparation to become an elementary school teacher. The major incorporates all of the course prerequisites for the California Teaching Credential Program. 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 teaching 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, elementary education, or a public service career.

Liberal Studies Major Requirements

The Liberal Studies program that is outlined below incorporates current core curriculum courses as well as additional content-specific courses to meet the California Teaching Credential expectations for a Liberal Studies major. The student wanting to teach in an elementary school will take the following courses:

English, Language, Literature, and Composition
- ENGL 120C Persuasive Writing 3 units
- COMM 201C Speech Composition and Presentation 3 units
- ENGL 220C Research Writing 3 units
- ENGL 320C Literary Perspectives 3 units
- ENGL 325C American Diversity 3 units
- ENGL 330C World Literature I 3 units
- ENGL 335C World Literature II 3 units
- ENGL 340 Children’s Literature 3 units
- ENGL 433 Language, Culture, and Literacy (A prerequisite for Graduate Education Program)

Mathematics/Computer Science
- NRH 110C Data Analysis 3 units
- NRH 120 Math for Elementary Teachers 3 units
- EDUC 310 Integrating Technology into Classroom Teaching 3 units

Science – 2 labs required
- PSCI/BIO Earth Science Course 3-4 units
- PSCI/BIO Life Science Course 3-4 units
- PSCI/CHM Physical Science Course 3-4 units

Philosophy and Religion
- NT 101C New Testament Survey 3 units
- OT 201C Old Testament Survey 3 units
- THEO 101C Foundations of Christian Life 3 units
- THEO 201C Introduction to Theology 3 units
- THEO 301C Developments in Christian Thought 3 units
- CHIS 101C Christian Heritage 3 units
- PHL 201 Introduction to Philosophy 3 units
- PHL 210 Historical Thinking 3 units

Visual and Performing Arts
- ART 201C History of Art 3 units
- ART 210C History of Art 3 units
- ART 220C Art Appreciation 3 units

Overall, the Liberal Studies program provides a solid foundation for students planning to enter various fields, including education, law, seminary, and public service, and offers flexibility in course selection to meet individual academic and career goals.
School of Education

or MUSC 337 Music for Elementary Schools 3 units

Social Science

ANTH 102C Introduction to Cultural Anthropology 3 units
HIST 156C United States History 3 units
HIST 203C World Government 3 units (A requirement for obtaining a California Teaching Credential)
SOCS/BUSN 215 Economics (Micro) 3 units

Physical Education

KINE 145C Lifetime Fitness and Wellness – Lecture 1 unit
KINE 146C Lifetime Fitness and Wellness – Lab 1 unit (or any KINE 146C one-unit activity course)
KINE 434 Movement in Education for Children 3 units

Human Development

PSYC 103C General Psychology 3 units
PSYC 320 Developmental Psychology 3 units

Professional Requirements and Prerequisites

a minimum of 9 or 10* units

CGRE 100C Corestone (Required for Freshmen)* 1 unit
or CGRE 101C College Learning Skills 3 units
EDUC 100 Introduction to Education 3 units
EDUC 315/CHEM 315/HIST 316/MUSC 311 Teaching in a Multicultural Setting 3 units
(Prerequisite for Graduate Education Program. To be taken during the junior or senior year)
EDUC/ANTH/ENGL/SPAN 453 Language, Culture, and Linguistics (3 units)
Prerequisite: EDUC 315; may be taken concurrently; requires senior standing. This course surveys the acquisition and use of language within a multicultural context. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of such knowledge for educators.

Recommended electives:

EDUC 305 Tutoring in an Urban Setting 1-3 units
EDUC 441 Philosophy of the Christian School 1 unit
EDUC/CFST 441 Philosophy of the Christian School (1 unit)

Education Courses

EDUC 100 • Introduction to Education (3 units)
This course explores the role of education and teaching in modern American society. Current political and social issues and their impact on schools will be addressed. General opportunities and expectations for teachers will be discussed. Students will be encouraged to assess and reflect upon their own educational experiences, skills, and learning styles as they interact with current practitioners and education literature.

EDUC 305 • Tutoring in an Urban Setting (1-3 units)
Directed tutoring of elementary and secondary students in selected tutorial centers/elementary schools located in urban settings. Limited must complete thirty hours of supervised tutoring in an approved urban tutorial center or school site for each unit. Written critical incident reports will be required. Limited enrollment by permission only. See the Chair of the Department of Liberal Studies for further information.

EDUC 315/CHEM 315/HIST 316/MUSC 311 • Teaching 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 public or private school in a multicultural environment. The purpose of the class is to assist the student in gaining an understanding of the sources and challenges that a teacher serving a linguistically and culturally diverse student population. Discussion will focus on educational research and the philosophical, historical, and demographic development of American education. Students will complete a fieldwork component to achieve observation and organization, Sped Designed Academic Instruction Delivered in English (SDAPE) instructional practice, and the culminating project. Limited to grades K-12. The course and function of Christian beliefs and values in the public school will be integrated throughout the course. This course is a prerequisite requirement for the Multiple Subject Credential program.

EDUC 330 • Integrating Technology into Classroom Teaching (3 units)
A study of the rationale and use of technology in the educational process. An emphasis is placed on both teachers and students utilizing a variety of technology to enhance a content standards-based curriculum. Topics include computers, interactive whiteboard, scanners, digital cameras, PDAs, digital projection, software word processing, Power Point, and other technology that assists educators in currently used with students in K-12 classrooms. This course meets the Lead Technology Standards for a California teaching credential.

EDUC 451 • Philosophy of the Christian School (1 unit)
A study of the philosophy of Christian education with an emphasis on its comparison to that used in public, pluralistic education. An introduction to the school's founding, function, and organizational structures of pre, elementary, and secondary schools. (May/CA credential requirement.)

EDUC/ANTH/ENGL/SPAN 453 • Language, Culture, and Linguistics (3 units)

Electives

a minimum of 8 or 9 units

EDUC 305 Tutoring in an Urban Setting 1-3 units
EDUC 441 Philosophy of the Christian School 1 unit

School of Education
Stress is given to understanding language’s reciprocal 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 a prerequisite requirement for the Multiple and Single Subject Credential programs and Cross-Cultural Language and Academic Development (CLAD) credential.

EDUC 455 • Teaching Assistantship in Education (1-3 units)
Prerequisite: EDUC 315. This course will give the student opportunity for working as a teaching assistant in a local school. Included will be directed instruction of individuals and small groups. With permission of the supervising teacher, the student may conduct a whole class instruction. Limited enrollment by permission only. See the chair of the Department of Liberal Studies for further information.

EDUC 470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor and department chair. Study of a special topic dealing with education. May be repeated for credit.

EDUC 480 • Individual Studies (1-3 units)
Prerequisite: EDUC 315 and consent of the instructor and department chair. May be repeated for credit.

EDUC 490 • Seminar in Education (1-3 units)
Prerequisite: EDUC 315 and consent of the instructor and department chair. Mutual investigation of one topic in education studies of particular relevance to upper division liberal studies majors. May be repeated for credit.

EDUC 499C • Senior Capstone Seminar (3 units)
Students will investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. Students will address the integration of faith and learning and identify how this integration has deepened their understanding of each subject area. They will also demonstrate their competence in each of the major multiple subject matter areas by substantiating how their life, academic and fieldwork experiences have prepared them to understand each area.

Graduate Programs in Education

MISSION: The mission of the Graduate Program in Education is to provide a supportive, reflective community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower ALL students to reach their highest spiritual, intellectual, social, emotional, and physical potential.

History of the Graduate Program in Education
In 1997, the University received recognition and approval of its teaching credential program from the California State Board of Education.

In 1994, 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. In 1995, 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 added in 1995. Students have the option of applying credential coursework toward a Master’s degree. Six options are offered in the Master of Arts in Education: MA and Preliminary Credential, MA and CLAD Certificate, MA with Preliminary Credential, and Christian Education Leadership, MA and Christian Education Leadership, MA in Education. Induction option, and MA in Education, Teacher Leadership option. Each Master’s option fulfills a specific professional goal.

Accreditation
Vanguard University is a member of and is accredited by the Western Association of Schools and Colleges (WASC). The University has approval from the California Commission on Teacher Credentialing for the offering of Multiple and Single Subject teaching credentials with the authorization for teaching English language learners embedded and the CLAD Certificate.

Institutional Affiliations
Vanguard University is a member of the Association of Independent California Colleges and Universities (AICCU) and is a member of the Alliance for Christian Liberal Arts Colleges and Universities (ACLCU). The University was founded in 1995 to serve as an educational institution that prepares students for leadership in their professional fields.

Academic Policies

Academic Advisors
The cohort faculty leaders and the student teaching coordinator serve as academic advisors for credential students. The advisors provide students with current information and recommended courses.
Classification of Students

Students enrolled in the Graduate Program in Education will be placed into regular, provisional, or student-at-large 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 a credential or certificate program work towards the Master of Arts in Education degree, depending on admission requirements. To qualify for regular standing in the credential, certificate, and 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.

Provisional Standing. Students who intend to obtain a credential and/or MA degree who have not fully met all the admission requirements of the specific program may be eligible for admission as a provisional standing student. Students with a cumulative undergraduate GPA of 2.7-2.9 may be admitted into the MA degree program with provisional standing. Then upon successful completion of the first required twelve graduate units of the program with a 3.5 GPA or higher, the student will be eligible for regular standing.

Students with a cumulative undergraduate GPA of 2.5-2.69 may be admitted into the credential degree program with provisional standing on a probationary status. Upon completion of the following three conditions, the student will be eligible for regular standing:

1. To address academic deficiencies, student must complete 6-15 additional units of post-baccalaureate coursework with a 3.0 GPA or above. All coursework must be pre-approved and completed at VU prior to enrolling in the EDUG 500 series.
2. Student must complete the first twelve required graduate units of the program with a grade point average of 3.5 or higher.
3. Student will meet with the Director for a progress evaluation conference to determine continuation in the program.

Student-at-Large. Students who do not plan to earn a degree, credential, or certificate may be granted student-at-large standing. A student-at-large is not officially admitted to the graduate program. The student completes an abbreviated application for admission to the graduate program and is given graduate course work. A student-at-large must also pre-apply to the Graduate Program in Education if the student wishes to be considered for regular standing in the degree program. All program admission requirements and deadlines must be satisfied for admission consideration to the MA degree program. The University and its Graduate Program are not obligated to accept students on probation, dismisses candidates who are found to be unsuited to be teachers and considers candidate appeals.

Note: A student-at-large is not eligible for institutional and/or federal financial aid.

Auditor: Students who wish to attend graduate classes for personal enrichment, and not for academic credit, may be granted auditor status. Auditors attending classes with no obligations to participate actively in the work. Students seeking auditor status must complete an abbreviated application form. Auditors are not required for each class in which they attend. These non-unit-bearing courses. An audit course cannot be turned into a “unit course” after the first week of class.

International Students. International students must complete the admissions process, be accepted by the University, and submit a certification of financial aid showing sufficient financial resources to pay the expenses of the graduate program, including tuition, fees, books, living expenses, and returning home. Any overseas tuition and living costs must be deposited with the University before a Certificate of Eligibility (form for non-immigrants “F-1”) Student Status form is issued. International students must maintain 9 graduate level units of non-repeatable courses each semester and renew their F-20 form annually for any travel outside of the U.S.

All students are expected to be fluent in English. The Graduate Admissions Committee may require documentation of fluency in English. Such tests as TCEFL and/or TOEFL may be required of international students whose first language is not English. A minimum score of 600 is normally expected. 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) 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, depending upon specific program requirements.

Spring Semester — This semester normally is scheduled from mid-January to mid-May. A full-time load is a minimum of 6-12 unit hours, depending upon 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 minimum of nine (9) 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, and costs. The program is further subject to changes prescribed by the California Commission on Teacher Credentialing (CTC). According to CTC regulations, the institution has an obligation to public schools regarding the completeness of all applications. The institution reviews each credential candidate’s competence throughout the program. Information and deadlines of their strengths and weaknesses, provide opportunities for corrective learning, places marginal candidates in probation, denies candidates who are found to be unsuited to teach, and considers candidate appeals.

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**Program Policies**

**Program Changes**

Students are responsible for the program selected when registering. Changes thereafter are made by filing a “Request to Add or Drop Courses” form in the Registrar’s Office. For regularly scheduled courses, dropping a course in the first four weeks of the term without being enrolled on the transcript. For regularly scheduled courses, a student may withdraw with a grade of “W” within the fourth through eighth weeks of the semester; thereafter, the grade will be recorded as an “F” when a student withdraws from a course. There is NO AUTOMATIC DROPPING of courses resulting from a student’s failure to attend class sessions.

For those courses that are offered on a non-traditional calendar, the following principle applies: withdrawals received in the Registrar’s Office during regular business hours prior to the end of the first quarter of the total number of class hours scheduled in the course will have no entry made on the transcript; withdrawals received in the Registrar’s Office during regular business hours prior to the end of the second quarter of the total number of class hours scheduled in the course will receive a “W” on the transcript; withdrawals received in the Registrar’s Office during regular business hours prior to the last class hour session 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 “WU”.

**Withdrawal From the Program**

Students contemplating withdrawal from the Graduate Program in Education must first have a conference with the Coordinator of the Graduate Program in Education. If the student finds it necessary to withdraw from the Graduate Program during the regular academic term, he/she must file an official withdrawal from all classes. Students must complete an “Application for Official Withdrawal” form from the Registrar’s Office, complete the form, including the required signature, and return the completed form to the Registrar’s Office. 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, therefore, may lead to future problems in transferring units to other graduate institutions or when applying for re-admission. 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 or more per semester, depending on specific program requirements. Credential students should be enrolled in a minimum of twelve units during the first semester of the teacher preparation coursework and 15-18 units during the second semester of student teaching. Outstanding students may enroll in up to 21 units per term. MA students may enroll in up to 24 units per term.

**Course Numbering System**

In order to interface with the undergraduate program, academic units at the graduate level are measured in semester hours. The course numbering system is as follows:

- **500 level** = graduate credential, certificates and/or MA students
- **600 level** = MA students only

No more than six unit hours (or nine units for the MA Induction option) of equivalent and applicable graduate coursework 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 at the course level in any course work in the sequence. No more than one “C” or “C-” grade will be acceptable in a credential and/or certificate coursework.**

Students in the Master’s Degree Program must maintain a “B” (3.0) grade point average in all program coursework. All MA core courses must be completed with a grade of “B” or above. “D” grade is not acceptable in any of the coursework 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” (3.0) grade in each course attempted. Any grade below “B” is considered a minimal performance indicator and it is required that the student complete the program. If the student receives a second grade that is below “B”, he/she will be required to meet with the Director of the Graduate Program in Education to determine whether the student should continue in the graduate program. All grades 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 change of status for their specific program.**

**EDUG 699: Continuous Registration: Master’s Study will carry a grade of “CE” (continuing enrollment) until all course requirements are met and the professor turns in a grade change to “CR” (credit).**

**Academic Deficiencies**

If a student has provisional standing due to course work 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 VU.

**CREDENTIAL CANDIDATE DISMISSAL**

According to CTC regulations, the institution has an obligation to public schools to dismiss candidates who are unsuited to be teachers. The institution reviews each candidate’s competence throughout the program. Informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are found to be unsuited to be teachers and considers candidate appeals.
Time Limits on Graduate Study

All work for the Master’s degree must be completed within five (5) years from the time of official admission into the Graduate Program in Education. All work for the preliminary Credential and CLAD Certificate must be completed in three years. Time spent on leave of absence is counted in the five-year time limit for the MA degree. A credential or certificate-bound student who interrupts the sequence of study may be subject to changes in requirements when returning, particularly CTC credentialing modifications.

Leave of Absence

Credential and/or MA students who find it necessary to interrupt the regular sequence of enrollment are required to file a written request for an official leave of absence to ensure proper communication between the student and the Graduate Education Office. Forms for this purpose are available in the Graduate Education Office. Time spent on leave of absence is counted in the five-year time limit for graduate coursework. Students may file for a two-semester leave of absence in one application. Students who interrupt their programs and do not file a 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-Entry). If the request for a leave of absence is denied, the student will be required to reapply. Any credential-bound student who interrupts the sequence of study may be subject to changes in requirements when returning, particularly CTC credentialing modifications. Students who have requirements to complete (course assignments, testing, or probation-related stipulations) will be required to enroll in EDUG 610 or EDUG 699 in the semester in which they intend to submit their application for graduation.

Re-Entry from a Leave of Absence

Credential and/or MA 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, he/she will be held responsible for all new academic regulations and program requirements in effect at the time of the student’s initial enrollment, excluding any changes required by CTC or legislative action. If the student’s petition is denied, he/she will be required to reapply (see Re-admission).

Readmission

Credential and/or MA students who have been absent from the program for one semester (and did not file a Leave of Absence or enroll in EDUG 699) are considered “withdrawn from the program” and must submit an “Application for Readmission” (along with the appropriate fee) to the Graduate Education Office. Students applying for readmission are subject to new graduation requirements which have come into effect by the time of their readmission. Credential students are subject to any new changes due to CTC and Legislative action. The Graduate Performance Assessment Committee will review readmission applications and the student will be notified of the decision.

Transfer of Credits/Units

Students transferring from an accredited graduate program may transfer a maximum of six unit hours (or nine units for the MA Induction option) 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 time of admission. No transfer unit can be granted for coursework used for a degree awarded by another institution. All core courses must be taken at VU. The Director of the Graduate Program in Education must approve all transfers of units prior to admission.

MA Degree Course Requirements

Students pursuing the Master of Arts in Education are required to satisfy the following graduation requirements:

1. Admission to MA Candidacy
2. Successful completion of an approved program with a cumulative grade point average of “B” (3.0), and with no more than one course grade of “C+” or “C”. All MA Core courses must be completed with a grade of “B” or above.
3. The filing of all the necessary forms in accordance with the timetable provided by the Graduate Education Office.
4. Successful completion of all degree requirements within the maximum time limits allowed (five years); and
5. Settlement of all financial obligations to the University.

Commencement

Commencement exercises are held at the end of the Spring semester for students who wish to participate. Degrees are formally awarded at the end of the Fall, Spring and Summer sessions. The date of degree posted on the transcript is the last day of the semester in which the graduation requirements were met.

Graduation Requirements

Admission to Candidacy Status (applies to MA 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 degree level course work automatically advances a student to candidacy for the MA degree. Admission to candidacy is initiated after completion of EDUG 605 and EDUG 606. Students must apply to the Graduate Education Program, 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, resolved at the time of admission, removed.
2. Make application for advancement to candidacy upon completion of 60 degree level course work, automatically advances a student to candidacy for the MA degree. Admission to candidacy is initiated after completion of EDUG 605 and EDUG 606. Students must apply to the Graduate Education Program, through the Director of the Graduate Program in Education, for advancement to candidacy.
3. Achieve a cumulative grade point average of “B” (3.0) on 60 degree level 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 one’s academic advisor.
5. The Graduate Education Committee will make the final decision on the application for candidacy by determining if:
   a. the student has demonstrated both academic and professional ability in the program,
   b. the student’s preparation constitutes a satisfactory foundation from which to complete the program,
   c. the student has the necessary value priorities, research skills, professional attitudes, and qualities of mind to justify continuation of study toward the MA degree.
Application for Graduation

An application for graduation must be filed with the Registrar’s Office during the first week of the student’s final semester in which the degree is granted. Students who have filed an application for graduation and do not complete their requirements by the projected date of completion for which they have filed are required to file again in a later semester. Failure to comply with these regulations will preclude the granting of the degree. Degree-seeking students must be officially enrolled in EDUG 500 or EDUG 600 in the semester in which they intend to submit the Application for Graduation. “Application for Graduation” forms may be obtained from the Registrar’s Office.

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 to assist students in finding part-time employment while attending the University is maintained through the Career Center. Campus employment is also available on a limited basis. Graduates who have passed the CEST exam are eligible for daily and long-term substitute teaching in public schools throughout the county. Orange County is home to 27 public school districts and many 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 Costa Mesa.

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, toward a Master of Arts in Education.

Vanguard University is authorized by the California Commission on Teacher Credentialing to offer credentials under the Teacher Preparation and Licensing Law of 1993. The program is dedicated to a highly personalized approach to teacher education and graduate training. Candidates are placed on probation, 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 Multiple Subject, with EL Authorization, the Preliminary Single Subject, with EL Authorization, and the Professional Clear Credential. The CLAD Certificate is available for candidates with a valid California teaching credential. Eligible candidates interested in applying for a credential or certificate course work toward a Master of Arts in Education degrees are eligible to do so with additional graduate study. Students interested in the M.A. programs should apply for MA degree standing from the onset. Refer to the six M.A. options available in the Master’s Program summary for admission and program requirements.

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 toward the Master’s degree. A “D” grade is not acceptable in any 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.

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. According to CTC regulations, the institution has an obligation to public schools to dismiss candidates who are unqualified to teach. The institution reviews each candidate’s competence throughout the program to ensure candidates are of the highest character and ability. Provides opportunities for corrective learning plans, marginal candidates on probation, dismisses candidates who are found to be unsuitable to teach and considers candidate appeals.

Preliminary Multiple/Single Subject Credential, with EL Authorization embedded

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 corresponding fee (VU graduates’ application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation attesting to potential success in a teacher education program.
5. An overall grade point average of 2.7 or above in all undergraduate work is required for regular standing admission.
   - or -
   Students with a cumulative undergraduate GPA of 2.5-2.69 may be admitted with provisional standing on a probationary basis. Upon completion of the following three conditions, the student will be eligible for regular standing:
   • To make up for academic deficiencies, student must complete an additional 15 units of post-baccalaureate coursework with a 3.0 GPA or above. All course work must be pre-approved and completed at VU prior to enrolling in the EDUG Series.
   • Student must complete the first required twelve graduate units of the program with a grade point average of 3.5 or higher.
   • Student will meet with the Coordinator or Director for a progress evaluation conference.
   The grade point average requirement is waived for a candidate with a Master’s degree from an accredited institution.
6. Verification of passing the CEST (California Basic Educational Skills Test) by presenting an original 3” x 4” transcript card to the Graduate Admissions Office. Students should plan to take the CEST at least 6 months prior to submitting an application to the Graduate Program in Education.
7. Multiple Subject Credential: Submit verification of passing a report for the three multiple subject subtests of the CEST (California Subject Exam for Teachers). The CEST should be taken 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. 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 subtest of the CEST (California Subject Exam for Teachers). The CEST should be taken 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.
9. U.S. Constitution met by POLS 155C, equivalent or by test.
10. An interview with the Director and Candidate Performance Assessment Committee (CPAC).
11. Admission acceptance by the Candidate Performance Assessment Committee (CPAC).
A candidate may be considered for provisional admission based upon overall qualifications, professional experience, and/or extensive post-Baccalaureate coursework completed.

A student who otherwise meets admission requirements may be considered for provisional admission to the Program on a case-by-case basis prior to passing the CSET exam. The student recognizes that the CSET must be passed before they can proceed to advanced student teaching. If the student does not successfully pass the required test by the completion of 30 sequence/methodology courses, the student will not be considered for advanced student teaching, but will enroll in EDUC and engage in test preparation of their own arrangement. When the appropriate test is passed within the required three year timeframe for completion of the credential, the student may proceed with advanced student teaching.

After acceptance into the program, the student must complete the following:

1. Certification of Clearance: An application for fingerprint clearance must be submitted prior to beginning the 500-level courses. A fee is required for the Commission on Teacher Credentialing (CTC) Clearance.
2. TB Clearance: Must be submitted prior to beginning the 500-level courses.
3. Liability Insurance: Additional fee is required.
4. RICA (Reading Instruction Competence Assessment) for Multiple Subject Candidates only. 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 courses.

Prerequisite Requirements for the Preliminary Multiple/Single Subject Credential:

EDUG 315: Teaching in a Multicultural Setting (3 units) should be completed prior to beginning the 500 series.
EDUG 453: Language, Culture and Linguistics (3 units) Preferably taken as an undergraduate senior, but may be completed concurrently with the 500 series by petition.
A student with otherwise excellent qualifications may be permitted to take one of these prerequisite courses concurrently with methodology coursework, at the discretion of the Candidate Performance Assessment Committee.
SOCS/MATH 265C: Introduction to Statistical Methods (3 units) is strongly recommended for MA students.

Professional Coursework Required for the Preliminary Multiple/Single Subject Credential or the Preliminary Multiple/Single Subject with a EL Authorization:

Professional Course Work 12 units
EDUG 500 Mission Statement Development .5 unit
EDUG 501 Assessing Socio/Cultural Diversity .5 unit
EDUG 506 Subject Matter Comprehensive Planning 1 unit
EDUG 512 Cooperative Methods 1 unit
EDUG 514 Curriculum Unit Planning 1 unit
EDUG 520 Classroom Management 1 unit
EDUG 521 Parent and Community Relations .5 unit
EDUG 522 Ethics and Values .5 unit
EDUG 543 Language Acquisition for the Elementary Student 1 unit or EDUG 544 Language Acquisition for the Secondary Student 1 unit
EDUG 545 The Understanding and Teaching of Reading (Elementary only) 1 unit or EDUG 548 Metacognition and Reading Strategies for Student Learning (Secondary only) 1 unit
EDUG 557 Literacy Classroom and Instruction (Elementary only) 1 unit
EDUG 558 Literacy in the Content Areas (Secondary only) 1 unit
EDUG 584 Beginning Student Teaching 1 unit
EDUG 585 Advanced Student Teaching (10-12 units)
EDUG 545 Specially Designed Academic Instruction in English (SDAIE) for the Elementary Student 1 unit or EDUG 546 Specially Designed Academic Instruction in English (SDAIE) for the Secondary Student 1 unit
EDUG 557 Exceptionality and Health 1 unit

Advanced Student Teaching will be completed concurrently with the above professional coursework. Single Subject candidates will complete their student teaching in grades 7-12. Multiple Subject candidates will complete their student teaching experience in a two-semester assignment in grades KG-6 and Grades KG-12. Student teaching is a full-day experience. Single Subject candidates will teach Monday through Friday, Wednesday through Thursday, or Monday, Wednesday, Thursday, and Friday and complete their assignment in two weeks. Multiple Subject candidates will teach Monday through Friday. The Preliminary Credential requires that the candidate complete a student teaching experience in a multicultural, multilingual environment. At assignments must be completed under the supervision of a credentialed master teacher and the candidate must agree that will agree upon the student teacher. An additional student teacher/mentoring program is charged at the time of registration.

Student teaching placements will be made by the department in local partner schools to satisfy EL Authorization requirements. If an incoming student has a preference regarding placement, they should express that preference to the Admission committee at the time of the interview. The department will make an effort to accommodate that preference, but no guarantee is given. Placement assignments have been made for beginning student teaching and advanced student teaching placement, changes in placement are not logistically feasible.
Any placement outside a 12-mile radius of the Vanguard University campus requires a minimum payment of $150 to cover additional mileage for the University Supervisor. Students with one or more years of full-time continuous private or public school experience in the appropriate credential area may be eligible for a modification of the length of student teaching. See the Credential Coordinator for additional information.

CTC Requirements for the Professional Clear Credential

Following issuance of the Preliminary Credential, a candidate will complete the Professional Clear Credential requirements through an induction program offered within the school district in which they are employed. For candidates who qualify for early induction prior to 2013, the CTC Credential requirements include thirty semester units of post baccalaureate work for graduate units, including the 24 units completed in the preliminary credential sequence and additional units in advanced study of technology, exceptionalities, health, and teaching English learners.

CLAD Certificate Program

The Graduate Program in Education offers a Crosscultural, Language, and Academic Development (CLAD) Certificate for credentialed teachers who already hold a valid California Teaching Credential. This authorization is intended to qualify candidates to teach students who are limited English proficient (LEP). The 12-unit program is designed for candidates to work toward the Master of Arts in Education degree. Please refer to MA Option 2 for admission and program requirements.

Admission Requirements to the CLAD Certificate Program

1. Submission of a graduate program application with corresponding fee (VU graduates’ application fee is waived).
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 Crosscultural, Language, and Academic Development/CLAD 12 units

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>EDUC 453</td>
<td>Language, Culture, and Linguistics</td>
<td>3</td>
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<tr>
<td>EDUC 501</td>
<td>Assessing Socio-Cultural Diversity</td>
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<tr>
<td>EDUC 505</td>
<td>Subject Matter Standards and Applications</td>
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<td>EDUC 507</td>
<td>Assessment of Student Learning</td>
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<td>EDUC 514</td>
<td>Curriculum Unit Planning</td>
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<td>EDUC 530</td>
<td>Cross Cultural Studies for Educators</td>
<td>3</td>
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<tr>
<td>EDUC 554</td>
<td>Language Acquisition for the Elementary Student</td>
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<tr>
<td>EDUC 554</td>
<td>Language Acquisition for the Secondary Student</td>
<td>1</td>
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<tr>
<td>EDUC 545</td>
<td>Specially Designed Academic Instruction in English (SDAE) for the Elementary Student</td>
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<tr>
<td>EDUC 546</td>
<td>Specially Designed Academic Instruction in English (SDAE) for the Secondary Student</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 580</td>
<td>Literacy Classroom and Instruction (Elementary)</td>
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<tr>
<td>EDUC 581</td>
<td>Literacy in the Content Areas (Secondary)</td>
<td>1</td>
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</tbody>
</table>

Grade Requirements for CLAD Certificate

A “B” (3.0) grade point average must be maintained in all certificate coursework. No more than one “C” or “C+” grade may be applied toward the Master’s degree. A “D” grade is not acceptable in any of the coursework in the sequence. Guesses may not be taken on a “pass/fail” or “credit/no credit” basis.

Master of Arts Programs in Education

Students may pursue one of six options:

- Option 1: Master of Arts in Education and EL Authorization Preliminary Credential
- Option 2: Master of Arts in Education and CLAD Certificate
- Option 3: Master of Arts in Education, Preliminary Credential and Christian Education Leadership
- Option 4: Master of Arts in Education, Christian Education Leadership
- Option 5: Master of Arts in Education, Induction
- Option 6: Master of Arts in Education, Teacher Leadership

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 coursework is project-based, focusing on the teacher as researcher and action research model. Regular standing in the specific degree option is required for enrollment in the MA Core (EDUC 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 MA Core coursework must be completed with a grade of “B” or better. No more than one “C” or “C+” grade may be applied toward the Master’s degree. A “D” grade is not acceptable in any coursework in the sequence. Guesses 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, Preliminary Credential

MA Option 1 is designed for students interested in pursuing a Preliminary Teaching Credential and applying the graduate coursework toward the Master of Arts in Education degree. The EL Authorization 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 Preliminary Credential.

Admission Requirements for the MA/Preliminary Credential Program

1. A Bachelor’s degree from a regionally accredited institution.
2. A graduate program application with corresponding fee (VU graduates’ application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation addressing potential success in an education graduate program.
5. A cumulative grade point average of 3.0 (B), or above in all undergraduate coursework is required for regular standing admission in the degree program. An applicant who has a cumulative grade point average of 2.5-2.9 shall be considered for regular standing admission based on individual merit. An applicant who has a cumulative undergraduate GPA of 2.5-2.9 or has completed at least twelve graduate units of the program with a 3.5 GPA or higher, the student will be eligible for regular standing - or -
6. A student with a cumulative undergraduate GPA of 2.5-2.9 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 6-15 units of post-baccalaureate course work with a 3.0 GPA or above. All course work must be pre-approved and completed at VU 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 or higher.

c. Student will meet with the Director for a progress evaluation conference to determine continuation in the degree program. The grade point average requirement is waived for a candidate with a Master’s degree from an accredited institution.

6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3” X 4” transcript card to the Graduate Admissions Office. Students should plan to take the CBEST at least 6 months prior to submitting their application.

7. Multiple Subject Credential: Submit verification of completion of the three subtests of the CSET (California Subject Exam for Teachers). The CSET should be taken prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting their 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. Submit passing score report for the appropriate subtest of the CSET. The CSET should be taken prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting their application to the Graduate Program in Education.

9. U.S. Constitution requirement is met by POLI SCI 155C or equivalent or test.

10. An interview with the Director and the Candidate Performance Assessment Committee (CPAC).

11. Acceptance by the Candidate Performance Assessment Committee (CPAC).

An applicant who otherwise meets admission requirements may be considered for provisional admission to the Program in one of the following cases: 1) a student with a 3.0 or better GPA prior to taking the CSET exam. The student recognizes that the CSET must be passed before they can proceed to advanced student teaching. 2) a student who does not satisfy the CSET exam but passes the multiple subject subtests of the CSET. The student must complete 6 units prior to proceeding with student teaching. 3) a student who does not satisfy the CSET exam but passes the multiple subject subtests of the CSET. The student must complete 12 units prior to proceeding with student teaching.

After acceptance into the program, the student must complete the following:

1. Certification of Clearance: An application for fingerprint clearance must be submitted prior to beginning the 500 series courses. A fee is required for the Commission on Teacher Credentialing (CTC).
2. TB Test Clearance: must be submitted prior to beginning the 500 series courses.
3. Liability Insurance: additional fee required.
4. RICA (Reading Instruction Competency Assessment) – Multiple subject candidates only. 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.

Program Requirements for the MA /Credential Program

<table>
<thead>
<tr>
<th>Professional Course Work</th>
<th>12 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 530</td>
<td>Mission Statement Development</td>
</tr>
<tr>
<td>EDUG 531</td>
<td>Assessing Student Cultural Diversity</td>
</tr>
<tr>
<td>EDUG 535</td>
<td>Subject Matter Standards and Applications</td>
</tr>
<tr>
<td>EDUG 537</td>
<td>Assessment of Student Learning</td>
</tr>
<tr>
<td>EDUG 538</td>
<td>Deductive Methods</td>
</tr>
<tr>
<td>EDUG 539</td>
<td>Inductive Methods</td>
</tr>
<tr>
<td>EDUG 540</td>
<td>Cooperative Methods</td>
</tr>
<tr>
<td>EDUG 541</td>
<td>Curriculum Unit Planning</td>
</tr>
<tr>
<td>EDUG 542</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>EDUG 543</td>
<td>Parent and Community Relations</td>
</tr>
<tr>
<td>EDUG 544</td>
<td>Politics and Ethics</td>
</tr>
<tr>
<td>EDUG 545</td>
<td>Language Acquisition for the Elementary Student</td>
</tr>
<tr>
<td>or EDUG 546</td>
<td>Language Acquisition for the Secondary Student</td>
</tr>
<tr>
<td>EDUG 547</td>
<td>The Understanding and Teaching of Reading (Elementary)</td>
</tr>
<tr>
<td>or EDUG 548</td>
<td>Recognition and Reading Strategies for Student Learning (Secondary)</td>
</tr>
<tr>
<td>EDUG 550</td>
<td>Literacy Classroom and Instruction (Elementary)</td>
</tr>
<tr>
<td>or EDUG 551</td>
<td>Literacy in the Content Areas (Secondary)</td>
</tr>
<tr>
<td>EDUG 581</td>
<td>Beginning Student Teaching</td>
</tr>
</tbody>
</table>

Student Teaching

EDUG 581 • Beginning Student Teaching (1 unit)

Candidates must complete Beginning Student Teaching concurrent with the 500 series courses. Beginning Student Teaching 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. Single Subject Student Teaching candidates will complete their student teaching experience in grades 7-12. Multiple Subject candidates will complete their student teaching experience in two eight-week assignments in grades K-5. Student teaching is a full day experience. Single Subject candidates will teach five days a week, teaching three classes and observing in two.

Prerequisites for the MA /Preliminary Credential

EDUC 315: Teaching in a Multicultural Setting (3 units) should be taken prior to the 500 series.

EDUC 453: Language, Cultures and Linguistics (3 units) should be completed prior to beginning the 500 series, may be taken concurrently with the 500 series by petition.

SOCS/MATH 265C: Introduction to Statistical Methods (3 units) is strongly recommended for MA students.
Multiple Subject candidates will teach a full day, five days a week. The Preliminary 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 credentialed mentor teacher in the subject matter area that will appear on the student's Credential. An university supervisor will be assigned to each student teacher for supervision and support. It is important to remember that student teaching is a full-time experience and requires focus and attention. An additional student teacher fee per unit is charged at the time of registration.

Student teaching placements will be made by the department in local partner schools to satisfy EL Authorization requirements. If an incoming student has a preference regarding placement, they should express that preference to the Admission Committee at the time of the interview. The department will make an effort to accommodate that preference, if possible. Once classes have begun and assignments have been made for beginning student teaching, and a student teaching placement, changes in placement are not logistically feasible. Any placement outside of 12 miles from the Vanguard University campus requires a minimum payment of $150 to cover additional mileage for the university supervisor. Students with one or more years of full-time continuous private or public school experience in the appropriate credential area may be eligible for a modification of the length of student teaching. See the Credential Coordinator for additional information.

Credential requirements may change at any time during a student's program based on CTC changes and/or legislative action.

MA Core Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
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</tr>
<tr>
<td>Completion of required 500 series</td>
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<tr>
<td>Consent of director</td>
<td></td>
</tr>
<tr>
<td>Candidate must be a regular standing degree</td>
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<tr>
<td>student.</td>
<td></td>
</tr>
</tbody>
</table>

EDUG 605 Current Issues in Education               2 units
EDUG 606 Introduction to Educational Research      4 units
EDUG 609 Curriculum Design and Teaching            3 units
EDUG 610 Assessment and Evaluation                  3 units

EDUG 605 should be taken as the first course of the 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 610 may be taken concurrently with EDUG 609.

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 Master of Arts in Education (MA) with additional graduate coursework in a credential area. The CLAD authorization is intended to qualify individuals to teach students who are Limited English Proficient (LEP). The CLAD Authorization consists of 12 units; 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 Authorization.

Admission to the MA/CLAD Certificate Program

1. A bachelor's degree from a regionally accredited institution.
2. A graduate program application with a corresponding fee (VU graduates' application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation, including two letters from the school site.
5. Valid California teaching credential.
6. An accelerated degree program of 30 units, including completion of the required subject matter coursework (no less than 15 units is required). Students completing the program in two years are eligible for the CLAD certificate. Upon successful completion of the first required twelve units of the program with a 3.5 GPA or higher, the student will be eligible for standardization in the degree program.
7. An interview with the Credential Programs Director.
8. Admission acceptance by the Candidate Performance Assessment Committee (CPA).

The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.

SOCS/MATH 265C: Introduction to Statistical Methods (3 units) is highly recommended for MA students.

CLAD Preparation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDUG 43 Language, Culture, and Linguistics</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 500 Cross Cultural Studies for Educators</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 501 Assessing Social Cultural Diversity</td>
<td>0.5 unit</td>
</tr>
<tr>
<td>EDUG 505 Subject Matter Standards and Applications</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 507 Assessment of Student Learning</td>
<td>0.5 unit</td>
</tr>
<tr>
<td>EDUG 514 Curriculum Unit Planning</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 543 Language Acquisition for the Elementary Student</td>
<td>1 unit</td>
</tr>
<tr>
<td>or EDUG 544 Language Acquisition for the Secondary Student</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 545 Specially Designed Academic Instruction in English (SDAIE) for the Elementary Student</td>
<td>1 unit</td>
</tr>
<tr>
<td>or EDUG 546 Specially Designed Academic Instruction in English (SDAIE) for the Secondary Student</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 550 Literary Classroom and Instruction (Elementary only)</td>
<td>1 unit</td>
</tr>
<tr>
<td>or EDUG 551 Literary Classroom and Instruction (Secondary only)</td>
<td>1 unit</td>
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</table>

MA/CLAD Electives

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<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>9 units</td>
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</tbody>
</table>

Electives will be selected with the approval of the Director. Clear Credential courses may be applicable toward the MA/CLAD Electives.

MA Core Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td></td>
</tr>
<tr>
<td>Completion of all required 500 series</td>
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</tr>
<tr>
<td>Consent of director</td>
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</tr>
<tr>
<td>Candidate must be a regular standing degree</td>
<td></td>
</tr>
<tr>
<td>student.</td>
<td></td>
</tr>
</tbody>
</table>
**School of Education**

**EDUG 605**  Current Issues in Education  2 units

**EDUG 606**  Introduction to Educational Research  4 units

**EDUG 609**  Curriculum Design and Teaching  3 units

**EDUG 610**  Assessment and Evaluation  3 units

**EDUG 605** should be taken in the first course of the MA Core. **EDUG 605** may be taken concurrently with **EDUG 606**. **EDUG 610** must be taken in the final course of the MA Core. **EDUG 605** may be taken concurrently with **EDUG 610**.

**OPTION 3: Master of Arts in Education, Preliminary Credential and Christian Education Leadership**

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 training in Christian Organizational Management and Leadership for a Master of Arts in Education. This program includes nine weeks of graduate work in the leadership studies component of the MA Program in Religion. A total of forty-five 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 Leadership Program**

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with a corresponding fee (VU graduates' application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
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 or higher, 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 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 6-15 units of post-baccalaureate course work with a 3.0 GPA or above. All course work must be pre-approved and completed at VU 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 or higher.
   c. Student will meet with the Director for a progress evaluation conference. The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.

6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3" X 4” transcript card to the Graduate Admissions Office. Students should plan to take the CBEST at least 6 months prior to submitting an application to the Graduate Program in Education.

7. Multiple Subject Credential: Submit verification of a passing score report for the three multiple subject subtests on the CSET (California Subject Exam for Teachers). The CSET should be taken prior to reviewing admission requirements. 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 academic field or submit a passing score report for the appropriate subject on the CSET examinations. Subject Matter Preparation or the CSET should be verified prior to reviewing for admission. Students needing to take the examination should plan to take the test at least 6 months prior to submitting an application to the Graduate Program in Education.

9. U.S. Constitution met by POLS 155C or equivalent, or by test.
10. An interview with the Director and for Candidate Performance Assessment Committee (CPAC).
11. Admission acceptance by the Candidate Performance Assessment Committee (CPAC).

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. A 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: 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 required courses.

**Prerequisite Requirements for the Preliminary Multiple/Single Subject Credential**

**EDUC 315** Teaching in a Multicultural Setting (3 units) should be completed prior to beginning the 500 series.

**ANTH 453** Language, Culture, and Linguistics (3 units). Preferably taken as an undergraduate senior.

**SOCS/MATH 265C** Introduction to Statistical Methods (3 units) is strongly recommended for MA students.

**Program Requirements for the MA/Preliminary Credential and Christian Education Leadership**

**Professional Course Work**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 500</td>
<td>Mission Statement Development</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUG 501</td>
<td>Assessing Social Cultural Diversity</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUG 505</td>
<td>Subject Matter Standards and Applications</td>
<td>1</td>
</tr>
<tr>
<td>EDUG 507</td>
<td>Assessment of Student Learning</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUG 510</td>
<td>Diagnostic Methods</td>
<td>1</td>
</tr>
<tr>
<td>EDUG 511</td>
<td>Inductive Methods</td>
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</tr>
<tr>
<td>EDUG 512</td>
<td>Cooperative Methods</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUG 514</td>
<td>Curriculum Unit Planning</td>
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</tr>
<tr>
<td>EDUG 520</td>
<td>Classroom Management</td>
<td>1</td>
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<tr>
<td>EDUG 521</td>
<td>Parent and Community Relations</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUG 522</td>
<td>Politics and Ethics</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUG 543</td>
<td>Language Acquisition for the Elementary Student</td>
<td>1</td>
</tr>
<tr>
<td>or EDUG 544</td>
<td>Language Acquisition for the Secondary Student</td>
<td>1</td>
</tr>
</tbody>
</table>
EDUG 547  The Understanding and Teaching of Reading (Elementary only) 1 unit
or EDUG 548  Metacognition and Reading Strategies for Student Learning (Secondary only) 1 unit
EDUG 550  Literacy in the Content Areas (Elementary only) 1 unit
or EDUG 551  Literacy in the Content Areas (Secondary only) 1 unit
EDUG 584  Beginning Student Teaching 1 unit

EDUG 550-584 (12 units) are generally taken during the first semester of the teacher preparation program.

EDUG 584  Beginning Student Teaching (1 unit)
Candidates must complete Beginning Student Teaching concurrent with the 500 series courses. Beginning Student Teaching 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 Advanced Student Teaching in the second semester.

EDUG 585  Advanced Student Teaching (10-12 units)
During the second semester, and upon satisfactory completion of initial professional coursework, portfolio and beginning teaching experience, candidates will complete two additional units of professional coursework and a minimum of sixteen weeks of student teaching. High school and middle school assignments may be longer; pending site requirements. Coursework will be completed during one thirty-hour block on Wednesday from 4 to 7 p.m. Three sessions will be devoted to a Student Teaching Seminar; six sessions will be devoted to each of the following courses:

EDUG 545  Specially Designed Academic Instruction in English (SDAIE) for the Elementary Student 1 unit
or EDUG 546  Specially Designed Academic Instruction in English (SDAIE) for the Secondary Student 1 unit
EDUG 557  Exceptionality and Health 1 unit

Advanced Student Teaching will be completed concurrently with the above professional coursework. Single Subject candidates will complete their student teaching experience in grades 7-12. Multiple Subject candidates will complete their student teaching experience in two eight-week assignments in grades K-6. Student teaching is a full day experience. Single Subject candidates will teach five days a week, teaching three classes and observing in two. Multiple Subject candidates will teach four days a week. The Preliminary Credential requires that the candidate completes student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a credential master teacher and in the subject matter area that will appear on the student’s credential. An advisory supervisor will be assigned to each student teacher for supervision and support. It is important to remember that student teaching is a full-time experience and requires focus and dedication. An additional student teacher fee per unit is charged at the time of registration.

Student teaching placements will be made by the department in local partner schools to satisfy EL Authorization requirements. If an incoming student has a preference regarding placement, they should express that preference to the Admission Committee at the time of the interview. The department will make every effort to accommodate that preference, with the understanding that this may not be possible. Once a placement is arranged, a minimum of $1200 is required for the first assignment. Any placement outside a 12-mile radius of the Vartanian University campus requires a minimum assignment of $1200 to cover additional mileage for the University Supervisor. Students with a current or previous full-time enrollment in a private or public school experience in the appropriate credential area may be eligible for modification of the length of student teaching. See the Credential Coordinator for additional information.

CREDENTIAL REQUIREMENTS MAY CHANGE AT ANY TIME DURING A STUDENT’S PROGRAM BASED ON CHANGES OF LEGISLATIVE ACTION BY THE CTC.

Christian Education Administration (CEA) Requirements
Nine units may be chosen from the following courses with the consent of the director:

EDUG 541  Philosophy of the Christian School 1 unit
EDAG 610  Appreciative Inquiry 3 units
EDAG 611  Leadership and the New Science 3 units
EDAG 622  Conflict Management 3 units
EDAG 623  Marketing in Christian Organizations 3 units
EDAG 641  Change and Strategic Planning 3 units
EDAG 636  Spirit and Soul of Leadership 3 units

MA Core Requirements
12 units
Prerequisites: completion of all required 500 and CEA series course work; consent of director. Regular standing is required prior to enrolling in the MA Core.

EDUG 505  Current Issues in Education 2 units
EDUG 506  Introduction to Educational Research 4 units
EDUG 509  Curriculum Design and Teaching 3 units
EDUG 510  Assessment and Evaluation 3 units

EDUG 505 must be taken as the first course of the MA Core. EDUG 505 may be taken concurrently with EDUG 506.

EDUG 610 must be taken as the final course of the MA Core. EDUG 610 may be taken concurrently with EDUG 610

OPTION 4: Master of Arts in Education and Christian Education Leadership
Option 4 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 Educational Administration and leadership for a Master of Arts degree. This program includes nine units 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 in Education and Christian Education Leadership Program:

1. A Bachelor’s degree from a regionally accredited institution.
2. A graduate program application with the corresponding fee (VU graduates’ application fee is waived).
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. An acceptable grade point average of 3.0 or above in all undergraduate work is required for regular standing admission in the degree program.

- or -
A candidate with an undergraduate cumulative 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 or higher, the student will be placed on regular standing. A candidate with a cumulative undergraduate GPA of 2.5-2.99 may be admitted with provisional standing on 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 6-15 units of post-baccalaureate coursework with a 3.0 GPA or above. All coursework must be pre-approved and completed at Vanguard University 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 (e.g., EDUG 500-584) or higher.

c. Student will meet with the Director for a progress evaluation conference and to determine continuation in the degree program. The grade point average requirement is waived for a candidate with a Master’s degree from an accredited institution.

7. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).

8. Admission acceptance by the Candidate Performance Assessment Committee (CPAC).

SDS/MOT EDC 265 Introduction to Statistical Methods is strongly recommended for MA students.

Program Requirements for the MA/Christian Education Administration:

Curriculum Preparation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 253</td>
<td>Language, Culture, and Linguistics</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 500</td>
<td>Mission Statement Development</td>
<td>5 unit</td>
</tr>
<tr>
<td>EDUG 501</td>
<td>Assessing Social Cultural Diversity</td>
<td>5 unit</td>
</tr>
<tr>
<td>EDUG 506</td>
<td>Subject Matter Standards and Applications</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 507</td>
<td>Assessment of Student Learning</td>
<td>5 unit</td>
</tr>
<tr>
<td>EDUG 510</td>
<td>Deductive Methods</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 511</td>
<td>Inductive Methods</td>
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<tr>
<td>EDUG 512</td>
<td>Cooperative Methods</td>
<td>1 unit</td>
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<tr>
<td>EDUG 514</td>
<td>Curriculum Unit Planning</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 540</td>
<td>Cross Cultural Studies for Educators</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Christian Education Leadership Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 541</td>
<td>Philosophy of the Christian School</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 610</td>
<td>Appreciative Inquiry</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 611</td>
<td>Leadership and the New Science</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 612</td>
<td>Conflict Management</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 613</td>
<td>Marketing in Christian Organizations</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 614</td>
<td>Change and Strategic Planning</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUG 616</td>
<td>Spirit and Soul of Leadership</td>
<td>3 units</td>
</tr>
</tbody>
</table>

MA Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 605</td>
<td>Current Issues in Education</td>
<td>2 units</td>
</tr>
<tr>
<td>EDUG 606</td>
<td>Introduction to Educational Research</td>
<td>4 units</td>
</tr>
</tbody>
</table>

EDUG 609 must be taken as the first course of the MA Core. EDUG 615 may be taken concurrently with EDUG 605. EDUG 610 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with EDUG 610.

Optional: Candidates may be eligible for the Preliminary Multiple or Single Subject credential by completing EDUG 557 and EDUG 558 (and meeting other program requirements). Please see the Coordinator for an individualized plan to transition to either MA Option 5 or MA Option 1. By adding these courses, the candidate will be eligible for a California teaching credential.

OPTION 5: Master of Arts in Education, Induction

MA Option 5 is designed for teachers who are participating in a district-based Induction program either as new teachers or as support professionals. This MA in Education option allows teachers to obtain 6 to 9 units of graduate credit for work completed in their state approved induction program and to complete their MA with eight additional courses offered at Vanguard University. A total of 33 units is required for the MA in Education Induction.

Admission to the MA in Education, Induction:

1. A Bachelor’s degree from a regionally accredited institution.
2. A graduate program application with corresponding fee (VU graduates’ application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation, including a letter from the district or consortium verifying applicant’s participation in the State-approved Induction program.
5. Valid California teaching credential.
6. A cumulative grade point average of 3.0 (B or higher) in all undergraduate coursework or a cumulative grade point average of 3.0 or above in previously completed post-baccalaureate coursework (no less than 15 units) is required for regular standing admission in the degree program. 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 six units of on-campus coursework with a 3.5 GPA or higher, the student will be eligible for regular standing in the degree program.
7. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).
8. Admission acceptance by the Candidate Performance Assessment Committee (CPAC).

Course Requirements for the MA in Education, Induction

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 619</td>
<td>Professional Reflection and Practice</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 61B</td>
<td>Professional Reflection and Practice</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 61C</td>
<td>Professional Reflection and Practice</td>
<td>1 unit</td>
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</table>

YEAR 1

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDUG 61B</td>
<td>Professional Reflection and Practice</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUG 61C</td>
<td>Professional Reflection and Practice</td>
<td>1 unit</td>
</tr>
</tbody>
</table>
YEAR 2
EDUG 591d  Professional Reflection and Practice 2 units
EDUG 591e  Professional Reflection and Practice 2 units
EDUG 591f  Professional Reflection and Practice 2 units

MA Electives  12 to 15 units
Electives will be selected from one area of emphasis and with approval of the Director:
1.  English Learner Emphasis
2.  Teacher Leadership
   EDUG 611  Advanced Models of Teaching 3 units
   EDUG 612  Theories of Learning and Teaching 3 units
   EDUG 613  Spiritual Formation for Teachers 3 units
   EDUG 614  Curriculum Leadership and Collaboration 3 units
3.  Christian Education Leadership

M.A. Core  12 units
Prerequisite: Consent of Director
EDUG 605  Current Issues in Education 2 units
EDUG 606  Introduction to Educational Research 4 units
EDUG 609  Curriculum Design and Teaching 3 units
EDUG 610  Assessment and Evaluation 3 units

OPTION 6: Master of Arts in Education, Teacher Leadership
M.A. Option 6 is designed for fully credentialed teachers who wish to enhance their leadership abilities by pursuing an MA in Education. This MA in Education option allows teachers to transfer in up to 6 units of graduate-level credits from another accredited institution of higher education. A total of 36 units are required for the MA in Education, Teacher Leadership.

Admission to the MA in Education, Teacher Leadership:
1.  A bachelor’s degree from a regionally accredited institution.
2.  Graduate program application with corresponding fee (Vanguard University application fee is waived).
3.  Official transcripts of all undergraduate and graduate courses
4.  Three letters of recommendation, including two letters from the school site
5.  A California teaching credential
6.  A cumulative grade point average of 3.0 (B or higher), in all undergraduate course work, or a grade point average of 3.0 (B or higher), in all graduate course work, or a grade point average of 3.0 (B or higher), in all post-baccalaureate graduate courses (no less than 15 units) is required for regular standing admission to the degree program, or a student with a cumulative grade point average of 2.7 or greater may be eligible for degree admission with provisional standing. Upon successful completion of the first required six units of on-campus course work with a 3.5 GPA or higher, the student will be eligible for regular standing in the degree program.
7.  An interview with the Director and Candidate Performance Assessment Committee (CPAC)
8.  Admission acceptance by the Candidate Performance Assessment Committee (CPAC)

Course Requirements for the MA in Education, Teacher Leadership:

MA Electives  6 units
Prerequisite: Admission to the Program
Up to six units of graduate education study transferred from another institution, or six units of graduate electives to be completed at Vanguard University

MA Area of Emphasis  12 units
Four courses in the Teacher Leadership Emphasis
EDUG 611  Advanced Models of Teaching 3 units
EDUG 612  Theories of Learning and Teaching 3 units
EDUG 613  Spiritual Formation for Teachers 3 units
EDUG 614  Curriculum Leadership and Collaboration 3 units

M.A. Core  12 units
Prerequisite: Consent of Director
EDUG 605  Current Issues in Education 2 units
EDUG 606  Introduction to Educational Research 4 units
EDUG 609  Curriculum Design and Teaching 3 units
EDUG 610  Assessment and Evaluation 3 units

Course Descriptions
EDUC 315  Teaching in a Multicultural Setting (3 units)
This course provides the philosophical background and classroom experience necessary to introduce a person to teaching in an educational setting. The course focuses on the development of classroom management and the integration of diversity into the curriculum. It is a prerequisite for the Multiple and Single Subject Credential.

EDUC/ANTH/ENGL/SPAN 453  Language, Culture, and Linguistics (3 units)
Prerequisite: EDUC 315. 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 in linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language as a cultural, social, and psychological phenomenon, using linguistic and cultural examples to illustrate the dynamic relationship of language and culture. Upon successful completion of this course, the student will be able to analyze and critique the interdependence of language and culture within educational environments.

EDUCANT/ENGLISHSPAN 453  Language, Culture, and Linguistics (3 units)
Prerequisite: EDUC 315. 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 in linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language as a cultural, social, and psychological phenomenon, using linguistic and cultural examples to illustrate the dynamic relationship of language and culture within educational environments.

This course is required for the Credential Program of Cultural, Language, and Academic Development (Cultural, Language, and Academic Development (CLAD) Certification and the Preliminary credential with BL Authorization.)
EDUG 500 • Mission Statement Development (.5 unit)
The teaching candidates will take the first step in developing a reflective professional classroom philosophy. Candidates will evaluate their philosophical base in 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 comprehensive study of their workplace environment, incorporating cultural and diverse preferences, in relation to those of their prospective students. These results will be applied to the development of curriculum and a classroom management plan for use during the teaching experience.

EDUG 506 • Subject Matter Standards and Applications (1 unit)
In this course, candidates strengthen their subject matter expertise and application by familiarizing themselves with subject matter content standards and learning methods for teaching various subject matter disciplines (Math, Science, Social Studies, etc.). With the cohort, faculty, and guest practitioners, students will begin developing lesson plans on particular subject matter disciplines, integrating appropriate content standards.

EDUG 507 • Assessing Student Learning (.5 unit)
Assessment plays an important role in the classroom to guide the teacher’s instruction and promote student accountability. This course introduces teacher candidates to the role of formative and summative assessment in guiding instruction and enhancing student motivation in the classroom setting. Throughout the course, candidates are introduced to the principles of educational assessment, including the matching of appropriate assessment methods (selected response, essay, performance assessment, and personal communication) with achievement objectives (knowledge, skills, understanding, products, and positions).

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 in the application of the new learning. In this course, individuals will develop lesson plans for several curricular units of study, critique peer lesson plans, and “practice teach” one of the lessons.

EDUG 511 • Inductive Methods (1 unit)
Using inductive methods 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 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 and facilitate cooperative groups and group accountability. The lesson adaptations include logistical considerations, activity development and direction, social skill development, individual/group accountability, and assessment.

EDUG 514 • Curriculum Unit Planning (1 unit)
The California content standards and frameworks provide an overview of the content and cognitive skills that students in public schools must experience throughout their education. This course helps teachers to connect the subject matter content and standards to appropriate performance tasks and instructional strategies, as they learn to plan curriculum units.

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 space, 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 demonstrated to improve student support, classroom management and cognitive outcomes. This course helps teachers communicate effectively during parent conferences and parent meetings. Announcements of the course will be developed 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 cover the professional and ethical behaviors which contribute to teacher 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 multidisciplinary perspectives. This course explores the definition of culture, its mechanisms for adaptation, and assimilation. This course will foster an appreciation of cultural diversity as a product of our cultural context, issues for teaching within a multicultural classroom, and demonstrates 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. Distinctive characteristics of evangelical schools are emphasized. This course meets the Association of Christian Schools International (ACSI) certification requirements for philosophy.

EDUG 543 • Language Acquisition for the Elementary Student (1 unit)
Language, learning, and teaching come together to give teacher candidates an overview of the structure of language as well as theories and methods for first and second language acquisition. Emphasis includes vocabulary development, assessment.

EDUG 544 • Language Acquisition for the Secondary Student (1 unit)
This course is designed to equip middle and high school students with the knowledge and understanding of English language acquisition theories and the various programs appropriate for students at each level of ability. By practicing methods of teaching English language development, teacher candidates engage in using strategies, techniques, and methods that have proved successful in fostering high achievement.
EDUG 545 • Specially Designed Academic Instruction in English/SDAIE for the Elementary Student (1 unit)
SDAIE methodology focuses on English language learners' academic learning skills for mastery of subject matter. Multiple subject teacher candidates learn how to use verbal communication, materials, and instructional strategies for academic proficiency in content areas. Special attention is given to use of SDAIE methodology in the teaching of specific subject-matter content standards.

EDUG 546 • Specially Designed Academic Instruction in English/SDAIE for the Secondary Student (1 unit)
Candidates learn to develop curriculum for secondary students who are acquiring English. Information includes analyzing the subject matter to determine content knowledge and academic skills necessary for success, modifying the test for comprehension, adjusting assignments, and class size, and using visual aids and resources. Special attention is given to use of SDAIE methodology in the teaching of specific subject-matter content standards.

EDUG 547 • The Understanding and Teaching of Reading (1 unit)
Multiple subject candidates consider what it means for a child to be a reader and how to provide instruction from phoneme awareness to word identification and spelling to reading comprehension of narrative and expository texts. They learn principles of instruction, and techniques are presented that help children become fluent, independent readers.

EDUG 548 • Metacognition and Reading Strategies for Student Learning (1 unit)
Candidates focus on theories and methods which enhance learning across the curriculum for middle and high school students. The course consists of candidates developing teaching methods that ensure that students are successfully comprehending a course content, accessing long-term memory, taking effective notes, and communicating learning concepts. Candidates will learn to teach at the strength of each personality type. Candidates also learn the basics of explicit reading instruction at the secondary level. Material files included.

EDUG 550 • Literacy Classrooms and Instruction (1 unit)
The elements of balanced literacy programs are presented through the design and organization of the classroom environment and through curriculum and instructional strategies that connect reading, writing, listening, and speaking. Multiple subject candidates learn to synthesize theories and instructional principles for effective classroom practice.

EDUG 551 • Literacy in the Content Areas (1 unit)
Candidates learn to write lesson plans for middle and high school students in their particular subject matter in integrating reading, writing, listening, speaking, and thinking. Candidates explore the role of language fluency in comprehension and teach an integrated lesson which enhances content mastery.

EDUG 557 • Exceptionality and Health (1 unit)
Exceptionality and Health prepares candidates with basic knowledge, skills, and strategies for teaching special populations, including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Candidates learn to create positive, inclusive climates of instruction for all special populations in the general classroom. Candidates also review issues related to personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Candidates learn about the effects of student health and safety on learning and review the legal responsibilities of teachers related to student health and safety.

EDUG 555 • Use of Computers in the Classroom (2 units)
Candidates learn about the use of computers in the educational process. An emphasis is placed on Computer Assisted Instruction (CAI) and the selection of software and hardware. The course meets the new CTC standards for the level 1 technology requirement and the Professional Clear Credential requirement for pre-SB 2042 preliminary credentials.

EDUG 566 • Psychology and Education of the Exceptional Child (3 units)
Prerequisite: PSYC 103C or equivalent. This course addresses the psychology and education of mentally retarded, gifted, physically handicapped, emotionally disturbed, and other exceptional children. Candidates also learn the professional Clear Credential requirement for pre-SB 2042 preliminary credentials.

EDUG 568 • Health for Educators (1 unit)
This course provides an understanding of the candidate's role of promoting personal, classroom, and school health and safety through appropriate prevention and intervention strategies. Candidates learn about health and safety hazards, and how to develop competencies in detecting and handling the health problems of their students. Candidates learn about the role of health in education. Candidates learn about character education and how to create an emotionally healthy classroom environment for learning. The California Health Framework provides the content, methods, and processes for teaching health education are included. Candidates have opportunities to observe and select topics of interest. The course fulfills the professional Clear Credential requirement for pre-SB 2042 preliminary credentials.

EDUG 570 • Special Topics (1-3 units)
Special topics in education: curriculum, assessment, instruction, community partnerships, classroom management, and research.

EDUG 572 • Advanced Study of Teaching English Learners (2 units)
This course provides an advanced understanding of the candidate's role of teaching English learners in the state of California. The course builds on the knowledge, skills, and abilities acquired in the beginning teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each candidate will examine school organizational structures and resources designed to meet the needs of English learners, and will present the ability to implement the instructional program for English Language Development. Each candidate will demonstrate the ability to implement adopted instructional programs and the use of language proficiency levels to identify English learners and to develop language proficiency levels in instruction. Each candidate will have the ability to use appropriate instructional materials to enhance instruction and to place students and their needs in the general education classroom. Each candidate will use knowledge of the students' backgrounds, experiences, family structures, cultures, and languages in planning instruction and supporting individual student learning. This course has been designed to meet the level two standards as defined by CTC.
EDUG 573 • Advanced Study of Health for Educators (1 unit)
This course provides a basic understanding of the candidate's role in promoting personal, classroom, and school health and safety through appropriate prevention and intervention strategies. Candidates demonstrate an understanding of the relationship between student health and student learning and develop competencies in detecting and handling the health problems of their students. Local and community resources to support student health are investigated. Candidates learn about character education and how to create an emotionally healthy classroom environment by learning The California Health Framework, grade level content, methods, and process for teaching health education are studied. Candidates have opportunities to show evidence of selected Teacher Performance Expectations through class activities and assignments. California Education code and federal law relating to health, safety, and parent's rights are presented. This course has been designed to meet the level two standards as defined by CCTC.

EDUG 574 • Advanced Study of Teaching Special Populations (2 units)
This course provides each candidate with the opportunity to deepen their knowledge, skills, and strategies for teaching special populations, including students with disabilities and gifted and talented students in the general classroom. Particular emphasis will be given to creating a positive, inclusive climate of instruction for all special populations in the general classroom. This course has been designed to meet the level two standards as defined by CCTC.

EDUG 576 • Advanced Use of Technology to Support Student Learning (1 unit)
This course facilitates teachers’ mastery and application of technology in the classroom, providing advanced tools for developing and using standards-based lessons and units using technology. Teachers are introduced to the process of designing and planning lessons and units that integrate the elements of content standards, activities, technology resources, and assessments. This course has been designed to meet the level two standards as defined by CCTC.

EDUG 590 • Seminars in Education (1–6 units)
Mutual investigation of one topic in education of particular relevance to graduate students in education.

EDUG 591a • Pedagogical Reflection and Practice (1 unit)
In this course, teachers will be introduced to job embedded learning and the “plan-teach-reflect-apply” cycle. While completing CPASS/Trends 1, 2, and 3 they will study the local context where they are teaching and begin the process of analyzing the impact of their teaching on student learning. This course is offered in the fall semester for new teachers and trained support providers starting the induction experience.

EDUG 591b • Pedagogical Reflection and Practice (1 unit)
In this course, teachers will develop and implement the Individual Induction Plan. Student work will also be used to conduct an in-depth inquiry in entry-level, monitoring, and summative assessment practices. Teachers enroll in this course during the second semester while completing CPASS/Trends 4–6.

EDUG 591c • Pedagogical Reflection and Practice (1 unit)
New teachers and support providers may obtain one unit of university credit for participating in 15 hours of professional growth directly related to SECD02 completion requirements and CPASS. These hours must be described in the district’s state-approved induction program. Teacher attendance and completion of all requirements must be verified by the local BTSA Induction Program Director to receive university credit.

EDUG 591d • Pedagogical Reflection and Practice (2 units)
This course includes an investigation of specific characteristics of the teachers’ class, school, district, and community that affect daily teaching. They will analyze the results of several assessments including literacy in primary language to find out about the academic achievement of their students. This data will be used to develop short and long term instructional plans that are guided by the California Content Standards and Frameworks. Teachers will enroll in this course during the fall semester of the second year of induction while completing CPASS/Trends 7, 8, and 9.

EDUG 591e • Pedagogical Reflection and Practice (2 units)
In this course, teachers will complete a self-assessment on their level of implementation of the California State Frameworks to assist them in reflecting on their teaching practices. They will participate in the district’s collegial planning for selection of significant work with colleagues. This course is taken by teachers in their final semester of state-approved induction and while completing CPASS/Trends 10, 11, and 12.

EDUG 591f • Pedagogical Reflection and Practice (2 units)
New teachers and support providers may obtain two units of university credit for participating in 30 hours of professional growth directly related to SECD02 completion requirements and CPASS. These hours must be described in the district’s state-approved induction program. Teacher attendance and completion of all requirements must be verified by the local Induction Program Director to receive university credit.

EDUG 599 • Continuous Registration: Teaching Credential (1 unit)
Prerequisite: Admission to teaching credential program. Completion of at least nine units of 500 level credential coursework. This unit does not count toward Master’s degree or credential requirements. Fee is equivalent to one unit of Graduate Education tuition.
Candidates who have not met all testing and/or other credential requirements to continue to Advanced Student Teaching are required to register for EDUG 599. During this semester, the candidate conferences with a faculty cohort leader and a university supervisor. Continuous registration and when the candidate is formally recommended for Advanced Student Teaching or withdrawal from the program. EDUG 599 carries a grade of “CE” (Continuing Enrollment) until all requirements are met, at which time the grade will be changed to “CR” (Credit).

EDUG 605 • Current Issues in Education (2 units)
Prerequisites: Regular standing and consent of director. An in-depth investigation of current problems and issues that affect education in America. Students will also study content 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 606 • Introduction to Educational Research (4 units)
Prerequisites: EDUG 605 or concurrent enrollment. 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 his/her learning and develop skills in interpreting research designs and research literature.

EDUG 609 • Curriculum Design and Teaching (3 units)
Prerequisites: EDUG 605 and consent of director. This course will provide students with the opportunity to examine historical, philosophical, and sociopolitical influences on the curriculum of American public schooling. Curriculum design, implementation, and evaluation strategies will be examined. The latest research and theorists in curriculum design will be explored, particularly as it relates to educational change. Particular emphasis will be given to state curriculum documents and curricular recommendations of professional associations.

EDUG 610 • Educational Assessment and Evaluation (3 units)
Prerequisites: EDUG 605, 606 and 609 (or concurrent enrollment with EDUG 609). This course will focus on qualitative and quantitative assessment instruments that are needed to evaluate the potential and progress of children throughout the instructional process. The course will cover both individual and program evaluation methods (includes formal and informal methods of assessment).

EDUG 611 • Advanced Models of Teaching (3 units)
This course will provide students with the opportunity to examine historical, philosophical, and sociopolitical influences on the curriculum of American public schooling. Curriculum design, implementation, and evaluation strategies will be examined. The latest research and theorists in curriculum design will be explored, particularly as it relates to educational change. Particular emphasis will be given to state curriculum documents and curricular recommendations of professional associations.

EDUG 612 • Theories of Learning and Teaching (3 units)
This course examines the principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social theories.

EDUG 613 • Spiritual Formation for Teachers (3 units)
This course will provide teachers with the opportunity to explore the spiritual dimensions of teaching, drawing upon the history of Christian spiritual formation literature in relation to the calling to teach. Students will read classics of Christian spirituality, examine writings about the teaching vocation, and connect the two through personal reflection on the spiritual dimensions of their own teaching experience.

EDUG 614 • Curriculum Leadership and Collaboration (3 units)
This course is about teacher learning, evaluating, and organizing high quality professional development. Candidates will study and practice high yield strategies for improving professional practice including peer coaching, collaboration, study groups and learning teams. Well-designed evaluations will inform candidates about the effectiveness of professional development practices and guide the content, form and structure for creating teacher-leader learning communities. The literature on professional development and theories of modern professional development program along with practical guidance will be covered in this course.

EDUG 670 • Special Topics (1-3 units)
Special topics in education curricular, assessment, instruction, community partnerships, classroom management, and research.

EDUG 680 • Individual Studies (1-6 units)
An individual study initiated by the student who must develop a written proposal of the proposed study and secure approval from appropriate university faculty member. An evaluation and evaluation of the student will be made. A maximum of six credits is possible for this study, and may be applied toward degree requirements. Permission of the Director of the Graduate Program is required.

EDUG 690 • Seminars in Education (1-6 units)
Mutual investigation of one topic in education of particular relevance to graduate students in education.

EDUG 699 • Continuous Registration: Master's Study (1 unit)
Prerequisite: EDUG 610 and advancement to candidacy. Continuation of independent project study. Credit does not count toward Masters degree requirements. (Equivalent to one unit of tuition). EDUG 699 will carry a grade of “CE” (Continuing Enrollment) until all course requirements are met, at which time the grade will be changed to “CR” (Credit).

Christian Education Leadership Courses
EDAG/CLSG 610 • Appreciative Inquiry (3 units)
Church leaders must discern ways that religious organizations can maintain their core identity and mission while being responsive and responsive to change. Appreciative Inquiry is a process for discovering and capturing the deep wisdom among religious leaders and organizations. Participants will leave with a strategic plan for their organization’s effectiveness and spiritual renewal. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 611 • Leadership and the New Science (3 units)
The new science discoveries in quantum physics and chaos theory have completely altered the way we think about science and technology. This course will focus on the emerging realities of the new science of leadership and ministry for religious organizations. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 622 • Conflict Management (3 units)
This course is about teacher learning, evaluating, and organizing high quality professional development. Candidates will study and practice high yield strategies for improving professional practice including peer coaching, collaboration, study groups and learning teams. Well-designed evaluations will inform candidates about the effectiveness of professional development practices and guide the content, form and structure for creating teacher-leader learning communities. The literature on professional development and theories of modern professional development program along with practical guidance will be covered in this course.

EDAG/CLSG 630 • Appreciative Inquiry (3 units)
Church leaders must discern ways that religious organizations can maintain their core identity and mission while being responsive and responsive to change. Appreciative Inquiry is a process for discovering and capturing the deep wisdom among religious leaders and organizations. Participants will leave with a strategic plan for their organization’s effectiveness and spiritual renewal. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 640 • Leadership and the New Science (3 units)
The new science discoveries in quantum physics and chaos theory have completely altered the way we think about science and technology. This course will focus on the emerging realities of the new science of leadership and ministry for religious organizations. This course is offered by the Leadership Studies component of the MA in Religion.
EDAG/CLSG 623 • Marketing in Christian Organizations (3 units)
Prerequisites: Regular standing and consent of director. An exploration of the corporate vision of the organization and how a marketing theory integrates 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 624 • Change and Strategic Planning (3 units)
Prerequisites: Regular standing and consent of director. An examination of change within congregations and religious organizations with a view to understanding the relationship between the organization structure and its environment. Alternative strategic planning problem solving and program evaluation models will be explored in light of intentional mission and ministry. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 626 • Spirit and Soul of Leadership (3 units)
This course will explore the condition of the leader’s interior life within a community and the impact of the interior life upon the external work of the religious organization. This course is offered by the Leadership Studies component of the MA in Religion.

School of Humanities and Social Sciences

Michael D. Wilson, Ph.D., Dean

MISSION: The School of Humanities and Social Sciences equips students to lead lives of Christian service that honor God, educating women and men to think creatively and analytically so they may discern Truth through human experience as expressed in literature, language, culture, society, politics, and history.

The School of Humanities and Social Sciences consists of the following undergraduate departments: Anthropology/Sociology, English, History/Political Science, and Spanish. The minors in Women’s Studies and Pre-Law Studies are also found within the School.

Humanities Courses

HUMA 106 • Publications: Yearbook (1 unit)
Publication of the school yearbook under supervision of a faculty advisor. Elective credit only. Offered on a credit/fail basis only.

HUMA 110 • Introduction to Women’s Studies (2 units)
An introductory course to the study of women and women’s issues in society. This course will focus on such issues as the necessity for the study of women, gender as a cultural construct, theological interpretations of the gender and gender as perceived in history and literature. This course is part of the core requirement for a minor in Women’s Studies.

HUMA 201 • Beginning American Sign Language I (3 units)
A study of the fundamentals of American Sign Language through the development of vocabulary, grammar, and syntax. American Sign Language is a visual/gestural language used by the majority of the Deaf in the United States. Cultural aspects of the Deaf Community will also be introduced through the course.

HUMA 202 • Beginning American Sign Language II (3 units)
A continued study of the fundamentals of American Sign Language through the development of vocabulary, grammar, and syntax. American Sign Language is a visual/gestural language used by the majority of the Deaf in the United States. Cultural aspects of the Deaf Community will also be introduced through the course.

HUMA 210 • Conference in Women’s Studies (1 unit)
Students will be required to attend one conference co-sponsored by the Center for Women’s Studies and the Vanguard Women’s Caucus, and scheduled during the academic year. A faculty member in the discipline covered by the conference theme will determine course work. May be repeated for credit.

HUMA 291, 292, 293, 294 • Special Topics (1, 2, 3, 4 units)
Study of special topics focusing on culture, language, civilization, or literature. May be repeated for credit.

HUMA 370 • Topics in Women’s Studies (3 units)
Prerequisite: HUMA 110. This course will concentrate on a particular issue relevant to women’s studies such as feminist theory, feminist pedagogy, women’s health, women in business, motherhood. May be repeated for credit.
HUMA 410 • Seminar in Women’s Studies (3 units)
Prerequisite: HUMA 110, HUMA 210. This course is designed to assist the student in integrating the multi-faceted aspects of women’s issues. Working in cooperation with a supervising faculty member in the student’s specified area of interest, the student will design a project or major paper that reflects an advanced understanding of women in the context of the chosen subject area.

Women’s Studies Minor

The minor in Women’s Studies is an interdisciplinary course of study administered by the Center for Women’s Studies. The minor is designed to provide students a theoretical and practical overview of the study of women and women’s issues in society, and will include coursework in the social sciences, religion, literature, history, and communications.

Required courses
- HUMA 110 Introduction to Women’s Studies (2 units)
- HUMA 210 Conference in Women’s Studies (1 unit)
- HUMA 410 Seminar in Women’s Studies (3 units)

Electives
- Any combination of 15 units
- ANTH 333 Gender, Culture, and Society (3 units)
- COMM 374 Gender Communications (3 units)
- ENGL 325 Gender and Power (3 units)
- ENGL 326 Gender Roles (3 units)
- ENGL 345 Culture and Gender (3 units)
- HIST 30 Women in American History (3 units)
- HUMA 340 Topics in Women’s Studies (3 units)
- PSYCH 255 Social and Psychological Aspects of Aging (3 units)
- PSYCH 265 Human Sexuality (3 units)
- SOCI 332 Marriage and the Family (3 units)
- SOCI 333 Sociology of Women (3 units)
- SOCI 345 Family Violence (3 units)
- SOCI/ANTH 343 Class, Race, Ethnicity and Gender (3 units)

Pre-Law Studies Minor

The Pre-Law Studies minor is an interdisciplinary course of study designed to provide students a theoretical and practical introduction to the study of the law and society. The Pre-Law Studies minor includes coursework in law, political science, sociology, business, history, and communication. It is strongly recommended that students take advantage of the interdisciplinary nature of the minor and select electives from a variety of academic disciplines.

The minor requires a total of 20 units: six units in law, two units of forensics, six units in the social sciences, and seven elective units.

Choose six law units from the following:
- BUSN/INTB 316 Legal Aspects of the Business Process (3 units)
- BUSN/INTB 337 Legal and Ethical Environment (3 units)
- POLS 362 Constitutional Law I (3 units)
- POLS 364 Constitutional Law II (3 units)

Choose two forensics units from the following:
- COMM 115 Intercollegiate Forensics: Individual (1 unit)
- COMM 315 Intercollegiate Forensics: Individual (1 unit)

Choose six social sciences units from the following:
- ENGL 325 Period Focus (3 units)
- PSYCH 333 Sociology of Women (3 units)
- SOCI 345 Family Violence (3 units)
- SOCI/ANTH 343 Class, Race, Ethnicity and Gender (3 units)

Choose six elective units from the following:
- ANTH 333 Gender, Culture, and Society (3 units)
- COMM 445 Persuasion (3 units)
- ENGL/COMM 370 Advanced Composition and Rhetoric (3 units)
- PHILOS 210 Critical Thinking (3 units)

Social Science Courses

SOC/ANTH 150 • World Geography (3 units)
Survey of world geography including physical, economic, political, and cultural factors.

SOC/ANTH 215 • Principles of Economics (3 units)
Prerequisite: MATH 145C or College Algebra. An introduction to the principles of economic analysis, economic institutions, and issues of public policy.
SOCS/BUSN/INTB 216 • Principles of Economics (Micro) (3 units)
Prerequisite: MATH 145C or College Algebra. An introduction to the economics of private enterprise and resource allocation, including demand, supply, and elasticity; cost of production; price and output determination under various market structures; and pricing and employment resources.

SOCS/MATH 265C • Introduction to Statistical Methods (3 units)
A course in basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data in the behavioral sciences, including descriptive statistics (use of graphs and charts), normal distribution, curve measures of central tendency, deviation and dispersion, hypothesis testing, statistical fallacies, correlation, and topics in probability. Students majoring in Accounting, Anthropology, Psychology, or Sociology must take MATH 265C to fulfill their core curriculum requirement in mathematics. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

SOCS/MATH 364C • Intermediate Statistical Methods (3 units)
Prerequisite: SOCS/MATH 265C or consent of the instructor. This course is designed to provide a review of fundamental descriptive and inferential procedures as well as a survey of more advanced procedures (including multiple regression, factorial analysis of variance, and a variety of non-parametric tests). Students majoring in Biology or Chemistry must take MATH 364C to fulfill the core curriculum requirement in mathematics.

SOCS 440 • Social Science Seminar (3 units)
Prerequisite: Consent of the instructor. A topical seminar related to a significant and relevant area of a student's major. May be repeated for credit.

SOCS 470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor. A special topic in the social sciences. May be repeated for credit.

SOCS 490 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor. A special topic in the social sciences. May be repeated for credit.

Department of Anthropology & Sociology
Ed Clarke, Ph.D., Chair

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.

The two majors within the department are Cultural Anthropology and Sociology. Minors are also offered in both disciplines. Specialized minors in Cultural Anthropology are available for International Business majors and Religion majors whose concentration is Intercultural and Urban Studies. In addition to the majors and minors, there is also an emphasis available in Sociology designed for Liberal Studies majors.

Cultural Anthropology Major

MISSON: The cultural anthropology major enables students to understand culture, its nature, function, diversity, and shaping effects on human nature and societies. By instilling a Christian perspective, the faculty of the department addresses the applications of this knowledge to intercultural, urban, and cross-cultural contexts, preparing students for applied work upon graduation, or the competent pursuit of advanced study in one of the many specializations of the discipline such as linguistic, educational, development, medical, business, and cognitive.

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ANTH 320 • Culture Change (3 units)

ANTH 440 • Culture, Personality, and the Individual (3 units)

Study Abroad Option (with Anthropology Component) (6 units)

Select one course from:

ANTH 339 • Area Studies: Topical Area (3 units)

Cultural Anthropology Minor for Intercultural and Urban Studies (21 units)

(For full requirements of the Religion Major with a concentration in Intercultural and Urban Studies, see the School of Religion section of this catalog.)

ANTH 102C Introduction to Cultural Anthropology (3 units)

ANTH 253 Language in Cultural Context (3 units)

ANTH 320 Culture Change (3 units)

ANTH 358 Primal and World Religions (3 units)

ANTH 322 Ethnographic Perspectives (3 units)

Electives in Anthropology (6 units)

Anthropology Courses

ANTH/INTB 102C • Introduction to Cultural Anthropology (3 units)

AN 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 Archaeology (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 archaeology are surveyed. Core course option.

ANTH/INTB 253 • Language in Cultural Context (3 units)

Prerequisite: ANTH 102C. This course surveys the acquisition and use of language as part of the enculturation process and the relationship of language to culture and the reciprocal influences language usage and the nature of language systems through an appreciation of anthropological linguistics.

ANTH/INTB 320 • Culture Change (3 units)

Prerequisite: SOCI 100C, ANTH 102C, 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 contacts, as well as changes at the personal level.

ANTH/ICST 322 • Ethnographic Perspectives (3 units)

Prerequisite: ANTH/ICST 102. Examines family, religious belief, social and economic organization, political and gender systems in a detailed cross-cultural perspective. Ethnographic case studies provide in-depth comparisons of the cultural practices and beliefs of non-Western peoples with the cultural traditions of North American peoples. Course also stresses comparison and interpretation of contemporary social problems in Western and non-Western societies. Course requires students to become familiar with utilizing basic anthropological research methods for conducting small-scale field projects.

ANTH 333 • Gender; Culture, and Society (3 units)

Prerequisite: SOCI 100C/ANTH 102C. Gender as a social construction with powerful consequences is explored in this course along with the cultural values and ideologies which perpetuate the course of gender. Contemporary studies of gender across culture will enable an appreciation of the broad diversity in the application of gender constructs and their resultant cultural effects.

ANTH/ICST/INTB 339 • Area Studies: [Topical Area] (3 units)

Prerequisites: ANTH 102C. Area Studies is an intensive examination of specified regions of the world. Each course gives a brief survey of the region with attention to cultural history, ethnicity, family structure, political organization, technology, social structure, ethnography, economics and ideologies present within the region. Issues of cultural difference and commonality, regional minority, sub-cultural groups, and the role that this region plays within “global” culture are also addressed. (This course may be repeated for credit.)

Areas of study in the rotation may include: Latin America, Pacific Rim, Japan, Middle East, Greece, Brazil, Africa, South Africa, China, Korea, Northern Africa, Sub-Saharan Africa, Eastern Europe, Western Europe, North America, and North America Diaspora.

ANTH/ICST 343 • Class, Race, Ethnicity, and Gender (3 units)

This course focuses on the distribution of power and resources across racial and ethnic/cultural group distinctions, social structure, and gender. Phenomenological, institutional, and structural aspects of prejudice and discrimination are examined using the matrix of domination (the intersection of attributes related to class, race, ethnicity, and gender) to explore the lived experiences of individuals.

ANTH 344 • Organizational Culture (3 units)

Prerequisites: ANTH/ICST 102, ANTH 320. Exploring organizations from a cultural viewpoint draws attention to the explicit, non-explicit, and implicit structural elements of organizations and brings this together with the explicit structures of meaning in which people negotiate their lives through these formal systems. This course focuses on routines and practices that tend to be understood by the organizational scientists as the structures of the society, as the personal items that are taken for granted, for example, the institutionalization of employers, the legitimation of organizations, the roles of gender and how these forms of complexity are shaped by organizations, the products they produce and the organizational "bottom line" known as productivity.

ANTH 345 • Educational Anthropology (3 units)

Prerequisites: ANTH/ICST 102, ANTH 320. Emphasizes family, religious belief, social and economic organization, political and gender systems in a detailed cross-cultural perspective. Ethnographic case studies provide in-depth comparisons of the cultural practices and beliefs of non-Western peoples with the cultural traditions of North American peoples. Course also stresses comparison and interpretation of contemporary social problems in Western and non-Western societies. Course requires students to become familiar with utilizing basic anthropological research methods for conducting small-scale field projects.
ANTH 354 • Anthropological Theory (3 units)
Prerequisites: ANTH 102C, 210, 253. An overview of the early history and major theoretical schools in anthropology. Addresses current trends in discourse, postmodernism, local culture knowledge, and action oriented anthropology.

ANTH 358 • Primordial and World Religions (3 units)
Comparisons of 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.

ANTH 360 • Anthropological Data Analysis (3 units)
Prerequisites: ANTH 102C, 210, 253, ANTH 354, ANTH 357. Course consists of an overview of major data analysis software used in anthropological research, including both quantitative software packages, and in-depth data analysis.

ANTH 365 • Anthropological Research Design and Methods (3 units)
Prerequisites: ANTH 102C, ANTH 210, ANTH 253, ANTH 354. Examines the major research designs used in anthropology, including qualitative methods such as participant observation, ethnographic interviewing, construction of field instrumentation, and also quantitative methods such as systematic data collection, and the transformation of data into quantifiable units.

ANTH/E/N/E/ME/CL/AN 428 • Culture, Health, and Disease: Foundations of Epidemiology (3 units)
Prerequisites: ANTH 102, ANTH 320 and/or ANTH 440; NSCI 210C, KINE 145C, KINE 146C, BIOL/KINE 204 helpful but not required. This course surveys disease investigation, the uses of epidemiological methodological research, against the backdrop of the role of disease, human cultural diversity, environmental diversity, and health-seeking or health-defeating behaviors of population groups. The relationship of human behaviors, social and ecological conditions, and ideological attitudes as they impact health and illness are explored. Transmissible diseases are especially targeted for investigation.

ANTH/F/INT 440 • Culture, Personality, and the Individual (3 units)
Prerequisites: ANTH 102C, 320. This course examines the psychology of personality and the self-concept, as well as issues in the context of cultural and developmental factors. It explores the relationship between personality development and cultural influences. Course concentrates on developing a greater understanding of personality formation, social character, and cultural norms. The influence of cultural and psychological factors on human behavior is emphasized. Research in this area is critical, and the course provides students with the tools to conduct research in this field.

ANTH 448 • Anthropology and Development (3 units)
Course considers anthropological approaches to the analysis of economic development and change, with special attention given to contemporary development concerns. It explores the organization of large and small-scale development organizations, including non-governmental organizations, in Western settings. The course will be assessed at the level of the local economy. Grading is designed to meet the needs of students interested in participating in both overseas and domestic community organizations and projects.

ANTH 450 • Anthropology/Teaching Internship (1-4 units)
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 fieldwork are established at the beginning of the semester. The intern assists in planning and conducting a course and laboratory sessions. May be repeated for a maximum of eight units.

ANTH 452C • Applied Anthropology (3 units)
Prerequisites: ANTH 102C, 210, 253, and approval of the department chair. Course focuses on the application of anthropological research and methods to contemporary social problems, with an emphasis on public and private uses of anthropology in contemporary world settings. It includes population, nutrition, health, planning, government, industry, and business. Applications of anthropology to the biomedical and social sciences. This course satisfies the General Education requirement for Anthropology majors.

ANTH 453 • Language, Culture, and Linguistics (3 units)
Prerequisites: ANTH 102C, 210, 253, ANTH 354, ANTH 357. Course focuses on the acquisition and use of language within a cultural context. It examines the relationship of language to culture, language acquisition, and language analysis of linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language as a social and cultural expression in society, the nature of language systems, and the role of language in social interaction. A better understanding of second language acquisition within learning environments.

ANTH 455 • Research Assistantship (1-4 units)
ANTH 460 • Field Practicum/Field Work (2-4 units)
Guided ethnographic field experience based on student's research prospects. Simultaneously, a course is taken in which the instructor is the lead instructor. May be repeated for a maximum of twelve units.

ANTH 461 • Old Testament Archaeology (3 units)
Prerequisite: OT 201C. An examination of archaeological 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 462 • New Testament Archaeology (3 units)
Prerequisite: NT 101C. An examination of archaeological 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.

ANTH 464 • Archeological Field Experience (3 units)
Prerequisites: OT 201C, and BINT 461 or ANTH 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.

ANTH 470 • Special Topics in Anthropology (1-3 units)
Study of a special topic in one of the fields of anthropology. May be repeated for credit.

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

ANTH 490 • Seminar (1-3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in anthropology of particular relevance to upper division cultural anthropology majors. 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 Major Core Requirements** 42 units

**Lower Division**
- SOCI 100C Introduction to Sociology 3 units
- ANTH 102C Introduction to Cultural Anthropology 3 units
- SOCS 265C Introduction to Statistical Methods 3 units

**Upper Division**
- 15 units
  - SOCI 332 Marriage and the Family 3 units
  - SOCI 343 Class, Race, Ethnicity and Gender 3 units
  - SOCI 353 Methods of Social Research 3 units
  - SOCI 365 Sociological Theory 3 units
  - SOCI 490C Senior Seminar 3 units

**Electives** 18 units
- SOCI 230 Social Problems 3 units
- SOCI 258 Sociology of Sports and Human Movement 3 units
- SOCI 324 Social Psychology 3 units
- SOCI 326 Social Psychology and Social Problems 3 units
- SOCI 343 Class, Race, Ethnicity and Gender 3 units
- SOCI 353 Methods of Social Research 3 units
- SOCI 365 Sociological Theory 3 units
- SOCI 490C Senior Seminar 3 units

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 sociology major.

Sociology Minor

- SOCI 100C Introduction to Sociology 3 units
- Electives in Sociology 9 units

**Sociology Emphasis (Liberal Studies Majors)** 12 units

- SOCI 100C Introduction to Sociology 3 units
- Upper Division Electives in Sociology 9 units

**Sociology Courses**

- **SOCI 100C • Introduction to Sociology (3 units)**
  - An introduction to the study of society, considering the fundamental concepts of sociology in each of three great areas: social structure, social processes, and social problems. Sociology deals with the way individuals, groups, and institutions are related to one another.

- **SOCI 230 • Social Problems (3 units)**
  - An introductory sociological analysis of major problems confronting American society. Discussion of individual and social disorganization, poverty, urbanization, alienation, and mass media, and other issues.

- **SOCI/PHIL 258 • Sociology of Sports and Human Movement (3 units)**
  - This class will examine the historical and contemporary interpretations of the idea of play, games, sports, dance, fitness, and recreation in a variety of cultures. This class will also address social/cultural issues such as gender, socioeconomic status, race, and ethnicity in sport. This course is only offered odd years in the fall.

- **SOCI 251, 252, 253 • Special Topics (1-3 units)**
  - Prerequisites: Consent of the instructor; Study of a special topic in Sociology. May be repeated for credit.

- **SOCI/PSYC 324 • Social Psychology (3 units)**
  - Prerequisites: PSYC 103C, and ANTH 102C or SOCI 100C. 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 332 • Marriage and the Family (3 units)**
  - The institutions of marriage and the family are explained 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 333 • Sociology of Women (3 units)**
  - Provides students with sociological ways 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 U.S. society but includes opportunities to explore cross-national aspects. 3 units required.

- **SOCI 343 • Class, Race, Ethnicity and Gender (3 units)**
  - Analyzes the social and historically situated constructions of gender and explores the impact of race and class on gender. Focuses on women in U.S. society but includes opportunities to explore cross-national aspects. 3 units required.
SOCI/PSYC 335 • Social and Psychological Aspects of Aging (3 units)
Prerequisite: PSYC 103C. Views human aging from an interdisciplinary and cross-cultural perspective. The physiology of aging and its psychological ramifications are explored, as is the sociology and spirituality of the older adult in contemporary society.

SOCI/ANTH 343 • Class, Race, Ethnicity and Gender (3 units)
This course focuses on the distribution of power and resources across social and ethnic/cultural groups, class structure, and gender. Phenomenological, institutional, and structural aspects of prejudice and discrimination are examined using the matrix of domination (the intersection of attributes related to class, race, ethnicity, and gender) to explore the life experiences of individuals.

SOCI 345 • Family Violence (3 units)
Investigates the identification, causes, and prevention of all types of intrafamily 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. Fee Required.

SOCI 352 • Urban Sociology (3 units)
A study of urban life with emphasis on its organization, unique functions, and problems.

SOCI 353 • Methods of Social Research (3 units)
Prerequisite: SOCI 100C. 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 356 • Social Issues of Health and Wellness (3 units)
Explores the social forces that shape the health and illness of populations, the changing social definitions of wellness and social expectations. The course examines the role of society and culture in wellness-related decision making and health care delivery systems.

SOCI/PSYC 358 • Human Sexuality (3 units)
Prerequisites: PSYC 103C and six units of upper division psychology or sociology or consent of the instructor. Human Sexuality provides an overview of human sexual anatomy, physiology, gender identity, sexual development and expression, modes of sexual expression, sexual deviation, the meaning of sexuality within relationships, and ethical considerations.

SOCI 362 • Juvenile Delinquency and Justice (3 units)
Prerequisites: SOCI 100C and PSYC 103C. This course studies the causes of juvenile delinquency as outlined in the juvenile justice system. The course examines the system of juvenile justice. Course is designed for those who will be working with juveniles.

SOCI 363 • Social Stratification (3 units)
Prerequisite: SOCI 100C. A sociological view will be utilized to examine various aspects of society which cause unequal access to resources. 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 units)
Prerequisite: SOCI 100C. An introduction to the development of theoretical perspectives of formal and complex organizations from the sociological perspective. The internal processes and relationships of the organizational unit will be examined. Examples of empirical research will be reviewed.

SOCI 365 • Sociological Theory (3 units)
Prerequisite: SOCI 100C. An introduction to the fundamental models 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 units)
Prerequisite: SOCI 100C. An introduction to the fundamental models and theoretical models which result from examination and analysis of our empirical world of social relations, social structures, and social institutions.

SOCI 367 • Sociology of Corrections (3 units)
Prerequisite: SOCI 100C. Provides an overview of modern adult corrections: specifically, probation, parole, incarceration, community-based corrections, and prevention programs. Includes survey of history, application, and analysis of punishment: philosophies and practices. Studies contemporary correctional policies, practices, and issues.

SOCI 373 • Deviant Behavior (3 units)
Prerequisites: PSYC 103C and six units of upper division psychology or sociology or consent of the instructor. Deviant Behavior explores how societies decide what behaviors are deviant, how they attempt to prevent and/or correct deviant behavior and the consequences for the individuals and the social structures in which they occur. Emphasis is given to research that directs deviant behavior, and the social conditions contributing to the emergence and perpetuation of deviance, and the analysis of society's programmed efforts to resolve the problem of deviance producers.

SOCI/PHY 423 • Sociology of Religion (1-3 units)
The social structural approach to the study of religion, with particular emphasis on American society. One unit version includes one course 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 units)
Prerequisites: Consent of the instructor; fifteen upper division units in sociology. Principles and practices of social therapy, emphasizing sociological intervention techniques. Oriented toward enabling students in the application of sociological principles to the understanding of interpersonal, family, occupational, and personal problems.

SOCI 450 • Sociology Teaching Internship (1-3 units)
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 for meetings are established at the beginning of the semester. The intern is assigned an instructor in planning and conducting a course or laboratory sessions. May be repeated for a maximum of six units.
School of Humanities and Social Sciences

SOCI 455 • Sociology Research Assistantship (1-3 units)
Prerequisites: SOCI 100C, SOCI 355, and SOCS/MATH 265C. Open to juniors and seniors and requires the consent of the professor serving as the principal investigator of a research process. The student assistant will be assigned to work on various steps of the research process, from the formulation of the problem through the analysis of the data and preparation of the research report in written and/or oral forms. May be repeated for a maximum of six units.

SOCI/PSYC 460 • Field Practicum (1-4 units)
Prerequisite: PSYC 103C 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. The course can be taken for 1-4 units and may be repeated for credit. Three hours of field experience will be required for each credit hour. The course is controlled by the instructor and will be approved by the professor. The course is suitable for the university and the profession. The course is open to field experience, which may include a research paper, weekly journals, and various written assignments. The course requires weekly interaction between professor and student, as well as training and preparation that are comparable with other courses within the major. May be repeated for credit.

SOCI 468 • Law and Society (3 units)
Prerequisite: SOCI 100C or consent of the instructor. Examines law and the legal structure in its social context. Explores the nature, sources, dimensions, and impact of law from social scientific perspectives. Analyzes the uses and limits of law in maintaining order and promoting social change.

SOCI 470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor. Study of a special topic in one of the fields of sociology. May be repeated for credit. Special topics are developed by faculty according to student interest and are offered periodically.

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

SOCI 490C • Senior Seminar (3 units)
Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

English majors may choose one of four emphases within the major: creative writing, graduate school preparation, professional or technical writing, generalist, or high school teaching preparation. A minor in English is also offered.

English Major Core Requirements 30 to 41 units
ENGL 240 Foundations of Literary Study 3 units
ENGL 260 Survey of British Literature I 3 units
ENGL 262 Survey of British Literature II 3 units
Choose two of the following American literature courses 6 units
ENGL 310 Survey of American Literature I
ENGL 311 Survey of American Literature II
ENGL 312C American Diversity
ENGL 431C Survey of World Literature I
Choose two of the following writing courses 6 units
ENGL 210 Technical Writing
ENGL 211 Journalism
ENGL 330 Creative Writing
ENGL 331 Advanced Composition and Rhetoric
ENGL 332 Advanced English Grammar
ENGL 438 Creative Writing Workshop
ENGL 441 Scriptwriting
ENGL 451 Writing Internship
ENGL 453 Language, Culture, and Linguistics
ENGL 460 Professional Writing
ENGL 461 Advanced Research Methods
ENGL 488 Writing Apprenticeship

In addition to the English Major Core Requirements, each student is required to take 12 additional units of upper division courses to be chosen from the English Department curriculum, according to one of the five emphases within the major:

Creative Writing Emphasis Requirements 12 units
ENGL 330 Creative Writing
ENGL 331 Advanced Composition and Rhetoric
ENGL 438 Creative Writing Workshop
ENGL 441 Scriptwriting
ENGL 488 Writing Apprenticeship

Department of English
Daven Kari, Ph.D., Chair

MISSION: The English Department facilitates the rigorous study of literature and writing through Christian perspectives on ethics, imagination, diversity, and truth. Informed analysis of creative literature and advanced strategies of written and oral communication, rhetorical analysis, aesthetic appreciation, and literary theory. The English Department promotes spiritual development through the integration of faith and learning.

English majors may choose one of four emphases within the major: creative writing, graduate school preparation, professional or technical writing, generalist, or high school teaching preparation. A minor in English is also offered.

English Major Core Requirements 30 to 41 units
ENGL 240 Foundations of Literary Study 3 units
ENGL 260 Survey of British Literature I 3 units
ENGL 262 Survey of British Literature II 3 units
Choose two of the following American literature courses 6 units
ENGL 310 Survey of American Literature I
ENGL 311 Survey of American Literature II
ENGL 312C American Diversity
ENGL 431C Survey of World Literature I
Choose two of the following writing courses 6 units
ENGL 210 Technical Writing
ENGL 211 Journalism
ENGL 330 Creative Writing
ENGL 331 Advanced Composition and Rhetoric
ENGL 332 Advanced English Grammar
ENGL 438 Creative Writing Workshop
ENGL 441 Scriptwriting
ENGL 451 Writing Internship
ENGL 453 Language, Culture, and Linguistics
ENGL 460 Professional Writing
ENGL 461 Advanced Research Methods
ENGL 488 Writing Apprenticeship

In addition to the English Major Core Requirements, each student is required to take 12 additional units of upper division courses to be chosen from the English Department curriculum, according to one of the five emphases within the major:

Creative Writing Emphasis Requirements 12 units
ENGL 330 Creative Writing
ENGL 331 Advanced Composition and Rhetoric
ENGL 438 Creative Writing Workshop
ENGL 441 Scriptwriting
ENGL 488 Writing Apprenticeship
Graduate School Emphasis Requirements

Choose 12 units from the following courses:

ENGL 325 Period Focus 3 units
ENGL 335 Genre Focus 3 units
ENGL 370 Advanced Composition and Rhetoric 3 units
ENGL 425 Critical Reading and Research 3 units
ENGL 426 Cultural Criticism 3 units
ENGL 470 Special Topics 1-3 units
ENGL 486 Advanced Research Methods 3 units
ENGL 490 Seminar 1-3 units

Professional or Technical Writing Emphasis Requirements

ENGL 370 Advanced Composition and Rhetoric 3 units
ENGL 380 Advanced English Grammar 3 units
ENGL 460 Professional Writing 3 units
ENGL 486 Advanced Research Methods 3 units
ENGL 488 Writing Apprenticeship 3 units

Generalist Emphasis Requirements

Choose 12 units from the English curriculum according to his/her interests. Consultation with one's academic advisor is recommended.

High School Teaching Emphasis Requirements

Building on the common courses and seminars, these students should choose twelve units from the English curriculum according to the CTC-approved subject matter program available in the English Department.

English Minor

The English minor consists of 21 units in English. Students may choose courses according to their interest. ENGL 120C, ENGL 111, and ENGL 220C do not count towards the minor.

English Courses

ENGL 090 • Basic English (3 units)

Basic study and review of parts of speech, sentence and paragraph construction. Credits do not count toward graduation. Offered on pass/fail basis only.

ENGL 111 • Reading and Writing Laboratory (1 unit)

Individualized diagnosis, prescription and instruction in reading and writing for academic purposes. May be taken two semesters for credit. Grade is a pass/fail option only. Students will be required to register in this course parallel to their enrollment in ENGL 110C based on their score on a diagnostic exam given at the beginning of ENGL 110C. This course does not fulfill a core curriculum requirement.

ENGL 120C • Persuasive Writing (3 units)

Exposition and argument at the college level. The course emphasizes writing, revising and editing, reading, research skills, and mechanics. Course must be passed with a "C" (not "C-") or better to enroll in ENGL 120C. Students who have already received credit for ENGL 120: Composition and Rhetoric, ENGL 104: Composition and Rhetoric, or an equivalent CANNOT receive credit at all for this course.

ENGL/MATH 210 • Technical Writing (3 units)

Prerequisite: ENGL 120C. Technical Writing helps students produce reports in technical disciplines such as computer science, mathematics, or biology. Students will write summaries, cover letters, proposals, progress reports, and long reports for technical discipline. Students will also make oral presentations of their writing.

ENGL 220C • Research Writing (3 units)

Interpretive and analytic writing, including several problem-solving research-based essays investigating topics related to ethical themes. The course emphasizes writing, revising and editing, research, analytical skills, and computer technology (word processing, Internet research) and reinforces skills learned in ENGL 120C. Taught in the computer lab. Must be passed with a "C" (not "C-") or better to fulfill the core curriculum requirement.

ENGL 240 • Foundations of Literary Study (3 units)

Introductory course for the English major covering the tools and concepts necessary to the understanding and interpretation of literature. Offered in tandem with ENGL 400C. This course is a prerequisite for all upper division courses in English and must be taken prior to or concurrent with the other courses in the major. All English majors are required to take ENGL 240 as a substitution for the core curriculum requirement in literature.

ENGL 260 • Survey of British Literature I (3 units)

Abiological survey of English prose, poetry, and drama, from Beowulf to the Neo-Classical period.

ENGL 262 • Survey of British Literature II (3 units)

Abiological survey of English prose, poetry, and drama, from the Romantic period to the present.

ENGL 291, 292, 293 • Special Topic (1, 2, 3 units)

Study of a special topic focusing upon a literary period, genre, and/or author(s).

ENGL 300C • Literary Perspectives (3 units)

Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences.

ENGL 310 • Survey of American Literature I (3 units)

Abiological survey of American prose and poetry from the Colonial period to 1865. This course does not fulfill a core curriculum requirement.

ENGL 311 • Survey of American Literature II (3 units)

Abiological survey of American prose and poetry from 1865 to the present. This course does not fulfill a core curriculum requirement.
ENGL 312C • American Diversity (3 units)
The study of past and present American literature composed by African American, Asian American, Hispanic American, and Native American writers, with emphasis on themes, background, heritage, and culture. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

ENGL/EDUC 315 • Teaching English in a Multicultural Setting (3 units)
Students seeking to complete the waiver program in English must take this class as part of that program to ensure they are integrating English content with their pedagogical experience.

ENGL/COMM 320 • Journalism (3 units)
Prerequisite: ENGL 120C. Fundamentals of writing and publication, including editing and administration. News gathering, feature writing, editorial, advertising, and the problems of publishing.

ENGL 325 • Period Focus (3 units)
The study of the literary output of a particular period. The period will vary according to the instructor, but the class might cover the literature of Romanticism, Modernism, the Medieval period, the Eighteenth Century, or the Latin American Boom. May be repeated for credit.

ENGL 335 • Genre Focus (3 units)
The study of the development and variations of a particular literary form. The genre will vary according to the instructor, but the class might cover the short story, poetry, or autobiography. May be repeated for credit.

ENGL 340 • Children's Literature (3 units)
Reading and evaluating literature written especially for children—includes a historical as well as a genre approach.

ENGL 350 • Creative Writing (3 units)
Prerequisite: ENGL 240 and consent of the instructor. Students learn and implement the basic techniques and theory specific to the three genres: fiction, poetry, and drama. Lecture and workshop combined.

ENGL/THEA 360 • Dramatic Literature: Script Analysis (3 units)
This course introduces the student to history's 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.

ENGL/COMM 370 • Advanced Composition and Rhetoric (3 units)
Prerequisite: ENGL 120C. Theory and practice in advanced technique for factual writing. The use of logical and psychological presentation of material for polemics and light essay.

ENGL 380 • Advanced English Grammar (3 units)
Prerequisite: ENGL 200. A study of modern English usage in syntax, form, and the mechanics of composition, with emphasis on problems which the teacher meets in public schools; a consideration of some conflicts between conventional grammatical teaching and current usage.

ENGL/THED 389 • C.S. Lewis Seminar I (3 units)
Prerequisite: THEO 103C. 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.

ENGL 425 • Author Focus (3 units)
The intensive study of the literary achievement of a single author. Content will vary according to instructor, but might include Margaret Atwood, Jorge Luis Borges, William Faulkner, James Joyce, Clarice Lispector, John Milton, Toni Morrison, or Mark Twain. May be repeated for credit.

ENGL 431C • Survey of World Literature I (3 units)
An examination of the contours of international literature, including European, African, Asian, and Latin American literature up to the European Renaissance. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

ENGL 432C • Survey of World Literature II (3 units)
An examination of the contours of international literature, including European, African, Asian, and Latin American literature from the European Enlightenment to the present. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

ENGL 440 • Culture Focus (3 units)
The specialized study of the creative expression of a particular cultural group, including written, oral, visual, musical, and performative creative traditions. Content will vary according to instructor, but might include Women writers, African American literature, Asian American, Latin American literature, or the literature of Ireland, with communicative and critical approaches. May be repeated for credit.

ENGL 450 • Internship: Teaching English (1-3 units)
Open to seniors with a grade point average of 3.0 or above. The student selects and attends the sessions of an English 120C/320C/350C Course, meets with the instructor to prepare for discussions, teaches a few sessions, and at the end of the course, submits a report on the conduct of the class, grading criteria for papers and exams, and evaluation of students. May be repeated to a maximum of six units with a different instructor or a different course.

ENGL 451 • Writing Internship (3 units)
Prerequisite: Junior or senior status and a grade point average of 3.0 or higher. Actual work experience in a business firm or as a writing professional or 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.
ENGL/EDU/SPAN 453 • Language, Culture, and Linguistics (3 units)
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 language and social relation with culture, the nature of language systems, and linguistic analysis to enable educators a better comprehension of second language acquisition within learning environments.

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

ENGL 460 • Professional Writing (3 units)
Prerequisite: ENGL 120C and ENGL 220C. Professional Writing helps students produce letters and various reports for a variety of business contexts such as business management, real estate, etc. Students will write resumes, cover letters, proposals, progress reports, letters for business contexts as well as church settings. Students will also make oral presentations of their writing.

ENGL 464 • Thematic Focus (3 units)
Prerequisite: ENGL 330. The in-depth comparative study of a particular literary theme or topic from several perspectives. Texts may be drawn from a variety of genres, including prose, poetry, drama, and theory; they may also come from differing cultures and periods. Content will vary according to instructor but might include Christianity, translation studies, deconstruction, or feminist thought.

ENGL 465 • Theory and Criticism of Literature (3 units)
A historical survey of literary theory, a chronological survey of critical approaches to literature.

ENGL 466 • Introduction to Contemporary Literary Theory and Criticism (3 units)
An introduction to major voices in contemporary literary theory as well as methods of electronic research, including CD-ROM databases and the World Wide Web. The different writing projects are designed to assist students in their development as scholarly researchers. This course fulfills departmental requirements for literary theory or for upper division English electives.

ENGL 470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor. Study of a special topic, focusing upon a literary period, genre, and/or author(s). May be repeated for credit.

ENGL 480 • Individual Studies (1-3 units)
Prerequisite: Junior or senior status with a 3.0 GPA, consent of the instructor and department chair. May be repeated for credit.

ENGL 486 • Advanced Research Methods (3 units)
Students will develop advanced techniques in literary research including computerized research, textual analysis, scholarly methodology and bibliography.

ENGL 488 • Writing Apprenticeship (3 units)
Prerequisite: 438 and consent of the instructor. Discussion, criticism, and evaluation of short fiction, poetry, drama, screenplays, nonfiction, or technical documents with an eye towards producing work that is publishable quality. Query letters to publishers and agents will be discussed, and students will research available markets for their work and send it out.

ENGL/THA 489 • C.S. Lewis Seminar II (3 units)
Prerequisite: ENGL 489 or consent of the instructor. Further study of the writings of C.S. Lewis emphasizing his articulation and defense of the Christian faith.

ENGL 490 • Seminar (1-3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in English literature of particular relevance to upper division English majors. May be repeated for credit.

ENGL 499C • Capstone Seminar in English (3 units)
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- and long-term life goals. Offered in tandem with ENGL 490. This course fulfills the Core Curriculum Capstone requirement for English majors.

Department of History and Political Science

M.E. WALKER, Chair

HIST/PSY 100 • 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 processes 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.

In addition to the History/Political Science major, both a minor and a Social Science Subject Matter Program in preparation for the California Teaching Credential are offered.

History/Political Science Major Core Requirements

Survey of the Field

HIST 125C United States History

HIST 225C World Civilizations I

HIST 230C World Civilizations II

PSY 121C United States Government

HIST/POLS 262 Research Methods in History & Political Science

Related Fields

SOCI 125 Principles of Economics (Microeconomics)
Choose two of the following core curriculum courses: 6 units

- **ANTH 102C** Introduction to Cultural Anthropology
- **PSYC 103C** General Psychology
- **SOCI 100C** Introduction to Sociology

**Electives: Upper division U.S. History and Political Science** 9 units

Choose 9 units from the following courses:

- **HIST 300** History of Baseball 3 units
- **HIST 301** African-American History 3 units
- **HIST 302** United States Military History 3 units
- **HIST 303** American Religious History 3 units
- **HIST 304** Immigration History and Policy 3 units
- **HIST 305** Women in American History 3 units
- **HIST 306** America from Glory to Niltion 3 units
- **HIST 307** Wars of America 3 units
- **HIST 308** The Good Old Days: The United States 1915-1953 3 units
- **HIST 309** Contemporary American History: U.S. since 1953 3 units
- **HIST 310** History of Populism 3 units
- **HIST 311** Topics in American Religious History 3 units
- **HIST 312** Topics in American Social History 3 units
- **HIST 313** The Christian Right and American Politics 3 units
- **HIST 314** History/Teaching Internship 1-3 units
- **HIST 315** History and Geography of California 3 units
- **HIST 316** United States Diplomatic History 3 units
- **HIST 317** Special Topics U.S. 3 units
- **FCL 301** Introduction to Political Philosophy 3 units
- **FCL 325** Religion and Politics 3 units
- **FCL 335** Immigration History and Policy 3 units
- **FCL 336** United States Foreign Policy 3 units
- **FCL 337** Constitutional Law: National Power 3 units
- **FCL 338** Constitutional Law: Civil Rights and Civil Liberties 3 units
- **FCL 339** The Christian Right and American Politics 3 units
- **FCL 340** Contemporary American Political and Social Thought 3 units
- **FCL 341** Problems in Political Science 3 units
- **FCL 342** Political Science/Teaching Internship 1-3 units
- **FCL 343** United States Congress 3 units
- **FCL 344** Special Topics U.S. 3 units
- **FCL 345** United States Presidency 3 units

**Electives: Upper division non-U.S. History and Political Science** 9 units

Choose 9 units from the following courses (at least 3 units must be non-Western): **HIST 315, HIST 325**

- **HIST 330** History of All Asia 3 units
- **HIST 332** History of Russia 3 units
- **HIST 339** Area Studies: Topical Area 3 units
- **HIST 340** Late Roman and Byzantine Empires 3 units
- **HIST 345** Modern Europe 1600-1914 3 units
- **HIST 346** Ancient Greece and Rome 3 units
- **HIST 347** Ancient Church History 3 units
- **HIST 348** History/Teaching Internship 1-3 units
- **HIST 349** Renaissance and Reformation 3 units
- **HIST 350** Special Topics Non-US 3 units
- **FCL 351** Introduction to Political Philosophy 3 units
- **FCL 352** Modern Political Philosophy 3 units
- **FCL 353** Religion and Politics 3 units
- **FCL 354** Problems in Political Science 3 units
- **FCL 355** Political Science/Teaching Internship 1-3 units
- **FCL 356** Problems of the Third World 3 units
- **FCL 357** Special Topics Non-US 3 units

**Capstone Course**: 3 units

- **HIST 485C** Historiography 3 units

An exit interview is required of all graduating seniors.

**History and Political Science Minor**

A minor in History and Political Science may be obtained by taking 21 units of History and Political Science, 12 of which must be taken at Vanguard.

**Social Science Subject Matter Program for California Teaching Credential**

Students desiring to complete the Social Science Subject Matter Program for a California Teaching Credential must complete the requirements for the History/Political Science major with the following modifications:

1. At least two non-US courses must be taken.
2. US courses must include **HIST 330** History and Geography of California plus **HIST 339** Women in American History.
3. Complete the following additional courses (12 units):

   - **SOC 316** World Geography 3 units
   - **SOC 317** Microeconomics 3 units
   - **HIST 316** Teaching in a Multicultural Setting 3 units
   - **ANT 101** Ritual and World Religions 3 units
History Courses

HIST 156C • United States History (3 units)
A study of the United States from colonial times to the present, seeking to help the student develop an understanding of the growth of the institutions and culture of the nation, and gain insight into the similarities and differences of peoples of different times, classes, and ethnicity.

HIST 203C, 204C • World Civilizations I, II (3, 3 units)
Emphasizes the development of the basic ideas, institutions, individuals, and the outstanding cultural, economic, political, and social movements that have shaped humanity from ancient times. The course divides in 1648. Students may take either course to fulfill the core curriculum requirement.

HIST/PCIS 362 • Research Methods in History and Political Science (3 units)
Prerequisites: ENGL 220C or consent of the instructor. Writing intensive class which will teach students proper research techniques and the different aspects of History and Political Science scholarship. Class will focus on how to write a major research paper, book reviews, and other scholarly works.

HIST 270 • Special Topics (1-3 units)
Prerequisites: Consent of the instructor: Study of a special topic in history. May be repeated for credit.

HIST 302 • Twentieth-Century Europe (3 units)
The history of Europe in the twentieth century and beyond, including political, military, economic, religious, social, and intellectual aspects.

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

HIST 310 • History of Baseball (3 units)
A study of America's national pastime from its mythical beginnings to its 21st-century role in American society. Includes political, sociological, economic, literary, and statistical elements.

HIST 315 • History of Baseball (3 units)
A study of the issues, events, and personalities that have shaped the African-American experience from colonial times to the present.

HIST 320 • African-American History (3 units)
A study of the issues, events, and personalities that have shaped the African-American experience from colonial times to the present.

HIST 325 • History of Africa (3 units)
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 units)
An introduction to the histories of China and Japan including institutional and cultural interactions within the region and interaction with the West.

HIST 332 • History of Russia (3 units)
Survey of Russian history since the ninth century, focusing on the period from Peter the Great to the fall of the Soviet Union. The class will focus on the political aspects of the rulers of Russia, the artistic accomplishments of the Russian people, and lives in Imperial and Soviet Russia.

HIST/ANTH/ICST/INTB 339 • Area Studies: [Topical Area] (3 units)
Prerequisites: ANTH 102C. Area Studies is an intensive examination of specific regions of the world. Each course gives a brief survey of the region with attention to cultural history, ethnography, economy, social structure, political organization, technology, social structure, ethnography, economy, social structure, political organization, technology, social structure, cultural history, and the role that this region plays within "global" culture. Class will focus on the issues of cultural difference and similarity, regional minority sub-cultural groups, and the role that this region plays within "global" culture. (This course may be repeated for credit.)

Areas of study in the rotation may include: Latin America, Pacific Rim, Japan, Middle East, Oceania, East Asia, South East Asia, China, Korea, Northern Africa, Sub-Saharan Africa, Eastern Europe, Western Europe, North America, and North America Diaspora.

HIST 340 • Late Roman and Byzantine Empires (3 units)
Prerequisites: HIST 101 or consent of instructor. Beginning in the late third century, this course covers the major peoples, places, events, and movements of the Roman Empire until its destruction by the Ottoman Turks in 1453. Emphasizes the life and beliefs of the Orthodox Church and its relationship to Western Christianity.

HIST 345 • Modern Europe, 1648-1914 (3 units)
Traces the development of ideas and events in Europe that shattered the old order and created modernity. Major topics include the Scientific Revolution and Enlightenment, liberal political revolutions, the industrial revolution, nationalism, and militarism.

HIST 346 • Ancient Greece and Rome (3 units)
Traces the development of ideas and events in Europe that shattered the old order and created modernity. Major topics include the Scientific Revolution and Enlightenment, liberal political revolutions, the industrial revolution, nationalism, and militarism.

HIST 360 • United States Military History (3 units)
A study of the military engagement of the United States from the Revolution to the present, focusing on wars and with a special emphasis on Christian perspectives.
HIST 352 • American Religious History (3 units)
Prerequisite: HIST 156C. A study of religious groups, institutions, and major figures in relation to American culture, from native American religion until today. Development of religious thought, and analysis of contemporary religious scene.

HIST/CHIS 355 • Immigration History and Policy (3 units)
Explores the history of immigration in the United States as well as the development of national immigration policy over time. In addition, the course will explore current policy issues and debates in immigration.

HIST 360 • Women in American History (3 units)
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/CHIS 365 • Ancient Church History (3 units)
A history of the Christian church from the time of Christ until the fall of the Roman Empire in the west in 476 AD. The class will study the religious world into which Christianity was born, the growth and theology of the early church, and its relationships to the larger Roman world. Students will learn about major leaders, events, and challenges that the early church faced.

HIST 370 • Wars of America (3 units)
Examines either World War II or the Vietnam War in depth. May be repeated for credit.

HIST 373 • The Good Old Days: The United States, 1945-1963 (3 units)
Explores political, social, economic, and cultural developments in the days of the high Cold War.

HIST/CHIS 384 • Contemporary American History: The United States Since 1963 (3 units)
Times the loss of consensus through the sixties, Vietnam War, the end of the Cold War, and beyond.

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

HIST/CHIS 425 • Topics in American Religious History
Prerequisites: HIST 156C and HIST 352. The class will focus on a topic particular to American religious history and study it in detail. The topics could include women in American religious history, new religious and cults, evangelical Christian culture in America, specific religious groups such as the Puritans or evangelicals.

HIST 430 • Topics in American Social History (3 units)
Social history focuses on the lives of ordinary people and often challenges historical literature based on elite sources. This course explores major themes and topics in the social history of the United States from the colonial period to the present.

HIST/CHIS 437 • The Christian Right and American Politics (3 units)
Prerequisite: HIST 156C. Seminar on the history and political ideology of the Christian Right from its first appearance in the 1950s until today.

HIST 440 • History of Pentecostalism (3 units)
A study of the development of Pentecostalism from its origins in the late 19th century to the present. The course includes an examination of the historical, theological, and sociopolitical developments of Pentecostalism.

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

HIST 456 • History and Geography of California (3 units)
A study of California from pre-Spanish times to the present, with emphasis on political, economic, and social developments and on its physical, political, and human geography.

HIST 457 • United States Diplomatic History (3 units)
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/CHIS 458 • Special Topics: US (1-3 units)
Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

HIST/CHIS 459 • Special Topics: Non-US (1-3 units)
Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

HIST 460 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

HIST 465C • Historiography (3 units)
A capstone course that traces the evolution of historical theory, interpretation, and practice. Seminar format. Includes 40-50 page research paper. May be repeated for credit.

HIST 470 • Seminar (3 units)
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.
Political Science Courses

POLS 155C • United States Government (3 units)
Designed to acquaint the student with the United States political system, including constitutional developments of the United States and of California, and stimulate reflection on the interaction of Christianity and citizenship.

POLS/HIST 262 • Research Methods in History and Political Science (3 units)
Prerequisite: ENGL 220 or consent of the instructor. Writing intensive class which will teach students proper research techniques and the different aspects of History and Political Science Scholarship. Class will focus on how to write a major research paper, book reviews, and other scholarly works.

POLS 270 • Special Topics (1-3 units)
Prerequisite Consent of the instructor. Study of a special topic in Political Science. May be repeated for credit.

POLS 301 • Introduction to Political Philosophy (3 units)
Examines perennial questions and key responses to political dilemmas such as liberty, equality, power, authority, justice, and law. Looks at philosophers from Plato to the present to evaluate their insights on “the good life.”

POLS 330 • American Studies Internship (8 units)
A part-time work experience in Washington, D.C. in a professional setting within the student’s major field of concentration. Students identify placements in such areas as communication arts, urban ministries, marketing and corporate enterprises, law firms, think tanks, federal agencies, or political offices. Anytime, limited enrollment. Credit is granted at the discretion of each department. Taken in conjunction with POLS/AS 340.

POLS 325 • Religion and Politics (3 units)
Focuses on the issues of religion and politics in contemporary life. Themes include political questions, religion, politics, and the relationship of religion and politics in contemporary life. The course will examine theoretical, philosophical, and political questions, religion, politics, and the relationship of religion and politics in contemporary life. The course will examine theoretical, philosophical, and political questions about religion and politics in contemporary life.

POLS/AS 340 • American Studies Seminars (8 units)
Courses offered in Washington, D.C. as part of American Studies Program. 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. Anytime, limited enrollment. May be repeated for credit, subject to approval of each department. Taken in conjunction with POLS/AS 330.

POLS 345 • United States Foreign Policy (3 units)
Principles, practice, and ethical issues of United States foreign policymaking. Particular emphasis on the policymaking process.

POLS/HIST 355 • Immigration History and Policy (3 units)
Explores the history of immigration in the United States as well as the development of national immigration policy over time. In addition, the course will explore current policy issues and debates over immigration.
POLS 456 • United States Congress (3 units)
Explores the development and operation of Congress as an institution. It also explores the nature of the members and their behavior in office. Important and timely issues relating to Congress will also be explored.

POLS 460 • Problems of the Third World (3 units)

POLS 469 • Special Topics: US (1-3 units)
Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

POLS 470 • Special Topics: Non-US (1-3 units)
Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

POLS 472 • United States Presidency (3 units)
Explores the historical development and operation of the Presidency as an institution. The performance of individual presidents and issues such as presidential elections, rhetoric, war powers, secrecy, and executive-congressional relations will also be addressed.

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

POLS/INTB 482 • International Politics (3 units)
Examination of the concepts and principles of the international political system.

POLS 490 • Seminar (1-3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in political science of particular relevance to upper division history and political science majors. May be repeated for credit.

Department of Spanish

The Spanish Department prepares students educationally and spiritually as they seek to learn the language and understand the Spanish-speaking world, its culture, and literature. The Spanish major provides a liberal arts education which focuses broadly on the Spanish language and its use within a historical and contemporary perspective while addressing and integrating the issues of Christian faith.

Upon entering the program, students will take a placement exam to determine their levels of competency in the Spanish language. The first year's work will be assigned based on the results of the exam. During the senior year, proficiency at the intermediate level will be determined through achievement on the NCAA/ACTFL exam. Spanish majors are required to complete at least fifty units in the major; forty-two units will be in the Spanish language.

In addition to the Spanish major, both a Spanish minor and a concentration in Spanish for Liberal Studies majors are offered.

Spanish Major Core Requirements

<table>
<thead>
<tr>
<th>Language Proficiency Core</th>
<th>16 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101* Beginning Spanish</td>
<td>4 units</td>
</tr>
<tr>
<td>SPAN 102* Beginning Spanish I</td>
<td>4 units</td>
</tr>
<tr>
<td>SPAN 103* Beginning Spanish II</td>
<td>4 units</td>
</tr>
<tr>
<td>SPAN 104* Beginning Spanish III</td>
<td>4 units</td>
</tr>
</tbody>
</table>

* SPAN 101 Beginning Spanish I (4 units) and SPAN 102 Beginning Spanish II (4 units) will also be required for those who enter without sufficient language fluency and/or background. The Director of the Spanish program will determine the entry level for language study.

Culture & Literature Preparation Core

<table>
<thead>
<tr>
<th>9 units</th>
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</thead>
</table>

Choose one course from each section:

1) SPAN 365 Curso Literario de Latinoamérica
   or SPAN 366 Civilización y Cultura de España

2) Any course in Latin American or Spanish Literature

3) Choose one of the following:
   - SPAN 348 Contemporary Issues of Latin America
   - SPAN 349 Language, Culture, and Linguistics (Required for Teacher Credential/Subject Matter Program in Spanish)
   - SPAN 364 Religion and Culture in Latin America

CAPSTONE

SPAN 499 Capstone in Spanish

3 units

Culture and Language Participation and Application Core

<table>
<thead>
<tr>
<th>16 units</th>
</tr>
</thead>
</table>

SPAN 456 CINCEL Semester Abroad

II. To complete the Spanish major, six additional units of upper division Spanish will be required. These six units may be chosen from any upper division courses offered in culture, language, civilization, or literature.

Summary of the Spanish Major Requirements

<table>
<thead>
<tr>
<th>50 units</th>
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</table>

Total Units for the Major

<table>
<thead>
<tr>
<th>16 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Proficiency Core</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>9 units</th>
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<tbody>
<tr>
<td>Culture &amp; Literature Preparation Core</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3 units</th>
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</thead>
<tbody>
<tr>
<td>Spanish in Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16 units</th>
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<tbody>
<tr>
<td>CINCEL Semester Abroad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper division electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units for the Major</td>
</tr>
</tbody>
</table>
CINCEL

The CINCEL Program (Centro de Investigaciones Culturales y Estudios Lingüísticos) in San José, 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 and interest in the Spanish language of Vanguard University before going to CINCEL. Motivation will be an important aspect of the students’ achievement, since the CINCEL staff are accustomed to working with students at all levels. The program features homestays, cultural and academic programs, as well as the study abroad program. The program is for one semester (15 weeks, 16 units) during any one of the CINCEL trimesters, on a half semester (8 weeks, 8 units) available during the Summer trimester. For the purpose of assessment, students will take proficiency tests both before and following their CINCEL experience. Prerequisites: Upon approval of the Chair of the Vanguard University Spanish Department, students may apply CINCEL units toward their VU Spanish Major (8 or 16 units) or Minor (no more than 16 units). Students will receive no credit for CINCEL unless currently enrolled as full-time students at Vanguard University. No Spanish majors or minors may earn elective units providing they have previous coursework from their own department or the Spanish Department. For lower division units (CINCEL 101), students must have one year from Vanguard University (SPAN 101–102) or the equivalent. For upper division credit (SPAN 201), students must have completed the intermediate level (SPAN 201–202) or the equivalent. Since CINCEL (SPAN 285 and 485) is not cross-referenced with any other department, such departments sending students must conform to the course syllabus provided by the chair of the Spanish Department.

Additional Coursework at CINCEL

Any student desiring to take extra units of study while at CINCEL must receive previous written approval through the Spanish Department, and has academic and financial registration completed for these units before going to CINCEL. To be counted as Spanish units, such extra units must be taught in Spanish with Spanish readings and not be translated in English for example. If a student takes courses at CINCEL other than the intensive language study, credit will be given for these courses at the usual rate of one unit per fifteen hours of class time.

Spanish Minor

Twenty one upper division units in Spanish will comprise the minor. Courses should be chosen in consultation with an advisor in the Spanish Department. Spanish Minors are expected to complete 8 units at CINCEL.

Spanish Concentration (Liberal Studies Majors)

Students majoring in liberal studies may complete a Spanish Concentration. Such students should contact their Liberal Studies advisor for guidance.

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 units)
An introductory course which begins the process of developing fluency in speaking, reading, writing, and listening.

SPAN 101A • Beginning Spanish (2 units)
Equivalent to the first half of SPAN 101, Beginning Spanish I.

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

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

SPAN 201, 202, 203, 204 • Special Topics (1, 2, 3, 4 units)
Study of special topics focusing on Spanish culture, language, civilization, or literature. May be repeated for credit.

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

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

SPAN 315/EDUC 315 • Teaching Spanish in a Multicultural Setting (3 units)
Students seeking to complete the waiver program in Spanish must take this class as part of that program to ensure they are integrating Spanish content with their pedagogical experience.

SPAN 330 • Literature of Latin America (3 units)
The study of past and present Latin American authors with an emphasis on thematic, cultural, and literary content.

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

SPAN 345 • Spanish Tutorial (1 unit)
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 their classes and will be assigned three to four students each semester to tutor CINCEL with permission of Spanish faculty advisor.

SPAN 365 • Curso Panorámico de Latinoamérica (3 units)
Prerequisite Consent of the instructor. Explores a brief historical overview of Latin America through the eyes of the student. Some history 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.
SPAN 366 • Civilización y Cultura de España (3 units)
Survey of Spanish culture and civilization as revealed through history, literature, art, and other cultural indicators. It is recommended that this course be taken before or concurrently with SPAN 368: Introducción a la Literatura Española. Conducted in Spanish.

SPAN 368 • Introducción a la Literatura Española (3 units)
An survey of Spanish literature from its beginnings through the twentieth century, including an analysis of a selected major Spanish literary work. It is recommended that this course be taken after or concurrently with SPAN 366 Civilización y Cultura de España. Conducted in Spanish.

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

SPAN/ICST 428 • Contemporary Issues in Latin American Countries (3 units)
Examines selected current strategic, political, and theological issues characteristic of Latin American religion and culture. These contemporary issues include topics such as research in Latin America 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.

SPAN 352 • Summer Study Tours (1-6 units)
Prerequisite: Consent of the 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. These study trips cannot be used toward the fulfillment of the CINCEL language study requirement in Costa Rica.

SPAN/ANTH/ENGL 453 • Language, Culture, and Linguistics (3 units)
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 such knowledge for educators. Stress is given to understanding language and cultural relation in order, the nature of language systems, and linguistic analysis to enable educators a better comprehension of second language acquisition within learning environments.

SPAN 256/456 • CINCEL Semester Abroad (8, 16 units)
The CINCEL Program (Centro de Investigaciones Culturales y Estudios Lingüísticos) in San José, Costa Rica, in conjunction with Vanguard University, offers Vanguard students a total immersion experience in Spanish. The program is for one semester (16 weeks, 16 units) during any one of CINCEL’s trimesters, or a half semester (8 weeks, 8 units) available during the Summer trimester.

SPAN 470 • Special Topics (1-4 units)
Prerequisite: Consent of the instructor. Study of special topics focusing on Spanish culture, language, civilization, or literature. May be repeated for credit.

SPAN 480 • Individual Studies (1-4 units)
Prerequisite: Consent of the instructor and departmental chair. May be repeated for credit.

SPAN 490 • Seminar (3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic of particular relevance to upper division Spanish majors. May be repeated for credit.

SPAN 499C • Capstone in Spanish (3 units)
Students will integrate their faith, learning, and experience through the in-depth study of a selection of complete works of Spanish and Latin American literature within the framework of a Christian worldview and service to the Spanish-speaking community.
The School of Natural Sciences and Mathematics consists of the following undergraduate departments: Biology, Chemistry, Kinesiology, Nursing, and Mathematics.

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

Science, Teaching/Coaching or Mathematics Teacher Education

Students desiring to enter a career in secondary school teaching should consult with their academic advisor within the School of Natural Sciences and Mathematics. The academic advisor will provide a complete list of the requirements for teacher certification in the students selected field. Certain courses are required for teaching and a wide spectrum of courses are necessary covering diverse areas within 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 appropriate sequence of courses. It is advisable for such students to obtain catalog descriptions of graduate schools of their choice and consider carefully the undergraduate prerequisites listed in them. Most graduate schools require applicants 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 and application deadlines of the graduate school of their choice.

Pre-Medical, Pre-Dental, Pre-Pharmacy, Pre-Physical Therapy and Pre-Veterinary Preparation

Medical, dental, and other professional graduate 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 of organic chemistry, embryology, and vertebrate physiology. All biology, histology, microbiology, genetics, and a sequence of chemistry courses up to and including advanced inorganic chemistry. Most medical and dental school applicants complete their baccalaureate degree program prior to beginning their medical training. Normally, the Medical College Admission Test (MCAT) or Dental Admissions Test (DAT), or other tests required for entrance to professional graduate school is taken during the sixth semester of undergraduate work. The MCAT emphasizes critical thinking and writing skills in addition to factual knowledge. The successful completion of our core curriculum and the knowledge gained will be (1) extremely helpful in achieving requisite MCAT and DAT scores, and (2) essential in providing an adequate background for medical and dental studies. For Pre-Physical Therapy description see the Pre-Physical Therapy Concentration in the Kinesiology Department.

For 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.

Natural Science Courses

NSCI 210C • The Empirical World (4 units)
Pre-requisite: Sophomore standing. Laboratory course in the natural and physical sciences emphasizing the process of problem-solving using the scientific method. Modules will provide an introduction to the philosophy of science including ethical questions. Students will investigate the physical aspects of science including energy, electricity, and magnetism, wave phenomena, and electromagnetic radiation. The quantum mechanical approach to atomic structure, the interaction of atoms to form molecules, the properties of materials, and the atomic nucleus and radioactive decay will be investigated. The relationship of the earth and its atmosphere, the earth’s cycles, and its environment will be investigated. The study of life systems will focus on human biology. All laboratory experiences are under direct supervision of the faculty and are designed to give the student hands-on experience in the study of our natural and physical environment. Where possible the laboratory experiments will be correlated with the material being covered in lecture. The laboratory experience may be included in the field trip. Three-week summer version of the course may be available. This version of the course covers the same material, but in an off-campus setting. Laboratory fees. Students with majors within the Science School or Liberal Studies are exempt from taking NSCI 210C to fulfill the core curriculum requirement in natural sciences.
**Department of Biology**

**Randy Dovel, Ph.D., Chair**

**MISSION:** The Biology Department seeks to provide training in a Christian environment needed to prepare students for careers in elementary and secondary education, provide the background in biology necessary for other areas of study such as biochemistry and the exercise sciences, 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 and to prepare students to enter positions in industry.

There are four emphases within the Biology major: botany and ecology, education, neuroscience and pre-medical.

<table>
<thead>
<tr>
<th>Biology Core Courses</th>
<th>68 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Required of all biology majors)</td>
<td></td>
</tr>
<tr>
<td>BCL121</td>
<td>General Botany</td>
</tr>
<tr>
<td>BCL131</td>
<td>General Zoology</td>
</tr>
<tr>
<td>BCL140</td>
<td>Introduction to Molecular and Gill Biology</td>
</tr>
<tr>
<td>BCL151</td>
<td>Genetics</td>
</tr>
<tr>
<td>BCL419</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BCL425</td>
<td>Gill Biology</td>
</tr>
<tr>
<td>BCL49C</td>
<td>Gliptone Seminar in Biology</td>
</tr>
<tr>
<td>CHEM1</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM2</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM3</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM4</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>PSCI1</td>
<td>Mechanics and Heat</td>
</tr>
<tr>
<td>PSCI2</td>
<td>Electricity, Magnetism, Sound and Light</td>
</tr>
<tr>
<td>MATH1</td>
<td>Scientific Statistics</td>
</tr>
<tr>
<td>MATH110</td>
<td>Precalculus</td>
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<tr>
<td>MATH180</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH181</td>
<td>Calculus II</td>
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**Recommended Botany and Ecology Emphasis Courses**

<table>
<thead>
<tr>
<th>18 to 20 units</th>
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</thead>
<tbody>
<tr>
<td>BCL130</td>
</tr>
<tr>
<td>or BCL352</td>
</tr>
<tr>
<td>Choose 4 units from the following courses</td>
</tr>
<tr>
<td>BCL135</td>
</tr>
<tr>
<td>BCL130</td>
</tr>
<tr>
<td>BCL135</td>
</tr>
<tr>
<td>BCL136</td>
</tr>
<tr>
<td>BCL410</td>
</tr>
<tr>
<td>BCL352</td>
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</table>

**Recommended Education Emphasis Courses**

<table>
<thead>
<tr>
<th>19 to 21 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCL212</td>
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<tr>
<td>BCL214</td>
</tr>
<tr>
<td>BCL312</td>
</tr>
<tr>
<td>or BCL355</td>
</tr>
<tr>
<td>BCL414</td>
</tr>
</tbody>
</table>

Choose 4 units from the following courses

<table>
<thead>
<tr>
<th>4 units</th>
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</thead>
<tbody>
<tr>
<td>BCL315</td>
</tr>
<tr>
<td>BCL330</td>
</tr>
<tr>
<td>BCL345</td>
</tr>
<tr>
<td>BCL346</td>
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<tr>
<td>BCL410</td>
</tr>
<tr>
<td>BCL352</td>
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<tr>
<td>or Approved Elective</td>
</tr>
</tbody>
</table>

**Recommended Neuroscience Emphasis Courses**

<table>
<thead>
<tr>
<th>17 to 24 units</th>
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</thead>
<tbody>
<tr>
<td>BCL412</td>
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Choose 0-6 units from the following courses

<table>
<thead>
<tr>
<th>4 units</th>
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</thead>
<tbody>
<tr>
<td>BCL121</td>
</tr>
<tr>
<td>BCL201</td>
</tr>
<tr>
<td>BCL312</td>
</tr>
<tr>
<td>BCL314</td>
</tr>
<tr>
<td>BCL315</td>
</tr>
<tr>
<td>BCL330</td>
</tr>
<tr>
<td>CHEM30</td>
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<tr>
<td>CHEM45</td>
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</table>

**Recommended Pre-Medical Emphasis Courses**

<table>
<thead>
<tr>
<th>16 to 18 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCL312</td>
</tr>
<tr>
<td>BCL312</td>
</tr>
<tr>
<td>BCL330</td>
</tr>
</tbody>
</table>

Choose 4 units from the following courses

<table>
<thead>
<tr>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCL315</td>
</tr>
<tr>
<td>BCL330</td>
</tr>
</tbody>
</table>
It is essential that BIOL 131 and BIOL 140 be taken during the first year at VU in order to meet prerequisites for other biology courses.

It is essential that CHEM 120 and CHEM 121 be taken in the first year at VU in order to schedule the proper sequence of chemistry courses.

A number of Au Sable Institute courses are approved to meet requirements for the Biology or other majors to which field biology units can apply. Note the listing of courses at the end of the Biology Program course descriptions. Au Sable has awarded Vanguard University a scholarship that will pay half of the tuition for one student per year and smaller amounts that would help other students as well. For more information, consult with a faculty representative in the department of Biology regarding Au Sable courses.

It is essential that PSYC 103C General Psychology and MATH 165C Scientific Statistics be taken as part of the core curriculum.

### Biology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121</td>
<td>General Botany</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 131</td>
<td>General Zoology</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 140</td>
<td>Introduction to Molecular and Cell Biology</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>Histology</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 291</td>
<td>Fundamentals of Biology</td>
<td>3 units</td>
</tr>
<tr>
<td>BIOL 291L</td>
<td>Fundamentals of Biology Laboratory</td>
<td>1 unit</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Teaching Biology</td>
<td>1 unit</td>
</tr>
<tr>
<td>BIOL 211, 212, 214</td>
<td>Special Topic</td>
<td>1-4 units</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Comparative Vertebrate Anatomy and Embryology</td>
<td>5 units</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>Human Physiology</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Physiology of Vertebrates</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Genetics</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>General Ecology</td>
<td>4 units</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Origins</td>
<td>3 units</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Origins</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Biology Courses**

**Biology Course Descriptions**

**BIOL 121 • General Botany (4 units)**

Prerequisite: High School Biology. An introduction to the fundamental principles of plant classification, anatomy, morphology, physiology, and environmental relationships. Lecture three hours, laboratory four hours. Lab and field trips.

**BIOL 131 • General Zoology (4 units)**

Prerequisite: BIOL 121 or equivalent. Study of the fundamental morphological, physiological, ecological and behavioral features of organisms comprising the animal kingdom. Research-based laboratory exercises emphasize animal structural-functional relationships. Lecture three hours, laboratory minimum of four hours. Lab fee.

**BIOL 140 • Introduction to Molecular and Cell Biology (4 units)**

Prerequisite: High school biology and chemistry are equivalent. An introduction to cellular structure and function, basic metabolic pathways, and molecular genetics. Lecture three hours, laboratory four hours. Lab fee.

**BIOL 202 • Histology (4 units)**

Prerequisite: BIOL 131 or equivalent. The study of human tissues. Emphasis is placed upon the structure and function of cellular organelles and cells within the context of major organ systems. Laboratory sessions focus on developing tissue identification skills. Lecture three hours, laboratory four hours. Lab fee.

**BIOL 291, 292, 293 • Special Topic (1-4 units)**

Study of a special topic in life science. May be repeated for credit. Lab fee.

**BIOL 302 • Comparative Vertebrate Anatomy and Embryology (5 units)**

Prerequisites: BIOL 131, or BIOL 140. Study of the similarities and differences in the structures and function of chordates (fish, amphibians, reptiles, birds, mammals), with emphasis on human organisms. Embryological development is integrated into discussion of each organ system. Laboratory exercises integrated detection (includes use of human cadavers) and research-based embryological studies. Lecture three hours, laboratory eight hours. Lab fee.

**BIOL 304 • Human Physiology (4 units)**

Prerequisites: BIOL 210, BIOL 131, or BIOL 212. Human physiology course with consent of the instructor. This course will investigate the fundamental physiological processes in humans using a systems approach to study integrated functions. It will explore the functions of the human body emphasizing homeostasis, biochemical, cellular, organ, and system levels. The systems studied will include nervous, cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive. Lecture three hours, laboratory four hours. Lab fee.

**BIOL 305 • Physiology of Vertebrates (4 units)**

Prerequisites: BIOL 131, BIOL 140, or BIOL 302. Principles of animal physiology with emphasis on vertebrates. Lecture three hours, laboratory four hours. Alternate years. Lab fee.

**BIOL 311 • Genetics (4 units)**

Prerequisites: BIOL 131 or equivalent. Study of the principles and physical basis of heredity, biochemical aspects of generations, and social implications of heredity. Lecture three hours, laboratory four hours. Alternate years. Lab fee.

**BIOL 315 • General Ecology (4 units)**

Prerequisites: BIOL 121 or BIOL 131 or equivalent. An introduction to the interactions between organisms and their physical and biological environment. Important factors and processes influencing organisms within both terrestrial and aquatic ecosystems will be studied. Lecture three hours, laboratory four hours. Lab fee.

**BIOL 320 • Origins (3 units)**

Prerequisites: BIOL 210, BIOL 121, or BIOL 131. Classic and modern concepts concerning the origin and evolution of life are considered and critically reviewed. Instructional material fee.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 325/CHM 325</td>
<td><strong>History and Philosophy of Science (3 units)</strong></td>
<td></td>
<td>BIOL 121, 123, CHEM 121, PSY 223, 225</td>
<td>Survey of scientific theories, principles, concepts, individual contributions, and controversial ideas from earliest recorded history to present. Emphasis is placed on critically examining patterns and potential interrelationships and evaluating novel synthesis. Lecture three hours.</td>
</tr>
<tr>
<td>BIOL 330</td>
<td><strong>Conservation Biology (3 units)</strong></td>
<td></td>
<td>BIOL 121, 123 or instructor consent</td>
<td>Study of the past structure, current state and future viability of global ecosystems. The impact of humans on ecosystems is emphasized, with discussions directed toward potential solutions for current/future problems. Lecture three hours.</td>
</tr>
<tr>
<td>BIOL 335</td>
<td><strong>Biology of Cancer (3 units)</strong></td>
<td></td>
<td>BIOL 121, 123, BIOL 140, CHM 121 or consent of the instructor</td>
<td>This course is designed to study cancer from both a cellular and clinical perspective. Characteristics of abnormal cell growth, proliferation, and metastases will be studied with a focus on the genetic changes that occur in cancer cells. Clinical aspects of cancer that will be discussed will include classification, carcinogenesis, epidemiology, prevention and treatment of cancer. Lecture three hours.</td>
</tr>
<tr>
<td>BIOL 340</td>
<td><strong>Marine Ecology (4 units)</strong></td>
<td></td>
<td>BIOL 121, 123, or permission of instructor</td>
<td>The study of saltwater ecosystems. Discussions center on ecological processes influencing marine organisms in a wide range of habitats. Laboratory exercises emphasize field research. Lecture three hours, laboratory four hours. Lab fee.</td>
</tr>
<tr>
<td>BIOL 345</td>
<td><strong>Field Biology - Mountains (4 units)</strong></td>
<td></td>
<td>BIOL 121, 123, or BIOL 121</td>
<td>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.</td>
</tr>
<tr>
<td>BIOL 346</td>
<td><strong>Field Biology - Desert (4 units)</strong></td>
<td></td>
<td>BIOL 121, 123, or BIOL 121</td>
<td>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.</td>
</tr>
<tr>
<td>BIOL 352</td>
<td><strong>Economic Botany and Plant Propagation (4 units)</strong></td>
<td></td>
<td>BIOL 121, 123, or permission of instructor</td>
<td>A consideration of plants used by man, including origins, diversity, uses, and modern methods of propagation employed in their culture. Lecture three hours, laboratory six hours. Lab fee with many required field trips (including an extended four day trip) off campus. Lab fee.</td>
</tr>
<tr>
<td>BIOL 360</td>
<td><strong>Biogeography (4 units)</strong></td>
<td></td>
<td>BIOL 121 or as above</td>
<td>A study of the geographic patterns of species distributions and causes of those patterns and their effects on the pattern of human settlement. Lab fee with many required field trips (including an extended four day trip) off campus. Lab fee.</td>
</tr>
<tr>
<td>BIOL 409</td>
<td><strong>Microbiology (4 units)</strong></td>
<td></td>
<td>BIOL 121 or BIOL 123, and CHM 121, CHM 122</td>
<td>An introduction to the study of the microorganisms that have a profound effect on human disease. Lecture three hours, laboratory four hours. Lab fee.</td>
</tr>
<tr>
<td>BIOL 414</td>
<td><strong>Plant Taxonomy (4 units)</strong></td>
<td></td>
<td>BIOL 121, BIOL 123, or consent of the instructor</td>
<td>Study of the systematics of vascular plants, with an emphasis on their classification and identification. Lecture two hours, laboratory six hours. Lab fee.</td>
</tr>
<tr>
<td>BIOL 425</td>
<td><strong>GHL Biology (4 units)</strong></td>
<td></td>
<td>BIOL 121, 123, BIOL 140, and CHM 121, CHM 122</td>
<td>The study of the functions of microorganisms, viruses, and drugs in terms of molecular biology and related chemical and physical phenomena. Lecture three hours, laboratory four hours. Lab fee.</td>
</tr>
<tr>
<td>BIOL 428</td>
<td><strong>Culture, Health, and Disease: Foundations of Epidemiology (3 units)</strong></td>
<td></td>
<td>ANTH 102, ANTH 320 and/or ANTH 440 and/or NSCI 210C, KINE 145C, KINE 146C, CHLD 101, CHLD 102, KINE 145D</td>
<td>The study of the patterns, causes, and consequences of health and illness across different cultures. Emphasis is placed on understanding the health actions and policies of different cultures and their impact on health and illness. Lab fee.</td>
</tr>
<tr>
<td>BIOL 432</td>
<td><strong>Neuroscience (4 units)</strong></td>
<td></td>
<td>BIOL 140, BIOL 204, BIOL 205, BIOL 304, BIOL 305, PSYC 330, or consent of the instructor</td>
<td>The study of the nervous system from the cellular to the whole organism level, with an emphasis on the neuroanatomy and neurophysiology. Lecture three hours, laboratory four hours. Lab fee.</td>
</tr>
<tr>
<td>BIOL 470</td>
<td><strong>Special Topics (1-4 units)</strong></td>
<td></td>
<td>Consent of the instructor</td>
<td>Study a special topic in life science. May be repeated for credit. May have lab and field trip fees in some cases.</td>
</tr>
<tr>
<td>BIOL 480</td>
<td><strong>Individual Studies (1-3 units)</strong></td>
<td></td>
<td>Consent of the instructor and school chair</td>
<td>May be repeated for credit. May have lab and field trip fees in some cases.</td>
</tr>
<tr>
<td>BIOL 499C</td>
<td><strong>Capstone Seminar in Biology (4 units)</strong></td>
<td></td>
<td>Senior standing or departmental approval</td>
<td>Senior seminar including a capstone research project, analysis and evaluation of current research in biology, and the integration of faith and learning in the biological sciences. A capstone project will be required for all students in the major. Lecture three hours, laboratory four hours. Lab fee.</td>
</tr>
</tbody>
</table>
Au Sable Courses

Au Sable Institute of Environmental Studies courses that are approved for biology credit include the following courses. This is not a complete list. Registration for Au Sable courses requires the permission of a Vanguard/Au Sable faculty representative.

ENVS 302 • Limnology (4 units)
Prerequisites: one year of biology and one year of general chemistry. Studies lakes and streams, applications to planning and management; introduces limnology; investigates representative lakes and streams of the region. Summer Session II.

ENVS 321 • Animal Ecology (4 units)
Prerequisite: one year of introductory science. Studies interrelationships between animals and their biotic and physical environments emphasizing behavioral aspects. Fieldwork on ecology of northern Michigan fauna from a stewardship perspective. Summer Session I.

ENVS 471 • Conservation Biology (4 units)
Studies principles of conservation biology; applications to sustainable human society and biospheric integrity. Develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biological communities, ecosystems and human society. Summer Session I.

ENVS 477 • Plant Ecology (4 units)
Interrelationships between plants and their physical and biotic environments; plant-animal interactions; plant community compositions and development; modern methods of ordination and quantitative analysis with applications to conservation and stewardship. Summer Session I.

Other Au Sable courses have Departmental approval for credit for Science majors, Liberal Studies majors, or lab science credit. The cost of tuition per unit for Au Sable is the same as Vanguard University units. Registration and tuition payments are arranged for and paid through Vanguard University. See Prof. Scott Minton or Dr. Randy Deld for more information regarding approved courses and the Au Sable program.

Department of Chemistry

E. Donald Lorance, Ph.D., Chair

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

Chemistry Major Requirements 80 units

Lower Division Chemistry Core Courses 41 units
CHM 180 1 Calculus I 4 units
CHM 181 1 Calculus II 4 units
CHM 281 Multivariable Calculus 4 units

Upper Division Chemistry Core Courses 27 units
CHM 304 Organic Chemistry I 4 units
CHM 305 Organic Chemistry II 4 units
CHM 306 Organic Qualitative Analysis 3 units
CHM 310 Biochemistry 4 units
CHM 451 Physical Chemistry I 4 units
CHM 452 Physical Chemistry II 4 units
CHM 453 Physical Chemistry Laboratory I 1 unit
CHM 454 Physical Chemistry Laboratory II 1 unit
CHM 455C Capstone Seminar in Chemistry 4 units

Pre-Medical Emphasis Courses 31 units
BCL 131 General Zoology 4 units
BCL 140 Introduction to Molecular and Cell Biology 4 units
BCL 252 Histology 4 units
BCL 253 Genetics 4 units
BCL 425 Advanced Cell Biology 4 units
CHM 435 Advanced Biochemistry 3 units

Graduate Preparation Emphasis Courses 12 units
CHM 410 Chemical Literature 3 units
CHM 440 Analytical Chemistry 3 units
CHM 445 Advanced Organic Chemistry 3 units
CHM 470 Special Topics 3 units

Pre-Teaching Emphasis Courses 14 units
CHM 431 Advanced Differential Equations 3 units
CHM 430 Numerical Analysis 3 units

Other courses must be selected from the chemistry major requirements to meet the major requirement of 80 units. Students majoring in Natural Science and Mathematics must complete the lower division requirements for a minor in Mathematics and Statistics, and complete the upper division requirements for the major in Chemistry as listed above. Departmental consent is required.
School of Natural Sciences and Mathematics

**Chemistry Courses**

**CHEM 120, 121 • General Chemistry I, II (5, 5 units)**
Prerequisites: Two years of high school algebra, geometry, and trigonometry. Fundamental concepts including atomic structure, chemical bonding, changes in state, periodicity, acid-base, equilibrium, enthalpy, equilibrium, thermodynamics, and electrical conductors. Three lectures, and two or three hour laboratory sessions per week. Laboratory in the first semester includes qualitative inorganic analysis. Lab fee.

**CHEM 211 • Environmental Chemistry (3 units)**
Prerequisites: One year of high school algebra. An application of basic principles of chemistry to problems encountered in everyday living involving chemicals. Topics such as fuels, pollution, food, and preservation of water, agricultural chemicals, plastics, synthetic fibers, and chemical technology will be covered. This course is recommended for Liberal Studies majors. It does not fulfill the core curriculum requirement for natural sciences. Lecture three hours per week.

**CHEM 211L • Environmental Chemistry Laboratory (1 unit)**
Prerequisites: Concurrent enrollment in CHEM211. An introduction to chemical laboratory practice and techniques, and exercises designed to reinforce and illustrate the topics covered in CHEM211. Laboratory four hours per week. Lab fee.

**CHEM 212, 214 • Teaching Chemistry I, II (1 unit)**
Prerequisites: CHEM 212, BCUSC315 or concurrent enrollment. This course will cover the design of chemistry laboratory experiments and demonstrations for the understanding of important chemical principles. Students will conduct experiments and analyze experiments for a laboratory experimental test to determine the understanding of the experiments and the experimental results. The experiments are designed to demonstrate particular principles. A particular attention is given to issues of safety both in the execution of experiments and in the dissemination of results to students. In addition to four hours of lab per week, there will be mandatory visitations to a 6th-12th grade chemistry class or a chemistry lab at a public school. The students will provide oral and written reports on their experiences in the field visitations. Two semester sequence. Lab fee.

**CHEM 250 • Quantitative Analysis (5 units)**
Prerequisites: CHEM 212. Classical gravimetric and volumetric methods, techniques of separation, and an introduction to instrumental methods together with theory and calculations. Three lectures and two or three hour laboratory sessions per week. Lab fee.

**CHEM 304, 305 • Organic Chemistry I, II (4, 4 units)**
Prerequisites: CHEM 212. Typical aliphatic, aromatic, and heterocyclic compounds with reference to theories, nomenclature, reactions, preparations, and mechanisms. Three lectures and one or four hour laboratory session per week. Lab fee.

**CHEM 306 • Organic Qualitative Analysis (3 units)**
Prerequisites: CHEM 304. Identification of organic compounds using classical methods and spectroscopy, and the separation and identification of the components of mixtures of organic substances. One lecture and two or three hour laboratory sessions per week. Alternate years. Lab fee.

**CHEM/BIOL 325 • History and Philosophy of Science (3 units)**
Prerequisites: CHEM 121 or CHEM 131, CHEM 221, and PSCI 225 or PSCI 227 or equivalent. Study of selected topics in the history and philosophy of science and the application of these principles in analyzing contemporary scientific trends. This course is recommended for Liberal Studies majors and those planning to teach physical or biological sciences in secondary schools. Lecture three hours per week.

**CHEM 410 • Chemical Literature (3 units)**
Prerequisite: Consent of 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 units)**
Prerequisites: CHEM 305. Chemistry of carbohydrates, lipids, proteins, nucleic acids, enzymes, blood, and regulation, with an introduction to metabolism. Three hours of lecture and one or four hour laboratory session per week. Lab fee.

**CHEM 435 • Advanced Biochemistry (3 units)**
Prerequisite: CHEM 430. Advanced Biochemistry provides an in-depth view of biosynthesis, the biochemistry of nucleation, hormones and their function, drug-transport, and interrelationships with metabolism, epigenetics, the structure of genetic material and replication and expression of DNA. Other topics of interest may be covered. Alternate years.

**CHEM 442 • Advanced Organic Chemistry (3 units)**
Prerequisite: CHEM 305. Advanced Organic Chemistry is designed to provide a bridge between introductory organic chemistry and graduate courses. The emphasis will be on problem-solving and decision-making. Emphasis is placed on nomenclature, stereochemistry, functional group transformations, mutistep synthesis, reaction mechanisms, natural product reactions, and various physical influences on organic reactions. Alternate years.

**CHEM 451 • Physical Chemistry I (3 units)**
Prerequisites: CHEM 121, CHEM 250, MATH 281, PSCI 223, and PSCI 225. Laws, principles, and concepts of chemistry concerning the properties of gases, the laws of thermodynamics, the theory and applications of phase changes in both pure and mixed substances, chemical equilibrium, equilibria in molecular chemistry, molecular motion and diffusion, and both classical and molecular chemical kinetics. Three hours lecture per week.

**CHEM 452 • Physical Chemistry II (3 units)**
Prerequisites: CHEM 121, CHEM 250, MATH 281, and PSCI 225. Laws, principles, and concepts of chemistry concerning quantum mechanics, quantum properties of atoms and molecules, symmetry of molecules, rotational, vibrational, electronic, and magnetic (nuclear) spectroscopy, and statistical mechanics. Three hours lecture per week.
CHEM 453, 454 • Physical Chemistry Laboratory I, II (1, 1 units)
Prerequisites: CHEM 453, 454 or concurrent enrollment. Laboratory experiments covering the topics of Physical Chemistry 451, 452. One four-hour laboratory per week. Lab fee. Alternate years.

CHEM 470 • Special Topics (1-4 units)
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, rates and mechanisms in organic chemistry, synthetic methods in organic chemistry, or advanced topics in physical chemistry.

CHEM 499C • Capstone Seminar in Chemistry (4 units)
Prerequisite: Senior standing or departmental approval. This course includes a senior thesis covering an approved research topic, analysis and evaluation of current research in chemistry, and the integration of faith and the chemical sciences. Oral presentation of the senior thesis in a classroom setting is required. In-class presentations by faculty and guest speakers are part of the course. Laboratory research in an on-campus research program or an approved off-campus research program may be required for the senior thesis. This course fulfills the Core Curriculum Capstone requirement for Chemistry majors.

Physical Science Courses

PSCI 130, 131 • Introduction to Physics I, II (4, 4 units)
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. This course does not fulfill the core curriculum requirement in natural science.

PSCI 215 • Fundamentals of Earth Science (3 units)
Prerequisite: Placement in high school chemistry, biology, or physics. Earth Science including physical and historical geography, geology, and physical and historical aspects of the environment. Three-hour field trips are required. This course is recommended for Liberal Studies majors. Lecture three hours each week. Fee for the field trip for those not concurrently enrolled in PSCI 215L.

PSCI 215L • Earth Science Laboratory (1 unit)
Prerequisite: Consent of the instructor in PSCI 215. Classification of rocks, visiting various geological sites, use of topographic and geological maps, oceanographic sampling and techniques, climatic patterns, meteorological measurements, and use of an astronomical telescope.

PSCI 216 • Fundamentals of Physical Science (3 units)
Prerequisite: Three years of high school mathematics. This course in physical science considers topics in physics, chemistry, and astronomy that are conceptual in nature with minimal reliance on the quantitative rules of mathematics as a tool for understanding. A strong emphasis is placed on practical use of vocabulary words to understand and explain topics in the fields of mechanics, properties of matter, heat, sound, electricity, and magnetism. Lecture three hours per week.

PSCI 216L • Physical Science Laboratory (1 unit)
Prerequisite: Consent of the instructor in PSCI 216. An introduction to laboratory practices and procedures in physical science and exercises in mechanics, properties of matter, heat, sound, electricity, and magnetism. Lab fee.

PSCI 223 • Mechanics and Heat (4 units)
Prerequisite: MATH 180. Kinematics, Newton's laws, rotational motion, fluid mechanics, and wave dynamics. Three hours of lecture and four hours of laboratory.

PSCI 225 • Electricity, Magnetism, Sound and Light (4 units)
Prerequisite: PSCI 223 and MATH 181. Mechanical waves, sound, Coulomb's Law, electricity, circuits, introductory electronics, magnetic fields, induction, wave mechanics, geometrical optics, interference, diffraction, and polarization. Three hours of lecture and four hours of laboratory.

PSCI 227 • Modern Physics (3 units)
Prerequisite: PSCI 223 and PSCI 225. Relativistic photon-electricty, quantum mechanics, Bohr model of the atom, photons and matter waves, atoms, nuclear physics, energy from the nucleus, quarks, leptons, and cosmology. Alternate years.

PSCI 291, 292, 293 • Special Topics (1, 2, 3-4 units)
Study of a special topic in physical science. May be repeated for credit. May have a lab fee.

PSCI 470 • Special Topic (1-4 units)
Prerequisite: Consent of the instructor. Special topic in physical science. May be repeated for credit. May have a lab fee.

Department of Kinesiology
Diana Akins, Ph.D., Chair

MISSION: The mission of the department of Kinesiology is to provide personalized education that will produce highly qualified professionals equipped to become leaders in their fields capable of impacting their world for Christ.

There are three concentrations within the Kinesiology major: Pre-Physical Therapy, Exercise and Sport Science, and Teaching/Coaching.

Kinesiology Major Core Requirements 27 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 204</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>KINE 221</td>
<td>Movement Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>KINE 258</td>
<td>Sociology of Sports and Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>KINE 261</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KINE 275</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KINE 289</td>
<td>Program Design in Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>KINE 321</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KINE 441</td>
<td>Sport Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

There are three concentrations within the Kinesiology major: Pre-Physical Therapy, Exercise and Sport Science, and Teaching/Coaching.
### Pre-Physical Therapy Concentration

#### Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 140</td>
<td>Introduction to Cell &amp; Molecular Biology</td>
<td>4 units</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>General Chemistry I</td>
<td>5 units</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry II</td>
<td>5 units</td>
</tr>
<tr>
<td>KINE 201</td>
<td>Human Anatomy</td>
<td>4 units</td>
</tr>
<tr>
<td>KINE 244</td>
<td>Prevention and Treatment of Athletic Injuries</td>
<td>3 units</td>
</tr>
<tr>
<td>KINE 221</td>
<td>Movement Anatomy</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 165C</td>
<td>Scientific Statistics</td>
<td>3 units</td>
</tr>
<tr>
<td>PSCI 130</td>
<td>Introduction to Physics I</td>
<td>4 units</td>
</tr>
<tr>
<td>PSCI 131</td>
<td>Introduction to Physics II</td>
<td>4 units</td>
</tr>
</tbody>
</table>

Choose 1 Math course from the following:
- MATH 117 College Trigonometry 3 units
- MATH 170 Pre-calculus 3 units
- MATH 180 Calculus 4 units

#### Upper Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 432</td>
<td>Neuroscience (or other upper-division biology elective)</td>
<td>4 units</td>
</tr>
<tr>
<td>KINE 204</td>
<td>Human Anatomy</td>
<td>4 units</td>
</tr>
<tr>
<td>KINE 214</td>
<td>Prevention and Treatment of Athletic Injuries</td>
<td>3 units</td>
</tr>
<tr>
<td>KINE 215</td>
<td>Responding to Emergencies</td>
<td>2 units</td>
</tr>
<tr>
<td>KINE 221</td>
<td>Movement Anatomy</td>
<td>3 units</td>
</tr>
<tr>
<td>KINE 228</td>
<td>Sociology of Sport and Human Movement</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 165C</td>
<td>Scientific Statistics</td>
<td>3 units</td>
</tr>
</tbody>
</table>

#### Recommended Courses:
- The Kinesiology Electives are program dependent. Prerequisites are required for each of the upper-division biology courses. The example given is a common MPT requirement of Neuroscience with a psychology prerequisite. Additional Recommended Courses (program dependent): Organic Chemistry (CHEM 304, 305), Biochemistry (CHEM 404), Genetics (BIOC 311), Microbiology (BIOC 409), Neuroscience (BIOC 425).

### Exercise and Sports Science Concentration

#### Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 120</td>
<td>General Chemistry I</td>
<td>5 units</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry II</td>
<td>5 units</td>
</tr>
</tbody>
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#### Upper Division

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<tbody>
<tr>
<td>BIOL 140</td>
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<td>4 units</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry II</td>
<td>5 units</td>
</tr>
<tr>
<td>KINE 183</td>
<td>Foundations of Kinesiology</td>
<td>4 units</td>
</tr>
<tr>
<td>KINE 201</td>
<td>Human Anatomy</td>
<td>4 units</td>
</tr>
<tr>
<td>KINE 244</td>
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<tr>
<td>KINE 221</td>
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<td>MATH 165C</td>
<td>Scientific Statistics</td>
<td>3 units</td>
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### Teaching/Coaching Concentration

#### Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 231</td>
<td>Fundamentals of Dance</td>
<td>1 unit</td>
</tr>
<tr>
<td>KINE 238</td>
<td>Skill Development in Gymnastics/Aquatics</td>
<td>1 unit</td>
</tr>
<tr>
<td>KINE 259</td>
<td>Skill Development in Basketball/Field Hockey</td>
<td>1 unit</td>
</tr>
<tr>
<td>KINE 252</td>
<td>Skill Development in Soccer/Softball</td>
<td>1 unit</td>
</tr>
<tr>
<td>KINE 256</td>
<td>Skill Development in Tennis/Badminton</td>
<td>1 unit</td>
</tr>
<tr>
<td>KINE 337</td>
<td>Beginning/Televend</td>
<td>1 unit</td>
</tr>
<tr>
<td>KINE 348</td>
<td>Foundations of Kinesiology</td>
<td>3 units</td>
</tr>
<tr>
<td>KINE 201</td>
<td>Human Anatomy</td>
<td>4 units</td>
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<td>KINE 221</td>
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### Teaching/Coaching Concentration

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<tr>
<td>KINE 228</td>
<td>Sociology of Sport and Human Movement</td>
<td>3 units</td>
</tr>
</tbody>
</table>
The Athletic Training Major

In July 2001 the Athletic Training Education Program (ATEP) at VU was awarded accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ATEP program is in compliance with the nationally established accreditation Standards in Athletic Training. Students graduating with a major in Athletic Training as of December 2001 will be recognized as graduates from a CAAHEP accredited program.

The admission process for entrance into the ATEP is competitive and a limited number of students will be accepted each year. Students need to apply during the spring semester for entrance into the program the following fall. The admission process is based on a point system. Acceptance will be based on the following criteria:

1. Completion of ATEP application.
2. Three letters of recommendation.
4. Completion of general education requirements (GAR.
5. A minimum grade point average of 2.75 overall and a 3.00 grade point average in all courses within the Athletic Training Major.
6. Each student must complete and pass an academic and practicum course to complete the program.
7. Attend all scheduled ATEP meetings and ATEP Educational Seminars.

This program was developed to meet the accreditation standards of the Commission of Accreditation of Allied Health Education Programs. Completion of this program will enable the student to sit for the NATA exam and begin graduate school in a profession. This program combines both academic and clinical courses into its unique curriculum. These academic 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 proficiencies necessary for the student to be successful in the field of athletic training.

The application form can be obtained from the Athletic Training Program Director. The application and all materials must be turned into the Program Director by April.

For students to remain in the program, the students must meet the following criteria:

1. Maintain a cumulative 2.75 grade point average in all coursework and a 3.00 grade point average in all courses within the Athletic Training Major.
2. Each student must complete and pass an academic and practicum course to complete the program.
3. Attend all scheduled ATEP meetings and ATEP Educational Seminars.
4. Students to remain in the program, the students must meet the following criteria:

   a. Maintain a cumulative 2.75 grade point average in all coursework and a 3.00 grade point average in all courses within the Athletic Training Major.
   b. Each student must complete and pass an academic and practicum course to complete the program.
   c. Attend all scheduled ATEP meetings and ATEP Educational Seminars.

The Athletic Training Major Core Requirements 68 units

### Lower Division

- **KINE 180** Introduction to Athletic Training Practicum 1 unit
- **KINE 204** Human Anatomy 4 units
- **KINE 214** Prevention and Treatment of Athletic Injuries 3 units
- **KINE 221** Movement Analysis 3 units
- **KINE 231** Introduction to Sports Science 3 units
- **KINE 258** Sociology of Sport and Human Movement 3 units
- **KINE 260** Introduction to Athletic Training 3 units
- **KINE 304** Human Physiology 4 units
- **KINE 314A** Lower Extremity Assessment 2 units
- **KINE 314B** Upper Extremity Assessment 2 units
- **KINE 315** Athletic Training Practicum II 3 units
- **KINE 321** Exercise Physiology 4 units
- **KINE 341** Program Design, Conditioning 3 units
- **KINE 342** Leadership Dynamics in Kinesiology 3 units
- **KINE 343** Sports Administration 3 units
- **KINE 350** Rehabilitation Techniques 3 units
- **KINE 361** Intervention Strategies 3 units
- **KINE 365** Therapeutic Modalities 3 units
- **KINE 370** Exercise Prescription 3 units
- **KINE 373** Clinical Rotation Practicum 3 units
- **KINE 375** Pharmacology and General Medicine 3 units
- **KINE 376** Nutrition 3 units
- **KINE 380** Biomechanics 3 units
- **KINE 382** Ethics in Health Care 3 units
- **KINE 400** Senior Seminar in Athletic Training 3 units
- **KINE 410** Research & Statistics in Kinesiology 3 units

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### Upper Division

- **KINE 315** Teaching in a Multicultural Setting 3 units
- **KINE 322** Measurement in Physical Education 3 units
- **KINE 323** Exercise Physiology 4 units
- **KINE 325** Motor Learning 3 units
- **KINE 328** Program Design in Conditioning 3 units
- **KINE 335** Growth and Motor Development 3 units
- **KINE 342** Leadership Dynamics in Kinesiology 3 units
- **KINE 345** Team and Individual/Dual Sport Analysis 3 units
- **KINE 411** Kinesiology 3 units
- **KINE 412** Physical Education for Secondary Schools 3 units
- **KINE 415** Movement Education for Children 3 units
- **KINE 414** Sport Psychology 3 units
- **KINE 420** Integrating Concepts in Physical Education Capstone 3 units
- **KINE 451** Adapted Physical Activity, Recreation, and Sport 3 units
- **KINE 453** Capstone Senior Seminar in Athletic Training 4 units

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Athletic Training Major Core Requirements 68 units

### Lower Division

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- **KINE 204** Human Anatomy 4 units
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- **KINE 321** Exercise Physiology 4 units
- **KINE 341** Program Design, Conditioning 3 units
- **KINE 342** Leadership Dynamics in Kinesiology 3 units
- **KINE 343** Sports Administration 3 units
- **KINE 350** Rehabilitation Techniques 3 units
- **KINE 361** Intervention Strategies 3 units
- **KINE 365** Therapeutic Modalities 3 units
- **KINE 370** Exercise Prescription 3 units
- **KINE 373** Clinical Rotation Practicum 3 units
- **KINE 375** Pharmacology and General Medicine 3 units
- **KINE 376** Nutrition 3 units
- **KINE 380** Biomechanics 3 units
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### Upper Division

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- **KINE 414** Sport Psychology 3 units
- **KINE 420** Integrating Concepts in Physical Education Capstone 3 units
- **KINE 451** Adapted Physical Activity, Recreation, and Sport 3 units
- **KINE 453** Capstone Senior Seminar in Athletic Training 4 units
## Minor in Teaching/Coaching

**Required Courses**
- KINE 215 Responding to Emergencies 2 units
- KINE 221 Movement Anatomy 3 units
- KINE 215 Motor Learning 3 units

Choose 3 courses from the following:
- KINE 330 Coaching Theory 3 units
- KINE 335 Growth and Motor Development 3 units
- KINE 342 Leadership Dynamics in Exercise Science 3 units
- KINE 440 Sport Psychology 3 units

**Elective Courses**
- Choose 3 units from the following courses:
  - KINE 118 Skill Development in Gymnastics/Aquatics 1 unit
  - KINE 127 Skill Development in Basketball/Volleyball 1 unit
  - KINE 128 Skill Development in Soccer/Softball 1 unit
  - KINE 129 Skill Development in Tennis/Badminton 1 unit

## Minor in Kinesiology

**Required Courses**
- KINE 204 Human Anatomy 4 units
- KINE 221 Movement Anatomy 3 units
- KINE 304 Human Physiology 4 units
- KINE 323 Physiology of Exercise 4 units
- KINE 328 Program Design in Conditioning 3 units
- KINE 412 Nutrition and Athletic Performance 3 units

## Kinesiology Courses

- **KINE 110** • Fundamentals of Dance (1 unit)
  - This course is an activity course designed to expose the student to a variety of dance forms including ballroom, dance, ballet, jazz, country line, and folk dance. This course is only offered odd years in the Spring.

- **KINE 118** • Skill Development in Gymnastics/Swimming (1 unit)
  - This course is designed for the KINE major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in gymnastics and swimming. This course is required.

- **KINE 127** • Skill Development in Basketball/Volleyball (1 unit)
  - This course is designed for the KINE major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in basketball and volleyball. This course is only offered even years in the Spring.

- **KINE 128** • Skill Development in Soccer/Softball (1 unit)
  - This course is designed for the KINE major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in soccer and softball. This course is only offered odd years in the Fall.

- **KINE 129** • Skill Development in Tennis/Badminton (1 unit)
  - This course is designed for the KINE major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in tennis and badminton. This course is only offered even years in the Spring.

- **KINE 130** • Beginning Taekwondo (1 unit) Cross reference: KINE 140C
  - This course seeks to allow students to participate in an organized and motivated program for training in self-defense through the discipline of Taekwondo.

- **KINE 135/THEA 135** • Theatre Movement (2-3 units)
  - An introduction to the study of stage movement and health fitness, flexibility and meaningful aesthetic stage movement and physicality utilizing the Laban technique.

- **KINE 140C** • Lifetime Fitness and Wellness Activity - Lecture/Lab (1 unit)
  - Students will gain an understanding of physical conditioning and wellness pertaining to the five components of health-related fitness. Students will develop an understanding of lifestyle related diseases and behavioral modification techniques. In addition, there will be opportunities to participate in a variety of movement experiences and assessment laboratories related to fitness. It is recommended to take both lecture and activity within the same academic year.

- **KINE 145C** • Lifetime Fitness and Wellness Activity - Lecture/Lab (1 unit)
  - Course may include any of the following topics: conditioning, exercises and nutrition, weight lifting, creative aerobic, badminton, beginning intermediate tennis, racquetball, volleyball, badminton, Beginning/Advanced Taekwondo, fencing, hip-hop/funk, swing dance, core strengthening, Pilates and other special topics of physical activity. Activity course meets the core activity requirement. Activity course may also be repeated for elective credit.

- **KINE 160-171** • Intercollegiate Athletics (1 unit)
  - This course is based upon the NAIA Champions of Character program and is designed to assist the student-athlete in developing skills in the areas of academics, personal growth, career planning, and commitment to service. Enrollment is limited to members of athletic teams. Substitution of this class for the University's activity requirement is not permitted. No more than four hours of KINE 160-171 can be counted toward the degree.

- **KINE 180** • Introduction to Athletic Training Practicum (1 unit)
  - Prerequisites: Completion or concurrent enrollment in KINE 214, 215. This is a one-unit practicum course designed to assist the student in achieving competence in athletic training skills, wound management skills, and splinting skills. The course will require five hours per week of observation either in the VU Athletic Training Facility or observing a home sporting event.
KINE 183 • Foundations of Kinesiology (3 units)
This course serves as a base for all kinesiology courses. Units will include historical development, philosophical implications, physical fitness, scientific bases of movement, and educational values of kinesiology and career path options.

KINE 204/BIOL 204 • Human Anatomy (4 units)
Although histologic and gross morphologic exploration into the structure and function of the nine major organ systems present within the human body. Laboratory sessions require the direction and study of human (and other vertebrate) cadavers. Lecture three hours, laboratory is a minimum of four hours. Offered spring term, lab fee.

KINE 214 • Prevention and Treatment of Athletic Injuries (3 units)
Prerequisite: KINE 183. This course is lecture/lab based and will build on the student's background in human anatomy. Areas of focus include injury recognition, signs and symptoms of injuries specific to body parts, prevention and treatment of orthopedic injuries, wound management, splinting, and supportive taping techniques. Lab fee.

KINE 215 • Responding to Emergencies (2 units)
An advanced First Aid class with 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. ARC Certification is obtained with the completion of this course.

KINE 217 • Outdoor Recreational Experience (1 unit)
This course encourages the student to identify and demonstrate an understanding of the values, meaning, and benefits of outdoor recreation and to explore a variety of outdoor adventure experiences.

KINE 220 • Athletic Training Practicum I (1 unit)
Prerequisites: KINE 214 and KINE 221. This course is a combination of lecture and hands-on lab. It will build on the student's background in human anatomy. Areas of focus include injury recognition, signs and symptoms of injuries specific to body parts, prevention and treatment of orthopedic injuries, wound management, splinting, and supportive taping techniques. Lab fee.

KINE 221 • Movement Anatomy (3 units)
Prerequisite: KINE 214. This course is a study of the structure of the human body with particular emphasis on the skeletal and muscular systems and their function in the mechanics of human movement.

KINE 222 • Global Games and Recreation Activities (3 units)
This class will provide students with an exposure to games, sports, and recreational activities from cultures around the world. The student will also be exposed to a variety of teaching methodologies including peer instruction and demonstration, cooperative learning groups, participation in activities. This course is only offered every year in the Fall.

KINE 223 • Sociology of Sports and Human Movement (3 units)
This course will examine the historical and contemporary interpretations of the role of play, games, sports, dance, fitness, and recreation in a variety of cultures. This course will also address socio-cultural issues such as gender, socioeconomic status, race and ethnicity in sport. This course is only offered even years in the Fall.

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

KINE 304/BIOL 304 • Human Physiology (4 units)
Prerequisites: BIOL 210, 131, or HCl/KINE 204, or other college course biology with consent of the instructor. This course will investigate the fundamental physiological processes in humans using a systems approach to study integrated functions. It will explore the functions of the human body emphasizing homeostasis, cellular, organ, and system levels. The systems studies will include nervous, endocrine, respiratory, muscular, gastrointestinal, endocrine, and reproductive. Lecture three hours, laboratory four hours. Lab fee.

KINE 314 A • Upper Extremity Assessment (2 units)
Prerequisites: KINE 214 and KINE 221. This course is a combination of lecture and hands-on lab. It will build on the student's background in human anatomy. Areas of focus include injury recognition, signs and symptoms of injuries specific to body parts, prevention and treatment of orthopedic injuries, wound management, splinting, and supportive taping techniques. Lab fee.

KINE 314 B • Lower Extremity Assessment (2 units)
Prerequisites: KINE 214 and KINE 221. This course is a combination of lecture and hands-on lab. It will build on the student's background in human anatomy. Areas of focus include injury recognition, signs and symptoms of injuries specific to body parts, prevention and treatment of orthopedic injuries, wound management, splinting, and supportive taping techniques. Lab fee.

KINE 315 • Athletic Training Practicum II (1 unit)
Prerequisite: KINE 220. A one-unit practicum course designed to assist the student in achieving competence in the assessment of an injured athlete including the skills of taking a medical history, soft tissue palpation, observation, range of motion tests, muscle tests, and special tests. Lab fee.

KINE 320 • Coaching Theory (3 units)
Analysis of the art of coaching, studying motivation, communication, discipline, morale, and personality traits of individuals, and organizational and administrative procedures involved in scheduling, equipment purchasing and maintenance, and public relations. This course is only offered every year in the Spring.

KINE 322 • Measurement in Physical Education and Recreation (3 units)
Incorporates methods of lecture, laboratory, and field experiences in the construction, administration, and application of fitness and motor skill tests used in sports and physical education. Issues of grading and evaluation are also addressed using elementary statistics methods utilizing SPSS-PC. This course is only offered odd years in the Fall.

KINE 323 • Physiology of Exercise (4 units)
Prerequisite: KINE 183. Study of the effects of exercise upon the system and organs of the body. Analysis of the system and their maximum efficiency in physical performance is achieved. Lecture three hours, laboratory three hours. Lab fee.
KINE 325 • Motor Learning and Human Performance (3 units)
This course explores the processes involved in the acquisition of motor actions. Emphasis is placed on how teachers can apply theoretical concepts to more effectively structure lessons. This course is only offered odd years in the Spring.

KINE 328 • Program Design in Conditioning (3 units)
Prerequisite: KINE 323. This course is designed to provide the student with the theoretical background and practical experience necessary in the safe and scientific evaluation of physical fitness, particularly as it relates to health and disease. The development of programs for recreation, maintenance and enhancement of motor and health-related qualities.

KINE 335 • Growth and Motor Development (3 units)
This course investigates theories of motor development of children, especially K-6. Special emphasis is placed upon sequential motor development patterns, the needs, interests, and abilities of the child in relation to physical, social, cognitive, and emotional domains. In addition, lifespan motor development is discussed throughout the course which includes the changes that happen with aging.

KINE 339/THA 338 • Stage Combat (2-3 units)
Prerequisite for all theatre majors/minors. THA 105/ KINE 135 Theatre Movement, core theatre majors/minors are not required to take this prerequisite. This course introduces basic stage techniques with unscripted combat including falls, rolls, chases, punches, and blade-play, and the development of skills for the creation of stage combat scenes from classical or contemporary works, and applying these techniques with special attention to safety. Lab fee.

KINE 342 • Leadership Dynamics in Kinesiology (3 units)
Each student will be able to identify and apply a philosophical manner and effective leadership skills in the areas of human resources, time management, motivation, problem solving techniques, conflict resolution, and organizational issues such as ethical management, staffing, affirmative action, legal liability, gender equity, Title IX, professional growth and development, and stress and burnout.

KINE 340 • KINE Internship (1-5 units)
Prerequisites: Sixteen upper division units, including one “methods” class, and permission of the instructor. This course includes the student with opportunities to demonstrate competencies developed in previous courses by working in an agency under the supervision of a qualified practitioner.

KINE 356 • Team and Individual/Dual Sports Analysis (3 units)
This course will introduce the instructional process of analyzing and sequencing skill components and performance techniques found in team and individual dual sports. The course is designed to allow the student to engage in individual and cooperative teaching experiences that utilize multiple instructional strategies. Sport skills assessed may include basketball, volleyball, soccer, flag football, softball, tennis, golf, swimming, track, and field.

KINE 360 • Rehabilitation Techniques (3 units)
Prerequisite: KINE 234. This course is designed to meet the needs of students pursuing careers in physical therapy and athletic training. It is a beginning level rehabilitation course for the purpose of instruction in the functional stages of rehabilitation along with teaching the student about a variety of rehabilitation techniques specific to each body segment. The course will include lab sessions in rehabilitation techniques.

KINE 371 • Intervention Strategies (1 unit)
This course is designed to study the current psychosocial and sociocultural issues confronting athletes and active populations. This course will focus on identifying possible problems, resolving ethical criteria, and practicing intervention strategies for a variety of psychosocial issues. This course is only offered odd years in the Spring.

KINE 385 • Therapeutic Modalities (2 units)
Prerequisite: KINE 234. This is a unit upper division course providing 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.

KINE 387 • Contact Sports Practicum (3 units)
Prerequisites: KINE 234 and 314A, 314B. This is a two-unit practicum course within the Athletic Training Education Program designed to allow the student field experiences in working football and other contact sports. The student will be assigned to either a local high school or community college and will be under the direct supervision of a Certified Athletic Trainer/Clinical Instructor. The student is also required to master a specific number of clinical competencies as required by the Athletic Training Education Program.

KINE 388 • Team Assignment Practicum (3 units)
Prerequisite: KINE 231, and KINE 335. This is an upper division course in which the student is assigned to an intercollegiate team as the head athletic trainer/certified athletic trainer for the team. The student is responsible for working all home events and for traveling with the teams as possible.

KINE 390 • Clinical Rotation Practicum (2 units)
Prerequisite: KINE 315 and 315G. This is a two-unit practicum course within the Athletic Training Education Program designed to allow the student field experiences in working with football, track, and field. This course is only offered odd years in the Spring.

KINE 392 • Pharmacology and General Medicine (2 units)
Prerequisite: KINE 231. This course is designed to study general medical conditions as applied to athletes and the physically active. This course will focus on describing the common conditions and infections that afflict the various physiological systems of the human body. This course will also cover pharmacological principles including awareness of the medications, contraindications, and interactions of medications. This course is only offered odd years in the Fall.

KINE 395 • ECG and Exercise Testing (3 units)
Prerequisite: KINE 323. This course is designed to teach students how to read and interpret an electrocardiogram as well as conduct and evaluate graded exercise tests. This course has a great practical application for students who seek to pursue careers that involve exercise stress tests, especially cardiac rehabilitation. Lab fee. This course is only offered odd years in the Spring.

KINE 410 • Health Education (3 units)
This course will cover personal and community health problems, including discussions of hygiene, nutrition, and exercise as it relates to total fitness. The responsibilities of the teacher concerning current health problems, particularly family health, and the effects of narcotics and alcohol on the human body, will be emphasized. (Meets the state's requirement for a Professional Clear Credential.)
KINE 412 • Nutrition and Athletic Performance (3 units)
Prerequisite: KINE 323. An understanding of basic nutritional principles with regard to sports performance, specifically the roles of carbohydrates, fats, proteins, vitamins, minerals, and water during physical activity. This course is only offered every even years in the Spring.

KINE 421 • Biomechanics (3 units)
Prerequisite: KINE 221. Provides students with an understanding of mechanical principles of movement and their application to performance. Qualitative and quantitative analyses of movement will be utilized.

KINE 422 • Ethics in Health Care (3 units)
This course will introduce the student to the principles of medical ethics for the purpose of preparing the student for the difficult and controversial issues they will have to face in the allied health field. This class will enable the student to understand, consider, and place in context the ethical, legal, and regulatory issues in the health care system. This course is only offered every even years in the Spring.

KINE 426C • Capstone Senior Seminar in Athletic Training (4 units)
This is a capstone course for the Athletic Training Education Program. The course is designed to review the competencies and proficiencies in the program, and to assist the student in preparing for the National Athletic Trainers' Association's Board of Certification Exam. This class incorporates both lecture and lab opportunities. This course will also allow the student an opportunity to integrate their faith and learning through discussion, speakers, and group activities.

KINE 428/ANTH 428/BIOL 428 • Culture, Health, and Disease: Foundations of Epidemiology (3 units)
Prerequisites: ANTH 102, ANTH 320 and/or ANTH 440; NSCI 210C, KINE 145C, KINE 146C, BIOL 204/KINE 204 helpful but not required. This course surveys disease investigation, the uses of epidemiological methods and research, against the backdrop of the biology of disease, human cultural diversity, environmental diversity, and health seeking behavior of human populations. The relationships of human behavior, social and cultural conditions, mental and neurological status as these impact health and illness are explored. Transmissible diseases are especially targeted for investigation.

KINE 433 • Physical Education for Secondary Schools (3 units)
Prerequisites: KINE 325; KINE 335. Provides the student with instruction and experience in teaching physical education to the secondary student. Through observation, research, and discussion, the students will be equipped to develop and teach physical education curricula. This course introduces principles that focus on the development of physical, social, emotional, and mental skills for the secondary student.

KINE 434 • Movement in Education for Children (3 units)
Prerequisites: KINE 325; KINE 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, specifically K-6.

KINE 440 • Research and Statistics in Kinesiology (3 units)
Prerequisite: KINE 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 kinesiology research project. This course is only offered every even years in the Fall.

KINE 441 • Sport Psychology (3 units)
This course is designed to introduce students to the psychological aspects of sport and physical activity. From the sport perspective, emphasis will be placed on mental preparation of teams and individuals for competition. From the exercise perspective, group dynamics, motivation and exercise adherence will be covered.

KINE 442C • Integrating Concepts in Physical Education Capstone (4 units)
Prerequisite: Must be a senior within the KINE department and enrolled in either the Exercise and Sport Science concentration or the Pre-Physical Therapy concentration. This course is designed to integrate the student's faith with their profession. The student will have opportunities to engage other professionals within the field of Kinesiology through guest speakers, and will be given the opportunity to reflect on their own faith journey. Students will also have the opportunity to complete a senior research project on the topic of their choice with instructor guidance and permission.

KINE 450C • Capstone Kinesiology Senior Project (2 units)
Prerequisite: Must be a senior within the KINE department and enrolled in the Pre-Physical Therapy concentration. This course is designed to integrate the student's faith with their profession. The student will have opportunities to engage other professionals within the field of Kinesiology through guest speakers, and will be given the opportunity to reflect on their own faith journey. Students will also have the opportunity to complete a senior research project on the topic of their choice with instructor guidance and permission.

KINE 470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor; credit may be repeated for credit.

KINE 480 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and department chair; credit may be repeated for credit.

Department of Nursing

Sally Morgan, RN, MSN, Founding Director of Nursing

MISSION: To provide scientifically sound, values-based nursing education to prepare graduates to lead with knowledge, integrity, and compassion. The RN to BSN program combines innovative curriculum, interdisciplinary teaching, and collaborative partnerships. The course of study promotes critical inquiry, enhances the student's practice and philosophy, and prepares the nurse for leadership roles in the increasingly complex healthcare environment.

The RN to BSN Nursing program is offered through the School for Professional Studies (SPS). Please see the SPS section of this catalog for further information on the program.
**Department of Mathematics & Computer Sciences**

Roy Young, M.S., Chair

MISSION: Two distinct, and significantly different, majors are housed in this department: mathematics and management information systems (MIS). However, both stress rigorous mathematical and scientific concepts along with practical applications. Students of Mathematics receive mathematical training in a Christian environment needed to prepare them for careers in elementary or secondary education, to provide the background in mathematics necessary for other areas of study such as chemistry, biology, business, or 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. This program is accredited by the California Commission on Teaching Credentialing.

### Mathematics Major

Mathematics Placement Examination (MPE): A two-hour examination will be given to new students during registration. Passing this examination at level 1 means the student is eligible to enroll in College Algebra, passing at level 2 qualifies the student for Pre-calculus, and level 3 qualifies the student for Calculus I. Students that fail the examination at all levels must take remedial work at a community college and then re-take the examination.

Mathematics Education Option

This option is for students preparing to teach mathematics at the secondary school level. The Bachelor of Science in mathematics degree with this option is approved by the California Commission on Teacher Credentialing. Completion of this option will satisfy the mathematics requirements for the Single Subject Teaching Credential in Mathematics. Graduates must then enroll in the Graduate Education program at Vanguard University or some other accredited college/university to complete the subject requirements for the California Clear Teaching Credential in Mathematics (see the Graduate Program in Education for these requirements). Students under this option must include MATH 315, MATH 330, MATH 370, MATH 410, AND MATH 420 as a part of their degree program.

Mathematics Major Core Requirements 42 units

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>24 units</th>
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<tbody>
<tr>
<td>MATH 170 Pre-calculus</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 180 Calculus I</td>
<td>4 units</td>
</tr>
<tr>
<td>MATH 181 Calculus II</td>
<td>4 units</td>
</tr>
<tr>
<td>MATH 187 Computer Programming</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 189 Programming in ‘C++’ Language</td>
<td>3 units</td>
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<tr>
<td>MATH 280 Technical Writing</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 281 Multivariable Calculus</td>
<td>4 units</td>
</tr>
<tr>
<td>MATH 285 Introduction to Advanced Mathematics</td>
<td>3 units</td>
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<table>
<thead>
<tr>
<th>Upper Division</th>
<th>18 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 300 Linear Algebra</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 310 Differential Equations</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 335 Probability and Statistics</td>
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<tr>
<td>MATH 365 Elementary Analysis</td>
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<tr>
<td>MATH 367 Discrete Mathematics</td>
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<tr>
<td>MATH 420 Higher Geometry</td>
<td>3 units</td>
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<tr>
<td>MATH 425 Special Topic</td>
<td>1-3 units</td>
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<tr>
<td>MATH 440 Mathematical Investigations</td>
<td>1-3 units</td>
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Electives 15 units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 315 Advanced Differential Equations</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 335 Teaching and Tutoring</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 365 Number Theory</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 370 History of Mathematics</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 380 Combinatorics</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 410 Discrete Mathematics</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 411 Elementary Analysis II</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 412 Abstract Algebra</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 413 Higher Geometry</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Non-Mathematics Requirements 11 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 220 Mechanics and Heat</td>
<td>4 units</td>
</tr>
<tr>
<td>CSCI 225 Electricity, Magnetism, Sound and Light</td>
<td>4 units</td>
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</tbody>
</table>

Core Curriculum 45 units

Other math/non-math electives 12 units

Mathematics Minor 20 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 180 Calculus I</td>
<td>4 units</td>
</tr>
<tr>
<td>MATH 181 Calculus II</td>
<td>4 units</td>
</tr>
<tr>
<td>MATH 280 Introduction to Statistical Methods</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 300 Linear Algebra</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Choose 3 units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 315 Advanced Differential Equations</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 335 Teaching and Tutoring</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 365 Number Theory</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 370 History of Mathematics</td>
<td>3 units</td>
</tr>
<tr>
<td>MATH 380 Combinatorics</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Any change to this standard minor program must be approved by your college supervisor and by the chair for the department of mathematics and computer sciences.

Mathematics Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104 Mathematics for Liberal Arts Students</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Prerequisite: Two years of high school math or consent of the instructor. An introductory course emphasizing the ideas and concepts of mathematics. Algebra, number theory, set theory, geometry, statistics, probability, and analysis of the ideas and methods involved. This course does not fulfill a core curriculum requirement.
MATH 116 • College Algebra (3 units)
Prerequisite: Two years of high school algebra and pass the Mathematics Placement Examination (MPE) at level one of consent of the instructor. Sets and real numbers, linear equations and inequalities, polynomials, functions, graphing linear and polynomial functions, exponential and logarithmic functions, systems of equations, matrices and determinants, sequences and series. This course does not fulfill a core curriculum requirement.

MATH 117 • College Trigonometry (3 units)
Prerequisite: Two years of high school algebra. Complex numbers, trigonometric functions and applications. This course does not fulfill a core curriculum requirement.

MATH 120 • Mathematics for Elementary Teachers (3 units)
Prerequisite: MATH 116(E) or consent of the instructor. Introductory set theory, problem solving, basic algorithms, elementary number theory, geometry, and coordinate geometry. Emphasis will be on the structural and logical foundations of mathematics. This course does not fulfill a core curriculum requirement.

MATH 145C • Data Analysis (3 units)
Prerequisite: Two years of high school math (including algebra) or consent of the instructor. The use of mathematics as a thinking and problem solving tool, emphasizing data interpretation, graphs, tables, statistical arguments, probability statistics, and the use and misuse of numbers. Spreadsheet applications include variables, conditions, and statistical functions. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

MATH 165C • Scientific Statistics (3 units)
Prerequisite: Two years of high school algebra. This course is designed to cover a review of statistics relevant to experimental scientific investigation including sampling theory, basic variance, statistics, linear, non-linear, and multiple regressions with a conclusion of measures of best fit, and basic statistical hypothesis testing. Advanced topics of curve fitting via parameter optimization in three or more dimensions, weighted curve fitting, ANOVA, and factor analysis will be introduced. This course will use Microsoft Excel exclusively. Course content will meet the basic needs of both science and mathematics students.

MATH 170 • Pre-calculus (3 units)
Prerequisite: MATH 116(E) or consent of the instructor. Equations and inequalities, systems of linear equations, functions, graphs, exponential, logarithmic, and trigonometric functions, and their inverses, polynomial and rational functions, analytic geometry. This course does not fulfill a core curriculum requirement.

MATH 180 • Calculus I (4 units)
Prerequisite: Pass the MPE at level three and MATH 117, or consent of the instructor. Graphing functions, logarithmic functions and their inverses, limit of functions and derivatives, rules of differentiation and their applications, definite and indefinite integrals. This course does not fulfill a core curriculum requirement.

MATH 300 • Linear Algebra (3 units)
Prerequisite: MATH 285. Systems of linear equations, vector spaces, linear mappings, matrices and matrix algebra, determinants, eigenvalues and eigenvectors, and applications. This course does not fulfill a core curriculum requirement.
### MATH 311 • Advanced Differential Equations (3 units)
Prerequisite: MATH 310. Topics in both ordinary and partial differential equations. Existence-uniqueness theorems, Laplace and Poisson equations, difference equations, nonlinear differential equations, first and second order equations, characteristics, Cauchy problems, introduction to boundary and initial value problems, and their applications.

### MATH 315 • Teaching and Tutoring (3 units)
Prerequisite: Sophomore or junior standing. This course is designed to give the student introductory experiences in both tutoring and planning classroom observations. The early field experiences will link together mathematical content along with classroom management and interaction with students from diverse populations represented in the California public schools.

### MATH 330 • Number Theory (3 units)
Prerequisite: MATH 285 or consent of the instructor. Divisibility properties of integers, prime numbers, the Euclidean algorithm, the unique factorization theorem, congruences, Fermat’s theorem, Wilson’s theorem, Diophantine equations, number theoretic functions, and the quadratic reciprocity theorem.

### MATH 364C/SOCS 364C • Intermediate Statistical Methods (3 units)
Prerequisite: MATH 265C/SOCS 265C or consent of the instructor. This course is designed to provide a thorough understanding of the statistical methods used in research. Students majoring in Biology or Chemistry must take MATH 364C/SOCS 364C to fulfill the core curriculum requirement in mathematics. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

### MATH 365 • Probability and Statistics (3 units)
Prerequisite: MATH 265 and MATH 285. Frequency interpretation of probability, systems of probability theory, discrete probability and combinatorics, random variables, distributions and density functions, sampling theory and limit theorems.

### MATH 370 • History of Mathematics (3 units)
Prerequisite: MATH 180 or consent of the instructor. An introduction to the history of mathematics from ancient times to the twentieth century, with applications to elementary mathematics through calculus.

### MATH 371 • Combinatorics (3 units)
Prerequisite: MATH 285 and MATH 281. Analysis of discrete structures and relations: proofs of existence and methods of enumeration. Permutations and combinations. The binomial coefficients, the Inclusion-Exclusion principle, Ramsey theory, generating functions, the marriage theorem, and combinatorial designs.

### MATH 375 • Discrete Mathematics (3 units)
Prerequisite: MATH 285 and MATH 281. This course is designed to study graph theory, including networks, voting systems, including game theory, and fair apportionment, and patterns.

### MATH 380 • Elementary Analysis I (3 units)
Prerequisite: MATH 280. Elementary analysis of the calculus and its foundations. Continuous and differentiable functions, and topological properties of the real number line.

### MATH 381 • Elementary Analysis II (3 units)
Prerequisite: MATH 380. Riemann integration, sequences of functions, metric spaces, introduction to calculus of several variables. Emphasis is placed on writing mathematical proofs.

### MATH 390 • Numerical Analysis (3 units)

### MATH 410 • Abstract Algebra (3 units)
Prerequisite: MATH 310. An introduction to modern ideas of algebra, set theory, groups, rings, and fields.

### MATH 420 • Higher Geometry (3 units)
Prerequisite: MATH 285. Euclidean geometry from an advanced standpoint, and topics in non-Euclidean geometry.

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

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

### MATH 499C • Capstone Seminar in Mathematics (3 units)
Prerequisite: Mathematics major with senior standing or consent of the instructor. This course fulfills the Core Curriculum Capstone requirement for Mathematics majors.

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### Management Information Systems Major (MIS)
(Suspended until further notice)

**MISSION:** The MIS degree program seeks to equip student scholars with significant computer systems knowledge along with a practical knowledge of their application to various areas of business, accounting, finance, and management. Graduates will be able to develop applications software and/or maintain and enhance existing computer applications.

**Management Information Systems Major Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Information Systems Major Requirements</td>
<td>72</td>
</tr>
<tr>
<td><strong>Lower Division</strong></td>
<td></td>
</tr>
<tr>
<td>CSCI 101 Introduction to Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 102 Introduction to Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>MS100 Computer Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MS211 A+ Certification (PC Technician)</td>
<td>3</td>
</tr>
<tr>
<td>MS212 MS/IT Modules (1 selected by Advisor)</td>
<td>3</td>
</tr>
<tr>
<td>MS220 Applications Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

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**MISCN:** The MIS degree program seeks to equip student scholars with significant computer systems knowledge along with a practical knowledge of their application to various areas of business, accounting, finance, and management. Graduates will be able to develop applications software and/or maintain and enhance existing computer applications.
BUN 114 • Introduction to Business 3 units
BUN 215 • Principles of Economics I (Macro) 3 units
BUN 216 • Principles of Economics II (Micro) 3 units
ACCT 220 • Principles of Accounting I 3 units
ACCT 221 • Principles of Accounting II 3 units

Upper Division 36 units
MS 320 • Management Information Systems 3 units
MS 321 • Systems Analysis & Design 3 units
MS 322 • Database System Design & Management 3 units
MS 323 • Computerized Accounting Systems 3 units
MS 420 • Internship/Special Project 3 units

BUSN 316 • Legal Aspects of the Business Process 3 units
FINC 335 • Corporate Finance 3 units
MNGT 325 • Management Theory and Practice 3 units
MNGT 346 • Organizational Behavior 3 units
BUSN 455 • Business Policy Strategy 4 units

Business Elective 3 units
Business or MIS Elective 3 units

Other Requirements 6 units
Mathematics Elective 3 units
Science Elective 3 units

MS Major Courses
ACCT 220 • Principles of Accounting I (3 units)
Prerequisites: MATH 145C or College Algebra. Introduces the concepts, rationale, and procedures related to financial accounting and reporting. It focuses on understanding the accounting environment and its components and the resulting financial statements. Presents the planning and its related ethical challenges. The role of the organization in business setting is used to study business transactions before learning about more complex and equity structures.

ACCT 221 • Principles of Accounting II (3 units)
Prerequisites: ACCT 220. Continues to study the concepts and procedures related to financial accounting and reporting. It focuses on the financial environment and its components and their role in business decision making. An in-depth preparation and interpretation of the financial statements are added to the study of financial statements. Financial statement analysis and managerial accounting concepts are introduced and emphasized.

CSCI 102 • Introduction to Computer Science II (4 units)
Prerequisite: CSCI 101. This course builds on the fundamentals presented in CSCI 101 by going deeper into the study of programming, programming concepts, and systems design strategies, algorithms, Combinatorics and programming paradigms.

MS/BUN 100 • Computer Concepts and Applications (3 units)
This course introduces the student to computer concepts, issues, and applications. The student will gain “Conceptual Computer Literacy” by developing an understanding of the use of computers and information technology in organizations. In addition, the student will gain “Functional Computer Literacy” learning how to use a computer through completion of various projects using application programs (Word processing, Spreadsheets, Database Management, and Presentation).

MS 211 • A+ Certification (PC Technician) (3 units)
Prerequisites: CSCI 102 and MS 100. A hands-on course in building PCs and servers from the ground up in a variety of popular hardware and software configurations. Includes basic selection and installation of hardware components and software for the typical user in industry. This is a certificate course.

MS 212 • MASE Modules (1 selected by Advisor) (3 units)
Prerequisites: MS 211. This is a self-directed training program where the advisor and student agree on the selection of a MASE (Microsoft Certified Application Engineer) module to study. Successful completion of the MASE test for certification of the selected module is a requirement.

MS 270 • Applications Programming (4 units)
Prerequisites: CSCI 102 and CSCI 222. This is a lecture and laboratory course that allows the student ample opportunity to apply knowledge of business courses and computer technology courses in the construction and testing of business applications.

MS 312 • MASE Modules (1 selected by Advisor) (3 units)
Prerequisite: MS 211. This is a self-directed training program where the advisor and student agree on the selection of a MASE (Microsoft Certified Application Engineer) module to study. Successful completion of the MASE test for certification of the selected module is a requirement.

MS 320 • Management Information Systems (3 units)
Prerequisite: MS 212. This course is about business, managers, organizations, and how to develop and use information systems effectively to meet the needs of these managers and organizations. Building from personal MS- to midlevel MS- to enterprise MS, this course stresses the important role of information systems in satisfying business objectives. Examples, cases, and projects promote active learning.

MS 321 • Systems Analysis and Design (3 units)
Prerequisite: MS 211. This course presents a structured approach using the tools of structured analysis and design, while including traditional techniques such as interviewing and form design. The concepts, tools, techniques of analysis and design are introduced and emphasis is placed on how they are used in business applications.
**School of Psychology**

Jerre L. White, Psy.D., Dean
Douglas Dayblom, Ph.D., Associate Dean

**MISSION:** The School of Psychology is dedicated to excellence in the teaching, scholarship, and application of psychology in our commitment to being a vibrant Christian community, actively integrating faith and service to others in order to promote health, instill hope, improve lives, and reduce human suffering.

The School of Psychology consists of the traditional undergraduate Psychology department, the School for Professional Studies undergraduate psychology major (for details see the School for Professional Studies section of this catalog), and the Graduate Program in Clinical Psychology.

**Undergraduate Program in Psychology**

**Department of Psychology**
Douglas Dayblom, 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 others' 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.

Both a major and a minor in Psychology are offered through the undergraduate Psychology Department.

**Psychology Major Core Requirements**  46 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 103C</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 332</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCS 265C</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 446</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 449</td>
<td>Cognitive Psychology</td>
<td>3</td>
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</table>

**Psychological Perspectives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 449</td>
<td>Cognitive Psychology</td>
<td>3</td>
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</table>

**Psychology Minor Core Requirements**  46 units

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PSYC 103C</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology</td>
<td>3</td>
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<td>PSYC 332</td>
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</table>

**Research Component**

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</thead>
<tbody>
<tr>
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<td>Cognitive Psychology</td>
<td>3</td>
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</table>

**Survey of the Field**

9 units

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PSYC 320</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 332</td>
<td>Abnormal Psychology</td>
<td>3</td>
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</tbody>
</table>

**Psychological Perspectives**

15 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 449</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
Behavioral: PSYC 350 Theories and Principles of Learning 3 units
or PSYC 420 Behavior Modification 3 units
Biological: PSYC 340 Biological Psychology 3 units
Sociocultural: PSYC 324 Social Psychology 3 units
or PSYC 331 Diversity Issues in the Helping Professions 3 units
Spiritual: PSYC 477C Psychology and Christianity 3 units

Application
3 units minimum

or both
PSYC 474 Psychological Research I 3 units
and PSYC 475 Psychological Research II (with permission of the instructor) 3 units

Upper Division Electives
9 units

Three courses from the following list are commonly used to fulfill this requirement:
PSYC 321 Adolescent Psychology 3 units
PSYC 332 Abnormal Psychology 3 units
PSYC 344 Personality 3 units
or
PSYC 350 Theories and Principles of Learning 3 units
PSYC 420 Behavior Modification 3 units
PSYC 449 Cognitive Psychology 3 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 measure of the mastery of concepts, principles, and knowledge expected of students at the conclusion of the psychology major.

Psychology Minor
21 units

PSYC 103C General Psychology 3 units
PSYC 320 Developmental Psychology 3 units
PSYC 332 Abnormal Psychology 3 units
SDES 305 Intro to Statistical Methods 3 units

Behavioral
One of the following is recommended as one of the electives:
PSYC 350 Theories & Principles of Learning 3 units
PSYC 420 Behavior Modification 3 units
PSYC 449 Cognitive Psychology 3 units

Twelve of the twenty-one units must be taken at Vanguard University.

Psychology Courses
PSYC 103C General Psychology (3 units)

Prerequisites: All other psychology courses. This course explores the fundamental issues of psychology, including research in psychology, biological influences on development and behavior, learning and memory, motivation, personality, psychological disorders, psychological interventions, and social behavior.

PSYC 291, 292, 293 Special Topic (1, 2, 3 units)

A lower division study of a special topic in psychology and may be repeated for credit.

PSYC 320 Developmental Psychology (3 units)

Prerequisite: PSYC 103C. An exploration of human development through the biological, behavioral, cognitive, sociocultural, and spiritual perspectives in a lifespan approach (from conception through death). This course is recommended early in the major and is a prerequisite for other psychology courses.

PSYC 321 Adolescent Psychology (3 units)

Prerequisite: PSYC 103C. A study of 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.

PSYC 324 Social Psychology (3 units)

Prerequisite: PSYC 103C. An examination of interpersonal behavior as it is influenced by social processes, culture, face-to-face interactions, and personality characteristics. Among the topics covered are interpersonal and group behavior in relationship to social values, diversity issues, norms, attitudes, roles, and social needs.

PSYC 332 Abnormal Psychology (3 units)

Prerequisites: PSYC 103C and ANTH 102C or SOCI 100C. An examination of interpersonal behaviors as it is influenced by social processes, culture, face-to-face interactions, and personality characteristics. Among the topics covered are interpersonal and group behavior in relationship to social values, diversity issues, norms, attitudes, roles, and social needs.

PSYC 331 Diversity Issues in the Helping Professions (3 units)

Prerequisite: PSYC 103C. Explores students to the psychological literature relevant to becoming more culturally sensitive to diverse ethnic populations and other forms of diversity. It addresses the unique challenges required to the traditional psychological counseling theories and counseling practices that are associated with helping individuals from diverse backgrounds. This course is applicable to students who intend to work with, minister to, or counsel people of diverse ethnic and cultural backgrounds.
PSYC 332 • Abnormal Psychology (3 units)
Prerequisites: PSYC 103C and 320. An introduction to the study of psychological disorders with emphasis on etiology, signs, symptoms, and treatment techniques.

PSYC 335 • Social and Psychological Aspects of Aging (3 units)
Prerequisites: PSYC 103C and 320. An interdisciplinary and cross-cultural perspective on aging. The physical, psychological, and social aspects of aging are explored, with an emphasis on the impact of aging on contemporary society.

PSYC 340 • Biological Psychology (3 units)
Prerequisites: PSYC 103C and 320. An introduction to the relationship between the nervous system and behavior, with an emphasis on the study of behavior in terms of the nervous system and its control of the activity of the body. Neurological impairment and disorders are examined.

PSYC 345 • Theories of Personality (3 units)
Prerequisites: PSYC 103C. A review of the major personality theories and their supporting evidence.

PSYC 350 • Theories and Principles of Learning (3 units)
Prerequisites: PSYC 103C and declared psychology major. An introduction to the study of learning, with an emphasis on the principles of learning and their application to contemporary settings. Among the topics covered are classical and operant conditioning, observational learning, generalization and discrimination, schedules of reinforcement, and aversive control.

PSYC/SOCI 355 • Survey of Human Services (3 units)
Prerequisites: PSYC 103C or SOCI 100C. A survey of the field of human services, including the history, organization, and delivery of human services. Ethical issues and the significance of a Christian worldview in human services are also examined.

PSYC 360 • Field Practicum (1-4 units)
Prerequisites: PSYC 103C, 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. The course can be taken for 1-4 units and may be repeated for credit. This course is designed to provide hands-on experience in the field and to develop practical skills in human services.

PSYC 362 • Counseling Theories (3 units)
Prerequisites: PSYC 103C and consent of the instructor. An examination of the theoretical foundations of counseling, focusing on the development and evaluation of counseling theories. The integration of theoretical principles in counseling theories is introduced.

PSYC 363 • Counseling Methods (3 units)
Prerequisites: PSYC 362 and consent of the instructor. Building on PSYC 362, Counseling Methods emphasizes the development of skills used in counseling.
PSYC 470 • Special Topics (3 units)
Prerequisite: PSYC 103C and consent of the instructor. An upper division study of a special topic in psychology. May be repeated for credit.

PSYC 474 • Psychological Research I (4 units)
Prerequisites: SOC/MATH 265C 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 units)
Prerequisite: PSYC 474. Psychological research and assessment conducted in PSYC 474 will culminate in a written report and an essay on research 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 477C • Psychology and Christianity (3 units)
Prerequisite: Senior standing, declared psychology major. An examination of human nature from the perspectives of psychology and Christian belief. Among the topics covered are the relationship between mind and body; the nature of human freedom; Christian prayer; conversion; and the relationships between people’s attitudes and their behavior.

PSYC 480 • Individual Studies (1-3 units)
Prerequisite: PSYC 103C and consent of the instructor and department 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 units)
Prerequisite: PSYC 103C 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.

Graduate Program in Clinical Psychology
Jerre L. White, Psy.D., Director

MISSION: The Graduate Program in Clinical Psychology equips its students to serve with excellence as Christian mental health professionals by providing the highest quality of rigorous academic training, guided professional development, and integrative faith based learning in a collaborative and supportive environment.

Academic Foundation
The academic foundation for the Graduate Program in Clinical Psychology provides an intellectual understanding of God’s role in human nature and His expectations for us as human beings. The program seeks to help students develop a deep understanding of human nature from the perspectives of psychology and Christian belief. Among the topics covered are the relationship between mind and body; the nature of human freedom; Christian prayer; conversion; and the relationships between people’s attitudes and their behavior.

Professional Foundation
The professional foundation for the Graduate Program in Clinical Psychology is a practical understanding of the ethical, legal, and professional standards necessary in order to practice clinical, counseling, or academic careers. The graduate experience is designed not only to help students learn more about psychology, but also to begin their own professional development. The curriculum is designed to enable students to work in secular as well as religious settings.

Admissions Information
Application Process
To request an application or more information, please contact the Graduate Admissions Office by telephone at (877) 699-8872 or online at www.vanguard.edu.

When submitting an application, a non-refundable $45.00 application fee is required. Once all supporting information has been received and the application is complete, the Graduate Program in Clinical Psychology will review the application. Finalists may be invited for an on-site interview. All applicants are evaluated without regard to race, gender, age, political affiliation, national origin, or disability.

Felony Implications
Note that licensing and certification agencies typically have regulations denying licensure or certification to anyone who has been convicted of a felony, most especially one which reflects an offense which would be cause for disciplinary action. If convicted by one’s state, the license may be revoked or suspended. However, contact the licensing board in the state in which you plan to license for information on the effects of a conviction. This clarification should be done before the application for admission to this program is submitted.

Successful completion of the Master of Science (M.S.) degree will prepare students for numerous options. The M.S. degree allows for competitive application to doctoral programs in clinical psychology, marriage and family therapy, counseling, and education. The degree of Master of Science in Clinical Psychology with a Marriage and Family Therapy (MFT) emphasis will also allow for 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. Students desiring the MFT license must complete additional internship hours after graduation and successfully pass the state licensing exams.

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 kind. The redeeming compassion of God influences hope and insight 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 sides of life despite the reality of human brokenness.

Graduate Program in Clinical Psychology
Jerre L. White, Psy.D., Director

MISSION: The Graduate Program in Clinical Psychology equips its students to serve with excellence as Christian mental health professionals by providing the highest quality of rigorous academic training, guided professional development, and integrative faith based learning in a collaborative and supportive environment.

Academic Foundation
The academic foundation for the Graduate Program in Clinical Psychology provides an intellectual understanding of God’s role in human nature and His expectations for us as human beings. The program seeks to help students develop a deep understanding of human nature from the perspectives of psychology and Christian belief. Among the topics covered are the relationship between mind and body; the nature of human freedom; Christian prayer; conversion; and the relationships between people’s attitudes and their behavior.

Professional Foundation
The professional foundation for the Graduate Program in Clinical Psychology is a practical understanding of the ethical, legal, and professional standards necessary in order to practice clinical, counseling, or academic careers. The graduate experience is designed not only to help students learn more about psychology, but also to begin their own professional development. The curriculum is designed to enable students to work in secular as well as religious settings.

Admissions Information
Application Process
To request an application or more information, please contact the Graduate Admissions Office by telephone at (877) 699-8872 or online at www.vanguard.edu.

When submitting an application, a non-refundable $45.00 application fee is required. Once all supporting information has been received and the application is complete, the Graduate Program in Clinical Psychology will review the application. Finalists may be invited for an on-site interview. All applicants are evaluated without regard to race, gender, age, political affiliation, national origin, or disability.

Felony Implications
Note that licensing and certification agencies typically have regulations denying licensure or certification to anyone who has been convicted of a felony, most especially one which reflects an offense which would be cause for disciplinary action. If convicted by one’s state, the license may be revoked or suspended. However, contact the licensing board in the state in which you plan to license for information on the effects of a conviction. This clarification should be done before the application for admission to this program is submitted.
Admission Requirements

The admission packet contains detailed information on the following admission requirements:

- Completed Bachelor's degree from a regionally accredited college or university. (Applicants from an institution accredited by the American Association of Bible Colleges will be evaluated on an individual basis.)
- Application and Application Fee
- Three Letters of Recommendation
- Official Transcripts
- Autobiographical Statement
- Statement of Faith
- Statement of Purpose
- Resume/Curriculum Vitae
- No minimum GPA is required, but 3.0 is preferred.

The Graduate Record Exam (GRE) is not required for admission into the graduate program and is not considered in evaluating applications.

Prerequisites

Required prerequisite courses:

- Introduction to Statistics
- Psychopathology or Abnormal Psychology
- Developmental Psychology or Human Development
- New Testament Survey or Old Testament Survey

Recommended prerequisite courses:

- Counseling Theories (preferred), Clinical Psychology or Clinical Sociology
- Personality Theories
- 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) semester 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. This transfer policy applies only to students in Regular Standing at the time of their admission.

Academic Policies

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 have not met all of the admission requirements of the program may be eligible for admission as a student with Provisional Standing. The admission decision is at the discretion of the Graduate Program in Clinical Psychology. Once in Regular Standing, all undergraduate course prerequisites are completed with a letter grade of "B" or better and provide evidence that they have the ability to do graduate level work by completing nine (9) units 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 faculty advisor and Program Director will evaluate the 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.

Probationary Standing

Students are placed in Probationary Standing for academic and/or professional/clinical reasons. Students may be in Probationary Standing for one semester only. If after one semester of Probationary Standing the student is unable to regain Regular Standing they may be dismissed from the graduate program. Students with Probationary Standing should meet with their faculty advisor regularly through the probationary semester.

Probationary Standing students must complete a Change of Status form requesting Regular Standing prior to the beginning of the semester they are seeking Regular Standing. It is the responsibility of the student to complete all required paperwork.

Academic Probation

Students admitted to the graduate program with Regular Standing who later receive a cumulative or current grade point average below 3.0 will be changed to Probationary Standing. Students with such standing must obtain a cumulative or current grade point average of 3.0 or greater the following semester. If after one semester of Probationary Standing the student is unable to obtain a grade point average of "B" or better (3.0) they may be dismissed from the graduate program. The likelihood of dismissal significantly increases if the student has received one or more grades of "C" or below.

Professional/Clinical Probation

Students admitted to the graduate program with Regular Standing who later do not maintain satisfactory clinical or professional performance in departmental or practiced associated activities may be placed on Probationary Standing. The student must meet with their advisor to discuss the requirements necessary to achieve satisfactory clinical performance and to regain Regular Standing. For more information please see “Continuation in Program” in “Program Policies.”

If satisfactory clinical performance cannot be achieved the student may be dismissed from the program.

International Standing

International students must have a Certificate of Eligibility (for non-immigrants “F-1” Student Status – form 1-20) in order to attend Vanguard University. Certificates will be issued when the international student (a)
completes the admissions process, (b) is accepted by Vanguard University, (c) submits financial certification showing financial sponsorship for the duration of planned study, and (d) has a semester's tuition and living costs deposited with the University. International students must maintain six (6) graduate level units of non-repeatable courses each semester and renew the 1-30 Form annually for any travel outside of the United States. To become eligible for transfer to and therefore the Form 1-538 must be submitted to and approval must be obtained from the Immigration Department in Los Angeles.

Classification and Financial Aid

Regular Standing students may be eligible for full institutional or federal aid. Provisional and Probationary Standing students may be eligible for partial federal aid.

Program Policies

Advising and Mentoring

Graduate students are assigned a faculty advisor who will assist them throughout their time in the program. Academic and professional aspects of their education are addressed for Advancement to Candidacy and Exit Project committees. These academic advising process, which is in conjunction with the Director, Program Office, and faculty advisor will assist the student in planning academics curriculum. The mentoring process is highly valued and the mentoring relationship between students and faculty/staff is encouraged. It is anticipated that this relationship will be meaningful and beneficial as the graduate student is able to have one-on-one consultation and interaction.

Advance to Candidacy

Degree bound students must officially be advanced to candidacy status prior to degree confirmation. Neither admission to the Master of Science program nor completion of required coursework automatically advances a student to candidacy for the Master of Science Degree. Advancement to Candidacy courses at the end of the semester in which all required course work has been completed by permission of the Committee.

To be eligible to apply for Advancement to Candidacy, students must meet:

1. Be a student in Regular Standing. If the student previously had Provisional or Probationary Standing, all conditions or deficiencies which had led to such standing must have been rectified.
2. Make application for Advancement to Candidacy during the semester the student is scheduled to advance. Forms for this purpose are available in the Program Office.
3. Achieve a cumulative grade point average of 3.0 or higher on all graduate course work required for the degree, with no more than one "C+" grade.
4. Be recommended by their faculty advisor.

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 program
3. A proposed course of future study, which has sufficient merit to warrant approval.
4. Necessary research skills, professional attitudes, value priorities, and qualities of mind that justify continuation of study toward the Master of Science degree.

Exit Project

In order to fulfill graduation requirements a student must successfully complete an exit project consisting of a comprehensive Clinical Seminar course, along with the Program Director, and for students studying in Los Angeles will provide specific information about the project. Completion of the Comprehensive Clinical Seminar course will include the semester in which the student intends to graduate. Under special circumstances, other options for the project may be available with the approval of the Program Director.

Personal Disclosure

Looking at one’s personal information, history and relationships is an integral part of clinical training. Some disclosures of such information are required in the admission process, coursework, and for other program-related activities. The faculty and staff respect that process and will strive to keep such information confidential.

Personal Therapy

It is anticipated that personal issues will arise for students in a graduate program in psychology and that it is of utmost importance for a future therapist to have been engaged in the therapeutic process as a client. Therefore, students are required to be involved in personal therapy concurrent with their coursework. Prior to graduation, students must complete 30 sessions of individual therapy and/or group therapy.

1. Therapists must be licensed as a Psychologist, Marriage and Family Therapist, or Clinical Social Worker.
2. Only psychotherapy groups fulfill this requirement. Groups created for the purpose of providing psycho- educational, marriage/pre-marital, support group, 12 step program, or another non-psychotherapy format will not be accepted. If you have questions about the acceptability of a specific group, the program will be happy to assess the group prior to you beginning sessions and, if it meets the requirements, will give approval.
3. Individual sessions are to be at least 45 minutes in length, group therapy sessions are to be at least 90 minutes in length.
4. Personal therapy requirement must be considered to be fulfilled when the student submits completed and signed Personal Therapy Record forms which indicate the required number of therapy hours have been completed.
5. Therapy requirement may be fulfilled through multiple therapists.
6. Therapy sessions must be completed concurrently with enrollment in the program.
7. Professors and other professionals involved with the graduate psychology program may not provide therapy for students.

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 official admission into the Graduate Program in Clinical Psychology. Time spent on leave of absence will be calculated into the five (5) year limit. Any exceptions to the limit must be approved by the Director of the Graduate Program in Clinical Psychology.

Student Load

Full-time, Half-time academic load at the graduate level is nine (9) unit hours or more per semester, provided specific program requirements. Students may not enroll for more than fifteen (15) unit hours in a regular semester without the approval of the Director of the Graduate Program in Clinical Psychology.
Part-time. Part-time schedules are available. A student's academic load may vary according to their specific progress and standing in the program. The Director may allow deviations to the anticipated unit load in consideration of specific needs of a student.

Grade Requirements

Since graduate courses generally require more time than undergraduate courses, students should enroll for a reasonable academic load each semester. Students in the Master of Science Degree program must maintain a cumulative grade point average of at least "B" (3.0) throughout the program. Failure to do so will result in being placed on Probationary Standing or dismissed from the program.

Any grade below "B" is below minimal performance in the program and indicates that improvement is required in order to complete the M.S. degree. Students who receive a grade which is below "B" will be required to meet with their academic advisor and the Director to determine whether they should continue as degree students. Any course grade that is below "B" may result in dismissal from the program. No more than one grade of "C+" may be applied toward the Master of Science in Clinical Psychology degree. Grades of "C" and below cannot be used toward the Master of Science degree except by repeating the course with a satisfactory grade.

Continuation in the Program

In addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for a mental health professional. Relevant areas include, but are not limited to, following appropriate ethical and legal standards, demonstrating reasonable maturity in professional interpersonal contacts, and maintaining relatively free of personal-emotional behaviors that could constitute a potential threat to the well-being of the public to be served. If a situation of noncompliance is regarded as a failure either in an academic or professional-related activities, the student will meet with the Program Director, Director of Clinical Training and the student's advisor to discuss the student's status in the program.

As a condition of the student's continuation in the program, the department has the option to require the student to address the issues through personal therapy. The student may see a licensed or license-eligible Psychologist, Marriage and Family Therapist, Clinical Social Worker, or Psychiatrist. Upon agreement by the Director, Director of Clinical Training, the student's advisor, and the student, other options such as coaching, spiritual direction, and tutoring may be considered.

Students are required to demonstrate increasing competence and professional skill as well as compliance with ethical standards and legal mandates throughout clinical training. Progression in the program is granted based upon satisfactory performance in clinical training. If satisfactory performance is not maintained, students may be placed on Probationary status or dismissed from the program. In order to assess performance in clinical training, evaluations of clinical activity may be obtained from clinical sites, professors, and others involved with the student's clinical training and will be reviewed by the Director of Clinical Training. If the opinion of the Director of Clinical Training evaluations indicate that a student's clinical and professional activities have exposed, are exposing, or indicate future likelihood of exposing an arm's length client to a significant risk of harm, the student will immediately be dismissed from the program. When dismissal is considered, remedial efforts will be made to obtain evaluations from clinical sites and to include those evaluations in the decision process. The student retains all rights of and access to appeal processes.

Student Status Change

Leave of Absence

Students who find it necessary to interrupt the regular sequence of enrollment are expected to file a notice of an official "Leave of Absence." Forms are obtained from the Program Office. Throughout the leave of absence, the student may be required to register for PASG759, Continuing Registration. Time spent on leave of absence is included in the five-year time limit for graduate course work.

Withdrawal from the Program

Students contemplating withdrawal from the program must arrange a conference with the Program Coordinator. If the student finds it necessary to withdraw from the program during a regular academic term, an official withdrawal must be filed with the Registrar's Office. After presentation of an appropriately completed and signed "Application for Official Withdrawal" form to the Registrar Office, students who fail to follow proper procedures in withdrawing due to justifiable personal circumstances will be classified as having "withdrawn in good standing." The tuition refund policy (as explained in "Tuition and Fee Information") will be observed in cases of official withdrawal from the Graduate Program in Clinical Psychology. Students who fail to withdraw officially will automatically be graded as a "W" (failure) by the professors for each class, thereby leading to possible future problems when applying for readmission or in transferring units to other graduate institutions.

Re-admission

If a student applies for re-admission after withdrawing from the program, being dismissed or a leave of absence, the returning student is subject to any new or changed academic regulations and program requirements in effect at the time of their re-admission.

Students who have been absent from the Graduate Program in Clinical Psychology due to voluntary Leave of Absence or Withdrawal for less than two years must submit an Application for Re-admission to the Graduate Program in Clinical Psychology. Students who have been absent for more than two years must repeat the application process with Graduate Admissions.

A person who has been dismissed from the program may apply to the program a minimum of two years after dismissal. The applicant must submit the admissions process with Graduate Admissions. Additional information may be required if applicable. The application will be considered with the regular admissions pool.

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 52 semester units in Graduate Psychology with a minimum cumulative grade point average of "B" (3.0), and with no more than one (1) course grade of "C+" counting toward the degree.
2. A minimum attendance of four academic semesters.
3. Successful completion of a minimum of 150 client contact hours at approved practicum placements.
4. Advanced to Candidacy.
5. Completion of Exit Project.
6. Completion of personal therapy requirement.
7. The filing of all necessary forms in accordance with the timetable provided by the Graduate Program in Clinical Psychology.

8. Successful completion within the maximum allowed time limit of five (5) years of all degree requirements that were in effect at the time of student's entrance into the program.

9. Settlement of all financial obligations to Vanguard University.

If all coursework has been completed and graduation is pending completion of client hours, workshops, and/or Exit Project, the student may be required to register for PSYG 799: Continuing Registration until all graduation requirements have been met.

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 reapply in a later semester.

Awarding of Degree

Degrees are formally awarded at the end of the Fall, Spring and Summer sessions. The degree is posted on the transcript on the last day of the semester or Summer session in which the graduation requirements were met. Commencement exercises are held annually at the end of the Spring semester.

Tuition Scholarships

Additional information and application forms for Tuition Scholarships are available through the Graduate Clinical Psychology Program Office. These application forms must be submitted to the Graduate Clinical Psychology Office, while the administration of scholarship funds and all other applicable state and federal assistance will be handled through the Financial Aid Office.

Director’s Scholarship

Depending on budgetary funding, scholarship money is available each year. The monies are divided among graduate students admitted into the program and those whose scholarship application was submitted. Awards are based on financial need, academic achievement and merit.

Application: Available through Graduate-Clinical Psychology Office

Qualifiers: Graduate Psychology student

Typical Range: $4,000 - $10,000/ per 12 units

Graduate Director’s Assistantships

Assistantships are available to second year graduate students in the program. Students should discuss their interest in applying for one of the assistantships with their faculty advisor who will make a recommendation to the Program Director. Teaching Research and Program Assistantships are available.

Application: Available through Graduate-Clinical Psychology Office

Qualifiers: Graduate Psychology student

Minimum of 3.0 cumulative GPA in all graduate courses

Typical Range: $4,000 - $14,000/ per 12 units

Bryan S. Smith Scholarship

Students in the Graduate Program in Clinical Psychology are eligible to apply for the Bryan S. Smith Scholarship, which exists to enhance scholarship and study English as related to the Spanish-speaking world.

Application: Available through Graduate Religion Office

Qualifiers: See the Graduate Religion Office

Typical Range: $2,000 - $3,000/ per 12 units

Graduate Psychology Services

The Graduate Program in Clinical Psychology is housed in a modern campus facility. Designed exclusively for graduate students and with graduate learning in mind, this building includes offices for the program administrative staff and faculty, modern, comfortable classrooms and appropriate for adult learners: state of the art child play therapy training room, adult therapy training counseling room, live supervision rooms, a computer lab and a student lounge.

Resources that are maintained within our facility and are available exclusively to our students include psychological assessment tools, videos, audiocassettes, and a collection of psychology and counseling references including books and journals.

Master of Science in Clinical Psychology

Graduation Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 601 Clinical Foundations of Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>PSYG 602 Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYG 603 Advanced Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYG 604 Ethical and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSYG 605 Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYG 606 Statistics and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PSYG 607 Clinical Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>PMDM 601 Clinical Case Conceptization</td>
<td>Credit/Final</td>
</tr>
<tr>
<td>PSGM 622 Mind, Body, and Spirit</td>
<td>2</td>
</tr>
<tr>
<td>PSGM 655 Psychotherapy with Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSGM 670 Social Topics</td>
<td>1</td>
</tr>
<tr>
<td>PSGM 701 Addictive Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>PSGM 707 Forensic and Mental Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSGM 708 Clinical Psychotherapy II</td>
<td>3</td>
</tr>
<tr>
<td>PMDM 701 Clinical Case Conceptization</td>
<td>Credit/Final</td>
</tr>
<tr>
<td>PSGM 709 Clinical Psychotherapy III</td>
<td>3</td>
</tr>
<tr>
<td>PMDM 709 Clinical Case Conceptization</td>
<td>Credit/Final</td>
</tr>
<tr>
<td>PSGM 710 Psychotherapy and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PSGM 720 Clinical Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSGM 725 Psychological Testing and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>PSGM 726 Professional, Ethical, and Clinical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSGM 727 Comprehensive Clinical Seminar</td>
<td>2</td>
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</tbody>
</table>
## Workshop Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Workshop</th>
<th>Credit/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYPD 1000</td>
<td>Child Abuse and Maltreatment Workshop</td>
<td>Credit/Fail</td>
</tr>
<tr>
<td>PYPD 1005</td>
<td>Spousal and Partner Abuse Workshop</td>
<td>Credit/Fail</td>
</tr>
<tr>
<td>PYPD 1010</td>
<td>Human Sexuality Workshop</td>
<td>Credit/Fail</td>
</tr>
<tr>
<td>PYPD 1015</td>
<td>Aging and Long Term Care Workshop</td>
<td>Credit/Fail</td>
</tr>
</tbody>
</table>

If all coursework has been completed and graduation is pending completion of client hours, workshops, and/or Exit Project, the student may be required to register for PSYG 799: Continuing Registration until all graduation requirements have been met.

## Sample Curriculum Schedule

### Full-time; 4 Semester Track

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>14 UNITS</td>
<td>12 UNITS</td>
</tr>
<tr>
<td>Clinical Foundations of Psychotherapy I</td>
<td>3</td>
<td>Family Therapy</td>
</tr>
<tr>
<td>Advanced Human Development</td>
<td>3</td>
<td>Psychotherapy: Children and Adolescents</td>
</tr>
<tr>
<td>Advanced Psychopathology</td>
<td>3</td>
<td>Clinical Psychopharmacology</td>
</tr>
<tr>
<td>Ethical and Legal Issues</td>
<td>3</td>
<td>Statistics and Research Design</td>
</tr>
<tr>
<td>Mind, Body, and Spirit</td>
<td>2</td>
<td>Clinical Case Conceptualization</td>
</tr>
<tr>
<td>Spousal and Partner Abuse Workshop</td>
<td>2</td>
<td>Child Abuse and Maltreatment Workshop</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 UNITS</td>
<td>14 UNITS</td>
</tr>
<tr>
<td>Psychological Testing and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>Perinatal and Maternal Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Psychopharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>Addictive Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Case Conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>Human Sexuality Workshop</td>
<td>2</td>
</tr>
<tr>
<td>Aging and Long Term Care Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 UNITS</td>
<td>10 UNITS</td>
</tr>
<tr>
<td>Clinical Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>Addictive Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>Special Topic</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Case Conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>Aging and Long Term Care Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

### Part-time; 6 Semester Track

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>9 UNITS</td>
<td>9 UNITS</td>
</tr>
<tr>
<td>Clinical Foundations of Psychotherapy I</td>
<td>3</td>
<td>Family Therapy</td>
</tr>
<tr>
<td>Advanced Psychopathology</td>
<td>3</td>
<td>Psychotherapy: Children and Adolescents</td>
</tr>
<tr>
<td>Ethical and Legal Issues</td>
<td>3</td>
<td>Statistics and Research Design</td>
</tr>
<tr>
<td>Spousal and Partner Abuse Workshop</td>
<td>3</td>
<td>Child Abuse and Maltreatment Workshop</td>
</tr>
</tbody>
</table>

### Course Descriptions

- **PSYG 503 • Alcohol and Substance Abuse (1 unit)**
  Overview of current theoretical and clinical approaches to the identification, diagnosis, and treatment of substance dependency. The role of personality factors, physiological, psychological, and spiritual effects, as well as the role of personal and social systems supporting or compounding the abuse, are explored. At-risk populations, referral sources, and prevention are addressed.

- **PSYG 590 • Seminar (1-3 units)**
  Prerequisite: Consent of the instructor. Study of a special topic in psychology. May be repeated for credit.

- **PSYG 601 • Clinical Foundations of Psychotherapy I (3 units)**
  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. Course includes supervised clinical experience. The clinical component will be used in assessing eligibility for trainee status.

- **PSYG 602 • Advanced Human Development (3 units)**
  An in-depth exploration of human development through the biological, behavioral, sociocultural, cognitive, and spiritual perspectives in a lifespan approach with an emphasis on attachment and clinical application.

- **PSYG 603 • Advanced Psychopathology (3 units)**
  Exploration of sociocultural, spiritual, emotional, physiological, and behavioral deviations of human behavior. Descriptive explanations of patterns of development, assessment, and treatment are covered. Adult psychopathology is thoroughly examined, and an introduction to child, adolescent, and elderly adult psychopathology is presented. Cultural differences in expression and assessment of pathology are examined.

- **PSYG 604 • Ethical and Legal Issues (3 units)**
  Exploration of the legal and ethical issues pertinent to the field of psychology. The rules and responsibilities within the field of psychology for the graduate student, intern, or, and licensed professional are evaluated. Application of ethical and legal issues in the psychology field is emphasized. Contemporary professional ethics and statutory, regulatory, and decisional law are examined.
PSYG 605 • Family Therapy (3 units)
Examination of the intervention techniques and major theories, models, and schools of Marital and Family Therapy. Overview of experiential, strategic, structural, multigenerational, systemic, behavioral/cognitive, psychodynamic, and postmodern constructivist orientations are included. Ethical and legal issues related to family therapy are explored. Application of each theory is evaluated for cultural appropriateness.

PSYG 606 • Statistics and Research Design (3 units)
Presentation, evaluation, and synthesis of qualitative and quantitative statistical and research design. Examines appropriate uses of appropriate assessment procedures for type of information utilized. Design, implementation, and analysis of research skills are developed. Development of sufficient skills to appropriately evaluate published research reports in the field of clinical psychology and related fields is emphasized.

PSYG 608 • Statistics and Research Design (3 units)
Prerequisites: PSYG 601, PSYG 603, PSYG 604, and an additional (3 units) from any course(s) in the Graduate Program in Clinical Psychology. Development of clinical skills through academic classroom instruction and interactions, experiential learning, and supervised clinical experience. Content and goals include establishment of therapy skills, case conceptualization, treatment planning, report writing, increased understanding of modalities, and case supervision in conjunction with placement sites. Emphasis will be on individual adult therapy. Concurrent registration in PMPD 008 and field placement is required for this course.

PSYG 609 • Clinical Psychotherapy I (3 units)
Prerequisites: PSYG 601, PSYG 603, PSYG 604, and an additional (3 units) from any course(s) in the Graduate Program in Clinical Psychology. Development of clinical skills through academic classroom instruction and interactions, experiential learning, and supervised clinical experience. Content and goals include establishment of therapy skills, case conceptualization, treatment planning, report writing, increased understanding of modalities, and case supervision in conjunction with placement sites. Emphasis will be on individual adult therapy. Concurrent registration in PMPD 009 and field placement is required for this course.

PYPD 009 • Clinical Case Conceptualization
In depth processing of clinical casework with emphasis on case conceptualization, etiology, diagnosis, and treatment planning. Additional topics related to case management may be included. To be taken concurrently with PSYG 609. Credit/No Credit.

PSYG 610 • Clinical Foundations of Psychotherapy II (2-3 units)
Prerequisites: PSYG 601. Continued development of basic clinical skills with an emphasis on facilitating the capacity for the empathetic listening, reflection, and skills necessary for building, monitoring, and maintaining a therapeutic alliance. These credits do not count toward degree requirements.

PSYG 611 • Clinical Foundations of Psychotherapy II (2-3 units)
Prerequisites: PSYG 601. Continued development of basic clinical skills with an emphasis on the process of the therapeutic relationship and the development of skills necessary for the foundation of a therapeutic relationship. These credits do not count toward degree requirements.

PSYG 612 • Mind, Body and Spirit (2-3 units)
Examination of the cognitive, physical, and spiritual aspects of a person and how they are interrelated. Emphasis is placed on the spiritual dimension and how the spiritual impacts psychopathology, assessment, treatment, and intervention.

PSYG 613 • Psychotherapy with Children and Adolescents (3 units)
Prerequisites: PSYG 601, PSYG 603, and PSYG 604, or consent of the instructor. Advanced course in understanding and applying theory, assessment, and treatment for children and adolescents. Anxiety of modality orientations and therapeutic techniques are explored with 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 620 • Clinical and Professional Development (1-3 units)
This course offers advanced training in clinical skills, psychology, diagnosis, legal and ethical issues, report writing, treatment planning, and case conceptualization. These credits do not count toward degree requirements.

PSYG 630 • Teaching Assistantship (1-4 units)
Open to students with the approval of the instructor and director. Regular hours each week for classes and for meetings are established at the beginning of the semester. The student assists an instructor in planning and conducting a course. These credits do not count toward degree requirements.

PSYG 635 • Research Assistantship (1-4 units)
Open to students with the approval of the instructor and director. Regular hours each week for classes and for meetings are established at the beginning of the semester. The student assists in supervised research activities. These credits do not count toward degree requirements.

PSYG 650 • Teaching Assistantship (1-4 units)
Open to students with the approval of the instructor and director. Regular hours each week for classes and for meetings are established at the beginning of the semester. The student assists in supervised research activities. These credits do not count toward degree requirements.

PSYG 657 • Special Topics (1-3 units)
Prerequisites: Consent of the instructor. Study of a special topic in psychology. May be repeated for credit.

PSYG 704 • Addictive Behaviors (3 units)
Current theoretical and clinical approaches to the etiology, diagnosis and treatment of addictive behaviors will be covered. Alcohol and substance abuse is emphasized, and the class also covers a range of addictive behaviors including sexual addictions and eating disorders.

PSYG 707 • Premarital and Marital Counseling (3 units)
Survey of theories of premarital and marital therapy. Areas covered include attraction theories, couples and marital assessment, and therapeutic interventions.

PSYG 708 • Clinical Psychotherapy II (3 units)
Prerequisites: PSYG 601, PSYG 603, and PSYG 604, or consent of the instructor. Advanced course in understanding and applying theory, assessment, and treatment for children and adolescents. Anxiety of modality orientations and therapeutic techniques are explored with 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.

PYPD 0708 • Clinical Case Conceptualization
In depth processing of clinical casework with emphasis on case conceptualization, etiology, diagnosis, and treatment planning. Additional topics related to case management may be included. To be taken concurrently with PSYG 708. Credit/No Credit.

PSYG 709 • Clinical Psychotherapy III (3 units)
Prerequisites: PSYG 601, PSYG 603, and PSYG 604, or consent of the instructor. Advanced course in understanding and applying theory, assessment, and treatment for children and adolescents. Anxiety of modality orientations and therapeutic techniques are explored with 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.

PYPD 0709 • Clinical Case Conceptualization
In depth processing of clinical casework with emphasis on case conceptualization, etiology, diagnosis, and treatment planning. Additional topics related to case management may be included. To be taken concurrently with PSYG 709. Credit/No Credit.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSYG 710</td>
<td>Psychotherapy and Cultural Diversity (3 units)</td>
</tr>
<tr>
<td></td>
<td>Exposure to the current literature relating to cultural sensitivity in counseling diverse ethnic populations. Exploration of history, theories and interventions specifically developed for unique populations as well as ethical considerations when utilizing traditional counseling practices.</td>
</tr>
<tr>
<td>PSYG 720</td>
<td>Clinical Psychopharmacology (2 units)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: PSYG 601, PSYG 603, and PSYG 604. Covers the essentials of clinical psychopharmacology which are tied directly with the treatment protocols for the spectrum of Axis I and II conditions as described in the DSM.</td>
</tr>
<tr>
<td>PSYG 725</td>
<td>Psychological Testing and Measurement (3 units)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: PSYG 601 and PSYG 604. Basic testing, assessment, and measurement skills are developed and psychometric theory is emphasized. Students are introduced to appropriate psychological testing instruments and trained in their administration, scoring, interpretation, and application of resulting data. Report writing skills are developed. Cultural appropriate use of assessment tools is examined.</td>
</tr>
<tr>
<td>PSYG 730</td>
<td>Applied Methods and Analysis of Research (1-3 units)</td>
</tr>
<tr>
<td></td>
<td>This class supplies knowledge of research design and statistics to psychological research. Actual research will be designed and carried out. These credits do not count toward degree requirements.</td>
</tr>
<tr>
<td>PSYG 755</td>
<td>Professional, Ethical, and Clinical Issues (3 units)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: Admissions to candidacy. Exploration and application of ethical and professional demands relevant to student's current stage of professional development, particularly as related to current practicum placements. Specific areas of professional specialization will be highlighted.</td>
</tr>
<tr>
<td>PSYG 760</td>
<td>Exit Project I (1 unit)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: Admissions to candidacy. Exploration of different exit project options and explanation of the necessary process for each. Student begins preparation on project.</td>
</tr>
<tr>
<td>PSYG 762</td>
<td>Exit Project II: Oral Examination (3 units)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: PSYG 708, PSYG 709, and approval of faculty committee. This class will assist the student in preparation for the oral examination that will count for the exit project. Committee may include 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.</td>
</tr>
<tr>
<td>PSYG 764</td>
<td>Exit Project II: Thesis (3 units)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: PSYG 708, PSYG 709, and approval of faculty committee. 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 class 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.</td>
</tr>
<tr>
<td>PSYG 765</td>
<td>Comprehensive Clinical Seminar (2 units)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: PSYG 708. This class will assist the student in the synthesis of knowledge gained throughout the span of the graduate program, including ethical and legal issues, psychopathology, counseling modality, clinical skills and professional development.</td>
</tr>
<tr>
<td>PSYG 799</td>
<td>Continuing Registration (1-4 units)</td>
</tr>
<tr>
<td></td>
<td>May be required for each semester in which the student is not enrolled in any program coursework. May be required until all graduation requirements have been met. Credit does not count toward degree requirements. PSYG 799 will carry a grade of &quot;CR&quot; (continuing enrollment) until all course requirements are met, at which time the grade will be changed to &quot;CR&quot; (credit).</td>
</tr>
</tbody>
</table>

**Workshop Descriptions**

<table>
<thead>
<tr>
<th>Workshop Code</th>
<th>Workshop Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYPD 1000</td>
<td>Child Abuse and Maltreatment Workshop</td>
</tr>
<tr>
<td></td>
<td>Course meets the requirements of California Assembly Act AB141 for training professionals in child abuse and other forms of maltreatment. Examination of information pertaining to the legal aspects of reporting assessment, treatment, and intervention strategies for abuse. Characteristics of child abuse, the abuser(s), and the abused child.</td>
</tr>
<tr>
<td>PYPD 1005</td>
<td>Spousal and Partner Abuse Workshop</td>
</tr>
<tr>
<td></td>
<td>Familiarization and sensitization to the problems of domestic violence. Assessment, detection, and interventions of spousal or partner abuse are explored. Appropriate uses of community referral sources are determined.</td>
</tr>
<tr>
<td>PYPD 1010</td>
<td>Human Sexuality Workshop</td>
</tr>
<tr>
<td></td>
<td>Provides an overview of healthy and dysfunctional sexual functioning. Sexuality is viewed from physiological, psychological, and sociological 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 workshop covers models of sexual population. A workshop.</td>
</tr>
<tr>
<td>PYPD 1015</td>
<td>Aging and Long Term Care Workshop</td>
</tr>
<tr>
<td></td>
<td>Adaptation of current research to the biological, social, and psychological aspects of aging. Emphasis upon management of dementia, issues of caregiving, current treatment options, family support issues, and quality of life.</td>
</tr>
</tbody>
</table>
The School of Religion
April Westbrook, Ph.D. Candidate, Dean

MISSION: The School of Religion is a learning community committed to the church and to the academy, dedicated to the study of Scripture, theology, mission, leadership, and spirituality for the purpose of transforming individuals, relationships and communities.

The School of Religion consists of the undergraduate Biblical Studies and Leadership Studies departments, the School for Professional Studies undergraduate religion major (for details, see the School for Professional Studies section of this catalog), and the Graduate Program in Religion.

Undergraduate Programs in Religion

Department of Biblical Studies
Edmund Rybarczyk, Ph.D., Chair

The curriculum for the religion major and concentrations is administered through two academic departments, Biblical Studies and Leadership Studies. The Biblical Studies Department provides administrative oversight for the biblical studies concentration, and the biblical studies curriculum for all other concentrations of the religion major. The Leadership Studies Department 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 electives for the major.

Religion Major Core Requirements 28 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BINT 270</td>
<td>Research Methods for the Study of Scripture</td>
<td>3</td>
</tr>
<tr>
<td>ICST 272</td>
<td>ATheology of Church Mission</td>
<td>2</td>
</tr>
<tr>
<td>ICST 285</td>
<td>Theology and Worldview in a Multicultural Society</td>
<td>2</td>
</tr>
<tr>
<td>NT 402</td>
<td>Selected Themes in New Testament Theology</td>
<td>3</td>
</tr>
<tr>
<td>OT 472</td>
<td>Selected Themes in Old Testament Theology</td>
<td>3</td>
</tr>
<tr>
<td>PLST 310</td>
<td>Introduction to Christian Leadership</td>
<td>2</td>
</tr>
<tr>
<td>PLST 312</td>
<td>Introduction to Biblical Care</td>
<td>2</td>
</tr>
<tr>
<td>PLST 314</td>
<td>Introduction to Preaching and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>PLST 322</td>
<td>Research Methods/Study of Biblical/Christian Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PLST 430</td>
<td>Disciplines of the Spiritual Life</td>
<td>3</td>
</tr>
<tr>
<td>THEO 380C</td>
<td>Theology and Ministry in a Post-Christian Context</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: The configuration of these core requirements is built upon the core curriculum courses in religion (see Core Curriculum section of this catalog).

Biblical Studies Concentration Requirements 31 units

Choose one of the following sets (10 units):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAN 201</td>
<td>Introduction to Hebrew</td>
<td>2</td>
</tr>
<tr>
<td>BLAN 202</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>BLAN 203</td>
<td>Beginning Greek II</td>
<td>4</td>
</tr>
<tr>
<td>CR</td>
<td>Beginning Hebrew</td>
<td>2</td>
</tr>
<tr>
<td>CR 200</td>
<td>Introduction to Greek</td>
<td>2</td>
</tr>
<tr>
<td>CR 201</td>
<td>Beginning Hebrew I</td>
<td>4</td>
</tr>
<tr>
<td>CR 205</td>
<td>Beginning Hebrew II</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division OT/NT Electives 6 units

1. CHS Elective
2. Upper Division NT Elective
3. Upper Division OT Elective
4. Upper Division PHL/THO Elective

Christian Formation and Discipleship Studies Concentration Requirements 32 units

Choose two of the following courses (4 units):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFST 101</td>
<td>Introduction to Christian Formation and Discipleship</td>
<td>2</td>
</tr>
<tr>
<td>CFST 102</td>
<td>Introduction to Intercultural Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following sets (10 units):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAN 201</td>
<td>Introduction to Hebrew</td>
<td>2</td>
</tr>
<tr>
<td>BLAN 202</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>BLAN 203</td>
<td>Beginning Greek II</td>
<td>4</td>
</tr>
<tr>
<td>CR</td>
<td>Beginning Hebrew</td>
<td>2</td>
</tr>
<tr>
<td>CR 200</td>
<td>Introduction to Greek</td>
<td>2</td>
</tr>
<tr>
<td>CR 201</td>
<td>Beginning Hebrew I</td>
<td>4</td>
</tr>
<tr>
<td>CR 205</td>
<td>Beginning Hebrew II</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division OT/NT Electives 6 units

1. CHS Elective
2. Upper Division NT Elective
3. Upper Division OT Elective
4. Upper Division PHL/THO Elective

Intercultural and Urban Studies Concentration Requirements 32 units

Choose two of the following courses (6 units):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICST 102</td>
<td>Introduction to Intercultural Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following sets (10 units):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICST 315</td>
<td>Globalization of Church Mission</td>
<td>3</td>
</tr>
<tr>
<td>ICST 451</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ICST 454</td>
<td>Principles and Methods of Intercultural Ministry</td>
<td>3</td>
</tr>
<tr>
<td>ICST 465</td>
<td>Current Issues in Mission Studies</td>
<td>3</td>
</tr>
<tr>
<td>ICST 316</td>
<td>The Local and Global in Ethnographic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>or ICST 310</td>
<td>Culture Change</td>
<td>3</td>
</tr>
<tr>
<td>or ICST 361</td>
<td>Religion and Culture in Latin America</td>
<td>3</td>
</tr>
</tbody>
</table>
Religion Major with No Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICST 461</td>
<td>Integrative Field Studies</td>
<td>3 units</td>
</tr>
<tr>
<td>Upper Division OT/NT/BINT Elective</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>CHS Elective</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Upper Division NT Elective</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Upper Division OT Elective</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Upper Division PHIL/THEO Electives</td>
<td>6 units</td>
<td></td>
</tr>
</tbody>
</table>

ANTH/INTBC 102 is required as the social science elective in the core curriculum. SOCS/MATH 265C is recommended for the core curriculum requirement in mathematics. CHIS Elective is a required course in a biblical language and PLS 406 is recommended as an elective.

Pastoral Leadership Studies Concentration Requirements

Religion Minor

Students in other majors can complete a minor in Religion by completing a minimum of 20 units in courses that meet the following criteria:

- Courses must be offered by the School of Religion
- Courses must be taught by School of Religion faculty
- Religion courses required for the core curriculum may be applied to meet minor requirements.

Religion courses required for the core curriculum may be applied to meet minor requirements.

Ministerial Credentials

Students who plan to apply for ministerial credentials should consult the chair of the Department of Leadership Studies for pertinent information and the necessary application forms. Denominational Polity (PLST 449) is recommended as a course toward fulfilling the pastoral ministry requirement in the programs of those students planning to apply for ministerial credentials with the Assemblies of God.

Ministerial Internship Programs and Practice

The School 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 places of service. 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 an 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. The deadline for a practicum is the first week of the semester. Application forms are available in the School of Religion office.
Biblical Interpretation Courses

BINT 270 • Research Methods for the Study of Scripture (3 units)
Prerequisite: NT 101C and OT 201C. An introductory examination of Biblical Exegesis and its role in a broad ministry which includes an understanding of the theological foundations for preaching, an acquisition of the basic secondary materials used in biblical interpretation, and an overview of the procedures of biblical exegesis.

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

BINT 440 • New Testament Backgrounds (3 units)
Prerequisite: NT 101C. Study of the Greek, Roman, and Jewish backgrounds of the New Testament. An introduction to the literature, art, and thought of the period in which the New Testament was written.

BINT 476 • Old Testament Backgrounds (3 units)
Prerequisite: OT 201C and one additional upper-division course in Old Testament. An exploration of the historical, cultural, and religious contexts of the Old Testament.

BINT 480 • Individual Studies (1-3 units)
Prerequisites: Consent of the instructor and the Dean. May be repeated for credit.

Biblical Languages Courses

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

BLAN 102 • Introduction to Hebrew (2 units)
Prerequisites: NT 101C and OT 201C. 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 units)
A two-semester course in the grammar of the Greek New Testament. By the end of the second semester, the student should be able to translate portions of the Greek New Testament.

BLAN 204, 205 • Beginning Hebrew I, II (4, 4 units)
Foundation in the basics of Hebrew grammar. 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 units)

Christian Formation and Discipleship Studies Courses

CFST 101 • Introduction to Christian Formation and Discipleship (2 units)
Prerequisite: NT 101C and OT 201C. 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/PLST/YLST 102 • Introduction to Intercultural Studies (2 units)
Prerequisite: NT 101C and OT 201C. An introduction to the basic elements of intercultural communication and service. Course content will cover the content of the course, including the cultural context.

CFST/YLST/PSYC 320 • Developmental Psychology (3 units)
Prerequisites: NS 103C and PSYC 103C. An introduction to the field of psychology and to the process of human development. The course will cover the topics of human development from birth to death.

CFST/ICST/YLST 305 • Evangelism (3 units)
Prerequisite: NT 101C and OT 201C. An examination 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/ICST/YLST 330 • Spiritual Formation (3 units)
Prerequisite: NT 101C and OT 201C. An examination of the nature, scope, and imperatives of spiritual formation in the church. Scriptural mandates and models for spiritual formation are examined, and personal skills in spiritual formation are developed.

CFST/ICST/YLST 350 • Missionary Psychology (3 units)
Prerequisites: NS 103C and PSYC 103C. An examination of the nature, scope, and imperatives of spiritual formation in the church. Scriptural mandates and models for spiritual formation are examined, and personal skills in spiritual formation are developed.
CFST 322 • Christian Formation of Children (2 units)
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 units)
Development of a theology and philosophy of youth ministry with attention given to the developmental needs of adolescents as well as the character and cultivation of the youth minister.

CFST 336 • Adult Formation and Discipleship (2 units)
Prerequisite: CFST 101. A 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 units)
The study of the organization and direction of various camping and recreational situations. Leadership principles are integrated into a working model of transition and camping for both Christian and secular fields of employment.

CFST/YLST 360 • Christian Family Development (3 units)
Prerequisite: CFST 101. A study of the Christian family including marriage, child training, and delineating the relationship between the home and the church in Christian education, and the development of a family-oriented church ministry.

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

CFST/YLST/YLST 430 • Management in Christian Organizations (3 units)
Prerequisite: PLST 310. Exploring effective management from a systems perspective that examines the internal processes of a learning organization as well as its relationship with the environment. Selected topics will also include recruitment and training of volunteers, conflict management, team building, planning, and financial management, and legal issues.

CHIS/ICST/PLST/YLST 461 • Integrative Field Studies (3 units)
Prerequisite: PLST 310, PLST 312, and PLST 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.

CFST 470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor. Study in a special topic in the field of Christian formation and discipleship. May be repeated for credit.

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

CFST 493 • Senior Colloquium (3 units)
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/ICST 310 • History of the Expansion of Christianity (3 units)
Survey of the missionary activities of the church from biblical times to the present, especially emphasizing the development of modern missions.

CHIS/PLST 340 • Late Roman and Byzantine Empires (3 units)
Prerequisite: HIST 101 or consent of the instructor. Beginning in the late third century, this course covers the major peoples, places, events, and movements of the Roman Empire until its destruction by the Ottoman Turks in 1453. Emphasizes the life and beliefs of the Orthodox Church and its relationship to Western Christianity.

CHIS/YLST 362 • American Religious History (3 units)
Prerequisite: HIST 156C. A study of religious groups, institutions, and major figures in relation to American culture, from pre-Columbian American religions to today. Development of religious thought, and analysis of contemporary religious scene.

CHIS/PLST 365 • Ancient Church History (3 units)
A history of the Christian church from the time of Christ until the fall of the Roman Empire in the west in 476 AD. The class will study the religious world into which Christianity was born, the growth and theology of the early church, and its relationship to the larger Roman world. Students will learn about major leaders, events, and challenges that the early church faced.

CHIS/ICST 400C • Christian Heritage (3 units)
This course explores our Christian heritage, showing how the community of believers has evolved over time from the timeless need for salvation in the early Christian era, to the split between Rome and Eastern Orthodoxy to the Protestant Reformation and the proliferation of denominations down to the twentieth century. The recent period highlights the rise of Fundamentalism and its place in the post-century, the increasingly global sweep of the Church, and the relative decline of the European role in Christianity. This section deals with the challenges and prospects of the twenty-first century and the roles available to our students.
CHIS/HIST 425 • Topics in American Religious History (3 units)
Prerequisites: HIST 156C and HIST 262. The class will focus on one topic particular to American religious history and study it in detail. The topics could include women in American religious history, new religions and cults, evangelical Christian culture in America, specific religious groups such as the Puritans or evangelicals.

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

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

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

CHIS 480 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and the Dean. May be repeated for credit.

CHIS 490 • Seminar in Church History (3 units)
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/CHIS/YLST 102 • Introduction to Intercultural Studies (2 units)
Prerequisite: NT 101C and OT 201C. An introduction to the basic elements of intercultural communication and service. Course content will vary from year to year. May be repeated for credit.

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

ICST 285 • Theology and Worldview in a Multicultural Society (2 units)
Prerequisite: NT 101C, OT 201C, and THEO 103C. An introduction to the basic elements of intercultural communication and service. Course content will vary from year to year. May be repeated for credit.

ICST 291, 292, 293 • Special Topic (1, 2, 3 units)
Study of a special topic in intercultural and urban studies. May be repeated for credit.

ICST/CHIS/YLST 305 • Evangelism (3 units)
Study of the theology, scope, and imperatives of evangelism in the church. Scriptural mandates and models for evangelism are examined, and personal skills in evangelism are developed.

ICST/HIST 310 • History of the Expansion of Christianity (3 units)
An overview of the missionary activities of the church from biblical times to the present, especially emphasizing the development of modern missions.

ICST 315 • Globalization of Church Mission (3 units)
Prerequisite: ICST 102. This course explores the 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 322 • Ethnographic Perspectives (3 units)
Prerequisite: ANTH 102C. A study of the human family, religious beliefs, social and economic organization, politics and religions, and their diversity, from a broad cultural perspective. Ethnographic case studies provide in-depth comparisons of cultural practices and beliefs of non-Western peoples with the cultural traditions of North American peoples. Course also stresses the importance of cultural diversity in a multicultural world. Course requires students to become familiar with utilizing basic anthropological research methods for conducting small-scale field projects.

ICST/ANTH 339 • Area Studies (1-3 units)
Prerequisites: NT 101C, OT 201C, or THEO 103C. An intensive examination of specifiable regions of the world. Each course provides a brief survey of the region with an attention to cultural history, ethnicity, family structure, political organization, technology, social structure, ethnology, economics, sociology, and religions present within the region. Issues of cultural difference and community, regional minority status, cultural groups, and the role that this region plays within “global” culture will be addressed. (This course may be repeated for credit.)

ICST 345 • Intercultural Communication in Ministry (3 units)
Prerequisite: ICST 102. A study of the processes of communicatig in non-Western and urban societies and the role that these processes play within the context of a multicultural ministry setting. Special attention is given to the development of attitudes and tools that will enable effective communication in a multicultural setting.

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

ICST/SPHN 426 • Contemporary Issues in Latin American Countries (3 units)
An analysis 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/SPHN 428 • Contemporary Issues in Latin America (3 units)
An analysis 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 434 • Models in Urban Ministry (3 units)
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 units)
Prerequisite: ICST 102. 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. This course is offered at the Costa Rica Study Center.

ICST/CHS/PSY/YLST/461 • Integrative Field Studies (3 units)
Prerequisites: HIST 301, HIST 302, and HIST 304. A course designed to integrate theory with guided field experience in the student's chosen field. The intent is to reflect theoretically in a ministry setting with special attention given to examining one's spiritual gifts, calling, identity, and preparation.

ICST/THEO/SPAN 464 • Religion and Culture in Latin America (3 units)
This course aims to investigate the dynamics of traditional and evangelical forms of religion in Latin America, including the influence of popular culture and beliefs, the functions of the Catholic church, current movements within Catholicism, evangelical influences, and Pentecostal growth.

ICST/OT 466 • Introduction to Judaism (3 units)
Prerequisite: OT 201C. Orientation in the fundamentals of Judaic law, ritual, and philosophy. Readings in the Mishnah, Midrash, Siddur, Haggadah, and the works of representative Jewish philosophers.

ICST 470 • Special Topics (3 units)
Prerequisite: Consent of the instructor. Study of a special topic in intercultural and urban studies. May be repeated for credit.

ICST 473 • Urban Leadership and Social Transformation (3 units)
Prerequisite: ICST 102. A study of the interaction between theology and the mission agenda of the urban church. Leadership development, community-based organizing, and faith-based initiatives in an urban setting will be explored. This course is offered at the Costa Rica Study Center.

ICST 485 • Current Issues in Messianic Studies (3 units)
Prerequisite: ICST 102. This course examines selected themes critical to effective Christian mission. Issues considered range from the ethics of evangelism and proselytism to the cultural dynamics of politics and economics. This course is offered at the Costa Rica Study Center.

ICST 490 • Seminar in Intercultural Ministry (3 units)
Prerequisite: Consent of the instructor. Special investigation of one topic in intercultural and urban studies of particular relevance to upper division religion majors. May be repeated for credit.

New Testament Courses

NT 101C • New Testament Survey (3 units)
Prerequisite: all upper division courses in New Testament. An overview of the New Testament text, examining the foundations of Christianity within its historical context and presenting the principles and tools of interpretation.

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

NT/BLAN 301 • Intermediate Greek I, II (3, 3 units)
An introduction to 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.

NT 310 • The Parables of Jesus (3 units)
Prerequisite: NT 101C. 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.

NT 312 • Life of Jesus (3 units)
Prerequisite: NT 101C. 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.

NT 315 • The Gospel of Mark (1-3 units)
Prerequisite: NT 101C. A study of the background, theology, community and literary significance of the Markan traditions of Jesus.

NT 320 • Johannine Literature (3 units)
Prerequisite: NT 101C. An examination and analysis of the Gospel of John and I, II, and III John, including introductory studies concerning authorship, date, location, and occasion for the writings. Includes detailed exegesis of segments of the literature with a focus upon the significance of its theological content.

NT 325 • Hebrews (2 units)
Prerequisite: NT 101C. Content and interpretation of this important Christological text, stressing Biblical methods and resources and giving attention to background considerations in the historical, social, and linguistic context of the New Testament.

NT 330 • General Epistles (3 units)
Prerequisite: NT 101C. General Epistles: James, I and II Peter, and Jude—their context, interpretation, distinctive teachings, and significance to the canon of the New Testament.

NT 340 • The Acts of the Apostles (3 units)
Prerequisite: NT 101C. A study of the Book of Acts, with consideration of critical problems, alerting the student to basic issues in the history and theology of the Acts and providing him or her with an outline of primitive church history.
NT 346-349 • Pauline Epistles (3 units)
Prerequisite: NT 101C. Studies of the critical issues and contents of the Pauline corpus in the contexts of the life of the apostle and of the developing New Testament church. The following courses will be scheduled: NT 346 Romans and Galatians, NT 347 Colossians, Ephesians, Philemon, NT 348 Pastoral and Theological Epistles: I and II Timothy, Titus, and I and II Thessalonians.

NT/BLAN 401, 402 • Advanced Greek I, II (2, 2 units)
Prerequisite: NT 101C. Reading and analysis of selected New Testament passages, selected to acquaint the student with the distinctive styles of the various authors of the New Testament. Simultaneous reading in the Apostolic Fathers and the Septuagint is also included.

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

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

NT 455 • New Testament Ethics (3 units)
Prerequisite: NT 101C. 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.

NT/THD 462 • Selected Themes in New Testament Theology (3 units)
Prerequisite: NT 101C. OF 420, THEO 103C, and one upper division elective course in New Testament. An advanced course for the study of important theological concepts of the New Testament. The focus will be twofold: the historical understanding of major doctrines in the light of their first-century context, and the development of a basic methodology that will guide the student in the practice of theological interpretation in the New Testament.

NT/470 • Special Topics (1-3 units)
Prerequisite: Consent of the instructor. Study of a special topic in New Testament. May be repeated for credit.

NT/472 • Syro-Palestinian Gospels (3 units)
Prerequisite: NT 101C. OF 420, and one additional upper division course in New Testament. The study of the history and nature of the Syro-Palestinian Gospels, and the methods of Gospels research, and an overview of the content, characteristic, and theology of the first three Gospels.

NT 480 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and the Dean. May be repeated for credit.

NT/THD 486 • Biblical Theology of Power, Wealth, and Prosperity (3 units)
Prerequisite: NT 101C. OF 420, and a basic course in theology. An exploration of the biblical attitudes assumed toward power and weakness, wealth and poverty, prosperity and suffering.

NT 490 • Seminar in New Testament (3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in New Testament of particular relevance to upper division religion majors. May be repeated for credit.

Old Testament Courses

OT 201C • Old Testament Survey (3 units)
Prerequisite: OF 420. Survey of the OT, emphasizing its narrative and historical development, with attention to the distinctive literary and historical features of each book.

OT/BLAN 306, 307 • Intermediate Hebrew I, II (3, 3 units)
Prerequisite: Intermediate Hebrew I. Syntactical and semantic analysis of selected portions from the Hebrew Old Testament. Offered on demand.

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

OT 320 • Poetic and Wisdom Literature (3 units)
Prerequisite: OT 201C. A study of the poetic literature of the Old Testament (particularly Job and Ecclesiastes), with attention to the characteristic features and forms of Hebrew poetry and the role of wisdom in Israel.

OT 330-334 • Prophetic Literature (3 units)
Prerequisite: OF 420. A study of the lives and literature of the prophets. The following courses in the prophets will be scheduled: OT 330 Isaiah 1–40, OT 331 Isaiah 40–66, OT 332 Jeremiah, OT 333 Ezekiel, OT 334 Minor Prophets.

OT 341-345 • Pentateuch (3 units)
Prerequisite: OF 420. An examination of the historical and legal formulations in Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. The following courses in the Pentateuch will be included: OT 341 Genesis, OT 342 Exodus, OT 343 Leviticus, OT 344 Numbers, OT 345 Deuteronomy.

OT/BLAN 406, 407 • Advanced Hebrew I, II (2, 2 units)
Prerequisite: OT 201C. Further study of Hebrew, with emphasis on the use of Hebrew in the literature of the Hebrew Bible.

OT/OF 420 • Apocalyptic Literature (3 units)
Prerequisite: Consent of the instructor. Daniel, certain intertestamental literature, and Revelation are studied with a view to determining the nature and use of apocalyptic literature in Judaism and Christianity.
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OT/BLAN 446, 447 • Semitic Languages I, II (3, 3 units)
Prerequisites: Approval of instructor and one year of biblical Hebrew or its equivalent. Any of the following Semitic languages may be offered on demand: Akkadian, Arabic, Aramaic, Syriac, Ugaritic. More than one language may be offered for credit. My be taken for elective credit only.

OT/ESC 466 • Introduction to Judaism (3 units)
Prerequisite: OT201C. Orientation in the fundamentals of Judaism, law, ritual, and philosophy. Readings in the Mishnah, Midrash, Siddur, Haggadah, and the works of representative Jewish philosophers.

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

OT/TEO 472 • Selected Themes in Old Testament Theology (3 units)
Prerequisite: NT101C, OT201C and one upper division elective course in Old Testament. An exploration of the meanings of, and limits for, biblical theology, together with the works of certain prominent scholars in the area, and of selected motifs in the Old Testament.

OT 474 • Old Testament Ethics (3 units)
Prerequisites: OT201C 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 design and function of each in its historical context. This course does not fulfill a core curriculum requirement.

OT 480 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and the Dean. May be repeated for credit.

OT/NT/THEO 482 • Biblical Theology of Love, Sex, Marriage, and Family (3 units)
Prerequisites: NT101C, OT201C and a basic course in theology. An exploration of the biblical attitudes assumed toward love, sex, marriage, and the family. This course does not fulfill a core curriculum requirement.

OT/TEO 486 Biblical Theology of Power, Wealth, and Prosperity (3 units)
Prerequisites: NT101C and OT201C. A basic course in theology. An exploration of the biblical attitudes assumed toward power and weakness, wealth and poverty, prosperity and suffering. This course does not fulfill a core curriculum requirement.

OT 490 • Seminar in Old Testament (3 units)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in Old Testament of particular relevance to upper division religion majors. May be repeated for credit.

Pastoral Leadership Studies Courses

PLST/CMST/YLST 102 • Introduction to Intercultural Studies (2 units)
Prerequisites: NT101C and OT201C. An introduction to the basic elements 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 a holistic gospel.

PLST/CMST/MUSC 406C • Music and Worship (3 units)
A study of music and worship in the services of the Christian Church beginning with the early believers and extending to contemporary worship practices. The course provides both an overview of the theological, historical, and musical developments which provide precedent for both traditional and non-traditional worship services in the contemporary church, and practical guidelines for biblical and effective worship and church music leadership. This course fulfills the Core Curriculum Capstone requirement for Music majors only.

PLST/CMST/MUSC 411 • Advanced Preaching (3 units)
Prerequisites: PLST 314. Students in this course will work in a seminar instructional environment in which they will prepare and present a series of Bible studies and sermons. Students will receive practical experience in sermon construction and delivery building on the introductory course. This limited enrollment course will meet the second level preaching requirement for the major.

PLST/TEO 417 • The Problem of Suffering and the Promise of Healing (3 units)
A study of suffering and its meaning in human experience. Course content includes: the problem and meaning of suffering, and the role of suffering in human experience. bibilical and theological 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 units)
Prerequisite: NT 101C, OC 201C, and THEO 103C. A study of the biblical and theological foundations of spirituality within the Pentecostal/charismatic tradition. The emphasis will be on building a functioning spiritual life by the exercise of spiritual disciplines such as prayer, worship, community, fasting, and other disciplines.

PLST/SCI 423 • Sociology of Religion (1-3 units)
The sociological approach to the study of religion, with particular emphasis on American society. One unit weekend electives courses that can be taken independently 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 425 • Narrative and Expository Preaching (3 units)
Prerequisite: PLST 314. An examination of narrative and expository preaching methods as complementary styles of preaching to strengthen pulpit ministry.

PLST/CFST/YLST 426 • Small Group Ministry (3 units)
A 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 units)
Prerequisite: PLST 310. Exploring effective management from a systems perspective that examines the internal processes of a denominational organization as well as its relationships with the environment. Selected topics will include recruitment and training of volunteers, conflict management, teambuilding, planning, and financial management, and legal issues.

PLST/THEO 432/532 • Women in Ministry (3 units)
An overview of the biblical and contemporary views on the leadership roles of women in the church, and the relevance of women in ministry for the modern church.

PLST 438 • Church Financial Administration (3 units)
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 units)
Prerequisite: PLST 312. The 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 case studies in ministering to persons with illness, grief, home, youth, and other types of special problems.

PLST/CFST 445 • Lay Ministry Development (3 units)
Prerequisite: PLST 312. 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 theology and church history on the church today.

PLST/NT 446 • Pacifism (3 units)
Prerequisite: PLST 310C. An examination of the relationship 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 449 • Denominational Polity (1 unit)
Guided reading and discussion 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 units)
Prerequisites: Junior standing and admission by the Ministerial Internship Committee. The internship program is a full-time, one-semester course of intensive in-service ministerial training in an assigned church under the supervision of a pastor and a denominational field worker. 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 School of Religion office.

PLST 460 • Practicum (1-3 units)
Prerequisite: Approval of the Dean. An elective experience which integrates classroom theory with practice through assigned responsibilities in local churches, hospitals, mission fields, or other appropriate institutions under supervision by both the on-campus administrator and the religion faculty member. May be repeated for credit. Note: Application forms are available in the School of Religion office.

PLST/CFST/ICST/YLST 461 • Integrative Field Studies (3 units)
Prerequisites: PLST 310, PLST 312, and PLST 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 units)
Prerequisite: Consent of the instructor. Study of a special topic in pastoral leadership. May be repeated for credit.

PLST 490 • Seminar in Pastoral Ministries (3 units)
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.

PHIL 201 • Introduction to Philosophy (3 units)
Prerequisite: Sophomore status recommended. An introductory study which aims to provide a basic understanding of the nature and aims of philosophy, an introduction to some representative philosophical problems, an introduction to the methodology of philosophical inquiry, an mastery of some key terminology, and exposure to major philosophical schools. This course does not fulfill a core curriculum requirement.

PHIL 210 • Critical Thinking (3 units)
An introduction to deductive and inductive reasoning, informal logic, semantics, and the techniques of analysis, creative thinking, and problem solving. This course does not fulfill a core curriculum requirement.
PHIL 291, 292, 293 • Special Topic (1, 2, 3 units)
Study of a special topic in philosophy. May be repeated for credit.

PHIL 310, 311 • History of Philosophy (3, 3 units)
Prerequisite: PHIL 201. 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. These courses do not fulfill a core curriculum requirement.

PHIL 430 • Ethics (3 units)
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/THEO 437 • Philosophy of Religion (3 units)
Prerequisite: PHIL 201. The course employs philosophical methodology to examine the problems of the nature and validity of religious knowledge, the meaning of religious language, and the origin and nature of evil. This course does not fulfill a core curriculum requirement.

PHIL 470 • Special Topics (1, 3 units)
Prerequisite: Consent of the instructor. Study of a special topic in philosophy. May be repeated for credit.

Theology Courses

THEO 101C • Foundations of Christian Life (3 units)
An introduction to Christian faith and life, including the primary theological tenants and fundamental values that empower a Christian to address contemporary cultural issues, seek integrity in personal behavior, and respond to the great commission to reach the world.

THEO 103C • Introduction to Theology (3 units)
An introductory study of the subject matter and scope of Christian theology. Examination is made of philosophical presuppositions, definition, and articulation of theological concepts as they are employed in the doctrine of the Assemblies of God. Students majoring in Religion (any concentration) must take THEO 101C to fulfill the core curriculum requirement in theology.

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

THEO 300C • Developing a Christian World View (3 units)
A study of the history of philosophical worldviews and narratives as a background for understanding the challenges involved in developing a theology and ethic accountable to the biblical witness, but contextual in a given culture. Theological currents leading to postmodernism will be explored through the lens provided by the questions and encounters that emerge from both western and non-western Christian perspectives.

THEO 301 • Christian Ethics (3 units)
This course aims 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 units)
Prerequisite: THEO 101C. 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 contexts of both personal and corporate world and life views. Offered in the fall semester of odd numbered years.

THEO 321 • Christian Theology II: Theory, Proper and Anthropology (3 units)
Prerequisite: THEO 101C. Study of the person, nature, and attributes of God, the angelic hosts, and man. The existence, nature and attributes of the finite universe are considered, with particular reference to the thinking and work of the first person of the Godhead. Throughout, attention is focused on the study of humanity: its origin, nature, and existence in both the fallen and restored states. Offered in the spring semester of even numbered years.

THEO 331 • Christian Theology III: Christology and Soteriology (3 units)
Prerequisite: THEO 101C. 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 states of humiliation and exaltation; the statement is studied in reference to the doctrines of union and communion with Christ. The course includes reflection on the believer's vocation, regeneration, faith, justification, sanctification, and perseverance. Offered in the fall semester of even numbered years.

THEO 341 • Christian Theology IV: Ecclesiology and Eschatology (3 units)
Prerequisite: THEO 101C. 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 both for the present time and the future. Basic to the study is the concept that the rise of blessing and a favoring of revered and punishment are integral parts of all of God's dealings with humankind. Offered in the spring semester of odd numbered years.

THEO 351 • Christian Theology V: pneumatology (3 units)
Prerequisite: THEO 101C. Study of the person and work of the Holy Spirit. Included in this course are comparative studies of twentieth-century Pentecostal and charismatic theologies. Particular emphasis is placed upon the teaching of the Assemblies of God and the work of the Spirit of God both in the personal and corporate contexts. Offered in the spring semester of even numbered years.

THEO/ENGL 389 • C.S. Lewis Seminar I (3 units)
Prerequisite: THEO 101C. 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 415 • Introduction to Narrative Theology (3 units)
This course explores the implications of storytelling and narrative as a way of thinking about — and engaging in — theological tasks. It is the assumption of this course that the conceptual categories of narrative are inextricable from the forms of thought, and that they therefore represent a domain of knowledge which possesses its own independent validity. But differently than in a story. For this reason, interpretation, which is sensitive to narrative form, may help to expose that value. It is the purpose of this course to develop the sensibilities necessary to understand this important dimension of religious expression.
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THEO/PLST 417 • The Problem of Suffering and the Promise of Healing (3 units)
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 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.

THEO/PHIL 437 • Philosophy of Religion (3 units)
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 451 • Historical Theology I (1-3 units)
An investigation of the system of doctrine of the Christian faith taught in the church from the Reformation to the
reformation, with attention to the lives of the framers of early Christian doctrine, in order to understand and assess the
contributions made.

THEO 456 • Historical Theology II (1-3 units)
This course is an exploration of the development of Christian Theology and doctrine that began with the
Reformation period of the sixteenth century and culminated at the close of the eighteenth century. The
development of theological themes during this modern period will be discussed against the background of major
events in church history and will be evaluated in terms of its relevance for the current situation of the churches.

THEO 462 • Selected Themes in New Testament Theology (3 units)
Prerequisites: NT 101C, OT 201C, THEO 103C, and an upper division elective course in New Testament.
An advanced course for the study of important theological concepts of the New Testament. The focus
will be twofold: the historical understanding of major doctrines in the light of the first century context,
and the development of a basic methodology that will guide the student in the practice of theological

THEO/CIS/SPH 464 • Religion and Culture in Latin America (3 units)
This course aims to investigate the dynamics of traditional and evangelical forms of religion in Latin America,
including the influence 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 units)
Prerequisite: THEO 103C. An examination of the possible theoretical relationships between Christianity and
society, assessing the Christian's relationship to society, particularly in regard to social practices and values.

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

THEO/YLST 472 • Selected Themes in Old Testament Theology (3 units)
Prerequisites: NT 101C, OT 201C, 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 certain important
scholars in the area, and of selected motifs found in the Old Testament.

THEO 480 • Individual Studies (1-3 units)
Prerequisite: Consent of the instructor and the Dean. May be repeated for credit.

THEO/OT 482 • Biblical Theology of Love, Sex, Marriage, and Family (3 units)
Prerequisite: NT 101C, OT 201C, and one basic course in theology. An exploration of the biblical attitudes assumed
toward love, sex, marriage, and the family.

THEO 485 • Modern Religious Movements (1-3 units)
Prerequisite: THEO 103C. An introduction to the history and doctrines of recent sects and cults on the fringes of American Christianity.

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

THEO/ICST/SPAN 489 • Religion and Culture in Latin America (3 units)
Prerequisites: NT 101C, OT 201C, and a basic course in theology. An explanation of the biblical attitudes assumed
under the title of a basic methodology that will guide the student in the practice of theological

THEO/ENGL 489 • C.S. Lewis Seminar II (3 units)
Prerequisite: THEO/ENGL 389 or consent of the instructor. Further study of the writings of C.S. Lewis
emphasizing his articulation and defense of the Christian faith.

THEO 490 • Seminar in Theology (3 units)
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.

THEO 499C • Theology and Ministry in a Post-Christian Context (3 units)
Prerequisite: NT 101C, OT 201C, and a basic course in theology. An exploration of the biblical attitudes assumed
under the title of a basic methodology that will guide the student in the practice of theological

THEO/IS/PSYCH 490 • Developmental Psychology (3 units)
Prerequisite: PSYC 103C. Explores human development through the biological, behavioral, cognitive,
social, and spiritual perspectives in a lifespan approach (from conception through death). The course is
recommended early in the major.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>YLST/PSYC 321</td>
<td>Adolescent Psychology (3 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
<tr>
<td>YLST/PSYC 324</td>
<td>Introduction to Youth Ministry (2 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
<tr>
<td>YLST/PSYC 345</td>
<td>Camp Leadership (3 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
<tr>
<td>YLST/PSYC 350</td>
<td>Christian Family Development (3 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
<tr>
<td>YLST 422</td>
<td>Preaching and Teaching in Youth Context (2 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
<tr>
<td>YLST 432</td>
<td>Care and Counsel of Youth (2 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
<tr>
<td>YLST 455</td>
<td>Current Issues in Youth Ministry (3 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
<tr>
<td>YLST 460</td>
<td>Practicum (1-3 units)</td>
<td></td>
<td>Prerequisite: PSYC 103C. 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.</td>
</tr>
</tbody>
</table>

**Graduate Programs in Religion**

**Abbreviations used in this Section:**

- GPR — Graduate Program in Religion
- OGR — Office of Graduate Programs in Religion
- UAAC — University Academic Affairs Committee
- MARSS — Master of Arts in Religion with Concentration in Biblical Studies
- MARLS — Master of Arts in Religion with Concentration in Leadership Studies
- MTLS — Master of Theological Studies
- MTLS-H — Master of Theological Studies for Hispanic Leaders

**History of the Program**

For almost 80 years, Vanguard University of Southern California has been a leader in educational innovation within its denomination, and in fulfilling its founders’ vision of training men and women for Christian ministry. From the very beginning, the program in religion has played a central role in the fulfillment of that mission. Our commitment to excellent theological education is rooted in that legacy.

A major milestone was reached in 1983, when the University initiated its first graduate program leading to the Master of Arts (M.A.), an academic degree with a major in religion and concentrations in Biblical Studies and Leadership Studies. This program was well received, and in 1991, a three-year professional degree leading to a Master of Theological Studies (MTS) was added.

In 1998, the University entered into an agreement with the Oxford Centre for Mission Studies in Leeds, England, to offer the Doctor of Philosophy (Ph.D.) to students resident on our campus. The degree is accredited through the University of Leeds.

In 2002, the Master of Theological Studies program was expanded in a unique format that is tailored to the needs of leaders and pastors in the rapidly growing Hispanic churches of Southern California.

Application forms are available in the School of Religion office.
Summary of Academic Programs

The School of Religion offers the following graduate degrees:

**Master of Arts with a Major in Religion: Concentration in Biblical Studies (M.A.R.B.S.)**

The M.A.R.B.S. is a research degree that emphasizes competencies in the exegesis and exposition of biblical texts. As such, it is designed to build upon an undergraduate degree in religious studies. Admission requirements include competence in Greek and Hebrew, though deficiencies in these languages can be corrected through concurrent enrollment.

Because of its rigorous attention to the biblical languages and interpretive methodology, students often choose this degree as preparation for the preaching ministry, for academic research on the doctoral level in the field of biblical studies, or for other positions requiring professional research and translation skills.

Depending upon which exit option a student selects, this program requires either 36 or 39 units of study (approximately 12-13 courses + qualifying examinations + thesis, directed reading program, or other approved project). A student taking 9 units each semester can complete the program in about two years.

**Master of Arts with a Major in Religion: Concentration in Leadership Studies (M.A.R.L.S.)**

The M.A.R.L.S. is an academic degree that emphasizes research competencies in the field of leadership studies. Like the M.A.R.B.S., this degree builds upon an undergraduate degree in religious studies. While encouraged, Greek and Hebrew are not required for admission.

Because of its unique emphasis on the social sciences, contemporary discussions of issues in Christian leadership, and the field of leadership studies generally, students often choose this degree as preparation for leadership in a variety of contexts, including congregational ministry, ministry in para-church settings, in missions, or in other contexts of leadership in Christian organizations. Other students find that the rigorous emphasis on research methodology is good preparation for doctoral level research in the field of leadership studies.

Depending upon which exit option a student selects, this program requires either 36 or 39 units of study (approximately 12-13 courses + qualifying examinations + thesis, directed reading program, or other approved project). A student taking 9 units each semester can complete the M.A.R.L.S. program in about two years.

**Master of Theological Studies (M.T.S.)**

The M.T.S. emphasizes professional competencies, and is designed for students who have limited undergraduate preparation in religious studies. The curriculum covers a range of theological disciplines, including biblical studies, theology and ethics, and leadership studies.

Many students are attracted by the unusual flexibility of this degree, which can be tailored to meet a variety of professional or educational interests. Some M.T.S. students have banded together to form special interest groups that design their own curriculum, which they then take together in a cohort format.

Depending upon which exit option a student selects, this program requires either 48 or 51 units of study (approximately 16 courses + thesis, directed reading, field education, or integrative seminar). There is no comprehensive examination. A student taking 9 units per semester can complete the program in about three years.

**Master of Theological Studies for Hispanic Leaders (M.T.S.-H.)**

This variation of the M.T.S. degree is tailored to the special needs of pastors who minister in Hispanic urban contexts. The program is intended to make theological education accessible to working pastors. Courses are taught in Spanish and English, students with limited English proficiency are assisted by bilingual teaching assistants.

The degree does not require a comprehensive examination, and it is possible to select from a variety of exit options. Depending upon which exit option a student selects, this program requires either 48 or 51 units of study (approximately 16 courses + exit option). The M.T.S. for Hispanic Leaders normally takes four years to complete, although the student who takes the summer intensive courses can complete the program in three years.

**Doctor of Philosophy (Ph.D.) – The Oxford Center for Mission Studies**

The Oxford Centre for Mission Studies (OCMS) was founded in 1983 by the International Fellowship of Evangelical Mission Theologians (IFMET) to train a new generation of evangelical mission scholars and practitioners to become key resources 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 Two-Thirds World theological institutions and development agencies. The objectives of OCMS are to follow established and strengthen the relationships of theologians, professors and the church within and between different cultures to foster the development of leadership in mission organizations and training institutions to encourage study of and research into the theology and practice of mission, and to facilitate international and intercultural partnerships among Christians in mission.

The purpose of the cooperative relationship between Vanguard University of Southern California and Oxford Centre for Mission Studies (OCMS) is to provide opportunities for outstanding students to conduct doctoral level research that contributes to the conceptual understanding and practice of holistic mission in Christian organizations. The Ph.D. degree is accredited through the University of Leeds, England.

The degree is accomplished through intensive individualized study and the successful writing and defense of the doctoral dissertation. The normal time for completing this program is five years.

For detailed information about the Ph.D., contact the OGPR.

**Application Information**

Application forms and further information about Graduate School admission can be obtained from Graduate Admissions Office:

- Phone: (800) 722-6279 or (714) 966-5471
- Email: gradadmissions@vanguard.edu
- To apply for admission go to: www.vanguard.edu/gradadmissions
Application Calendar

All applicants are encouraged to make application in accordance with the following dates. Exceptions to the calendar of dates will be considered on an individual basis.

- Fall Semester: Admission April 1
- Spring Semester: Admission October 1 (not applicable to M.T.S. program)
- Summer Session/Admission March 1 (not applicable to M.T.S. program)

Academic Policies

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 degree-seeking students who have the BA degree, but enter the program with academic deficiencies. They may lack one or more of the prerequisites to graduate courses (25 units of Religion, for example), their entering GPA is deficient, or their BA degree is from a non-regionally accredited institution.

M.A.R.B.S. and M.A.R.L.S. students accepted with provisional standing must complete the first 12 units of graduate level courses with grades of "B" or above before being considered for regular standing in the GPR.

M.T.S. and M.T.S. for Hispanic Leaders students accepted with provisional standing must complete the first 12 units of graduate level courses with grades of "B-" or above before being considered for regular standing in the GPR.

Students who qualify to move from provisional to regular standing should contact the GPR.

Student-at-Large Standing

Students who have earned a BA degree but do not plan to earn the Master's degree may be granted special standing in the GPR. Students-at-Large are granted special standing in the degree program of their choice by completing the regular application packet. However, the University and the GPR are not obligated to accept students with special standing into regular degree standing.

Students-at-Large may apply to the GPR for regular standing in the degree program of their choice. Students-at-Large may complete 12 units of graduate level courses with grades of "C" or above before being considered for regular standing in the GPR.

Students who qualify to move from provisional to regular standing should contact the GPR.

Student-at-Large requirements are the same as those for regular standing except that application must be made to the GPR for special standing in the degree program of the student's choice. All students must maintain a minimum of a 3.0 undergraduate GPA and complete 12 units of graduate level courses with grades of "B" or above before being considered for regular standing in the GPR.

International Students

International students are required to complete the admissions process for acceptance by the University and submit an affidavit of financial support and a financial guarantee for the academic year. International students enrolled in the GPR must maintain a minimum of a 3.0 undergraduate GPA and complete 12 units of graduate level courses with grades of "B" or above before being considered for regular standing in the GPR.

International students must maintain a minimum of a 3.0 undergraduate GPA and complete 12 units of graduate level courses with grades of "B" or above before being considered for regular standing in the GPR.

All students need to be fluent in English to follow course lectures and complete their written assignments. The Graduate Religion Admissions Committee might require documentation for fluency in English. Such tests as TOEFL, IELTS, or other English language tests are required. Students may subsequently be required to participate in an oral interview conducted by the admissions committee.

Applicants for the M.T.S. for Hispanic Leaders program are generally exempted from these requirements. See OGPR for further details.
Scheduling Patterns

Many graduate students are adult learners who work full time. Therefore, OGPR makes every attempt to schedule courses at times that will facilitate progress in the degree program. Most graduate courses are scheduled in three hour blocks, either in the morning or evening once a week. Other courses are 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 class. The faculty and staff can help evaluate individual students’ ability to handle a full-time course load.

The typical academic year is structured as follows:

Fall Semester
The fall semester is generally scheduled from the last week of August through the second week of December. Full-time status is a minimum of nine (9) units.

Spring Semester
The Spring semester is generally scheduled from mid-January to early-May. Full-time status is a minimum of nine (9) units.

Summer Sessions
Summer sessions are generally scheduled from mid-May through mid-July and are divided into three modules of three weeks each which makes earning nine (9) units during the summer semester possible. However, the majority of courses offered during the summer are one week, all day intensive formats.

Traditional Schedule
The traditional schedule is organized in two semesters annually, spring and fall, as well as in summer intensives.

Co-hort Scheduling
In co-hort education, students move through their curriculum as a group which enhances camaraderie in the classroom. Special ministry groups or cohorts use unique intensified schedule formats. Contact the OGPR for information concerning English dominant or Spanish dominant co-horts.

Intensives
Intensives are courses offered in compact blocks of time. Sometimes intensives are scheduled on weekends, and sometimes in week-long blocks.

Tuition Scholarships
Students who wish to be considered for financial assistance must request a Financial Assistance Pre-Qualification form from the OGPR. The priority deadline for the following academic year is June 1.

Program Policies

The following policies apply to all degrees offered in the School of Religion. Such policies govern the students’ relationship to the University and to other students, and are intended to protect students against arbitrary or unfair treatment.

Appeal Procedures

If at any time a graduate student should disagree with a policy decision (or believe it is unfair, unclear or inaccurate), he/she is encouraged to express it to the Office of Graduate Program in Religion. Every effort will be made to resolve the discrepancy. If the student is not satisfied, any formal decision of the OGPR may be appealed to the Provost. The decision of the Provost is final.

Academic Load

A full-time academic load at the graduate level is nine (9) units or more per semester. Exceptional students may enroll for part-time status (6) units upon the counsel of the OGPU. Students may not enroll for more than sixteen (16) units in a regular semester without the approval of the Dean. Students may petition the action of the Dean to the Provost.

The MTS program for Hispanic Leaders requires six (6) units of coursework (=2 courses) per semester plus 6 units of intensives on campus during summer sessions.

Course Numbering System

In order to interface with the undergraduate program, academic credit at the graduate level is also measured in semester hours. MA students may enroll on any level. The course numbering system is as follows:

- 500 level = may also be taken by undergraduate students
- 600 level = MA and MTS
- 700 level = MA and qualified MTS students only

Course Limitations

You may apply up to four (4) 500 level courses, or a total of no more than twelve (12) units toward your MA degree. Exceptions to this policy are 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 protocols. For example, a MA Leadership Studies student may request a course with an OGPU or NIG departmental designation instead of CGSE (available to MA and MTS students). This applies to elective courses only. Students in either MA degree concentration who wish to use a THOG designated course or one described for “MTS only” must secure the approval of the Dean.

Program Grade Requirements

MA Degree

In order to graduate, students must maintain a cumulative grade point average of at least “B” (3.0 on a 4.0 scale). Students should therefore enroll for a reasonable course load for each semester since graduate courses generally require more time than undergraduate courses. Any grade below “B” is below minimal performance in the MA program and indicates that improvement is required in order to complete the MA degree. Students who receive a second grade which is below “B”, will be required to meet with their academic advisor. All third course grade that is below “B” may result in dismissal from the program. No more than two (2) course grades 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 except by repeating the course with a satisfactory grade. Grades of “C+” and below will remain on the student’s permanent record.
M.T.S. Degree

In order to graduate, students must achieve a minimum grade point average of B (2.67 on a 4.0 scale). Students should therefore enroll for a reasonable course load each semester since graduate courses generally require more time than undergraduate courses. Any grade below a “C+” is considered below minimal performance in the M.T.S. program, and indicates that improvement is required. If students expect to complete the M.T.S. degree, Students who receive a second grade which is below a “B”, will be required to meet with the Dean and academic advisor. A third course grade that is below a “C+” may result in dismissal from the program. No more than two (2) course grades of “C” or “C-” may count toward the Master’s degree. Grades of “D” and below cannot be used for credit toward the M.T.S. degree, except by repeating the course with a satisfactory grade. Grades of “D” and below will remain on the student’s permanent record.

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 in one or more courses due to circumstances which were beyond the student’s control. The student and who has requested additional time to complete the course requirements. It is the responsibility of the student to obtain a “Petition for Incomplete Grade” from the Registrar and to contact with the course professor (s) as soon as possible. Petitions for Incomplete grading are submitted by a group consisting of the Dean or the program, the professor of record for the course in question, and an additional faculty member. The committee is under no obligation to assign an Incomplete grade.

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.

All incomplete work is due 90 days from the last day of that semester. (i.e., Fall semester must be submitted by the 2nd Friday of the following March, and all incomplete work from the Spring semester must be submitted by the 1st Friday of August.) Failure to complete and submit the required work on time will result in a permanent grade commensurate with the completed work at that point.

Incompletes in RELG coursework carry an alternate grade of “CE” (continued enrollment) and no credit is earned until all course requirements are satisfied, and the professor submits a grade change to CR (credit). Exceptions or extensions to this policy are made only with the approval of the Dean and the course professor (s).

Academic Deficiencies

If a student has provisional standing due to coursework deficiencies, he/she may still enroll in graduate classes. However, all deficiencies must be removed before completing twenty-four (24) units 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 at VUSC.

Program Time Limits

All work for the Master’s degree will be completed within six (6) years for the MA degree and eight (8) years for the M.T.S. degree from the date of entrance as degree-seeking students.
Graduation Requirements

Overview: To complete a graduate degree program, students will need to complete the specified coursework and pass the comprehensive examinations. As a final step, begin the exit option and achieve Advancement to Candidacy status. Complete the exit option, and apply for graduation. Graduation requirements for these steps are:

STEP ONE: Coursework

1. Successfully complete the core and elective courses for an approved program.
2. Achieve passing marks on the Comprehensive Examination (M.A. only).

The comprehensive examination is the second stage of the M.A. degree. It consists of two parts, each part having one or more essay questions. The time limit for each part is three hours. The professors who taught the core courses of the student’s concentration will construct the questions. The questions will be given to the student in advance so that research can be done and the student will assess the content of core courses and the content of any related courses in the student’s concentration. The purpose of this comprehensive examination is to evaluate the student’s ability to understand and apply the course content of the graduate program. This, together with the comprehensive examination, is the culmination of the coursework stage of the program. Only MA students are required to take the comprehensive examination.

Students generally take the comprehensive examination near the end of their last semester of coursework and before they begin work on the exit option. The “Comprehensive Examination Request” form is available in the OGPR. Students who intend to participate in the Commencement exercise in May, you would need to complete your comprehensive examination by the second Friday in March.

STEP TWO: Advancement to Candidacy

This important step applies to both M.A. and M.T.S. students. Granting candidacy status indicates that the student has satisfactorily completed the coursework (including any deficiencies), has approved exit option proposals, and is “clear” to complete the degree program. M.T.S. students who choose an exit option (whether a project or a directed reading) must apply for advancement to candidacy. The student’s advisor will sign the Application for Advancement to Candidacy form, and the student must also obtain the approval of the faculty advisor. The student will be advised on the progress of the candidacy application by the Graduate Program Office.

To Complete This Exit Option:

1. Register in the appropriate exit option design and proposal course after completing at least 20 units.

Guidelines for Thesis and Project Options (M.A./M.T.S.)

• Thesis
• Project
• Directed Reading

Thesis. A thesis is an intensive study of a subject relevant to the student’s concentration. The project option allows one to study/survey and contribute to some aspect of biblical, theological, or leadership studies. Directed Reading is an opportunity to explore a subject of interest. Often the scope of study is wider than that for the thesis. Research should be supported by at least 12,000 pages of scholarly reading and research and results are expressed by written articles or written examinations, annotated bibliographies, or other means that the student and faculty advisor have agreed upon.

M.T.S. students may complete the exit option in any of the following ways:

1. Thesis
2. Project
3. Directed Reading
4. Integrative Seminar

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.

Guidelines for Thesis and Project Options (M.A./M.T.S.)

• Thesis
• Project
• Directed Reading

Thesis. A thesis is an intensive study of a subject relevant to the student’s concentration. The project option allows one to study/survey and contribute to some aspect of biblical, theological, or leadership studies. Directed Reading is an opportunity to explore a subject of interest. Often the scope of study is wider than that for the thesis. Research should be supported by at least 12,000 pages of scholarly reading and research and results are expressed by written articles or written examinations, annotated bibliographies, or other means that the student and faculty advisor have agreed upon.

To Complete This Exit Option:

1. Register in the appropriate exit option design and proposal course after completing at least 20 units.

The comprehensive examination is the second stage of the M.A. degree. It consists of two parts, each part having one or more essay questions. The time limit for each part is three hours. The professors who taught the core courses of the student’s concentration will construct the questions. The questions will be given to the student in advance so that research can be done and the student will assess the content of core courses and the content of any related courses in the student’s concentration. The purpose of this comprehensive examination is to evaluate the student’s ability to understand and apply the course content of the graduate program. This, together with the comprehensive examination, is the culmination of the coursework stage of the program. Only MA students are required to take the comprehensive examination.

Students generally take the comprehensive examination near the end of their last semester of coursework and before they begin work on the exit option. The “Comprehensive Examination Request” form is available in the OGPR. Students who intend to participate in the Commencement exercise in May, you would need to complete your comprehensive examination by the second Friday in March.
• M.T.S. and M.T.S. for Hispanic Leaders who elect either the thesis or project exit option should enroll in either of these above courses, depending upon their research interests.

2. Select a topic. The research methodology professor and a faculty advisor should be consulted as needed.

3. Select faculty committee chair and identify the research topic in prospectus form (as instructed in the Exit Option Design and Proposal course).

4. Select a faculty committee in consultation with the committee chair. The committee must consist of at least three faculty members. In rare instances, students may request that scholars other than VU faculty be allowed to serve as readers on their thesis committee.

5. Complete the Advancement to Candidacy form and return it to the OGPR.

6. File a copy of the approved prospectus with the OGPR.

7. Register for appropriate exit option. Credit for this exit option is granted only after a successful defense.

• Students who choose the thesis option should enroll in REG 798 Masters Thesis (3 units).

• Students who choose the project option should enroll in REG 797 Masters Project (3 units).

To Complete This Exit Option:

8. Submit final draft of thesis/project to the OPP copy editor prior to submission to faculty committee. Please note:

• It is best if you submit chapter drafts regularly to your chair and committee to ensure the final thesis before your committee ratifies your document.

• The completed thesis must be submitted at least three months prior to defense date. Deadlines for Defending the Thesis/Project are available from the OPP.

9. Defend the thesis/project when the committee agrees that it is complete enough to defend.

10. Finish the thesis in consultation with your committee chair and submit a bound copy to the OPP to be shelved in the library.

Guidelines for Extended Course/Directed Reading Option (MA and M.T.S.)

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 500 pages of scholarly reading, and the results expressed by written critiques, oral or written examinations, annotated bibliographies, or other means that the student and faculty mentor have agreed on.

To complete this exit option:

1. Register in the appropriate exit option design and proposal course approximately halfway through the degree program.

• MARLS students should enroll in REG 770 Exit Option Design and Proposal: Biblical Studies (3 units).

• MA and M.T.S. for Hispanic Leaders should enroll in REG 790 Exit Option Design and Proposal: Biblical Studies (3 units).

2. Register in one additional elective course (3 units) so total program equals 39 units.

3. Select a topic. The exit option design and proposal professor and faculty advisor should be consulted as needed.

4. Select faculty committee chair and begin to describe the research topic in prospectus form (as instructed in the exit option design and proposal course).

5. Select one other faculty reader after consulting with the chair.

6. Complete the Advancement to Candidacy form and return it to the OPP.

7. File a copy of the approved prospectus with the OPP.

8. Register for chosen exit option.

9. Submit the final draft of the synthesis paper to the OPP copy editor prior to submission to the chair. Deadlines for submission of the synthesis paper are available from the OPP.

10. Complete the directed reading in consultation with the chair and file a copy of the final synthesis paper with the OPP.

Guidelines for the Integrative Seminar (M.T.S. only)

The Integrative Seminar option is available only to students who are enrolled in the M.T.S. or the M.T.S. for Hispanic Leaders degree programs.

The Integrative Seminar is 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 REG 688 Integrative Seminar (3 units).

Guidelines for Field Education (M.T.S. only)

The Field Education option allows students to exit the program through supervised ministry experience. The Field Education option is available only to students who are enrolled in the M.T.S. or the M.T.S. for Hispanic Leaders degree programs.

To Complete This Exit Option:

1. Consult the OPP for approval of this exit option.

2. Register in REG 694 Field Education (3 units).

3. Select the place of ministry and meet with the faculty mentor assigned by the OPP to confirm your placement and academic requirements. (Contact the OPP for details.)

STEP FOUR: Application for Graduation

Students must file an application for graduation with the Registrar’s Office prior to the semester in which the degree will be granted, even if the student does not participate in the commencement ceremony. The Application for Graduation form is available in the OPP and the Registrar’s Office. The degree is confirmed on the last day of the semester in which the student has completed all degree program requirements as described above and has satisfied the following requirements:

1. File all necessary forms in accordance with the guidelines provided by the OPP.

2. Successfully complete all degree requirements within the “maximum time” limits (eight (8) years for MA; ten (10) years for M.T.S. degree).

3. Satisfy all financial obligations to the University.

Commencement

Consult the university calendar for the exact date and time.

Continuing Registration

Students who require more than one semester to complete the exit option must register for REG 799 Continuing Registration: Master’s Study (1) until the exit option is complete. A tuition fee for one (1) unit is required to protect the thesis/project topic, to have access to library privileges, and to ensure consultation with faculty.

Continued Registration:

Students who require more than one semester to complete the exit option must register for REG 799 Continuing Registration: Master’s Study (1) until the exit option is complete. A tuition fee for one (1) unit is required to maintain active standing in the program to protect the thesis/project topic, to have access to library privileges, and to ensure consultation with faculty.

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**Academic Programs**

**Master of Arts with a Major in Religion: Concentration in Biblical Studies (36 or 39 units depending on exit option)**

The MA in Religion with a concentration in Biblical Studies emphasizes disciplined theological reflection in the study of both Old and New Testaments. The degree program requires three core courses for a total of 9 units, 21 units of elective courses, a comprehensive examination, and an exit option (thesis project, directed reading with the appropriate exit option design and proposal course for a total of six units). The total number of units in the program depends upon the exit option the student selects; normally 36 units, but 39 units if the student chooses a Directed Reading rather than a thesis or other project.

**Objectives**

The objectives of this concentration are to:

1. Acquire a deeper understanding of the content of Scripture;
2. Identify the principles of sound exegesis and methods appropriate to the interpretation of the various genres of biblical literature;
3. Understand the background of biblical times in order to interpret the biblical text within its proper historical and cultural context;
4. Promote valuable interaction with current biblical scholarship;
5. Probe the significance of representative critical problems involved in biblical interpretation;
6. Investigate the humanity and divinity of the theology found in both Old and New Testaments and apply the biblical revelation to the various other disciplines of study to the life and the proclamation of the church, and to the personal faith of the Christian believer.

**Admission Requirements for the MARBS**

A student seeking the MA Degree in Religion with a Biblical Studies concentration must meet the following admission requirements.

1. Completion of a Bachelor’s degree from a regionally accredited college or university that includes the following minimums (in terms of semester hours):
   - Humanities (12 units)
   - Social Science (12 units)
   - Religion (24 units, including 15 units in biblical content and 9 units of theology and/or philosophy, including at least 3 units of Christian Theology)

2. A cumulative grade point average (GPA) of 3.0 or higher (on a four-point scale). Exception: Applicants whose GPA is below 3.0 may be considered at the discretion of the Admissions Committee. If accepted, provisional standing would be granted and would require the student to complete the first 12 units of graduate level courses with grades of “B” or above before receiving further consideration for regular standing in the program.

**Transfer Credit**

MARBS students may transfer a maximum of nine (9) units of coursework from an accredited graduate program when the coursework directly applies to their program design. Requests for transfer credits are to be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits rests with the Registrar upon receipt of the recommendation of the Dean. No courses with a grade lower than “C” (3.0) will be transferred toward the MA degree. No transfer credit can be granted for coursework used to degree work by another institution. A minimum of 27 units is required for all students in the MA degree program, or 30 units if the directed reading exit option is chosen. All core courses must be taken at VU.

**The Academic Program of the MARBS**

Depending upon which exit option a student selects, the MARBS program requires either 36 or 39 units of study (approximately 12-13 courses + qualifying examinations + thesis, directed reading program, or other approved project).

This program consists of six steps:

1. Corework. 3 units
2. Comprehensive Examination
3. Advancement to Candidacy
4. Exit Option. (6 units or 9 units, depending upon which exit option the student selects.)
5. Application for graduation
6. Commencement
Core Course Requirements  9 units
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 the church and its mission, including its biblical foundations and moral responsibilities.

Both of the following:
- OTG 725 Current Issues in Old Testament Studies  3 units
- NTG 710 Current Issues in New Testament Studies  3 units

One of the following:
- CLSG 710 Mission and Culture in Theological Perspective  3 units
- CLSG 715 The Church and Contemporary Moral Issues  3 units

Elective Course Requirements  21 units
Elective courses are designed to bring sound principles of hermeneutics to bear on the biblical text in order to reveal its meaning and significance in terms of theology and ethics.

Biblical Interpretation Electives
- BING 540 New Testament Backgrounds  1-3 units
- BING 576 Old Testament Backgrounds  1-3 units
- BING 579 Biblical Hermeneutics  1-3 units
- BING 615 Hermeneutical Issues in New Testament Interpretation  1-3 units

Old Testament Electives
- OTG 546 Semitic Languages I  4 units
- OTG 547 Semitic Languages II  4 units
- OTG 580 Special Topics  1-3 units
- OTG 582 Biblical Theology of Law, Sex, Marriage, and Family  1-3 units
- OTG 583 Seminar in Old Testament  1 unit
- OTG 584 The Kingdom of God in the Old Testament  1-3 units
- OTG 585 Intermediate Hebrew I  3 units
- OTG 586 Intermediate Hebrew II  3 units
- OTG 587 Mosaic Issues in the Old Testament  1-3 units
- OTG 588 Individual Study in Old Testament  1-3 units
- OTG 589 Advanced Hebrew I  2 units
- OTG 589 Advanced Hebrew II  2 units
- OTG 740 Seminar in Old Testament Electives  1-3 units

New Testament Electives
- NTG 520 Apocalyptic Literature  1-3 units
- NTG 525 New Testament Textual Criticism  1-3 units
- NTG 526 New Testament Theology  1-3 units
- NTG 580 Special Topics  1-3 units
- NTG 582 Synoptic Gospels  1-3 units
- NTG 583 Biblical Theology of Love, Sex, Marriage, and Family  1-3 units
- NTG 584 Seminar in New Testament Electives  1-3 units
- NTG 631 Intermediate Greek I  3 units
- NTG 632 Intermediate Greek II  3 units
- NTG 680 Individual Study in New Testament  1-3 units
- NTG 690 Seminar in New Testament  1-3 units
- NTG 725 Seminar in New Testament Electives  1-3 units
- NTG 731 Biblical and Historical Themes in the New Testament  1-3 units
- NTG 734 Advanced Greek I  2 units
- NTG 735 Advanced Greek II  2 units

Costa Rica • Contextual study in San José, Costa Rica during the summer is available when courses appropriate for the Biblical Studies concentration are offered. Please see the OCGP for further details.

Master of Arts with a Major in Religion: Concentration in Leadership Studies
(36 or 39 units, depending on exit option)

The major in Religion with a concentration in Leadership Studies emphasizes disciplined research and theological reflection for the study of local and global church mission and leadership. This concentration, based on a blend of theological reflection and the social sciences, is especially beneficial for church and religious organization leaders or graduates who desire the enrichment of theological education.

Specifically, the objectives of this concentration are:
• To develop an understanding of the theological and ethical mission of the local and global church;
• To offer a holistic understanding of leadership that integrates theology with the social sciences;
• To develop an intercultural framework for local and global church mission;
• To examine the principles for the development of vision and its implementation through organizational structures and
to learn how to conduct research for developing, testing, or applying theory and hypotheses related to local and global church mission and leadership.

Admission Requirements for the MARLS
A student seeking the M.A. Degree in Religion with a Leadership Studies concentration must meet the following admission requirements:
1. Completion of a Bachelor’s degree from a regionally accredited college or university that includes the following minimums (in terms of semester hours):
   - Humanities (12 units)
   - Social Science (12 units)
   - Religion (24 units, including 15 units in biblical content and 9 units of theology and/or philosophy, including at least 3 units of Christian Theology)

   Students in the senior year of their Bachelor's degree can still apply. If admitted, conditional standing is granted while finishing their Bachelor's degree.

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   Students in the senior year of their Bachelor’s degree can still apply. If admitted, conditional standing is granted while finishing their Bachelor's degree.
2. A cumulative grade point average (GPA) of 3.0 or higher (on a four-point scale) in all Bachelor's work. Exception: Applicants whose GPAs are below 3.0 may be considered at the discretion of the Admissions Committee. If accepted, provisional standing would be granted and would require the student to complete the first 12 units of graduate level courses with grades of "B" or above before receiving further consideration for regular standing in the GPR.

Transfer Credit
M.A.R.L.S. students may transfer a maximum of nine (9) units of coursework from an accredited graduate program when the coursework directly applies to their program design. Requests for transfer credits are to be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits are made with the Registrar upon receipt of the recommendation of the Dean. No courses with a grade lower than "B" (3.0) will be transferred toward the MA degree. No transfer credits can be granted for coursework used for degree candidacy at another institution. A minimum of 22 units at VU is required of all students in the MA degree program, or 30 units if the directed reading exit option is chosen. All courses must be taken at VU.

The Academic Program of the M.A.R.L.S.
This degree program requires four core courses for a total of 12 units, 18 units of elective courses, a comprehensive examination, and an exit option of thesis, project, or directed reading with the appropriate exit option design and proposal course for a total of six units. Total units thirty-six (36). If the directed reading exit option is chosen, one additional elective course is required, bringing the program total to thirty-nine (39) units.

This program consists of six steps:
- Completion of Coursework
- Completion of Comprehensive Examination
- Advancement to Candidacy
- Completion of an Exit Option
- Application for Graduation
- Commencement

Core Course Requirements 12 units
These four core courses are designed to explore significant issues and research methodologies involved in leadership within religious organizations, 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 710 Mission and Culture in Theological Perspective 3 units
CLSG 715 The Church and Contemporary Moral Issues 3 units
CLSG 720 Theology and Theory of Leadership 3 units
RELG 788 Research Methodology: Leadership Studies 3 units

Elective Course Requirements 18 units
The elective curriculum focuses theological reflection on principles of planning, organizing, managing, and leading for the purpose of revitalization and growth of the local church and para-church organizations. In addition to electives taken from Leadership Studies, students must take at least one course (3 units) in biblical or systematic theology.

Leadership and Management Electives
CLSG 610 Appreciative Inquiry 1-3 units
CLSG 611 Leadership and the New Science 1-3 units
CLSG 622 Conflict Management 1-3 units
CLSG 623 Marketing in Christian Organizations 1-3 units
CLSG 631 Change and Strategic Planning 1-3 units
CLSG 625 Principles of Church Revitalization and Renewal 1-3 units
CLSG 635 Soul and Spirit of Leadership 1-3 units

Inter-Cultural Ministries Electives
CLSG 533 Contemporary Issues in Latin American Countries 1-3 units
CLSG 534 Urban Ministry 1-3 units
CLSG 554 Principles and Methods of Inter-Cultural Ministry 1-3 units
CLSG 557 Church Growth 1-3 units
CLSG 558 Religion and Culture in Latin America 1-3 units
CLSG 655 Theological Education in the Third World 1-3 units
CLSG 655 Leadership Development in Cultural Context 1-3 units

Preaching Electives
CLSG 627 New Forms of Preaching in a Postmodern World 1-3 units
CLSG 741 Biblical Interpretation and Expository Preaching 1-3 units

Pastoral Care and Counseling Electives
CLSG 630 Pastoral Counseling in Christian Organizations 1-3 units
CLSG 635 Issues in Pastoral Leadership 1-3 units

Spirituality and Spiritual Formation Electives
CLSG 521 Disciplines of the Spiritual Life 1-3 units
CLSG 606 Spiritual Formation 1-3 units
CLSG 607 Spiritual Direction 1-3 units

Special Topics, Seminars, and Individual Study
CLSG 570 Special Topics 1-3 units
CLSG 590 Seminar in Christian Leadership Studies 1-3 units
CLSG 640 Seminar in Christian Leadership Studies 1-3 units
CLSG 650 Seminar in Christian Leadership Studies 1-3 units
CLSG 660 Seminar in Christian Leadership Studies 1-3 units

M.T.S. (48 or 51 units, depending on exit option)
Graduate students in this program benefit from a professional degree designed to prepare men and women for service in local church or para-church organizations. The M.T.S. program provides training for participants to reflect theologically on the role of the church in contemporary society and to develop skills necessary for effective
ministry within local churches, mission agencies or para-church ministries. The courses in this program are
designed to produce theological and research competencies in three major areas of study: Biblical Studies,
Theology and Ethics, and Leadership Studies.

Objectives
The Biblical Studies objectives of the M.T.S. degree program focus on development of competency in the
interpretation of Scripture. Students learn to:
• Gain exegetical skills in understanding the content of Scripture through its form, context, structure, and
vocabulary;
• Identify the basic issues involved in exposition of Scripture including the cultural and historical
background of the texts; and,
• Apply skills to use Scripture in a variety of life and church circumstances: polity, apologetics, homiletics,
Christian ethics, and doctrine and mission.

The Theology and Ethics objectives are to investigate the relationship between theological and ethical reflection.
Students learn to:
• Examine the development of Christian life and thought in their historical context;
• Compare and evaluate prominent theological systems and movements in the twentieth century; and
• Cultivate skills involved in analyzing moral issues facing the church.

The Leadership Studies objectives are to develop skills of ministry needed to facilitate the church抯 life as a
fellowship of believers, as a worshipping community, as a prophetic witness and as an agent of redemption. Each
student is 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 skills 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.

Admission Requirements for the M.T.S.
A student seeking the Master of Theological Studies Degree must meet the following admission requirements:
1. The completion of a Bachelor's degree from a regionally accredited college or university.
   Exceptions: Applicants from institutions that are accredited by the American Association of Bible Colleges,
or from other institutions not accredited by a regional association, are considered on an individual basis.
   If accepted, provisional standing is applied. After completion of 12 units earning a grade of "B" or better in
   each course, the student may request transferring to regular standing.
2. A cumulative grade point average of 2.5 or higher (on a four-point scale) in all Bachelor's work. Exception: If the GPA is below 2.5, student applications may be considered at the discretion of the
   Admissions Committee. If accepted, provisional standing is granted, requiring completion of the first 12 units
   of graduate level courses with grades of "B" or above before receiving further consideration for regular
   standing in the program.

Transfer Credit
Students in the MTS program may transfer a maximum of twelve (12) units of coursework from an accredited
graduate program when the coursework applies directly to their program of study. Requests for transfer credit
are to be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions
on matters of transfer credit rest with the Registrar upon receipt of the recommendation of the Dean. No course
with a grade lower than "B" (2.5) is considered in transfer toward the MTS degree. No transfer credit can be
applied for coursework used for a degree awarded by another institution. A minimum of 35 units at VU is
required of all students in the MTS degree program.

The Academic Program of the MTS
Overview: This degree program requires one nine unit foundation course, four core courses for a total of twelve
(12) units, twenty-four (24) units of elective courses, and an exit option of one of the following: the Integrative
Seminar course, the Field Education course, an internship, a directed reading with the appropriate exit option
design and proposal courses for a total of three or, in the case of the last three options, six units. The total
number of units for this program is 45, or, if the student selects the Directed Reading exit option - 51.

This program consists of the steps:
• Completion of Coursework
• Advancement to Candidacy
• Completion of an Exit Option
• Application for Graduation
• Commencement

Foundational Requirement
This course engages students in specific, foundational readings, dialogue and research which include:
• 9 units

Core Course Requirements
These 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 ministry, including its biblical foundations and moral responsibilities, and principles of
leadership which include sermon preparation, administration, pastoral care and counseling, intercultural and
urban ministry, and spirituality
• 12 units

Core Course Requirements
These 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 ministry, including its biblical foundations and moral responsibilities, and principles of
leadership which include sermon preparation, administration, pastoral care and counseling, intercultural and
urban ministry, and spirituality

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Elective Course Requirements

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.

Elective units may be divided among the three major areas of the degree described above, or focused within only one or two of them, though at least one elective course (3 units) must be taken in biblical or systematic theology.

Students who elect the thesis project or directed reading option must enroll in RELIG 790 • Elective Design and Proposal: Biblical Studies or RELIG 791 • Elective Design and Proposal: Leadership Studies. This course may be included in students' electives as part of their 48 units, or it may need to be added thus requiring a 51 unit total program.

Biblical Studies Electives

Biblical Interpretation

BING 540 New Testament Backgrounds 1-3 units
BING 576 Old Testament Backgrounds 1-3 units
BING 579 Biblical Hermeneutics 1-3 units
BING 615 Hermeneutical Issues in New Testament Interpretation 1-3 units

Old Testament

OTG 503 Beginning Hebrew I 3 units
OTG 504 Beginning Hebrew II 3 units
OTG 520 Apocalyptic Literature 1-3 units
OTG 546 Biblical Languages I 3 units
OTG 547 Biblical Languages II 3 units
OTG 635 Moral Issues in the Old Testament 1-3 units
 OTG 680 Individual Study in Old Testament 1-3 units

New Testament

NTG 503 Beginning Greek I 3 units
NTG 504 Beginning Greek II 3 units
NTG 520 Apocalyptic Literature 1-3 units
NTG 525 New Testament Textual Criticism 1-3 units
NTG 526 New Testament Theology 1-3 units
NTG 527 New Testament Ethics 1-3 units
NTG 570 Special Topics 1-3 units
NTG 572 Synoptic Gospels 1-3 units
NTG 582 Biblical Theology of Love, Sex, Marriage and Family 1-3 units
NTG 590 Seminar in New Testament 1-3 units
NTG 680 Individual Study in New Testament 1-3 units

Theology, Ethics, Philosophy and Church History Electives

Biblical Theology

THOG 532 New Testament Theology 1-3 units
THOG 572 Old Testament Theology 1-3 units
THOG 615 Moral Issues in the Old Testament 1-3 units

Biblical Ethics

THOG 535 New Testament Ethics 1-3 units
THOG 574 Old Testament Ethics 1-3 units

Theology and Ethics

THOG 536 Current Religious Trends 1-3 units
THOG 537 Christianity and Society 1-3 units
THOG 546 Special Topics 1-3 units
THOG 575 Contemporary Theological Ethics 1-3 units
THOG 580 Seminar in Theology and Ethics 1-3 units
THOG 680 Individual Study in Theology and Ethics 1-3 units

Philosophy

PHLG 530 Ethics 1-3 units
PHLG 537 Philosophical Theology 1-3 units

Church History

CHSG 532 History of Pentecostalism 1-3 units
CHSG 533 Renaissance and Reformation 1-3 units
CHSG 534 History of Christianity in America 1-3 units

Leadership and Management Electives

CLSG 538 Church Financial Management 1-3 units
CLSG 560 Appreciative Inquiry 1-3 units
CLSG 561 Leadership and the New Science 1-3 units
CLSG 562 Conflict Management 1-3 units
CLSG 563 Marketing in Christian Organizations 1-3 units
CLSG 564 Change and Strategic Planning 1-3 units
CLSG 565 Principles of Church Revitalization and Renewal 1-3 units
CLSG 566 Soul and Spirit of Leadership 1-3 units

Inter-Cultural Ministries Electives

CLSG 533 Contemporary Issues in Latin American Countries 1-3 units
CLSG 534 History of Pentecostalism 1-3 units
CLSG 535 Urban Ministries 1-3 units
CLSG 536 Principles and Methods of Inter-Cultural Ministry 1-3 units
CLSG 537 Church Growth 1-3 units
CLSG 565 Theological Education in the Third World 1-3 units
CLSG 566 Leadership Development in Cultural Context 1-3 units
CLSG 567 Religion and Culture in Latin America 1-3 units
Pastoral Ministries Electives

Preaching
CLSG 627 New Forms of Preaching in a Postmodern World 1-3 units
CLSG 741 Biblical Interpretation and Expository Preaching 1-3 units

Pastoral Care and Counseling
CLSG 630 Pastoral Counseling in Christian Organizations 1-3 units
CLSG 635 Issues in Pastoral Leadership 1-3 units

Spirituality and Spiritual Formation
CLSG 521 Disciplines of the Spiritual Life 1-3 units

Special Topics, Seminars, and Individual Study
CLSG 570 Special Topics 1-3 units
CLSG 590 Seminar in Christian Leadership Studies 1-3 units
CLSG 670 Special Topics 1-3 units
CLSG 680 Individual Studies 1-3 units
CLSG 690 Seminar in Christian Leadership Studies 1-3 units

Mister of Theological Studies for Hispanic Leaders (48 or 51 units, depending on exit option)

This variation of the M.T.S. degree is tailored to the special needs of pastors who minister in Hispanic urban contexts. The program is intended to make theological education accessible to working pastors. Courses are taught in Spanish and English; students with limited English proficiency are assisted by bilingual teaching assistants.

Objectives

The Biblical Studies components of the MTS for Hispanic Leaders degree program focus on development of competency in the interpretation of Scripture. Students learn to:
• Gain exegetical skills in understanding the content of Scripture through its form, context, structure, and vocabulary;
• Identify the basic issues involved in exposition of Scripture including the cultural and historical background of the texts; and,
• Apply skills to use Scripture in a variety of life and church circumstances: polity, apologetics, homiletics, Christian ethics, doctrine, and mission.

The Theology and Ethics components investigate the relationship between theological and ethical reflection. Students 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 and reflecting on cultural, social, and political issues facing the church.

The Leadership Studies components of the program are designed 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. Students learn 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 role 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.

Admission Requirements for the MTS for Hispanic Leaders

A student seeking the MTS for Hispanic Leaders degree must meet the following admission requirements:

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, are considered on an individual basis. If accepted, provisional standing is granted. After completion of 12 units earning a grade of “B” or better in each course, the student may request regular standing.
   Students in the senior year of their Bachelor’s degree can still apply. Such students may be admitted with provisional 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. Exception: If the GPA is below 2.5, student applications may still be considered at the discretion of the Admissions Committee. If accepted, provisional standing is granted, requiring completion of the first 12 units of graduate level courses with grades of “B” or above before receiving further consideration for regular standing in the program.

Transfer Credit

Students in the MTS for Hispanic Leaders program may transfer a maximum of twelve (12) units of coursework from an accredited graduate program when the coursework applies directly to their program design. Requests for transfer credit are to be submitted to the Registrar no later than the deadline for enrollment to candidacy. Final decision on matters of transfer credit rests with the Registrar upon receipt of the recommendation of the Dean.

No course with a grade lower than “B” (2.0) is considered for transfer toward the MTS for Hispanic Leaders degree. No transfer credit can be granted for coursework used for degree work by another institution. A minimum of 36 units at VU is required of all students in the MTS for Hispanic Leaders degree program.

The Academic Program of the Master of Theological Studies for Hispanic Leaders

The MTS for Hispanic Leaders does not require a comprehensive examination, and it is possible to select from an array of the alternative exit options, although a cohort student normally enrols in the integrative seminar. Depending upon which exit option a student selects, the program requires either 45 or 51 units of study (approximately 15 courses or exit option).

This program normally takes four years to complete, although the student who takes the summer intensive courses can complete the program in three years.

Core Course Requirements

39 units

These twelve courses expand the students’ knowledge of the books of the Old Testament and New Testament, of the study of Christian theology and ethics, of the distinctive features of a Pentecostal/Charismatic theology of church leadership and mission, including its biblical foundations and moral responsibilities, and principles of leadership which includes sermon preparation, administration, pastoral care and counseling, intercultural and urban ministry, and spirituality.
Please note that all courses in this program are 3 units.

First Year/Primer Año
CLSG 502  Introducción a Estudios de Postgrado para Líderes y Pastores Hispanos
CLSG 504  Introducción al Estudio del Liderazgo Cristiano
OTG 505  Temas Teológicos en la Vida y Literatura del Antiguo Testamento
NTG 505  Temas Teológicos en la Vida y Literatura del Nuevo Testamento

Second Year/Segundo Año
THOG 507  Teología y Ética
THDG 533  Liderazgo en el Contexto del Ministerio Urbano I
CLSG 622  Manejo de Conflictos Electivo

Third Year/Tercer Año
CLSG 635  Asuntos Contemporáneos en Liderazgo Pastoral
THOG 633  Liderazgo en el Contexto del Ministerio Urbano II Electivo

Fourth Year/Cuarto Año
CLSG 710  Misión y Cultura en Perspectiva Teológica
CLSG 645  Asuntos Contemporáneos en el Liderazgo Pentecostal Mundial Electivo
RELG 693  Seminario de Integración [Opción de salida]

Elective Course Requirements 12 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.

The program allows each cohort of students to select four electives from the list of course offerings listed elsewhere in this catalog. Please note that an increasing number of these courses are being prepared and taught in Spanish.

Course Descriptions

Biblical Interpretation

500-Level Graduate Courses
BING 540 • New Testament Backgrounds (1-3 units)
A study of the world of Jesus and the early church through the Greek, Roman and Jewish backgrounds of the New Testament, including extensive readings in the apocrypha, pseudepigrapha, Dead Sea Scrolls, and other significant literature.

BING 576 • Old Testament backgrounds (1-3 units)
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 units) (MTS)
A study of the methods and art of the interpretation of the Scriptures which aims at providing the student with a basic knowledge of the hermeneutical 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 units)
A study of the hermeneutical issues involved in understanding the intended meanings of the New Testament writers within the various genres of New Testament literature. The particular corpus under study— for example, Synoptic, Johannine, Pauline, Apocalyptic literature— will be announced in the Graduate Course Schedule in the semester when offered.

Old Testament

500-Level Graduate Courses
OGTG 503 • Beginning Hebrew I (4 units) (MTS or prerequisite for MA)
An introduction to Hebrew grammar, vocabulary and syntax for the graduate student. Offered alternate years.

OGTG 504 • Beginning Hebrew II (4 units) (MTS or prerequisite for MA)
A continuation of Beginning Hebrew I. Offered alternate years.

OGTG 505 • Old Testament Life and Literature (3 units) (MTS core)
A survey of the history and literature of the Old Testament, with special attention paid to significant events (e.g., creation, the Exodus from Egypt), outstanding persons (e.g., Moses), and dominant theological motifs (e.g., redemption). An emphasis will be laid on certain books that advance and develop one’s grasp of the holistic message of Scripture.

OGTG 505 • Temas Teológicos en la Vida y Literatura del Antiguo Testamento (3 Unidades) (MTS Core)
Un panorama de la historia y literatura del Antiguo Testamento, prestando especial atención a los eventos principales (la creación, el exilio de Egipto, etc.), personajes sobresalientes (Mosis, Davíd, etc.), y temas dominantes de la teología bíblica y vestimentaria (redención, espiritualidad, etc.). Se considerarán fuentes literarias relevantes que facilitarán la comprensión de la vida y literatura en el Antiguo Testamento.

OGTN 521 • Apocalyptic Literature (1-3 units)
Daniel, 1 Enoch, 4 Ezra, the Qumran Discourse, and Revelation are studied with a view to determining the nature and style of apocalyptic literature in Judaism and Christianity.
OTG 546 • Semitic Languages I (3 units)
Prerequisite: Approval of the professor and one year of Biblical Hebrew or its equivalent. Any of the following Semitic languages may be offered on demand: Akkadian, Arabic, Aramaic, Syriac, and Ugaritic. More than one language may be taken for credit.

OTG 547 • Semitic Languages II (3 units)
Continuation of the particular language offered in Semitic Languages I. Offered as needed.

OTG 570 • Special Topics (1-3 units)
Study in a special topic in Old Testament.

OTG/THOG 572 • Old Testament Theology (1-3 units)
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 institutions in the Old Testament.

OTG/THOG 574 • Old Testament Ethics (1-3 units) (MA or MTS)
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 the normative ethical conduct as they are set forth both in direct, individual, and collective terms in the Old Testament.

OTG/THOG 576 • Biblical Theology of Power, Wealth and Prosperity (1-3 units) (MA or MTS)
The exploration of biblical theologies of power, wealth, and prosperity as they are expressed in the context of human history. The course will focus on the themes of power, wealth, and prosperity as they are connected with one another and with the larger social and cultural contexts in which they are embedded.

OTG 630 • The Kingdom of God in the Old Testament (1-3 units) (MA or MTS)
An in-depth study of the biblical concept of the kingdom of God, exploring its various expressions and implications in the Old Testament.

OTG 632 • Intermediate Hebrew II (3 units) (MA)
Continuation of Intermediate Hebrew I. Offered alternate years.

OTG/THOG 635 • Moral Issues in the Old Testament (1-3 units) (MA or MTS)
An examination of the moral values that underlie human behavior in the Old Testament, with special attention given to the relationship between moral behavior and its theological foundations.

OTG 670 • Special Topics (1-3 units) (MA or MTS)
Study in a special topic in Old Testament.

OTG 680 • Individual Study in Old Testament (1-3 units) (MA or MTS)
Study of a topic not addressed by a regular course that is initiated by the student through a written prospectus of study. Offered upon approval of the appropriate faculty member. Up to a maximum of four units may be applied toward the degree requirements.

OTG 690 • Seminar in Old Testament (1-3 units) (MA or MTS)
Mutual investigation of one topic in Old Testament of particular relevance to graduate students in religion.

700-Level Graduate Only Courses

OTG 725 • Current Issues in Old Testament Studies (3 units) (MA core)
An investigation and evaluation of the basic critical problems of Old Testament interpretation which are significant for an understanding of the Old Testament.

OTG 734 • Advanced Hebrew I (2 units) (MA)
A course designed to develop the biblical and semantical skills required for the study of the Hebrew Old Testament.

OTG 735 • Advanced Hebrew II (2 units) (MA)
A continuation of Advanced Hebrew I. Offered as needed.

OTG 740-742 • Seminar in Old Testament Exegesis (1-3 units) (MA)
The seminar will be devoted to a detailed study of the biblical text, with an emphasis on the principles of sound exegetical method. Topics will be announced in the registration class schedule in the semester when offered. May be repeated for credit.

New Testament

500-Level Graduate Courses

NIG 503 • Beginning Greek I (4 units) (MA or MTS prerequisite)
An introduction to Greek grammar, vocabulary and syntax for the graduate student. Offered alternate years.
NTG 504 • Beginning Greek II (4 units) (MTS or MA prerequisite)
A continuation of Beginning Greek I.

NTG 505 • New Testament Life and Literature (3 units) (MTS core)
An 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.

NTG 505 • Temas Teológicos en la Vida y Literatura del Nuevo Testamento (3 Unidades) (MTS-H Requerido)
Un panorama de las dinámicas teológicas y literarias del Nuevo Testamento, destacando la influencia de estas en el
desarrollo social, político, económico y religioso del cristianismo en sus primeros años.

NTG 521 • Apocalyptic Literature (1-3 units) (MA or MTS)
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.

NTG 525 • New Testament Textual Criticism (1-3 units) (MA or MTS)
An applied study of the history, criteria, and goals of the text-critical method.

NTG 525 • New Testament Theology (1-3 units) (MA or MTS)
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.

NTG 552 • New Testament Ethics (1-3 units) (MA or MTS)
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.

NTG 570 • Special Topics (1-3 units) (MA or MTS)
Study in a special topic in New Testament.

NTG 572 • Synoptic Gospels (1-3 units) (MTS)
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.

NTG 572 • Biblical Theology of Love, Sex, Marriage and Family (1-3 units) (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 traditional Judeo-Christian silence, ignorance, and prudery on the
one hand, and the claims of an equal theological social status that is constantly shifting its grounds on the
other (MTS must have OT or NT Life and Literature as its equivalent).

NTG 572 • Biblical Theology of Power, Wealth and Prosperity (1-3 units) (MA or MTS)
Simiar design to explore the biblical attitudes expressed toward the oft-neglected themes of power, wealth, and prosperity, their mentalities together with their dark sides (oppression, afflication, theological exclusivity) and their reciprocals (poverty, obsession, helpless, poverty and suffering). Hopefully it will enable
us to thread our way more effectively through the claims by the proponents of the current “health and wealth”
movement on the one hand, and those by liberationists on the other (MTS must have OT or NT Life and
Literature as its equivalent).

NTG 590 • Seminar in New Testament (1-3 units) (MA or MTS)
Mutual investigation of one topic in New Testament of particular relevance to graduate students in religion.

600-Level Graduate Only Courses

NTG 631 • Intermediate Greek I (3 units) (MA)
Further study of grammar and syntax, including extensive exegesis of selected Johannine and Pauline texts.
Offered alternate years.

NTG 632 • Intermediate Greek II (3 units) (MA)
A continuation of Greek I. Offered alternate years.

NTG 670 • Special Topics (1-3 units) (MA or MTS)
Study in a special topic in New Testament.

NTG 680 • Individual Study in New Testament (1-3 units) (MA or MTS)
An individualized study initiated by the student who must develop a written prospectus of the proposed study and
secure an appropriate supervising faculty member to support and evaluate the study. An minimum of four units
may be applied toward the degree requirements.

NTG 710 • Current Issues in New Testament Studies (3 units) (MA core)
An investigation and evaluation of the most critical problems of New Testament interpretation which aim to
acquaint the student with the more significant methodologies and personalities in contemporary scholarly studies.

NTG 730-733 • Seminar in New Testament Exegesis (1-3 units) (MA)
A research oriented course that seeks to identify the principles of sound exegesis and method through an
examination of a topic that will include, but not be limited to the following seminars. The particular topic will be
announced in the registration class schedule in the semester when offered. May be repeated for credit:
- Second Peter—An intensive study of II Peter, including an overview of the book's introductory issues, its
theology and a translation. A knowledge of Greek is required.
- Issues in Acts—A study of the historical, exegetical and theological issues in view of the purposes of Luke in
writing the Acts. Greek is required.
- The Body of Christ in Pauline Theology—A study of the emerging church, emphasizing the identity in
relation to the Kingdom of God, the spiritual gifts and offices, and missions in the world.
- Ecclesiastical Themes in the New Testament—A study of the major themes of the Olivet Discourse
including its origin and development, in order to understand the theology of Jesus and the early church.
School of Religion

NTG 734 • Advanced Greek I (2 units) (MA)
Reading and exegesis of selected texts from the New Testament, Apostolic Fathers and the Septuagint. Offered on demand.

NTG 735 • Advanced Greek II (2 units) (MA)
Academic training in Advanced Greek I. Offered on demand.

Theology and Ethics – available only to MTS students

500-Level Graduate Courses

THOG 501-A, B, C, D, E • Foundations of Theological Studies (Required for MTS prior to core or electives)
This is a required course for new MTS students that is divided into five distinct disciplines reflective of the degree.
- THOG 501-A • Foundations of Theological Studies: Old Testament (2 units)
- THOG 501-B • Foundations of Theological Studies: New Testament (2 units)
- THOG 501-C • Foundations of Theological Studies: Theology (2 units)
- THOG 501-D • Foundations of Theological Studies: Leadership Studies (2 units)
- THOG 501-E • Foundations for Narrative Hermeneutics (1 unit)

THOG 505 • Introduction to Theology and Ethics (3 units) (MTS core)
Study of the relationship between theological reflection and ethical theology. Based on an examination of the theocentric character of ethical reflection in the Bible, the course aims to formulate a constructive theological ethics for the grounding of the Christian moral life.

THOG 507 • Teología y Ética (3 Unidades) (MTS-H Requerido)
Un estudio de la relación entre la teología reflexiva y la teológicamente ética Basado en el estudio del mensaje bíblico y sus implicaciones éticas, este curso busca formular una teología constructiva para la vida Cristiana.

THOG 515 • Introduction to Narrative Theology (1-3 units)
An examination of the implications of storytelling and narrative as a way of engaging in the theological task.

THOG 533 • Liderazgo en el Contexto del Ministerio Urbano I (3 Unidades) (MTS-H Requerido)
Examination of the multi-ethnic mosaic emerging in North America, particularly in urban settings, with special attention given to the multiple factors influencing strategic needs for establishment of churches in urban contexts.

THOG 537 • Philosophical Theology (1-3 units)
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.

THOG 538 • Historical Theology I: Beginnings to the Reformation (1-3 units)
An investigation of the system of doctrines of the Christian faith taught in the church prior to the reformation, with attention to the lives of the framers of early Christian doctrine, in order to understand and assess the contributions they made.

THOG 539 • Historical Theology II: Reformation to Present (1-3 units)
This course is an exploration of the development of Christian theology and doctrine that began with the Reformation period of the sixteenth century and culminated at the close of the twentieth century. The development of theological themes during this modern period will be discussed against the background of major events in church history and will be evaluated in terms of its relevance for the current situation of the churches.

THOG 552 • New Testament Theology (1-3 units)
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.

THOG 555 • New Testament Ethics (1-3 units)

THOG 565 • Christianity and Society (1-3 units)
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.

THOG 570 • Special Topics (1-3 units)
Study in a special topic in theology and ethics.

THOG 572 • Old Testament Theology (1-3 units)
Examination of the main themes of biblical theology together with the works of certain prominent scholars in the area, and of selected motifs found in the Old Testament.

THOG 574 • Old Testament Ethics (1-3 units)
This seminar uses a biblical theology of the created order as an avenue to pursue the study of moral theology. It is designed to explore how the possibility of formulating a systematic approach to the normative ethical conduct as they are set forth both in the Old Testament and in the literature of the Old Testament. (MTS must have OT Life and Literature or its equivalent.)

THOG 578 • Biblical Theology of Love, Sex, Marriage and Family (1-3 units)
Exploration of the biblical attitude expressed toward the oft-neglected themes of love, sex, marriage, family, and community. Examination of the claims of the traditional Judeo-Christian silence, ignorance and prejudice on the one hand, and the claims of an animating theological social somethethat is constantly shifting its ground on the other. (MTS must have OF Life and Literature or its equivalent.)
THOG/OTG 586 • Biblical Theology of Power, Wealth and Prosperity (1-3 units)
Seminar designed to explore the biblical attitudes expressed toward the often misunderstood themes of power, wealth, and prosperity that have been used to justify and rationalize the destructive side of these concepts. Hopefully it will enable us, through our ways of life, to use the biblical truth to articulate and defend the Christian faith.

THOG 589 • C.S. Lewis Seminar II (1-3 units)
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 units)
Mutual investigation of one topic in theology and ethics of particular relevance to graduate students in religion.

600-Level Graduate Courses

THOG 633 • Liderazgo en el Contexto del Ministerio Urbano II (3 Unidades) (MTS-H Requerido)
Este curso estudia en detalle la teoría del ministerio urbano y modelos exitosos de ministerios Latinos, con énfasis en perspectiva multiétnica y diversos contextos. Reduce el tema final: El liderazgo en la iglesia en contextos urbanos. El énfasis está en la articulación de la teología y la vida del curso. Un análisis final del rol del líder en contextos urbanos y hispánicos con énfasis en los temas de relevancia del curso.

THOG/OTG 635 • Moral Issues in the Old Testament (1-3 units)
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.

THOG 670 • Special Topics (1-3 units)
Study in a special topic in theology and ethics.

THOG 690 • Seminar in Theology and Ethics (1-3 units)
Mutual investigation of one topic of particular relevance to graduate students in theology and ethics.

PHLG/THOG 537 • Philosophical Theology (1-3 units)
The course employs philosophical methodology to examine the problem of the nature, limits, and validity of religious knowledge, the meaning of religious language, and the origin and nature of evil.

Church History

500-Level Graduate Courses

CHSG 532 • History of Pentecostalism (1-3 units)
Antecedents, Wesleyan and nineteenth century holiness backgrounds, origin, development, and varieties of traditional Pentecostalism, some attention to the Neo-Pentecostal charismatic movement. Course may include field trips to significant Southern California sites.

CHSG 531 • Renaissance and Reformation (1-3 units)
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 units)
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.

Leadership Studies

500-Level Graduate Courses

CLSG 504 • Introduction to Christian Leadership Studies (3 units) (MTS-H Requerido)
A study of selected models and principles by which to understand the interior life of the leader as well as skills needed to facilitate the church's spiritual life and mission within cultural and social environments.

CLSG 521 • Disciplines of the Spiritual Life (1-3 units) (MA or MTS)
A study of the biblical and theological foundations of spiritual formation. The course seeks to establish a sound theological framework for a functioning spirituality within the Protestant/Charismatic tradition. Such topics as prayer, worship, community, study, and the like will be considered.

Philosophy

500-Level Graduate Courses

PHLG 530 • Ethics (1-3 units)
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.
CLSG 523 • Sociology of Religion (1-3 units) (MA or MTS)
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 restructuring of American religion, religion and public square.

CLSG 524 • Pentecostal-Charismatic Movements (1-3 units) (MA or MTS)
A socio-historical approach to the study of Pentecostal-Charismatic movements in American society. Each unit will focus on one of the following charisms and institutional dilemmas: contemporary renewal and revival, and Pentecostal-Charismatic healing beliefs and practices.

CLSG 526 • Small Group Ministry (1-3 units) (MTS elective)
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 units) (MA or MTS)
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 units) (MA or MTS)
Antecedents, Wesleyan and nineteenth century backgrounds, origin, development, and varieties of traditional Pentecostalism. Some attention to the Neo-Pentecostal or Charismatic movement. Course may include field trips to significant Southern California sites.

CLSG 538 • Church Financial Management (1-3 units) (MTS elective)
Prerequisite: BUSN 220/221, BUSN 215/216, or permission of the professor. Basic accounting, cash/banking, financial record keeping, and reporting, plant/property management, audits, insurance, and stewardship programs will be included in this course.

CLSG 545 • Lay Ministry Development (1-3 units) (MTS elective)
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. Current alternative models of church are critiqued.

CLSG 546 • Parables for Preaching (1-3 units) (MTS elective)
An examination of the interrelationship between the meaning of the parables as Jesus spoke them to His original hearers and the message of parables proclaimed in the church today.

CLSG 554 • Principles and Methods of Inter-Cultural Ministry (1-3 units) (MA or MTS)
An examination of the principles and methods of intercultural ministry from the perspective of a North American missionary. Special emphasis is given to the decision of a truly indigenous church, and the analysis of effective mission strategies.

CLSG 556 • Current Issues in Youth Ministry (1-3 units) (MTS)
An exploration of adolescent development, culture, and socialization as an integration point for youth ministry. Discussion of current issues in youth ministry will serve to provide students with foundations necessary for contemporary youth ministry.

CLSG 557 • Church Growth (1-3 units) (MA or MTS)
An examination of the underlying biblical and sociological principles and dynamics involved in the qualitative and quantitative growth of the body of Christ. Particular attention will be given to an analysis of the "vital signs" of health and growing churches for application to less healthy and non-growing situations.

CLSG 564 • Religion and Culture in Latin America (1-3 units) (MA or MTS)
An examination of the dynamics of traditional and evangelical forms of religion in Latin America, including the milieu of popular culture and beliefs, the functions of the Catholic church, current movements within Catholicism, evangelical influences, and Pentecostal growth.

CLSG 570 • Special Topics (1-3 units) (MA or MTS)
Study in a special topic in leadership studies.

CLSG 590 • Seminar in Leadership Studies (1-3 units) (MA or MTS)
Mutual investigation of one topic in practice of particular relevance to graduate students in leadership studies.

600-Level Graduate Only Courses

CLSG 606 • Spiritual Formation (1-3 units)
Strongly recommended prerequisite: CLSG 521. This course will be a journey together, discussing the various and diverse meanings of spirituality and the implications of a spiritual life. It will look into the issues of faith that flow from the perspective of the Holy Spirit into the prophetic and realization of living out the Christian values in our modern world. The class will be a shared experience, elaborating a spirituality for our lives that is holistic.

CLSG 607 • Spiritual Direction (1-3 units)
Prerequisite: CLSG 606. This course equips the scholar with foundational understandings and resources necessary to serve as a spiritual director for persons who are seeking guidance to discern the mysterious and tangible ways that God is present and at work in their lives.

CLSG/EDAG 610 • Appreciative Inquiry (1-3 units) (MTS)
Church leaders must discern ways that religious organizations can maintain their central identity and mission while being responsive to change. Appreciative Inquiry and Appreciative Management focus on the positive and generative aspects of the congregation's history, personal narratives, imagination, and spiritual development. Participants will leave with a strategy in place for their organization's effectiveness and spiritual renewal.

CLSG/EDAG 611 • Leadership and the New Science (1-3 units) (MA or MTS)
The new science discoveries in quantum physics and chaos theory have completely altered the way we think about human and organizations. The course will focus on the new realities with an eye toward fashioning a new science of leadership and ministry for religious organizations.
CLSG 622 • Conflict Management (1-3 units) (MA or MTS)
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 623 • Marketing in Christian Organizations (1-3 units) (MA or MTS)
An exploration of the corporate vision of the organization and how a marketing theory integrates the corporate organizational mission with internal needs and community needs in a voluntary “exchange” process.

CLSG 624 • Change and Strategic Planning (1-3 units) (MA or MTS)
An examination of change within congregations and religious organizations with a view toward understanding systematically the relationship between the organization and its environment. Alternative strategic planning problem solving and program evaluation models will be explored in light of intentional mission and ministry.

CLSG 625 • Principles of Church Revitalization and Renewal (1-3 units) (MA or MTS)
A study of the principles of church revitalization and renewal. The course will examine the role of the Holy Spirit in church renewal, explore the historical and biblical principles of church revitalization, and analyze selected models of church organization in order to assess the forms of congregational life that facilitate renewal and revitalization.

CLSG 626 • Spirit and Soul of Leadership (1-3 units) (MA or MTS)
This course will explore the condition of the leader’s interior life within a community, and the impact of the interior life upon the external world of the religious organization.

CLSG 627 • New Rhythms of Preaching in a Postmodern World (1-3 units) (MA or MTS)
This course focuses upon narrative forms of preaching in a postmodern context. The shift from the instructional and cognitive to the spiritual and existential will be explored. Preaching forms utilizing word pictures and images to communicate the story of salvation will be developed.

CLSG 630 • Pastoral Counseling in Christian Organizations (1-3 units) (MA or MTS)
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.
700-Level Graduate Only Courses

CLSG 710 • Mission and Culture in Theological Perspective (3 units) (M.A. core)
This interdisciplinary study integrating theology and praxis seeks to develop a theology of mission based on the premise that the unifying theme of Scripture is embodied in the concept of the Kingdom of God introduced in the Old Testament, fulfilled in the ministry of Jesus Christ in the New Testament, and demonstrated to the world through the life and actions of a believing community empowered by the Holy Spirit.

CLSG 715 • The Church and Contemporary Moral Issues (3 units) (M.A. core)
This course seeks to develop a constructive Christian ethic as the basis from which to understand and to evaluate the moral problems confronting the contemporary church. Emphasis will be placed on the theological character of the church's ethical reflection on moral issues.

CLSG 720 • Theology and Theory of Leadership (3 units) (M.A. core)
An examination of selected theological issues regarding leadership and an overview of leadership theory since its inception as a discipline and a focus in research. Particular emphasis is placed on the student's research skills to explore and articulate theological, theoretical and contemporary findings in the field.

600-Level Graduate Only Courses

RELG 693 • Integrative Seminar (3 units) (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 698 • Seminar in Practical Theology (1-3 units) (M.A. elective)
A research oriented course that deals with topics of particular relevance to students in Christian leadership studies. The particular topic will be announced in the registration class schedule in 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—Activity of the mission and the ministry of the church from the perspective of one or more of the major significant theological movements of the twentieth century. The particular theological movement(s) — e.g., Reformation, Evangelicalism, theological existentialism, ethnico-theology — will be announced in the Graduate Course Schedule in the semester when offered.
- Biblical Exegesis and Preaching—Activity 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—Activity 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 role of small groups in faith formation, gift discovery and development, value clarification and moral development, and the use of theories of faith formation in aged education.

Religion

The following courses are offered on a CR/NoCredit Basis.

600-Level Graduate Only Courses

RELG 688 • Integrative Seminar (3 units) (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 690 • Seminar in Practical Theology (1-3 units) (M.A. elective)
A research oriented course that deals with topics of particular relevance to students in Christian leadership studies. The particular topic will be announced in the registration class schedule in 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—Activity of the mission and the ministry of the church from the perspective of one or more of the major significant theological movements of the twentieth century. The particular theological movement(s) — e.g., Reformation, Evangelicalism, theological existentialism, ethnico-theology — will be announced in the Graduate Course Schedule in the semester when offered.
- Biblical Exegesis and Preaching—Activity 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—Activity 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 role of small groups in faith formation, gift discovery and development, value clarification and moral development, and the use of theories of faith formation in aged education.
School of Religion

RELG 797 • Master’s Project (3 units) (MA or MTS)
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.

RELG 798 • Master’s Thesis (3 units) (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 unit)
Required for each semester subsequent to registration of RELG 790, 791, 795, 797, or 798 until completed. Must be enrolled in a semester of completion. [RELG 799 credits do not count toward MA or MTS degree requirements.]

School for Professional Studies

Paul Cox, Ph.D., Dean

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.

General Information
Introduction to the School for Professional Studies (SPS): The School for Professional Studies offers programs of study leading to a Bachelor of Arts degree in Business, with an emphasis in Organizational Management, Psychology with an emphasis in Human Development, Religion, with an emphasis in Ministry and Leadership. The School also offers a Bachelor of Science in Nursing degree for registered nurses (see RN to BSN major in this section for nursing specific prerequisites and admission requirements). Students interested in pursuing a teacher credential may also take through the School for Professional Studies, a Liberal Studies minor to prepare them for the CSET exam. Courses are offered in the evenings or on weekends in accelerated 15 to 8 week formats and meet once each week throughout the year. Small, dynamic classroom settings allow students the opportunity to share their professional experiences in an academically stimulating environment of mutual respect, learning, and support. Accomplished faculty bring real-world experience to the classroom and student service coordinators assist students as they make academic and career choices.

Academic Calendar
The School for Professional Studies operates on a year-round, semester basis. Courses begin at various intervals throughout the year. Upper division cohort groups are given a schedule which indicates the dates the group will meet over a given period of enrollment. Calendars are available through the SPS office.

Degree Program Registration and Orientation Date
Orientations are held one week prior to the start of new cohort groups. Pertinent academic and financial information is distributed.

Academic Policies
Please see the University section of this catalog for expanded information on institutional policies.

Admission Requirements
- Demonstrate proof of at least 5 years of work experience
- OR Obtain approval for admission from the appropriate Associate Chair and the Dean of SPS via petition
- Proof of High School graduation or GED
- Cumulative grade point average of 2.0 (on 4.0 scale) or better on all prior college work
- Completion of Application Process including forms, fees, assessments, references, transcripts, and an entrance interview
Any applicant not meeting the above-stated requirements will be considered by the Admissions Committee. During the admission process, students will be informed of remaining requirements accompanied by a recommendation as to when and where the requirements may be completed.

NOTE: Official (sealed) transcripts must be received from each institution attended, regardless of academic performance or granting of credit.

The Admission Deadline for each cohort/group is two (2) weeks prior to the orientation date.

Matriculation Requirements
Students applying for admission to the School for Professional Studies must meet the Admission Requirements. Students wishing to take upper division coursework must meet the 57 unit prerequisite. Exceptions for starting upper division coursework with fewer than 57 units must be approved by the divisional (Associate) Chair.

Application Process
Once a student has decided to apply, the application process is as follows:
1. Complete and submit the Application for Admission, along with the non-refundable application fee of $50.00.
2. Send a Request for Official Transcript form to each college or university previously attended, regardless of credit granted or academic performance. Check with the Registrar from each institution for the appropriate transcript fee. All institutions attended since high school must receive a transcript request regardless of completion of courses.
4. After official (sealed) transcripts have been received and evaluated by VU, schedule an appointment with an SPS Recruiter to discuss transfer credits and degree requirements.
5. Complete any required English and Math assessments.

Application, Transcript Request, and Reference forms are available in the SPS Office or at www.vanguard.edu/sps.

Upon meeting all of the above criteria, the applicant will be considered for admission by the Admissions Committee.

Individualized Appointments
Prospective students meet regularly with SPS staff to discuss their academic needs and develop educational plans. These appointments cover:
- The nature of the academic programs
- Beginning dates for groups
- Meeting the needs of the adult student
- Application procedures
- Questions and answers
- Financial matters, such as:
  - Employer reimbursement
  - Loans and grants

To schedule an appointment, please call the SPS Office at (714) 668-6130. Office hours are M-Th 8am-6pm and F 8am-3pm.

International Students
International students must complete the same admission process as other freshmen or transfer students and must submit:
- Financial Certification. Submit annual financial certification showing financial sponsorship for duration of planned study. Federal Financial Aid is not available for international students. Forms related to this process are available in the SPS Office.
- Appropriate Visa documentation.
- Transferring from another institution. To become eligible for transfer to VU from another American college, an official transcript must be obtained from the previous school attended and the U.S. Immigration and Naturalization Services.
- International students must maintain a minimum of twelve (12) units each semester.

Re-Admitting Students
Students wishing to return to Vanguard University's School for Professional Studies must submit a Re-Admit Application and the $20.00 re-admit fee along with official (sealed) transcripts for any coursework completed since leaving VU. The decision to re-admit a student is based upon their standing with the academic, financial, and student life centers of the university. Upon notice of approval, the student may proceed with academic and financial registrations.

Admission Status
Auditors
Students may attend classes with no obligation to participate actively in the work. For such students, no examinations are given, no assignments are requested or marked, however, no credit may be claimed for such attendance. Auditors pay the auditing fee. A student must attend at least 50% of the class sessions in order to have the audited course recorded on the transcript.

Provisional Students
A limited number of students who have not met the admission requirements may be admitted as “provisional” students. Students admitted provisionally are required to limit their coursework to twelve units per term. In order to receive regular standing classification and continuous enrollment, provisional students must maintain a 2.0 grade point average in their first term of less than part-time (12 or fewer units) enrollment. Provisional students will be eligible for limited financial aid (freshman level students only) for a maximum of twelve consecutive months.

Regular-Standing Students
Students who have met all the requirements for admission are considered regular-standing students. Students may not exceed an enrollment maximum of 24 units per semester.

Students-at-Large
Students who are allowed to attend Vanguard University without submitting the credentials required for admission with regular status are considered students-at-large. This classification is possible only for those taking six units or less during any term. Students-at-large earn academic credit for work completed successfully but they are not considered degree-seeking students at Vanguard University and are not eligible to receive financial aid.
University Selection and Community Participation

Vanguard University selects students based on academic record, the interview process, and willingness to comply with the standards and values of the university. It is expected that each individual who voluntarily joins the academic community of Vanguard University will deepen his/her ethical commitment and understanding intellectual and creative abilities, and participate constructively in the life of the University Community.

Furthermore, Vanguard University community members are expected to commit to mutual respect for one another and all: (1) Treat all members of the community with the utmost regard, supporting and upholding the rights of others to a safe, collaborative, and collegial learning environment; (2) Foster collegial learning by participating in classes as a supportive and cooperative community member; (3) Refrain from derogatory, disrespectful, or inflammatory comments regarding any member of the academic community; (4) Resolve any personal conflicts by first approaching the other party privately in accordance with professional protocol and the principles that are outlined in Matthew 18:15-17.

Academic Credits

Credit granted is in semester units and each course is normally two to four units of credit.

Evaluation of Previous College Transcripts and Degree Progress

The amount of credit, the courses to be accepted, and the method of evaluation will be determined by the nature of the courses and the type of institution. An applicant who has attended any college or university after graduation from high school must submit an official transcript from each institution. The Office of the Registrar will perform all official evaluations. Evaluations of Degree Progress (Degree Audits) are completed as new transcripts are received and/or evaluations are requested by students. Once students have received an updated official evaluation, they may request and request clarification on anything they may find unclear or questionable. Academic Evaluations produced by Admissions/Counselors/Recruiters, Student Services Coordinators and other individuals should be considered advisory and unofficial.

Academic Dishonesty

Academic dishonesty, either cheating or plagiarism (presenting the work or opinions of others as one's own work), is regarded as a serious violation of both the academic and moral standards of VU. Dishonesty in a minor class assignment or test can result in loss of credit for the assignment, test or course. Dishonesty in a major assignment or examination can result in immediate loss of credit for the course and referral to the Dean and/or Office of the Provost. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the infraction. The Office of the Provost is to be notified of instances of academic dishonesty.

A student is an accomplice in plagiarism if he/she:

- Allows his/her paper or other assignment, in outline or finished form, to be copied and submitted as another's work;
- lends his/her computer disk to another student or otherwise allows his/her computer files to be copied for the purposes of plagiarism;
- prepares a written assignment for another student and allows it to be submitted as another's work.

Computer Usage: Student Guidelines

General Use Guidelines

As an educational institution, VU is firmly committed to the discovery of truth, the life of the mind, and the free interchange of ideas. The university recognizes that in order for the best learning to take place, students will be exposed to hostile, offensive, and subversive ideas, so that the student can confront and wrestle with the whole range of ideas and philosophies in the intellectual marketplace. It is therefore the position of the university that students should express integrity and self-control in accessing potentially offensive material. At the same time, VU is more than just an educational institution; it is a spiritual community committed to nurturing its members, providing them with good values and an atmosphere as positive and wholesome as possible. The Campus Computing Committee, in consultation with the Information Technology Department, therefore reserves the right to regulate or prohibit the access (such as via the Internet) to obscene, pornographic, and unlawful materials and the downloading of such materials on the campus network. Students and faculty, University computing and network resources are agreed to use them in a manner consistent with the University's standards and conduct. The following is responsible, considerate, and ethical behavior expected by the University Community to ensure that their use of campus facilities and network resources neither infringes upon the right of other members of the Academic Community to obtain a non-obstructive service nor interferes with the academic objectives of the University.

Student Computing and Network

VU makes available computing and network resources for use by the University's students. As a VU student, you have certain privileges. They include:

1. Use of Campus LAN and Intranet.
2. Use of Internet.
3. Use of computers and printers in the campus computer labs.

Student Responsibilities

To protect the integrity and reliability of computing and network resources, students must observe the following responsibilities. The list is not comprehensive, but it includes some of the responsibilities which you accept when you choose to use the University's computing resources and for which the University provides.

1. Students use the Campus Network and the Internet, and email will be consistent with the mission and character of VU. VU's information technology resources may not be used for any unauthorized purposes or for any activity that is harmful, illegal, obscene, or threatening.
2. Applying for a user ID under false pretenses is prohibited. Once you have received a user ID for access to the VU network, e-mail and computer systems on that network, you are solely responsible for all actions taken while using that user ID.

3. Sharing or using another person's user ID or password is prohibited. Never leave your terminal or PC logged on and unattended for more than a few minutes. Never write down your user ID or password. Change passwords frequently.

4. You must not intentionally seek information about, browse, copy or display files belonging to another person, whether of VU or elsewhere, unless you have been granted explicit permission by the owner of the file.

5. You are authorized to use only computer resources and information to which you have been granted access. If you encounter a gap in system or network security, you should immediately report the gap to the manager of that system. Abuse of a discovered gap rather than reporting it can result in disciplinary action.

6. If you are certain you have permission to copy, compile or manipulate software or data, assume that you do not have permission.

7. The University's policies on harassment apply equally to electronic displays and communications as they do to more traditional means of display and communication. You must not display or transmit images, sound or messages that could reasonably be interpreted as harassing or intimidating for others.

8. Messages, sentiments, and declarations sent as electronic mail or postings must meet the same standards for distribution or display as printed documents.

9. You are not permitted to send spam e-mail to faculty or staff on campus. Email regarding official VU business or events must receive approval through the IT Department and be routed through the division or department sponsoring the event.

10. If you violate any of the above guidelines, disciplinary action will be taken. The University reserves the right to: 1. You may be required to perform community service. 2. You may be required to pay a designated fine. 3. You may have your computer privileges temporarily or permanently revoked. 4. You may lose credit for the assignment, test, or entire course. 5. You may be dismissed from the University. 6. In serious cases, your name and a description of the violation(s) may be reported to the police. California Penal Code Section 502 makes certain computer abuses a crime, and penalties can range up to a $10,000 fine and up to three years in prison.

You may appeal any decision to the Student Conduct Committee. No computer privileges will be revoked without discussion and approval of the Vice President for Student Affairs, except in the case of security violations.

Violation of Copyright

Copyrighted programs and printed documentation may not be copied, distributed to others, or used on any machine outside of the student's terminal. Unauthorized copying is theft. Moreover, students with personal computers on campus are expected to not participate in software piracy or use pirated software.

Invasion of Privacy

The files and programs of other people are private property. It is unethical for you to read, alter, or copy such private programs or files, unless you have explicit permission to do so by the owner.

Disciplinary Procedures

If you violate any of the above guidelines, disciplinary action will be taken. The University reserves the right to monitor traffic on the network, including contacts and to examine files on the system which are connected to the network. Depending upon the nature of the traffic, the following procedure will be followed:

1. You may be required to perform community service.
2. You may be required to pay a designated fine. If computer equipment is damaged, you will be required to pay for replacing the damaged equipment.
3. You may lose your computer privileges temporarily or permanently revoked.
4. You may lose credit for the assignment, test, or entire course.
5. You may be dismissed from the University.

In serious cases, your name and a description of the violation(s) may be reported to the police. California Penal Code Section 502 makes certain computer abuses a crime, and penalties can range up to a $10,000 fine and up to three years in prison.

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Internet Material

All members of the VU community are encouraged to practice discretion and restraint in the materials that they access over the Internet. Obscene, pornographic, or unlawful materials accessed over the Internet are neither educationally nor spiritually purposeful and therefore should be avoided. Student use of the Internet is a privilege which can be revoked for cause.
Course Attendance

Due to the concentrated scheduling and the emphasis upon participatory learning, students need to be in attendance every week.

Students who miss two class meetings (or more than seven class hours) in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade.

If an instructor deems that a student’s second absence was underextenuably unavoidable and unusual circumstances (i.e., an auto accident), the professor may file an academic petition on behalf of the student to the Dean of SPS. If the academic petition is approved, the instructor may give the student a “W” (Withdrawal) grade in place of a failing grade. The student will still be required to retake the course.

Make-up work for all other circumstances will be assigned at the discretion of the instructor for a student’s first absence. The make-up work is in addition to the normal assignments and makes up for the missed contact hours. Students should contact their coordinator and instructor regarding absences.

Bar-From-Attendance

A student may be barred from attending classes for failure to present official transcripts certifying previous institutional work, comply with admission requirements, respond to official notices, and settle financial obligations when due; or comply with community participation standards.

Credit by Examination (maximum: 24 units)

The University offers several means by which you might earn credit. These include:

- College Level Examination Program (CLEP) — a national set of exams on selected topics offered on a regular schedule
- Advanced Placement (AP) Examinations — a national set of exams to substitute for specified VU courses
- 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 Completion

Students are allowed twelve months after the end of courses with their scheduled cohort to complete any outstanding coursework to become a degree candidate (12 units). Students taking longer than 12 months will be required to complete any additional course requirements in effect for their degree program. Students must complete the readmission process after a withdrawal or a one term leave of absence.

Diplomas

Students completing the requirements will receive the Bachelor of Arts or Bachelor of Science Degree. Diplomas are ordered in January, September and June after all requirements have been met (orders require six to ten weeks). Incompletes

The request for an Incomplete must be initiated by the student. The Incomplete form must be obtained from the Office of the Registrar and must be filled out and submitted by the professor when final course grades are submitted. Students requesting an Incomplete grade must sign a form that indicates their intent to complete the course. If the student completes the course and signs the form within the allotted time frame, the grade will then be completed in a satisfactory manner. An Incomplete grade is granted only for such circumstances as major personal or family crisis. Unacceptable reasons include: course load too heavy, previous incompletes, regular job or ministry responsibilities, English language problems, computer problems, etc.

Drop Policy

Students must note that lack of attendance does not constitute the dropping of a course. Students must notify their coordinator if they desire to drop a course (the course must then be taken at a later date). Dropping courses will have financial aid implications. Be sure to discuss the decision with your Student Services Coordinator and a Financial Aid Counselor.

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If a student is missing two class meetings (or more than seven class hours) in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade.

If an instructor deems that a student’s second absence was under extenuably unavoidable and unusual circumstances (i.e., an auto accident), the professor may file an academic petition on behalf of the student to the Dean of SPS. If the academic petition is approved, the instructor may give the student a “W” (Withdrawal) grade in place of a failing grade. The student will still be required to retake the course.

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Drop Policy

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Courses dropped before the 3rd class meeting will not be entered on the transcript. Drops after the 3rd meeting and before the 4th meeting result in a “W” (Withdrawal). Drops after the 4th week result in a failing grade (“F”).

Refer to the SPS Refund Schedule section for financial implications.

Students receiving a failing grade (“F”) for a course may repeat the course again at their earliest convenience. Their coordinator will assist with the registration process for the repeated course. Prevailing tuition charges for the course will be effective. If the same course is failed a second time, the student cannot continue with other program courses without written approval. (See also “Repetition of Courses” and “Grade Changes”)

Grade Appeals

1. Students wishing to contest a semester grade should first appeal to the faculty member assigning the grade, seeking an explanation regarding the assigned grade.
2. Should the faculty member be unavailable or if the explanation given is deemed unsatisfactory, the student may contact the chair of the department (via General Petition), or, if more appropriate, the school in which the grade was given. Should the school dean also be the faculty member, the student may contact the Office of the Provost.
3. Further documentation for re-evaluation may be requested by the Chair such as:
   A. Copy of the final Paper/Project
   B. Verifiable attendance for the actual classes
   C. Copy of all class and homework assignments
   D. A brief description of one’s perceived performance in the class
   E. Copy of the Grade Curriculum’s “Student Evaluation” requirements
4. The Chair should attempt a mutually satisfactory resolution of the matter by meeting with the student and faculty member.
5. Should the professor be unavailable or unwilling to provide the required support material, or should a mutually satisfactory resolution not be reached between the student and teacher, an appeal may be made to the Office of the Provost, who will review the case, and, if deemed merit with the three participants in a final decision. In consultation with the Dean, the Office of the Provost will then determine the appropriate grade. The decision will not be subject to further appeal.
6. Appeal must be initiated no later than the end of the semester following the assigning of the grade in question. Requests for exceptions to this policy must be made to the Provost.

Incompletes

The request for an Incomplete must be initiated by the student. The Incomplete form must be obtained from the Office of the Registrar and must be filled out and submitted by the professor when final course grades are submitted. Students requesting an Incomplete grade have 30 days from the last day of class to make up all required assignments. If the student completes the required work in the allotted time frame, the professor must then complete a Change of Grade Form. If the student does not complete the required work in the allotted time frame, an Incomplete status is left to the discretionary grade indicated by the professor on the Incomplete Grade Form.

* Note: An Incomplete grade is granted only for such circumstances as major personal or family crisis. Unacceptable reasons include: course load too heavy, previous incompletes, regular job or ministry responsibilities, English language problems, computer problems, etc.
Grade Changes and Course Repeats

A student may repeat, at the prevailing cost per unit, any course for which a grade of "F," "D," or "C-" was earned. Required courses, which resulted in a grade of "F," must be repeated. No course may be repeated more than once. Any exception must be authorized by the Associate Chair for the student’s major. It is the student’s responsibility to notify their Student Services Coordinator regarding the need to repeat courses. The student’s coordinator will assist with the registration process for such courses.

Grade Reports

Grades will be posted on each student’s private page of the online portal to the VU database. If a printed grade is requested by the student, it will only be printed on an official grade report or transcript by the Office of the Registrar and will not be given over the telephone.

Grading System

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<th>Letter Grade</th>
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<tr>
<td>90-92%</td>
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<tr>
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</tr>
</tbody>
</table>

* Students receiving an Incomplete (I) for a course have 30 days to make up work before the Incomplete becomes the alternative grade indicated by the professor.

Students Withdrawal (W) from a semester must follow the Re-Admission policy for re-enrollment.

Graduation Requirements

To graduate with a Bachelor's Degree, students 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 system) or above for work taken at VU.
4. Complete the General Education Requirements (or transfer credits approved in the Official Evaluation provided by the Office of the Registrar).
5. Submit an application for graduation to the Office of the Registrar no later than the beginning of the term in which graduation is anticipated.

Students are required to receive a "C" or better in their upper division writing course MILD 364, PSYD 367, or BUOM 377. Students receiving a "C-" or lower must take and complete the upper division writing course with a "C" or better to be granted their degree.

Honors

The Academic Honors list, published at the end of each semester, honors all degree-seeking students with nine or more units who have earned a GPA of 3.5 or above for that semester.

Students who complete, by the end of the fall semester, no fewer than 36 units (bearing letter grades) at Vanguard may apply to participate with provisional honors in the Commencement ceremonies ahead of actual completion of all courses required for graduation. Students’ official honors, however, will be based upon their GPA at the completion of all coursework required for graduation and will be indicated on the permanent transcript and on the diploma. Students who have maintained a cumulative GPA of 3.700—3.899 will graduate cum laude; Those achieving a GPA of 3.500—3.699 will graduate magna cum laude; Those achieving a GPA of 3.000—3.499 will graduate summa cum laude;

Prior Learning Assessment

Students may be eligible to receive college credit based on documentation of college-level learning that occurred via non-college resources such as workshops, seminars, self-study, non-credit classes, training programs, and work experiences. Students may consult with their Student Services Coordinator during the admission process or after enrollment to determine eligibility. Workshops are scheduled each semester for students desiring to submit documentation for credit assessment. The workshop fee is $120. A minimum of thirty semester hours may be earned through Prior Learning Assessment and other restrictions may apply. Please see your Student Services Coordinator for policy information.

Probation and Disqualification

Academic probation is a term used to designate a period of close academic supervision, generally including reduced allowed electives, imposed to improve unsatisfactory academic performance. Academic probation will reflect an academic probation following any full term in which any of the following conditions exist:

- When a student’s current cumulative grade point average is below a “C” average (2.0).
- When a student does not achieve passing grades in at least half of the attempting offered in a term.
- When a student receives a grade of "F" for a core or core course in a given term.
- When a student receives three "incompletes.” (At this point, the student will be placed on academic probation and attendance in further courses will not be allowed until “incompletes” have been removed)

A student is subject to academic disqualification based on the guidelines below. A disqualified student may petition to the Associate Chair of their major for re-admission. Decisions may be appealed to the Dean, then to the Office of the Provost.
Due to the successive nature of the SPS courses, the following policy of Immediate Probation and Immediate Disqualification has been established:

- A student is subject to Immediate Probation if at any time the student earns two "F" grades in one term.
- A student is subject to Immediate Disqualification if:
  1. Anytime the student earns three "F" grades within two terms.
  2. If after acquiring Probationary status the previous semester, the student earns a grade of "C-" (1.67) or below in the subsequent semester.

A student is removed from Academic Probation when, at the end of a term, the student's cumulative and current GPAs are 2.0 or better.

Students who have been readmitted to the program after a disqualification will have their status reviewed at the end of the semester in which they return. Students who have achieved a current and cumulative 2.0 GPA or who have met one of the criteria listed above by petition for further consideration of re-enrollment.

Students who have not met one of these criteria must submit a petition for further consideration of re-enrollment.

Note: Often registration for subsequent terms occurs before completed grades for the previous term are submitted by instructors. Students are advised that they may acquire Immediate Probation or Immediate Disqualification status from the previous term well after starting the new term. Students in jeopardy of Immediate Disqualification should registrate for each term at their own risk. Should Immediate Disqualification occur the student will be dropped from all subsequent courses.

Student Records

Records submitted for the purpose of admission or for recording supplemental work become part of the student's permanent record file and may not be reclaimed or duplicated. Student records are retained permanently.

Transcript Requests

Student requests for transcripts of their course work are to be directed to the Office of the Registrar. Due to requirements of the Family Educational Rights and Privacy Act of 1974, any requests for transcripts must be submitted in writing and include the student's signature, student ID number, and Social Security number.

To order transcripts, submit a document to the Office of the Registrar or Transcript Clerk, including name, ID #, social security #, birth date, indication of status as an SPS Student, address where transcripts are to be sent, and student signature. Requests may be made via fax to (714) 966-5471 or via mail to 55 Fair Drive, Costa Mesa, CA 92626. After the first two requests a $4.00 fee for each transcript is required, payable in advance. All records and services are withheld from students who have any outstanding financial obligations to the University or have defaulted on a Title IV loan. Transcripts will be issued only after all financial obligations are settled with the University. Transcripts are generally sent within 5-7 business days. All transcript orders are processed within 24 hours for an extra fee. Transcripts issued contain only course work completed at Vanguard University.

Veterans Benefits

Vanguard University is approved for training of veterans and eligible persons under the provisions of Title 38 United States Code.

Upon acceptance into one of the University's schools (the College, the Graduate School, or the School for Professional Studies), individuals eligible for veterans benefits may apply for benefits through the Office of the Registrar. The veteran must submit a certified copy of their separation papers (Form DD214), along with the appropriate application form(s).

Vanguard University grants credit for certain types of military experience and educational training. Veterans accepted into the College or the School for Professional Studies will be awarded one physical education unit (to a maximum of 8 units) for every six months of active service completed, provided that an honorable discharge was received. The Office of the Registrar, on an individual basis, grants any additional credit.

Students receiving Veterans benefits will be subject to Probation if their cumulative GPA falls below the graduation requirement for the program they are attending as outlined below:

- 2.00 (C average) the College
- 2.00 (C average) the School for Professional Studies
- 2.67 (B- average) M.T.S. degree in the Graduate School
- 3.00 (B average) M.A. or M.S. degree in the Graduate School

Probationary status will continue until the student has raised his/her cumulative GPA to the minimum requirement. An individual will have his/her veterans benefits terminated if he/she remains on Probation for two consecutive semesters.

Withdraw Policy

Students must notify the Office of the Registrar if they intend to withdraw from remaining courses in the semester. Students will be withdrawn on the date of notification. Date of notification and last date of attendance are recorded and submitted to the School for Professional Studies, Financial Aid, Business Services and the Office of the Registrar. See the refund portion of this catalog for pertinent information.

Writing Standards

Students are required to use the minimal format shown below for all papers submitted unless otherwise noted by their instructor. The following information should be placed at the top right corner of the first page:

- Student's Name
- Instructor's Name
- Course Name
- Group Name/Meeting Night
- Date
- Course Assignment

The following standards also apply:

- Both APA and MLA formats are used in the degree programs in the School for Professional Studies. These standards are further detailed in the writing courses for each major.
- Title pages and plastic covers are not required unless requested by the course instructor.
- Only double spaced and typed written work with a 10-12 point font will be accepted.
- Work should be submitted in black in except when color graphs and documents are used.

Student Records

Records submitted for the purpose of admission or for recording supplemental work become part of the student's permanent record file and may not be reclaimed or duplicated. Student records are retained permanently.
Books and Materials
Books required for courses are available from the Founders Bookstore on campus. Students may order by calling toll-free (877) 593-6058, or accessing www.foundersbookstore.com/Vanguard. Curriculum is available online at www.vanguard.edu/sps.

Financial Information

Application Fee
Applicants will need to pay the non-refundable application fee at the time of application.

Payment Information
Minimum Payment Due - on or before first week of enrollment:
- Payment of $50 Application Fee.
- The signing of a Vanguard University Student Master Promissory Note and/or payment of semester tuition charges is due no later than the first week of enrollment. Following are the available options:
  - Payment by cash, check or credit card. VISA and MASTERCARD are accepted for payment of tuition and fees. However, there is an additional 1.5% assessed to a student’s account based on the tuition amount charged.
  - Payment with Financial Aid. If planning to pay for tuition and fees by means of Financial Aid, a Promissory Note must be signed with the Business Services Office no later than the first week of the semester.

Tuition
The Tuition and Fee Schedule is published annually. Prospective students and current students may refer to the SPS office or website for current costs.

Bursar (Billing) statements and Promissory Notes are distributed to students after academic registration. Those who have not signed a PN or made payment by the end of the first week of enrollment will be dropped from classes.

Refunds
Students must notify the Office of the Registrar if they intend to withdraw from the program. A student will normally be assessed tuition charges by the semester. When a student withdraws during a course for any reason, refunds are prorated according to the Refund Schedule.

Student Account Credit Balances
Refunds due to the student are not automatically disbursed. No refund will be due unless the student’s account has a credit balance. A student may request a refund by submitting a written request to the Business Services Office. Refunds will be processed within two weeks from the receipt of the written request. Refund requests forms are available in the Business Services Office and require a student ID number. Refund request amounts may not exceed the student’s credit balance.

Financial Aid
The 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 VU is the mission of the Financial Aid Office.

The Financial Aid Office is available to answer questions and to help estimate eligibility for financial assistance. To ensure that financial aid eligibility may be determined in a timely manner, students should contact the Financial Aid Office at least 4-6 weeks prior to the beginning of their first course. Contact the Financial Aid Office at (714) 556-3610 x355.
Any student wishing to apply for financial assistance should contact the FA Office. The FA Office is available to answer your questions and to provide information about FA application procedures and deadlines. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. The SPS financial aid counselor is available by appointment. Phone: (714) 556-3610 x355.

Financial aid packets, which include the FAFSA and information regarding the necessary steps to apply for financial aid, are available in the SPS or FA Offices.

* NOTE: All information in the Financial Aid Section is subject to change during the academic year. Please contact the FA Office for updates.

Financial Aid Sources

Vanguard University offers federal grants, state grants, 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.

Federal Eligibility Requirements

In order to qualify for federal financial aid, you must meet the following requirements:

- Be a U.S. citizen or an eligible non-citizen.
- Be enrolled in an eligible program and matriculated by the Records Office.
- Have a high school diploma or recognized equivalent.
- Not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal Stafford Loan (Guaranteed Student Loan), PLUS Loan, or SLS, or not more than 90 days delinquent in repaying a consolidated loan, and will not have borrowed in excess of federal loan limits.
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, or a State Student Incentive Grant.
- Sign a Statement of Updated Information certifying that specific items on the Student Aid Report (SAR) are correct and understanding that information may be verified with the IRS.
- Sign a "Terms and Conditions Form" stating the student will use federal student aid funds only for expenses related to attending VU.
- Sign a Statement of Registration status indicating the student has registered with the Selective Service, if required to do so.
- Complete the Verification process as required by the U.S. Department of Education, if required to do so.
- Have a valid Social Security number.
- Maintain satisfactory academic progress, as defined by the University’s FA Office below.

Steps for Completing Financial Aid

Students applying for financial aid should follow the steps below:

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

Step 2: File the Free Application for Federal Student Aid (FAFSA). FAFSA can be submitted online at www.fafsa.ed.gov. 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 have the Cal Grant GPA Verification Form completed and mailed (by the Records Office of the appropriate institution) by March 2 prior to each academic year.

Financial Aid Disbursements

Financial aid will be applied directly to the student's account in the Business Services Office to cover tuition, fees, and room and board charges. Students attending the fall, spring, and summer semesters will receive three disbursements, one at the beginning of each semester. Financial aid awarded for the fall semester will be disbursed in two installments. Financial aid awarded for the spring semester will be disbursed in two installments. Financial aid awarded for the summer semester will be awarded in a single disbursement.

Students attending only one or two semesters are only entitled to the financial aid awarded for those semesters.

Satisfactory Academic Progress Policy

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

CPA Requirement: All financial aid recipients are required to maintain a minimum 2.00 Cumulative GPA. The CPA 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 = 32 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 time frame. Time frames are measured in equivalent full-time semesters. For transfers, every 15 units of accepted and transferable units equals one full-time semester.

- Undergraduates = 10 full-time semesters
- Graduate students = 6 full-time semesters

The Financial Aid Office will review satisfactory academic progress at the end of each semester. Students not maintaining the GPA or unit requirements will be granted one semester of probation to bring the deficit units or GPA into compliance. The student will be notified of the deficit units or GPA by completing the required appeal forms available in the Financial Aid Office.

Degree Programs

Instructional Courses

Courses are scheduled to meet the needs of working professionals. Courses are held from 6:00 p.m. to 10:00 p.m. one night per week. Occasional Saturday meetings may be required, and Saturday General Education courses are available. For upper division coursework, only one class is taken at a time, and each cohort progresses through their program of study together. Each class extends 3.8 weeks. Students enrolled in a major program receive a calendar for their cohort's entire program of study. This allows students to plan ahead. Students in General Education, Certificate Programs and Special Interest classes may have various schedules from which to choose.

General Education Core and Elective Courses

General Education Core and Elective Courses are offered each semester through the School for Professional Studies. Additional financial aid may be available each term. Prerequisites and placement tests must be passed in full to register. Additional financial aid must be approved through the Financial Aid Office. Each course extends 3.8 weeks in length. Additional financial aid may also be required. Students enrolled in at least 6 units may be eligible for Financial Aid.

General Education and Elective Course Descriptions

- ART 252C • History and Appreciation of Art (3 units)
  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 trips may apply. (meets Humanities/Fine Arts requirement)

- BIOL 105 • Anatomy and Nutritional Biochemistry (4 units)
  A descriptive overview of the human body systems and potential links between sub-optimal organ function and diseases. Understanding of human anatomy and physiology will be enhanced by exploring the essential nutrients and critical enzymatic pathways needed for optimal organ function. Laboratory activities provide real-world insight into processes occurring within organs and cells. Lab fee required. (meets a Science/Lab requirement)

- BLCM 320 • Community Leadership (3 units)
  This is a foundational course in community leadership. Participants will be exposed to a variety of community building and problem-solving exercises. Components covered include; economic, legal, ethical and social responsibilities of leadership; community involvement; and the role of leadership in conflict resolution. Students must be willing to participate in community-based projects.

- CAFL 210A • Beginning Java (3 units)
  Core language and Object-Oriented Programming. This course teaches the fundamental language syntax and basic concepts of Object-Oriented Programming. Students will be able to build simple programs. Lab fee required. (meets a Science/Lab requirement)

- CAFL 210B • Intermediate Java (3 units)
  Writing robust programs. This course teaches Object-Oriented Programming and Java's basic libraries that add together enough functionality to build useful, stand-alone applications. Lab fee required. Analyzing Data Structures (Stacks, Trees, Collections), Files and Streams, Exceptions, and AWT/Swing GUI.

- CAFL 210C • Advanced Java (3 units)
  Architecting and managing advanced software projects. This course teaches the most used sophisticated techniques and libraries needed to build a robust program. Lab fee required. Multiple threads, Java Database Connectivity (JDBC), Internet & Networking, Java 2D/3D graphics, XML, Advanced Topics in Performance Tuning, Security, Internationalization and development process management.

- CAFL 266 • Internet Foundations (3 units)
  This course covers the Internet, browsers and e-mail, the World Wide Web, newsgroups, Gopher, Yahoo, FTP, and Telnet. Students will learn about business on the Internet, and how research can help companies gain market intelligence.

- CAFL 268 • E-Commerce Professional (3 units)
  This course focuses on high level information and planning to develop e-commerce websites. Students will build a functional site examining the relationships among architekts, database, shopping carts, and payment gateways. Pre-requisite: Foundations course.

- CAFL 270 • Internet Site Design (3 units)
  This course covers website design methodology and technology. Students learn how to create and manage websites using FrontPage 98, NetObjects Fusion 2.0, Dynamic HTML, and various multimedia and CSS standards. Pre-requisite: Foundations course.
CAPL 272 • A+ Certification (3 units)
This course prepares students for A+ certification in hardware and software. It has instruction on hardware topics of processors, memory, storage, video, modems and peripherals. Software topics include DOS optimization, directories, batch files, and Windows.

COMM 201C • Speech Composition and Presentation
This course is designed to provide the student with a general working knowledge of the fundamentals of speech communication. General requirements for speech preparation, composition and presentation will be covered. All materials will be established upon which further speech development may be based. Labs. (meets a Humanities/Fine Arts requirement)

COMM 230 • Ethics in Film (3 units)
Through in-class screenings, interactive class discussion and related readings, this course will examine films whose themes strongly concern the depiction of ethical and moral choice. This course will discuss ways in which filmmakers create meaningful ethical dilemmas and how characters' choices are portrayed, and how these portrayals may influence our own formulation of value systems and ethical choices. (meets a Humanities/Fine Arts requirement)

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. (meets Humanities/Fine Arts requirement)

EDUC 100 • Introduction to Education (3 units)
This course explores the role of education and teaching in modern American society. Current political and social issues and their impact on schools will be addressed. Career opportunities and expectations for teachers will be discussed. Students will be encouraged to assess and reflect upon their own educational experiences, skills, and learning styles as they interact with current practitioners and education literature.

EDUC 215 • Teaching 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 public or private school in a multicultural environment. The purpose of the class 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 (SDAIE) instructional practices, and the curricula of grades K-12. The role and function of Christian beliefs and values in the public school will be integrated throughout the course. This course is a prerequisite requirement for the Multiple and Single Subject Credential programs. Students who have already received credit for EDUC 315, Introduction to Education in a Multicultural Setting, may not receive credit for this course.

EDUC 315 • Teaching in a Multicultural Setting (3 units)
Prerequisites: Completion of all required English Composition GE courses (this course does not fulfill a GE requirement); passing of CSET exam is recommended. This course is comprehensive covering key concepts of the Reading, Language, and Literature standards for prospective multiple subject elementary teachers. Students will investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. They will identify the domains and content specifications for the Reading, Language, and Literature standards, including Linguistics, Written and Non-written Communication, Language, Genre, and Interpretation of Texts.

EDUC 335 • Comprehensive Seminar in Mathematics (3 units)
Prerequisites: Completion of all required Math GE courses (this course does not fulfill a GE requirement); passing of CSET exam is recommended. This course is comprehensive covering key concepts of the Mathematics standards for prospective multiple subject elementary teachers. Students will investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. They will identify the domains and content specifications for the Mathematics standards, including Number Sense, Algebra, Functions, Measurement, Geometry, Statistics, Data Analysis, and Probability.

EDUC 330 • Comprehensive Seminar in Social Science (3 units)
Prerequisites: Completion of all required Social Science GE courses (this course does not fulfill a GE requirement); passing of CSET exam is recommended. This course is comprehensive covering key concepts of the History and Social Science standards for prospective multiple subject elementary teachers. Students will investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. They will identify the domains and content specifications for the History and Social Science standards, including California History and Geography, U.S. History, World History, and Global Geography, Political Science and Government, Behavioral Sciences, and Economics.

EDUC 335 • Comprehensive Seminar in Human and Physical Development (3 units)
Prerequisites: Completion of all required Humanities/Fine Arts GE courses (this course does not fulfill a GE requirement); passing of CSET exam is recommended. This course is comprehensive covering key concepts of the Human Development and Physical Education standards for prospective multiple subject elementary teachers. Students will investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. They will identify the domains and content specifications for the Human Development and Physical Education standards, including Social, Physical and Cognitive Development from Birth through Adolescence, and Physical Education Movement Skills, Knowledge, Self-Image, and Personal Development.

EDUC 335 • Comprehensive Seminar in Visual and Performing Arts (3 units)
Prerequisites: Completion of all required Humanities/Fine Arts GE courses (this course does not fulfill a GE requirement); passing of CSET exam is recommended. This course is comprehensive covering key concepts of the Visual and Performing Arts standards for prospective multiple subject elementary teachers. Students will investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. They will identify the domains and content specifications for the Visual and Performing Arts standards, including Dance, Music, Theatre, and Visual Art.

EDUC 330 • Comprehensive Seminar in Science (3 units)
Prerequisites: Completion of all required Science GE courses (this course does not fulfill a GE requirement); passing of CSET exam is recommended. This course is comprehensive covering key concepts of the Science standards for prospective multiple subject elementary teachers. Students will investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. They will identify the domains and content specifications for the Physical, Life, and Earth Science standards, including Biology, Geology, Meteorology, Chemistry, Physics, and Astronomy.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 120C</td>
<td>Persuasive Writing</td>
<td>3</td>
<td>Exposition and argument at the college level. The course emphasizes writing, revising, and editing, reading, research, and critical thinking. Course must be passed with a &quot;C&quot; (not &quot;C-&quot;) or better.</td>
</tr>
<tr>
<td>ENGL 220C</td>
<td>Research Writing</td>
<td>3</td>
<td>Interpretive and analytic writing, including several problem-solving research-based essays investigating topics related to the chosen fields. Course emphasizes writing, revising, and editing.</td>
</tr>
<tr>
<td>ENGL 300C</td>
<td>Literary Perspectives</td>
<td>3</td>
<td>Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences.</td>
</tr>
<tr>
<td>ENGL 330</td>
<td>Creative Writing</td>
<td>3</td>
<td>Prerequisite: ENGL 120 or equivalent. Students learn and implement the basic techniques and theory specific to the three genres: fiction, poetry, and drama. Lecture and workshop combined.</td>
</tr>
<tr>
<td>HIST 275</td>
<td>Topics in American History</td>
<td>3</td>
<td>A study of five periods in American history emphasizing the development of a distinctive American culture.</td>
</tr>
<tr>
<td>HIST 456</td>
<td>History and Geography of California</td>
<td>3</td>
<td>A study of California from pre-Spanish times to the present, with emphasis on political, economic, and social developments and on its physical, political, and human geography.</td>
</tr>
<tr>
<td>MATH 093</td>
<td>Introduction to Math</td>
<td>0</td>
<td>Introduction to Math is a review of topics in algebra and geometry that will be useful for Math 104, MATH 120, and general applications in everyday life. Topics include operations with integers and variables, solving equations, solving linear equations, simplifying expressions and formulas, and the Pythagorean Theorem.</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Mathematics for Liberal Arts Students</td>
<td>3</td>
<td>Introductory set theory, problems involving basic algebra, elementary number theory, geometry, and coordinate geometry. Emphasis will be on the structural and logical foundations of mathematics.</td>
</tr>
<tr>
<td>MUSC 202C</td>
<td>Introduction to Music</td>
<td>3</td>
<td>A liberal arts course designed to develop a knowledge of music from the listener's point of view. Introduction to the materials and forms of music and the period of music history.</td>
</tr>
<tr>
<td>OT 201C</td>
<td>Old Testament Survey</td>
<td>3</td>
<td>An introductory study of the literature of the Old Testament, with an overview of the historical context and development, with emphasis on theological themes such as creation, election, and redemption.</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td>Prerequisite: Sophomore status recommended. An introductory study which aims to provide a basic understanding of the nature and aims of philosophy, an acquaintance with some representative philosophical problems, an introduction to the methodology of philosophical inquiry, and a mastery of some of the terminology employed in philosophical discussion.</td>
</tr>
<tr>
<td>POLS 155C</td>
<td>United States Government</td>
<td>3</td>
<td>Designed to acquaint the student with the United States political system, including constitutional developments of the United States and of California, and stimulate reflection on the intersection of Christianity and citizenship.</td>
</tr>
<tr>
<td>PSCI 215</td>
<td>Fundamentals of Earth Science</td>
<td>4</td>
<td>Prerequisite: Two years of high school math or consent of the instructor. This course covers topics in general chemistry, geology, meteorology, and the principles of physical science.</td>
</tr>
<tr>
<td>PSCI 216</td>
<td>Fundamentals of Physical Science</td>
<td>4</td>
<td>Prerequisite: Two years of high school mathematics. This course presents fundamental principles in physics, chemistry, and astronomy. It includes the study of mechanics, properties of matter, heat, sound, electricity, and magnetism.</td>
</tr>
<tr>
<td>PSYC 103C</td>
<td>General Psychology</td>
<td>3</td>
<td>Prerequisite: None. This course explores the fundamental issues of psychology, including research in psychology, biological influences on development and behavior, learning and memory, motivation, personality, psychological disorders, psychological interventions, and social behavior.</td>
</tr>
</tbody>
</table>

(All courses must be passed with a "C" (not "C-") or better to enroll in ENGL 120C, English Grammar and Composition, or its equivalent.)
SOCI 100C • Introduction to Sociology (3 units)
An introduction to the study of society, considering the fundamental concepts of sociology in each of three great areas: social structure, social processes, and social problems. Sociology deals with the way individuals, groups, and institutions are related to one another. (meets Social Science requirement)

SPAN 101A • Beginning Spanish (2 units)
An introductory course which begins the process of developing grammar knowledge and fluency in speaking, reading, writing, and listening. This course is a prerequisite for SPAN 101B. (meets Humanities requirement)

SPAN 101B • Beginning Spanish (2 units)
An introductory course which begins the process of developing grammar knowledge and fluency in speaking, reading, writing, and listening. Prerequisite: SPAN 101A. (meets Humanities requirement)

THEA 200C • Introduction to Theatre (3 units)
An introduction to the study of theatre with focus on forms, genres, performance space, and the artistic principles of production, as well as the technical aspects. Selected readings, discussions, attendance at plays, and critiques of performances are required. Theatre majors may not take THEA 200C to fulfill the core curriculum requirement in fine arts. (meets Humanities/Fine Arts requirement)

THEA 208 • Playwriting (3 units)
Introduces the social and philosophical theories that surface within playwriting, closely examining several landmark stage plays, each representing the various attitudes and values of its day. Styles, structural techniques, characterization, and postmodernism in playwriting are some of the topics to be examined. Students will work to develop their own writing voice and produce their own original, creative work. Lab fee. (meets a Humanities/Fine Arts requirement)

THEO 101C • Foundations of Christian Life (3 units)
An introduction to Christian faith and life, emphasizing the primary theological tenets and fundamental values that empower a Christian to address contemporary cultural issues, seek integrity in personal behavior, and respond to the great commission to reach the world. (meets a Religion requirement)

THEO 103C • Introduction to Theology (3 units)
An introductory study of the subject matter and scope of Christian theology. Examination is made of philosophical presuppositions, definition is sought for theological terms, and articulation of theological concepts is encouraged. Particular attention is given to the doctrinal tenets of the Assemblies of God. (Required for all religion majors)

Business Major with a Concentration in Organizational Management

Rish Baker, MBA, Associate Chair

The major in Business with a concentration in Organizational Management seeks to develop leaders who can think critically, communicate effectively, respond ethically, and lead with confidence in a global marketplace. The program helps students increase their effectiveness as business professionals and provides excellent preparation for career advancement and the pursuit of a graduate degree.

Degree Requirements:
- English Composition
- Humanities/FineArts
- Science (3 with Lab) 1
- College Math
- Science/Math
- Philosophy/Religion
- Social Sciences

Total General Education Core units 40 units
Minor units earned in Degree Program
Elective units needed 33 units
Total units needed for B.A. degree 124 units

Business (Organizational Management) Course Descriptions

BUOM 316 • Business Law (3 units)
An examination of law and its development, courts and procedures, and basic legal principles, including business ethics, business crimes, contractability, warranty, business organization, insurance and property. (Formerly BUOM 315 Legal Aspects of Business)

BUOM 361 • Organizational Communication (3 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 solve organizational problems using a step-by-step method. Effectiveness in personal and social relationships is also examined. Constructive feedback dealing with interpersonal and conflict helps students develop skills for effective relationships. (Formerly BUOM 360 Organizational Communication)

BUOM 372 • Organizational Behavior (3 units)
Study of group behavior and the group functioning effects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies to achieve effective and productive group management and determine which tasks are handled by groups and individual workers. (Formerly BUOM 371 Group & Organizational Behavior)

BUOM 377 • Business Writing (3 units)
This course is designed to teach the student how to write and present strategically organized, grammatically correct, persuasive business communications. Attention is given to academic and professional writing styles and standards, communication theory for various forms of business writing, and means of efficient research. This course may be passed with a "C" or better to fulfill requirements for graduation. A student receiving a "C" or lower must retake the course to earn the required grade for graduation. (Formerly BUOM 376 Business Writing for Professionals)
BUOM 456 • Business Strategy (3 units)
Designed to allow the student the opportunity of integrating the knowledge obtained from accounting, economics, marketing, and organizational management into coherent analytical skills on case studies approximating real world business situations. (Formerly BUOM 455 Business Policy & Strategy)

BUOM 464 • Principles of Management (3 units)
An overview of management and how leadership forms an integral part of it along with planning, organizing, staffing, leading, and controlling/evaluating. An examination of the field of management from the perspective of a manager wishing to become more effective. (Formerly BUOM 463 Principles of Management & Supervision)

BUOM 471 • Principles of Marketing (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 in identifying and utilizing critical marketing data, and develop successful programs to resolve problems and capitalize on opportunities. (Formerly BUOM 473 Marketing in a Global Economy)

BUOM 472 • Managerial Economies (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 U.S. economy and possible actions affecting an economy in all organizations will be included.

BUOM 474 • Managerial Accounting (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.

BUOM 475 • Financial Accounting (3 units)
Involves the analysis, recording, and summarizing of accounting transactions on the accrual basis. Includes emphasis on accounting as an information system meeting the demands of users for decision making.

BUOM 476 • Human Resource Management (3 units)
An exploration of the values and perceptions of selected groups affecting social and economic life through an analysis of policies and procedures relating to recruitment, selection, training, development, and compensation of employees. Special attention is given to Equal Opportunity/Employment and the Office of Safety and Health Administration legislation through a series of case studies and simulations.

BUOM 477 • Managing the Nonprofit Organization (3 units)
This course explores the special challenges of management of a nonprofit organization. Through cases, description, and theoretical analysis, students learn about the defining characteristics of the nonprofit sector, major differences between nonprofit and profit-making organizations, and governmental and business involvement with the nonprofit sector. Students acquire skills focused on governance, financing, and management of nonprofit organizations.

BUOM 478 • 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.

BUOM 481 • Business Through the Eyes of Faith (3 units)
A study of the nature of business from the perspective of the Christian faith.

BUOM 484 • Financial Management (3 units)
This course enables professionals to apply financial management theory in real business situations ultimately aimed at enhancing decision making. Topics include cash flow, budgeting, financial analysis, forecasting, and analyzing risk and return.

BUOM 485 • Strategic Marketing Management (3 units)
This course takes a case study approach to the development of marketing strategy and plans. Group discussions, presentations, and written cases are used with emphasis on both quantitative and qualitative assessment of management issues. Focus is on critical thinking and the application of concepts and techniques to problems in identification, analysis, synthesis, and evaluation. It is recommended that students first complete college math and accounting. (Formerly BUOM 479 Marketing Strategies)

BUOM 487 • Management Information Systems (3 units)
Introduction to the fundamentals of computing technology and the knowledge required to sufficiently understand the management of information systems in business organizations. (Formerly BUSIE 456 Computing Fundamentals & MIS)

BUSI 457 • Management Information Systems (3 units)
A study of the nature of business from the perspective of the Christian faith.

Business Major with a Concentration in Information Systems
The Business Information Systems Major may lead to a Bachelor of Arts or Bachelor of Science degree, depending on the number of technical and computer science courses completed.

Degree Requirements
English Composition 6 units
Humanities/Fine Arts 9 units
Science (3 with Lab 1) 4 units
College Math 3 units
Science or Math 3 units
Philosophy 3 units
Social Sciences 12 units

Total General Education Core Units 40 units

Major units earned in Degree Program 51 units
Bachelor of Arts Elective Units Needed 33 units
Bachelor of Science Elective Units Needed 21 units
B.S. Technical Emphasis Units (MSE, MSEE, A+, NCIS, etc.) 12 units

Total Units Needed For BA or BS Degree 124 units
BUSIS 295 • Technical Certification (3-16 units)
Consent of the MIS Chair required. An applied study of technical subject matter which has resulted in a Vendor Based Certification such as Microsoft’s MCSE, Novell, A+, etc., which not only verifies course completion but certifies the student’s technical competency through successfully passing the industry standardized examinations.

BUOM 372 • Organizational Behavior (3 units)
Study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflicts in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups and individuals. (Formerly BUOM 371 Group & Organizational Behavior)

BUOM 377 • Business Writing (3 units)
This course is designed to teach the student how to write and present strategically organized, grammatically correct, persuasive business communications. Attention is given to academic and professional writing styles and standards, communication theory for various forms of business writing, and means of efficient research. This course must be passed with a "C" or better to fulfill requirements for graduation. All students are required to take this course in order to successfully complete any major course in the Business Administration program. (Formerly BUOM 376 Business Writing for Professionals)

BUIS 457 • Management Information Systems (3 units)
Introduction to the fundamentals of computing technology and the knowledge required to sufficiently understand the management of information systems in business organizations. (Formerly BUSIS 456 Computing Fundamentals & MIS)

BUIS 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, flow control and programming style.

BUIS 461 • Object-Oriented Analysis and Design (3 units)
Introduction to the object-oriented paradigm for systems design and analysis. Activities include the development of an object model for use in object-oriented programming in C++.

BUIS 462 • Database Programming (3 units)
An introduction to database programming techniques using the ANSI standard structured query language (SQL). Design and implementation of relational databases, data manipulation, table joins, 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.

BUIS 464 • Operating Systems Concepts (3 units)
An introductory course on operating systems that emphasizes the concepts that underlie operating systems. These studies will include batch processing, interactive processing, storage management, data sharing in main storage, resource control, file systems and processes scheduling. Modern examples such as Microsoft MS-DOS, Windows, Windows NT, UNIX are studied.

BUOM 466 • Systems Design and Analysis (3 units)
Focus on the design of management information systems that will meet the needs of the end user. The entire process from requirements analysis to implementation is carefully studied along with other key issues such as human resources, networks, data warehousing, testing, and maintenance. The process of implementing system changes after careful analysis of problems and alternative solutions is presented using case studies.

BUOM 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 political actions affecting economy in all organizations will be included.

BUOM 471 • Principles of Marketing (3 units)
An introduction to basic marketing theory and terminology. Students will analyze real-world cases exploring domestic and international marketing opportunities and problems. Students develop skills and confidence in identifying and evaluating critical marketing data and developing successful programs to solve problems and capitalize on opportunities. (Formerly BUOM 473 Marketing in a Global Economy)

BUOM 474 • Managerial Accounting (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, budgeting, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents rather than on their preparation.

BUOM 478 • 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.

BUOM 481 • Business Through the Eyes of Faith (3 units)
A study of the nature of business and its practice from the perspective of the Christian faith.

BUIS 482 • Project Management I (3 units)
This course explores the all-encompassing aspects of managing projects. The phases of requirement analysis, detailed specification, data input and output requirements, relational database design, and processing are all part of this significant field of expertise. Key emphasis goes to team work and group collaboration.
Buis 483 • Project Management II (3 units)
This course is designed as a true capstone project within the MIS major. While MS 482 focuses on learning about Project Management software and the breadth of its application, this course uses the software to design, organize, monitor, implement, and evaluate projects. Special attention is given to practical implementation of working projects and subsequent refinement for optimum functionality. Priority goes to projects which implement a new functionality in the system in place at this university.

Psychology Major with a Concentration in Human Development
Claudia Depriest, M.A., Associate Chair

The major in Psychology: Human Development seeks to enhance students’ understanding of human nature with an emphasis on human development across the lifespan from both a general view as well as a Christian perspective. The program 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 carefully evaluate existing research. The Psychology program prepares students for employment, especially in human service agencies, or for graduate study.

Degree Requirements:

- English Composition: 6 units
- Humanities/Fine Arts: 9 units
- Science (with Lab 1): 4 units
- College Math: 3 units
- Science or Math: 3 units
- New Testament Survey: 3 units
- Philosophy: 3 units
- Social Sciences: 9 units

Total General Education Core units: 40 units
Majors units earned in Degree Program: 51 units
Electives units needed: 33 units

Total units needed for B.A. degree: 124 units

Psychology (Human Development) Course Descriptions

PSYD 265 • Introduction to Statistical Methods (3 units)
A course in basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data in the behavioral sciences including descriptive statistics (use of graphs and charts), normal distribution curve, measures of central tendency, deviation and dispersion, hypothesis testing, statistical formulas, correlation and topics in probability. Students are expected to use Math 093 and Math 104 or Math 120 in preparation for this course.

PSYD 340 • Biological Psychology (3 units)
Prerequisite: PSYD 265. Study of human behavior in terms of the nervous system and its control of the activity of the muscles, glands, and the biochemistry of the body with special emphasis on perception, sensory and motor functions, motivation, emotion, learning, and memory. Neurological impairment and disorders are examined. (Replaces PSYD 269 Physiological Psychology & Cognition)

PSYD 366 • Survey of Human Behavior (3 units)
Surveys the fundamental concepts of human behavior and personality from multiple perspectives, including biological, psychological, cultural, and social perspectives.

PSYD 367 • Writing and Research Skills (3 units)
Designed to introduce students to the essential skills needed for academic writing in the social sciences. Students will also be introduced to advanced research techniques. This course must be passed with a “C” or better to fulfill requirements for graduation. A student receiving a “C-” or lower must retake the course to earn the required grade for graduation.

PSYD 368 • Survey of Human Services (3 units)
Explores the ways in which care is provided for the whole individual, surveying community resources and developing an understanding of the ways in which human services are carried out in various settings. Ethical issues in human services practice are also examined. Each student will identify an appropriate human service agency for a field practicum placement and will develop a plan for meeting the requirements for Field Practicum.

PSYD 370 • Childhood and Adolescence (3 units)
Examines the physical, cognitive, social, emotional and spiritual development from infancy through adolescence utilizing current research and developmental theories. Differences in family life across cultures, parenting styles and the role of peer groups are also examined.

PSYD 372 • Adulthood and Aging (3 units)
Examines the physical, cognitive, social, and emotional adjustments of adult life from adulthood through death. Focuses on the process of development rising from physical aging, continuing socialization and environmental changes involved in these life phases.

PSYD 373 • Psychology of the Family (3 units)
Explores the institution of the family from a multigenerational developmental perspective. Psychological, sociocultural, and spiritual perspectives are also explored. Students will be introduced to family systems theory as a method of understanding family dynamics and to the theoretical orientations of family therapy.

PSYD 375 • Understanding Research Design (3 units)
Provides an introduction to research design, including purposes and procedures of descriptive, quasi-experimental, and experimental research. Literature review strategies and writing of APA-style research papers will be covered.

PSYD 420 • Behavior Modification (3 units)
Examines the applications of cognitive and learning theories to a broad range of problems and settings, including child training, education, psychotherapy, and industrial settings. Integration of theoretical aspects of therapy is also addressed.

PSYD 432 • Social and Cultural Psychology (3 units)
Examines interpersonal behavior as it is influenced by social processes, culture, face-to-face interactions, and personality characteristics. Among the topics covered are interpersonal and group behavior in relationship to social values, diversity issues, norms, attitudes, roles, and social needs.
PSYD 434 • Group Dynamics (3 units)
Introduces students to various types of groups used in clinical settings and to the theoretical orientations commonly utilized in group practice. The stages of group development, leadership skills, and work with special populations are explored. Students are introduced to ethical issues, and multicultural issues that apply to groupwork.

PSYD 436 • Abnormal Psychology (3 units)
Studies deviations in human behavior from socio-cultural, spiritual, emotional, cognitive, and behavioral perspectives. Provides an understanding of the development, measurement, symptom, and treatment methods.

PSYD 446 • Psychological Testing (3 units)
Examines the basic principles of construction, administration, scoring, interpretation, and the use of psychological tests and measurements, including the study of problems related to reliability and validity.

PSYD 460 • Field Practicum (3 units)
Students will accrue 100 hours at a human services agency or research facility as a student intern. Students will begin their practicum after the Human Services course, accruing hours over the course of the program. Written reports detailing the field experience will be completed during this course.

PSYD 462 • Counseling Theories (3 units)
Studies the various theoretical approaches to counseling, the personhood of the counselor, and ethical issues in clinical practice. Major counseling theories are introduced. Concepts of the therapeutic relationship, and techniques associated with each theory. The world view underlying each theory is examined and related to a Christian worldview and the integration of biblical principles in counseling theories is introduced.

PSYD 477 • Psychology and Christianity (3 units)
Examines human nature from the perspectives of psychology and Christian belief. The major approaches to the integration of psychology and Christianity will be examined, utilizing a range of issues such as the relationship between mind, body, and soul, the nature of human freedom, Christian prayer, conversion, the relationships between people's attitudes and their behavior, and contemporary Christian counseling and pastoral care.

**Psychology Major with a Concentration in Learning**
The major in Psychology: Learning provides a foundation for the understanding of child development with an emphasis on learning and educational settings, issues, and research. In collaboration with the Psychology Department, Liberal Studies Division, and the Graduate Program in Education, this program explores the cognitive, behavioral, biological, social-cultural, and spiritual perspectives of child development within an educational framework. All students learn the skills necessary to conduct research and to thoroughly evaluate the research of others.

Examples of students who should consider the major include those who plan to teach in public schools, Christian schools, preschools, alternative educational institutions, and for those who desire to enter graduate school or public service careers. It should be noted that this Psychology: Learning major provides only a first step for those students desiring to obtain the California Multiple Subject Teaching Credential, which authorizes the holder to teach in self-contained classrooms as much as the classrooms in most elementary schools (California Commission on Teaching Credentialing [CCTC]).

**Students enrolled in the Psychology: Learning major, who desire to obtain a California Multiple Subjects Teaching Credential, should contact the Graduate Program in Education for information about pursuing a teaching credential and making arrangements to take the CEST and NSVS exams.**

California has a two-tier credential structure, with a five-year preliminary credential as the first document issued after an individual meets the basic credential requirements, and a professional clear credential when all the required components have been completed (CCTC). For all California Multiple Subject teachers, the requirements for the Five-Year Preliminary Teaching Credential include all of the following:

1. Completion of a bachelor’s degree (or higher).
2. Completion of a multi-subject teacher credential program including successful student teaching and obtain a formal recommendation for the credential by the California college or university where the program was completed (see VU’s Graduate Program in Education).
3. Pass the California Basic Educational Skills Test (CBEST).
4. Complete the Developmental English Language Skills, including the Reading requirement, by completing a comprehensive reading instruction course.
5. Pass the Reading Instruction Competence Assessment (RICA).
6. Complete a course in the provisions and principles of the US Constitution, or pass an examination in the subject given by a regionally accredited institution.
7. Verify knowledge of the subject matter to be taught. *Note: Students majoring in Psychology: Learning can meet this requirement by achieving a passing score on the Multiple Subject Assessment for Teachers (MSAT).
8. Requirements for obtaining a California teaching credential are subject to change based on new legislation.

**The completion of this major does not in any way guarantee the passing of any required tests for obtaining a California teaching credential.**

**Degree Requirements:**
- English/Communication (6 units of composition/writing; 3 units of literature) 9 units
- Humanities/Fine Arts (including speech/relational communication) 9 units
- Social Sciences (including US History and US Government) 9 units
- Science (one natural, physical, earth, life) 9 units
- Religion (NT Survey, Theology, or Christian Living) 6 units
- Philosophy 3 units

**Total General Education Core units** 52 units

**Major units earned in Degree Program** 42 units

**Total units needed for BA degree** 124 units

**Psychology (Learning) Course Descriptions**
**EDUC 100 • Introduction to Education (3 units)**
This course explores the role of education and teaching in modern American Society. Current political and social issues and their impact on schools will be discussed. Students will be encouraged to assess and reflect upon their own educational experiences, skills, and learning styles as they interact with current practitioners and education literature.
EDUC 315 • Teaching 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 public or private school in a multicultural environment. The purpose of the class 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 fieldwork component to observed classroom management and organization. Specially Designed Academic Instruction Delivered in English (SDAI) instructional practices, and the curricula of grades K-12. The role and function of Christian beliefs and values in the public school will be integrated throughout the course. This course is a prerequisite requirement for the Multicultural Subject Credential program. Students who have already received credit for EDUC 312: Introduction to Education in a Multicultural Setting or equivalent cannot receive credit for this course.

EDUC 448 • Faith and Learning (3 units)
Focuses on the process of integration of education, psychology, and faith. The evolving relationship between education, psychology, and theology is studied from past to present. A variety of theoretical frameworks for integration are explored and applied to contemporary Christian service.

MATH 120 • Mathematics for Elementary Teachers (3 units)
Introductory set theory, problem solving, basic algorithms, elementary number theory, geometry, and coordinate geometry. Emphasis will be on the structural and logical foundations of mathematics. (satisfies Natural Science/Math Requirement)

PSYD 265 • Introduction to Statistical Methods (3 units)
Acquaints students with statistical concepts and methods of collecting, summarizing, presenting, and interpreting data in the behavioral sciences, including descriptive statistics, use of graphs and charts, normal distribution curve, measures of central tendency, deviation and dispersion. Hypothesis testing, statistical fallacies, correlation and probability. Students are required to take Math 093 and Math 104 or Math 120 in preparation for this course.

PSYD 380 • Biological Psychology (3 units)
Prerequisite: PSYD 366. A study of human behavior in terms of the nervous system and its control of the activity of the muscles, glands, and the biochemistry of the body. A special emphasis is placed on perception, sensory and motor functions, motivation, emotion, learning, and memory. Neurological impairment and disorders are examined. (Replaces PSYD 411: Physiological Psychology & Cognition)

PSYD 386 • Survey of Human Behavior (3 units)
Surveys the fundamental concepts of human behavior and psychology from multiple perspectives, including biological processes in development and behavior, learning and memory, motivation, personality, psychological disorders, and social behavior.

PSYD 446 • Psychological Testing (3 units)
Examines basic principles of construction, administration, scoring, interpretation, and the use of psychological tests and measurements, including the study of problems related to reliability and validity.

Religion Major with a Concentration in Ministry and Leadership
Bill Dogeronton, D. Min., Associate Chair
This unique program is designed for individuals who are involved in church or para-church activities and who wish to gain knowledge to improve their personal and professionally and gain the skills to take a leadership role in their church or para-church community.

Degree Requirements:
- English Composition
- Humanities/Fine Arts
- Science (3 units)
- General Math
- Science or Math
- New Testament Survey

BSD 370 • Childhood and Adolescence (3 units)
Examines the physical, cognitive, social, emotional, and spiritual development from infancy through adolescence, utilizing current research and developmental theories. Variations in family life across cultures, parenting styles, and the roles of peer groups are also examined.

BSD 373 • Psychology of the Family (3 units)
Explores the institution of the family from a multigenerational developmental perspective. Psychological, sociocultural, and spiritual perspectives are also explored. Students will be introduced to family systems theory as a method of understanding family dynamics and to theoretical orientations of family therapy.

BSD 375 • Understanding Research Design (3 units)
Provides an introduction to research design, including purpose and procedures of descriptive, quasi-experimental, and experimental research. Literature review strategies and writing of APA-style research papers will be covered.

BSD 420 • Behavior Modification (3 units)
Examines the applications of cognitive and learning theories to a broad range of problems and settings, including child rearing, education, psychotherapy, and industrial settings. Integration of theological aspects of therapy is also addressed.

BSD 432 • Social and Cultural Psychology (3 units)
Examines interpersonal behavior as it is influenced by social processes, cultural face-to-face interactions, and personality characteristics. Among the topics covered are interpersonal and group behavior in relationship to social values, diversity issues, norms, attitudes, roles, and social needs.

BSD 446 • Psychological Testing (3 units)
Examines basic principles of construction, administration, scoring, interpretation, and the use of psychological tests and measurements, including the study of problems related to reliability and validity.
## Religion (Ministry and Leadership) Course Descriptions

**MILD 305 • Church History (3 units)**
The development of the Christian Church throughout its history as reflected in its life, thought, institutions, leaders, and literature.

**MILD 364 • Critical Thinking and Writing for Ministry (3 units)**
This course is designed to teach the student to write well-stated, grammatically correct, thesis-driven essays. Attention is given to academic and professional writing styles, reasonable presentations, the elements of an argument, and means of efficient research. This course must be passed with a “C” or better to fulfill the appropriate graduation requirement. A student receiving a “C” or lower must retake the course to earn the required grade for graduation.

**MILD 365 • A Theology of Church Mission and Ministry (3 units)**
A theological understanding of the ministry of the church and its mission to the world.

**MILD 367 • Research Methods for the Study and Preaching of the Scripture (3 units)**
An introduction to the basic secondary materials utilized in biblical interpretation, an overview of the procedures of biblical exegesis and an articulation of the steps involved in homiletic construction and delivery.

**MILD 368 • Leadership in Christian Organizations (3 units)**
Building effective ministry through the development of a healthy interior life, an understanding of a situational approach to leadership, and knowing the leader’s role in the congregation’s vision and mission.

**MILD 369 • Research Methods for the Study of Christian Organizations (3 units)**
An introduction to the research methods used to study life and ministry of a local congregation, including research design, collection of data, data analysis, and interpretation of data.

**MILD 422 • Conflict Management (3 units)**
An examination of the nature and causes of conflict in the local church and religious organizations and the principles of effective intervention strategies.

**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 460 • Foundations of Christian Ethics (3 units)**
An investigation of the moral implications of the Christian faith from a biblical and theological perspective.

**MILD 461 • Theological Themes of the Old Testament (3 units)**
A study of selected, major themes in the writings of the Old Testament.

**MILD 462 • Management in Christian Organizations (3 units)**
The principles of effective management as a learning organization in understanding the church’s internal processes as well as its relationship with the environment.

**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 465 • The Ministry of the Spirit in the Church (3 units)**
A philosophical, historical and theological study of the third person of the Trinity. This course places special emphasis on the Spirit’s empowerment for the church’s mission and ministry.

**MILD 466 • The New Testament and Contemporary Christian Issues (3 units)**
Exegesis and discussion of selected New Testament passages on a variety of personal issues and contemporary life, including sexual ethics, gender roles, Christian parenting, divorce and remarriage, wealth and possession, and the problem of evil, death and dying.

**MILD 467 • 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 processes, goals, assessment, strategy, and evaluation.

**SPS Minors**

Guidelines for obtaining minors are indicated below. Students must meet with their Student Services Coordinator to complete the Minor Application Form to receive approval to pursue a minor. Students are reminded to inquire about Financial Aid availability, as courses above and beyond degree requirements may not be eligible for funding.

**SPS Business Minor Requirements**

21 units are required in accordance with the following guidelines. Courses should be chosen in consultation with the Student Services Coordinator and or SPS Business Chair.
15 units of the following or course equivalent:

- BUOM 316  Business Law 3 units
- BUOM 472  Managerial Economics 3 units
- BUOM 471  Principles of Marketing  3 units
- BUOM 474  Business Finance 3 units
- BUOM 477  Organizational Ethics 3 units
- BUOM 478  Human Resource Management  3 units or BUOM 464  Principles of Management 3 units
3 units to be selected from the following or course equivalent:

- BUOM 372  Organizational Behavior 3 units
- BUOM 361  Organizational Communication 3 units
3 elective units of lower or upper division Business courses, to be chosen in consultation with the Student Services Coordinator and/or SPS Business chair.

A minimum of 12 units must be taken at VU.

SPS Liberal Studies Minor Requirements

The SPS Liberal Studies minor is designed to provide preparation for Vanguard University’s teaching credentialing program and to provide a task of preparation for the required Commission approved examination called the California Subject Examination for Teaching Multiple Subjects (CSET). Students are required to pass the CSET prior to the commencement of student teaching in a credentialing program. (Students will refer to the Graduate Program in Education for further information about pursuing a teaching credential.)

Action taken by the California Commission on Teacher Credentialing (CCTC) to insure conformance with the California State Board of Education and Public Law 107-110, the No Child Left Behind Act (NCLB) requires that all teachers “new to the profession” who receive a Multiple Subject Teaching Credential or a Multiple Subject Intern Credential demonstrate subject matter competency by examination. There are three separate subtests to the Multiple Subject CSET exam: 1) Math and Science, 2) Social Studies and Language, and 3) Visual & Performing Arts, Humanities and Physical Education. Each subtest is composed of both multiple choice and constructed response questions. Each subtest is scored separately. To pass the CSET, one must pass all of the three subtests. Once a subtest is passed, it does not have to be retaken. The CSETs are normally offered six times per year from September through July. If one or more subtests are not passed, students may register for a retake of the subtest(s). Students intending to pursue teaching credentialing must also pass the California Basic Educational Skills Test (CBEST) prior to enrollment in a teaching credential program.

The following courses are required to meet the 21 unit requisite. A minimum of 12 units must be taken at VU.

- BUUC 315  Teaching in a Multicultural Setting 3 units
- BUUC 310  Comprehensive Seminar in English 3 units
- BUUC 315  Comprehensive Seminar in Social Science 3 units
- BUUC 310  Comprehensive Seminar in Mathematics 3 units
- BUUC 316  Comprehensive Seminar in Human and Physical Development 3 units
- BUUC 315  Comprehensive Seminar in Visual and Performing Arts 3 units

SPS Psychology: Human Development Minor Requirements

21 units are required in accordance with the guidelines indicated below. Courses should be chosen in consultation with the Student Services Coordinator and/or SPS Psychology chair.

A minimum of 12 units must be taken at VU.

Required courses (15 units):

- PSYD 265  Intro to Statistical Methods
- PSYD 367  Writing and Research Skills or BUOM 377 Business Writing for Professionals (Note: units must be made up if using BUOM 377 substitution)
- PSYD 370  Childhood and Adolescence
- PSYD 436  Abnormal Psychology

Remaining courses (6 upper or lower division units) should be chosen in consultation with the Student Services Coordinator and/or the Associate Chair for SPS Psychology.

One of the following is recommended to fulfill one of the electives:

- PSYD 420  Behavior Modification
- PSYD 340 Biological Psychology

In choosing additional courses, be aware of the following applicable prerequisites:

- PSYC 103C  General Psychology and PSYD 367 Writing and Research Skills are prerequisites for all other courses.
- PSYD 265  Intro to Statistical Methods is a prerequisite for PSYD 265 Understanding Research Design
- PSYD 265  Intro to Statistical Methods is a prerequisite for PSYD 340 Biological Psychology
- PSYD 266  Survey of Human Behavior is a prerequisite for PSYD 340 Biological Psychology

SPS Religion Minor Requirements

21 units are required in accordance with the following guidelines. Courses should be chosen in consultation with the Student Services Coordinator and/or SPS Religion chair.

Minimum 15 units of upper or lower division coursework

In order to apply for a minor in Liberal Studies, a student must provide proof that he/she has taken the California Basic Educational Skills Test (CBEST). In order to be granted the minor, a student must provide proof that he/she has passed the CBEST.
Courses recommended for lower division coursework:
- New Testament Survey
- Introduction to Theology
- Old Testament Survey

A minimum of 12 units must be taken at VU.

Nursing Program – RN to BSN
Sally Morgan, MSN, Founding Director & Associate Chair

MISSION: To provide scientifically sound, values-based nursing education to prepare graduates to lead with knowledge, integrity, and compassion in an increasingly complex health care environment.

The RN to BSN program combines innovative curriculum, interdisciplinary teaching, and collaborative partnerships in a values-based baccalaureate program. The two-year course of study promotes critical inquiry, enhances the nurse's skill set, and prepares the nurse for leadership roles in the health care environment.

Admission Requirements
- Minimum overall 3.0 GPA (out of 4.0) – official transcripts required for verification
- Minimum grade of "C" (2.0) on all pre-requisite coursework
- Three letters of reference, at least one professional and one personal
- Applicant's Statement of Purpose
- Personal Interview
- Acceptable completion of Academic Skills Assessment (administered by Vanguard University)
- Verification of valid RN license and RN-BSN practice insurance
- Verification of current certification in CPR and Basic Life Support
- Completed Health History form
- Background Check (contracted by the university)
- Two years work experience recommended, but not required.

General Education Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
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<tr>
<td>Humanities/Fine Arts</td>
<td>6</td>
</tr>
<tr>
<td>Science with lab</td>
<td>16</td>
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<td>Social Sciences</td>
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<td>Total units</td>
<td>43</td>
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Nursing Course Descriptions

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>NURS 305</td>
<td>Nursing Theory and Professional Practice (4 units)</td>
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<tr>
<td>NURS 310</td>
<td>Information Technology in Nursing (4 units)</td>
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<tr>
<td>NURS 315</td>
<td>Writing and Critical Analysis of Health Related Issues (4 units)</td>
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<td>NURS 320</td>
<td>Ethical Issues and Legal Aspects for Nursing and Health Care (4 units)</td>
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<td>NURS 325</td>
<td>Multi-Dimensional Assessment with Lab (4 units)</td>
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<tr>
<td>NURS 330</td>
<td>Introduction to Statistics with Emphasis in Health Sciences (4 units)</td>
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</tbody>
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Sociology (3)
- Life Span Development (3)

Total General Education Units: 43 units
Total Nursing Major Units (course descriptions follow): 48 units
Total Elective Units: 33 units
Total units needed for BSN degree: 124 units
applying and interpreting univariate and bivariate statistical methods. The applied statistical focus is on performing statistical procedures to answer research questions using existing health science databases. The course provides a framework for understanding and applying commonly used data analysis techniques in health care research using SPSS-PC.

NURS 405 • Nursing Research and Seminar (4 units)
Description: This course explores the historical, philosophical, and ethical aspects of nursing research. The relationship between nursing research and professional accountability is explored. An emphasis is placed on the principles and methods of research process with emphasis on evaluating research to determine significance and applicability to nursing practice. Students will apply concepts to a research project.

NURS 410 • Principles of Pathophysiology with Lab (4 units)
Description: Prerequisite: Chemistry. This course presents knowledge of pathophysiology using a systems approach, as applied in current nursing practice. Selected major health problems, their pathophysiology, and medical treatment are discussed. Topics from various scientific and clinical areas will be explored and coordinate with other courses in the nursing program. Lab fee.

NURS 415 • Sociocultural Contexts of Diversity: Implications for Nursing Practice (4 units)
Description: This course examines how cultural, socioeconomic, religious, racial, generational, and lifestyle differences are experienced by members of society and how these variables are related to health and disease. Also included is a conceptual understanding of how cultural and social practices impact health both positively and negatively. This course is intended to be taken in conjunction with NURS 410 Community Health Nursing and Clinical Studies. Both courses are designed to help the student integrate diversity knowledge within the community health setting.

NURS 420 • Community Health Nursing and Clinical Studies (4 units)
Description: This course through clinical experience in community settings, will help the student develop the expertise to work with groups experiencing acute and chronic health care issues. This course is intended to be taken in conjunction with NURS 415 Sociocultural Contexts of Diversity: Implications for Nursing Practice. Eighty hours of clinical lab is required.

NURS 425 • Education Theory & Process of Teaching in Nursing (4 units)
Description: This course explores education theory and skills in clinical teaching situations with emphasis on individuals, families, and groups. Content includes theories and principles of learning, teaching strategies and methodologies, teaching resources, assessment, and evaluation of instruction. An emphasis will be placed on contextual learning and the 8B learning theory. This course is designed to be taken in conjunction with NURS 440 Leadership/Management in Professional Nursing.

NURS 430 • Leadership/Management in Professional Nursing (4 units)
Description: This course explores theories of leadership management, concepts of power, motivation, decision making, change, budgeting, and management skills related to the professional nursing role in the health care system. This course is designed to be taken in conjunction with NURS 425 Education Theory & Process of Teaching in Nursing. The clinical component will be directed by the student’s chosen future professional path (role).

School for Professional Studies: ‘06-’07 Calendar

<table>
<thead>
<tr>
<th>New Cohorts</th>
<th>Admission Deadlines</th>
<th>Orientation Dates</th>
<th>Classes Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1 Start</td>
<td>August 10, 2006</td>
<td>Tuesday, August 22, 2006</td>
<td>August 28, 2006</td>
</tr>
<tr>
<td>Fall 2 Start</td>
<td>September 15, 2006</td>
<td>Tuesday, September 26, 2006</td>
<td>December 1, 2006</td>
</tr>
<tr>
<td>Spring 1 Start</td>
<td>December 1, 2006</td>
<td>Tuesday, December 12, 2006</td>
<td>January 8, 2007</td>
</tr>
<tr>
<td>Spring 2 Start</td>
<td>January 26, 2007</td>
<td>Tuesday, February 6, 2007</td>
<td>February 12, 2007</td>
</tr>
<tr>
<td>Summer Start</td>
<td>April 20, 2007</td>
<td>Tuesday, May 1, 2007</td>
<td>May 7, 2007</td>
</tr>
</tbody>
</table>

Fall Semester 2006

- June 5-June 19: Academic Registration for Fall 06 – returning students
- July 24-Aug 28: Financial Registration, FA 06 – returning and new Session 1 students
- August 10: Admission Deadline for new Session 1 students
- August 22: Orientation for new Session 1 students
- August 28-Sep 2: 1st Session begins
- September 4: Labor Day – classes in session, offices closed
- September 15: Admission Deadline for new Session 2 students
- September 26: Orientation for new Session 2 students
- Oct 2-7: 2nd Session begins
- October 9: Columbus Holiday – classes in session, offices closed
- Nov 6-11: 3rd Session begins
- Nov 23: Thanksgiving Holiday – no classes this week
- December 11-16: Last week of classes
- Dec. 4-January 12: Financial Registration, SP 07 – returning and new Session 1 students
- December 1: Admission Deadline for new Spring Session 1 students

Spring Semester 2007

- December 12: Orientation for new Session 1 students
- January 8-13: 1st Session begins
- January 15: Martin Luther King, Jr. Holiday – classes in session, offices closed
- January 26: Admission Deadline for new Session 2 students
- February 6: Orientation for new Session 2 students
- February 12-17: 2nd Session begins
- February 19: Presidents’ Day Holiday – classes in session, offices closed
- March 12-17: Spring Break – no classes, offices closed
- March 19/Apr 2: Academic Registration for Summer 2007 – returning students
- March 25-31: 3rd Session begins
- April 6: Good Friday, offices closed
- April 16-May 7: Financial Registration, SU07 – returning and new Session 1 students
- April 20: Admission Deadline for new Summer ‘07 students
- April 30-May 4: Last week of classes
- May 1: Orientation for new Summer ‘07 students
- May 4: Commencement
Summer Semester 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 7-12</td>
<td>1st Session begins</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Holiday – school closed, classes in session</td>
</tr>
<tr>
<td>June 4-18</td>
<td>Academic Registration for Fall 2007 – returning students</td>
</tr>
<tr>
<td>June 11-16</td>
<td>2nd Session begins</td>
</tr>
<tr>
<td>July 4</td>
<td>Wednesday – school closed, classes in session</td>
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<tr>
<td>July 16-21</td>
<td>3rd Session begins</td>
</tr>
<tr>
<td>July 23-Aug 20</td>
<td>Financial Registration, FA07 - returning and new Session 1 students</td>
</tr>
<tr>
<td>Aug 3</td>
<td>Admission Deadline for new Fall Session 1 students</td>
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<tr>
<td>Aug 13-18</td>
<td>Last week of Summer Classes</td>
</tr>
<tr>
<td>Aug 14</td>
<td>Orientation for new Fall Session 1 students</td>
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Resident Faculty
(Names and years of initial appointment)

ALFORD, DALTON, Ed.D. (2009) Dean for the School of Business and Management and Assistant Professor of Business and Management, BA, University of California, Davis; MBA, University of Southern California, Ed.D, Pepperdine University.

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CROCETTO, TIMOTHY, Ph.D. (1999) Chair of the Department of Communication and Associate Professor of Communication Studies, BA, Biola University; M.A., California State University Fullerton; PhD., Regent University.

CLARK, DAVID, Ph.D. (1973) Professor of New Testament, Diploma, Assemblies Bible College, BA, Vanguard University; PhD., University of Nairobi.

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CLELAND, ANGELA, M.A. (2000) Assistant Professor of Cinema/Digital Media, BA, Vanguard University; MFA, University of Southern California.

COMBS, MEAN, M.A. (1993) Associate Professor of Education, BS, Tennessee State University, M. Ed., Kent State University, MS, Columbus State University.

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(Names and teaching field)

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Barr, Robert, M.A.

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Billinghurst, Mark, M.S.

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Brock, Tom, Ph.D.

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Champion, Jean, MA

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Cronin, William, M.A.

Coates, Lisa, M.A.

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Gould, David, M.S.

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Kolb, David, M.Ed.

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Mack, Dan, M.S.

Mack, Dan, M.A.

Mack, Dan, M.S.

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Mack, Dan, M.S.

Mack, Dan, M.A.

Mack, Dan, M.S.

Mack, Dan, M.A.

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Lag, Brian, BS  
Len, Jennifer, MA  
Leverett, John, Ph.D  
Ley, Andrew, M.E.A  
Littenberger, Reid, MA  
Lockett, Sharon, MA  
Loert, Robert, BA  
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Minneci, Stephanie, MA  
Minley, Diron, AA  
Martin, Crescent, Ph.D  
Matsuda, Randall, M.E.A  
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Millard, Gante, MA  
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Park, Jenny, M.M  
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Belcher, Timmy, BA  
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Roe, Catherine, MA  
Quaint, Drawer, MS  
Ruppel, Gordon, Ph.D  
Rugg, Erik, MA  
Papp, Jonathan, Ph.D  
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Penn, Stephanie, M.S. SPS, General Education  
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Smith, Daniel, MA  
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Tennison, Allen, Ph.D. candidate  
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Thompson, Donna Lynn, MS  
Throny, Jim, BA  
Vogt, David, MS  
Villa, Christopher  
Vilas, Craig, MA  
Vilas, Justin, BA  
Wetter, Tammy, MA  
Williams, Edward, Ph.D  
Williams, Byron, MA  
William, Gary  
Wills, Christopher, M.M  
Wunderlich, Detra, MA  
Woods, David, MA  
Woods, George, M.D.  
Zimmerman, Hilary, MSW

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Biology
SPS Business & General Education
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Theatre
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SFS Psychology
SFS Business
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Anthropology
Education
History/Biblical Science
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Psychology

Steffenhill
SFS Psychology
SFS Business
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Kinesiology
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Spanish
Mathematics
Biblical Studies
Leadership Studies
SFS Business
Biblical Studies
Education
Education
Spanish
Biblical Studies
SFS General Education
Mathematics
Communication Studies
Kinesiology
Theatre
SFS Business & General Education
Communication Studies
Communication Studies
SFS General Education
Cross-Country Track
Kinesiology
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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 record 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 record(s) may be inspected. The student has the right to request a copy of the records. Except for the exceptions noted below, the University shall make the requested records available within 45 days of the request.

- 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 procedure will be provided to the student when notified of the right to a hearing.

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 procedure 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.

- University officials, as persons employed by the University in an administrative, supervisory, academic or research, or support staff position, such as Campus Safety personnel and health staff; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); or an accredited audit or compliance organization, may disclose education records without consent to persons conducting such an audit or evaluation of an agency, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- Other exceptions that permit disclosure without consent are:
  A. To the Secretary of Education, the Comptroller General of the United States, or the Attorney General of the United States; the Attorney General of the United States for law enforcement purposes: the Secretary of the Department of Education; or 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 of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance.
  D. To a parent or a legal guardian of a student regarding the student's violation of any Federal, State, or local law, or of 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 release public directory information concerning students. Such information includes, but is not limited to, the student's name, address, email address, telephone listing, date and place of birth, major field of study, dates 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, degrees, honors and awards received, and the most recent educational agency or institution attended. The above designated information is subject to release by the campus at any time unless the campus has received a prior written objection from the student specifying information which the student requests not be released.

Grievance Rights and Procedure

Vanguard University subscribes to the principle of equal educational opportunity, regardless of sex (cf. Title IX of EDUCA TION AMENDMENTS OF 1972). Any member of the University community who has a 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 questions.

VA Certification

I hereby certify that this catalog is true and correct in content as required by DVB Circular 2-76-81, Appendix F, Paragraph 6(a).