



VANGUARD  
UNIVERSITY

**CATALOG** 2015/16

# 2015-2016 Catalog

## **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.



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The contents of this catalog can be found in their entirety at

<http://registrar.vanguard.edu/catalog/>



## TABLE OF CONTENTS

<b>ACADEMIC CALENDAR 2015-2016.....</b>	<b>5</b>	Air Force Reserve Officer Training Corps (ROTC) Agreement.....	17
The College and Graduate Programs .....	5	Re-Admission .....	17
Professional Studies .....	6	International Students .....	18
Early Childhood Education Program .....	8	Notification of Application Decision.....	18
<b>GENERAL INFORMATION .....</b>	<b>9</b>	Student Classification in VU's Traditional Undergraduate Programs .....	18
University Mission and Identity Statement.....	9	<b>FINANCIAL INFORMATION.....</b>	<b>21</b>
Overview.....	9	Financial Aid Office .....	21
History .....	9	Costs and Payment Policies .....	25
Institutional Values .....	10	<b>STUDENT LIFE AND SERVICES.....</b>	<b>29</b>
Faith Confession .....	11	University Student Services.....	29
Statement on Diversity.....	11	Undergraduate Student Life.....	31
Accreditation.....	12	<b>ACADEMIC INFORMATION.....</b>	<b>37</b>
Institutional Affiliations.....	12	Degrees Granted .....	37
Location .....	12	Academic Services.....	39
Campus and Buildings .....	12	Academic Policies .....	42
University Institutes and Centers .....	12	Academic Integrity and Dishonesty Policy.....	51
<b>ADMISSIONS INFORMATION.....</b>	<b>15</b>	Diversity/Multicultural Exposure Course Requirement.....	53
Selective Admission.....	15	Off Campus Study Programs .....	55
High School Preparation .....	15	The Core Curriculum .....	60
Application Deadlines.....	15	<b>THE COLLEGE .....</b>	<b>67</b>
First-Time College Freshmen .....	16	Minors in the College .....	67
Transfer Students .....	16	Pre-Professional Preparation in the College .....	69
Course Articulation with California Community Colleges.....	17	General Courses in The College .....	70
		Department of Anthropology and Sociology .....	73

Department of Biology.....	84	Business Major with a Concentration in Organizational Management.....	313
Department of Business and Management.....	91	Business Major with a Concentration in Information Technology Management .....	316
Department of Chemistry.....	98	Early Childhood Education Major.....	318
Department of Communication.....	107	Early Childhood Education Certificate.....	324
Department of English.....	119	Nursing Program – RN to BSN .....	327
Department of History and Political Science .....	124	Psychology Major with a Concentration in Human Development .....	330
Department of Kinesiology.....	131	Religion Major with a Concentration in Ministry and Leadership .....	332
Department of Liberal Studies .....	139	Professional Studies Minors .....	334
Department of Mathematics.....	144	<b>VANGUARD UNIVERSITY BOARD OF TRUSTEES.....</b>	<b>337</b>
Department of Music .....	148	<b>ADMINISTRATION AND FACULTY .....</b>	<b>337</b>
Department of Psychology.....	170	<b>INDEX .....</b>	<b>346</b>
Department of Religion.....	175		
Department of Spanish.....	193		
Department of Theatre Arts .....	197		
<b>SCHOOL FOR GRADUATE AND PROFESSIONAL STUDIES.....</b>	<b>207</b>		
Graduate Program in Clinical Psychology .....	207		
Graduate Program in Education.....	222		
Teacher Advancement Program.....	250		
Graduate Program in Nursing .....	253		
Graduate Program in Organizational Psychology .....	262		
Graduate Programs in Religion.....	269		
Professional Studies.....	286		
Academic Information .....	290		
Costs and Payment Policies .....	299		
Financial Aid.....	301		

# ACADEMIC CALENDAR

## 2015-2016

*This calendar is tentative and subject to change.*

### THE COLLEGE AND GRADUATE PROGRAMS

#### Fall Semester, 2015

Aug.	21	Residence Facilities Open for New Students, Friday
	21-23	Welcome Weekend: New Student Orientation, Friday-Sunday
	22	Residence Facilities Open for Returning Students, Saturday
	24	Classes Begin, Monday
	25	Convocation, Tuesday
Sept.	4	Last Day to Add New Courses, Friday
	4	Last Day to Drop a Course without it Appearing on Transcripts, Friday
	7	Labor Day Holiday (No Classes, Offices Closed), Monday
Oct.	16	Last Day to Drop a Course without Academic Penalty, Friday
Nov.	9-13	Academic Registration for Continuing Undergraduate Students, Monday-Friday
	16-20	Academic Registration for Continuing Graduate Students, Monday-Friday
	25-27	Thanksgiving Holiday (No Classes, Offices Closed), Wednesday-Friday
Dec.	7	Last Day of Classes, Monday
	8-11	Final Examinations, Tuesday-Friday

11	Last Day of Regular Semester Housing, Friday
24-31	Christmas Holiday (Offices Closed)

#### Spring Semester, 2016

Jan.	1	New Year's Holiday (Offices Closed)
	7	Residence Facilities Open for New Students, Thursday
	8-9	New Student Orientation, Friday-Saturday
	9-10	Residence Facilities Open for Returning Students, Saturday- Sunday
	11	Classes Begin, Monday
	18	Martin Luther King Jr. Holiday (No Classes, Offices Closed), Monday
	22	Last Day to Add New Courses, Friday
	22	Last Day to Drop a Course without it Appearing on Transcripts, Friday
Feb.	15	President's Day Holiday (No Classes, Offices Closed), Monday
Mar.	4	Last Day to Drop a Course without Academic Penalty, Friday
	14-18	Spring Recess (No Classes), Monday-Friday
	25	Good Friday (No Classes, Offices Closed), Friday
Apr.	11-15	Academic Registration for Continuing Undergraduate Students, Monday-Friday
	18-22	Academic Registration for Continuing Graduate Students, Monday-Friday
	21	University Awards Chapel, Thursday
	29	Last day of Classes, Friday
May	2-5	Final Examinations, Monday-Thursday
	5	Baccalaureate, Thursday
	6	Move-out Day for Non-Graduating Students, Friday
	6	Graduate/PS Commencement, Friday

6	Undergraduate College Commencement, Friday
7	Move-out Day for Graduating Seniors, Saturday

## Summer Sessions, 2016

May 9-27	Session I
30	Memorial Day Holiday (Offices Closed), Monday
May 31-June 17	Session II
June 20-July 8	Session III
July 4	Independence Day Holiday (No Classes, Offices Closed), Friday

## PROFESSIONAL STUDIES

New Cohorts	Orientation Dates	Classes Begin
Fall 1 Start	Aug. 20, 2015	Aug. 24, 2015
Fall 2 Start	Sept. 24, 2015	Sept. 28, 2015
Spring 1 Start	Jan. 7, 2016	Jan. 11, 2016
Spring 2 Start	Feb. 11, 2016	Feb. 15, 2016
Summer Start	May 4, 2016	May 9, 2016
(Last week of Summer classes: Aug. 15-19)		

## Fall Semester 2015

June 22-Aug. 21 Academic Registration for Fall 2015 – Returning Students

**Financial Registration for Fall 2015** – returning and new students must be financially registered for all Fall semester courses by the Friday prior to their first semester course

Aug. 20 Orientation for New Session 1 Students  
24-28 **Session 1 Begins**

Sept. 28-Oct. 2 **Session 2 Begins**

Nov. 2-6 **Session 3 Begins**

Nov. 9-Dec. 4 Academic Registration for Spring 2016 – Returning Students  
23-27 Thanksgiving Holiday (No Classes, Offices Closed Nov. 25-27)

**Financial Registration for Spring 2016** – returning and new students must be financially registered for all Spring semester courses by the Friday prior to their first semester course

Dec. 7-11 Last Week of Classes  
24-31 Christmas Holiday (Offices Closed)

## Spring Semester 2016

Jan.	1	New Year's Day (Offices Closed)
	7	Orientation for New Session 1 Students
	11-15	<b>Session 1 Begins</b>
	18	Martin Luther King, Jr. Holiday (Classes in Session, Offices Closed)
Feb.	11	Orientation for New Session 2 Students
	15	President's Day Holiday (Classes in Session, Offices Closed)
	15-19	<b>Session 2 Begins</b>
Mar.	14-18	Spring Recess (No Classes, Offices Open)
	25	Good Friday (No Classes, Offices Closed)
	28-Apr 1	<b>Session 3 Begins</b>
Apr.	4-May 6	Academic Registration for Summer 2016 – Returning Students
		<b>Financial Registration for Summer 2016</b> – returning and new students must be financially registered for all Summer semester courses by the Friday prior to their first semester course
Apr.	25-29	Last week of Classes
May	4	Orientation for New Summer 2016 Students
	5	Baccalaureate
	6	Commencement

## Summer Semester 2016

May	9-13	<b>Session 1 Begins</b>
	30	Memorial Day Holiday (Classes in Session, Offices Closed)

June	13-17	<b>Session 2 Begins</b>
June	20-Aug. 19	Academic Registration for Fall 2016 – Returning Students
July	4	Independence Day Holiday (Classes in Session, Offices Closed)
	18-22	<b>Session 3 Begins</b>
		<b>Financial Registration for Fall 2016</b> – returning and new students must be financially registered for all Fall semester courses by the Friday prior to their first semester course
Aug.	15-19	Last Week of Summer Classes
	18	Orientation for New Fall Session 1 Students



## EARLY CHILDHOOD EDUCATION PROGRAM

### Fall Semester 2015

Aug. 24	<b>Session I Begins</b>
Sept. 7	Labor Day Holiday (Offices Closed)
Oct. 12	<b>Session II Begins</b>
Nov. 23-27	Thanksgiving Holiday (No Classes, Offices Closed Nov. 25-27)
Dec. 24-31	Christmas Holiday (Offices Closed)

### Spring Semester 2016

Jan. 1	New Year's Holiday (Offices Closed)
11	<b>Session I Begins</b>
18	Martin Luther King, Jr. Holiday (Offices Closed)
Feb. 15	President's Day Holiday (Offices Closed)
29	<b>Session II Begins</b>
Mar. 14-18	Spring Recess (No Classes, Offices Open)
25	Good Friday (No Classes, Offices Closed)

### Summer Semester 2016

May 9	<b>Session I Begins</b>
30	Memorial Day Holiday (Offices Closed)
June 27	<b>Session II Begins</b>
July 4	Independence Day Holiday (Offices Closed)

# GENERAL INFORMATION

## UNIVERSITY MISSION AND IDENTITY STATEMENT

Michael J. Beals, Ph.D., *President*

The mission of Vanguard University is to pursue knowledge, cultivate character, deepen faith, and equip each student for a Spirit-empowered life of Christ-centered leadership and service. Affiliated with the Assemblies of God in Southern California, the university embraces the Assemblies of God doctrinal statement and its Pentecostal heritage of Spirit-empowered life and thought. Faculty, staff, and students display considerable diversity in denominational affiliation, cultural expression, and academic pursuits. Together they affirm the authority of Scripture, the Lordship of Jesus Christ, and belief that human nature, though marred by sin, enjoys nevertheless the potential of personal redemption through God's salvation in Jesus Christ. From this Evangelical and Pentecostal perspective, the Vanguard community commits itself to global Christian witness and to faithfully serving our communities, our nation, and our world in Christ's name, embracing the values of Truth, Virtue, and Service.

The University believes that scholarship in the arts, sciences, and professional studies illuminated by Christian truth fosters the intellectual development, moral maturity, and spiritual vitality of students. A Vanguard education, therefore, promotes the integration of faith, learning, and living.

The University is committed to providing professor-mentors that live in dynamic community with students. A hallmark of a Vanguard education is the emphasis on the relational and collaborative nature of learning. Caring and supportive relationships among students, faculty and staff provide opportunities for persons to share their faith journeys, to explore their hopes, and to nourish their souls. The community provides a safe and exciting place where we believe the Holy Spirit inspires and empowers scholarship, creative expression, witness, service, and exploration of God's world.

## OVERVIEW

Vanguard University (VU) is a private, coeducational, comprehensive university of liberal arts and professional studies that believes its Spirit-empowered 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 opportunity within a context of free inquiry and academic integrity. Such opportunity includes examining the Christian heritage, the claims of Christ, the charismatic involvement of the church, and the revelation of God. 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—approximately 2,200 within the student body, faculty, staff, and administration—the University offers a relational culture where professor-mentors serve students. The student/faculty ratio is 17:1. Most classes are small, which allows opportunity for academic inquiry and the personal interaction which is invaluable for learning.

## HISTORY

During the Summer of 1920, Harold K. Needham, D. W. Kerr, and W. C. Peirce 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 eligible to grant degrees, and it became Southern California Bible College—the first four-year institution of the Assemblies of God. In 1943 the college received recognition by the government for the training of military chaplains. It moved to the present campus in 1950. The name was changed to Southern California College 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 1964. In 1967 the College received recognition and approval of its teaching credential program from the California State Board of Education. In June 1983 the Graduate Studies Program received approval from the Western Association of Schools and Colleges. A Degree Completion Program was started in 1994 for adult learners. On July 1, 1999, university status was achieved

when Southern California College registered with the Secretary of State's Office as Vanguard University of Southern California. The University is comprised of the College and the School for Graduate and Professional Studies.

In addition to its founding president, Harold K. Needham, Vanguard University has had the able leadership of nine presidents: Daniel Kerr, Irvine J. Harrison, John B. Scott, O. Cope Budge, Emil A. Balliet, Wayne E. Kraiss, Murray W. Dempster, Carol A. Taylor and Michael J. Beals.

For more than ninety years, Vanguard University has been a leader in educational innovation within its denomination, preparing students for all types of ministry and professional vocations. 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 VALUES

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 peacemaking 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 virtue, and the desire for service. These three values inherent in the VU educational experience—truth, virtue, and service—are enshrined in the University motto and embossed on its official seal.

## 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 errors of the prevailing culture, and through a wholeness of vision, choose and hold to the path for a righteous life.

## SERVICE

As members of the VU community we work to . . .

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

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

## FAITH CONFESSION

As a Christian comprehensive university of liberal arts and professional studies, informed by its evangelical persuasion and Pentecostal heritage, 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.
- that the only means of being cleansed from sin is through repentance and faith in the precious blood of Christ.
- that regeneration by the Holy Spirit is absolutely essential for personal salvation.
- that the redemptive work of Christ on the cross provides healing of the human body in answer to believing prayer.
- that the baptism in the Holy Spirit, according to Acts 2:4, is given to believers who ask for it.
- in the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life.
- in the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting damnation.

## STATEMENT ON DIVERSITY

Because we stand within the Judeo-Christian tradition, we affirm the biblical view that God is creator 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 seeks to be in right relation 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 flower in the community of faith. One ought to seek justice because God seeks justice. We affirm that the pursuit of justice raises perennial issues that recur wherever social groups assert competing claims for resources and competing understandings of fair and equitable treatment. These difficulties we understand to be inherent in the human condition. Yet we also note an apparently inevitable tendency of human cultures to resolve issues of justice in fragmented and self-serving ways. 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 mandate of our prevailing pluralistic culture.

As Christians, we affirm that our unity within the Body of Christ 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 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 source for the transformation of all human experience ultimately lies in the movements of the Holy Spirit. For this reason, we seek to create an environment in which the charismatic movement of the Holy Spirit leads us toward ever more thoughtful treatment of each other.

## ACCREDITATION

Vanguard University is a member of and accredited by the WASC Senior College and University Commission (WSCUC), the regional accrediting body for liberal arts colleges and universities in California. WSCUC offices are located at 985 Atlantic Avenue, Suite 100, Alameda, CA, 94501; phone (510) 748-9001. The teacher credential programs for multiple and single subjects, are approved by the California Commission on Teacher Credentialing. The RN to BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). Vanguard University is accredited by the National Association of Schools of Theatre (NAST). The University is endorsed by the Alliance for Assemblies of God Higher Education.

## INSTITUTIONAL AFFILIATIONS

Vanguard University is a member of the Association of Independent California Colleges and Universities (AICCU) and is one of more than one hundred members of the Council of Christian Colleges and Universities (CCCU) which was founded in 1976 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 advantages 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. Cope Budge Library, the Enrollment Services Center, the Social Science Building, the Clinical Psychology Center, the Fine Arts Administration Building, the Music Recital Hall, the Lyceum Studio Theatre, the Science Building with laboratories for the physical and biological sciences, the Gymnasium, the Dining Commons, the Student Activities Building, and five residence facilities: Balboa Hall, Catalina Hall, Huntington Hall, Laguna Hall, and Newport Hall. 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 adventurous spirit that forges partnerships between the university, the church, and the community in promoting Christian witness, scholarship, civic responsibility, and social transformation. A strong commitment to cultural diversity, racial reconciliation, and gender equality is a consequence of VU being deeply grounded 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 Global Center for Women and Justice**

Sandra Morgan, Ph.D., Director

The Global Center for Women and Justice exists to advance the global status of women through *education, advocacy, and collaboration*. The Center promotes gender reconciliation and the inherent dignity of all persons.

Through education, the Center promotes the importance of delivering evidence-based knowledge in various formats that will effect change in global culture to empower women in leadership, economic justice, and reduce endemic violence against women.

Through advocacy, the Center recognizes that knowledge leads to praxis and works on behalf of marginalized and victimized women at home and globally to promote dignity, value, and justice.

Through collaboration, the Center builds community relationships and provides resources to network with others to advance the global status of women and justice.

## **The Judkins Institute for Leadership Studies**

Douglas Petersen, Ph.D., Executive Director

Roger Heuser, Ph.D., Director, Leadership and Spirituality

### **Our Mission**

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

### **Our Vision**

We strive to be a growing, diverse learning community of business, community and religious leaders who join together in dialogue and action in order to transform our enterprises through justice and compassion.

## **Our Strategic Priorities**

In collaborating with leadership partners in business, community and religious organizations; we: (1) conduct research; (2) promote the formation of leaders; and (3) develop resources.

## **The Lewis Wilson Institute for Pentecostal Studies**

Derrick Rosenior, 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.

The Lewis Wilson Institute for Pentecostal Studies is named in the honor of Professor Lewis Wilson, who retired at the end of the 1994-95 academic year after offering twenty-eight years of service at the College, and over forty years of continuous service as an Assemblies of God and Pentecostal educator.



## ADMISSIONS INFORMATION

*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 families, pastors, and high school guidance counselors.*

*The following admissions information is specific to the traditional undergraduate programs of the University. For graduate programs admissions information, see the Graduate Studies catalog section; for Early Childhood Education Program and degree completion admissions information, see the 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, review applicants' academic records, moral character, and willingness to comply with the standards and values of the University. All applicants are evaluated without regard to race, gender, age, political affiliation, national origin, or disabling conditions.

The average freshman enters VU with a high school grade point average of approximately 3.20. Vanguard has a priority GPA of 2.80 for first time freshmen, with a minimum of 2.50 required. The priority GPA for transfer students is 2.5, with a minimum requirement of 2.0. A limited number of students who do not meet these minimum GPA requirements may be admitted on a "provisional" status. Provisional status places students on academic probation during their first semester of attendance, and requires at least a 2.0 GPA 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	Laboratory Science – 2 years
Mathematics – 3 years	History/Social Science – 2 years
Foreign Language – 2 years	Visual and Performing Arts – 1 year

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

## APPLICATION DEADLINES

### Fall Semester

- December 1 – Early Action Deadline with application decision by January 15
- January 15 – Priority Deadline with application decision by March 2
- March 2 – Regular Decision Deadline with application decision within four weeks

### Spring Semester

- December 1 – Regular Decision Deadline with application decision within four weeks.

Students desiring financial aid should submit a "Free Application for Federal Student Aid" (FAFSA) online at <https://fafsa.ed.gov/> 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 procedure outlined below:

1. Submit the online application or PDF version which can be retrieved at <http://www.vanguard.edu/applynow>.
2. Official high school or GED transcript. Applicants are also responsible to request that their final high school transcript, with graduation date be submitted upon graduation.
  - Students who have graduated from a non-regionally accredited or non-ACSI accredited high school, or who have been home-schooled must achieve satisfactory test scores from the ACT or SAT in order to be considered for admission and financial aid. More weight will be placed on standardized test performance.
3. Transcript Request Form to be submitted by the school counselor, advisor, or registrar
4. Pastoral Reference
5. Standardized Tests. All freshmen applicants are required to take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Vanguard expects a minimum score of 910 (combined critical reading and math sections) on the SAT or a composite score of 19 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)  
P.O. Box 2201, Iowa City, Iowa 52243
  - College Entrance Examination Board (SAT)  
Box 6200, Princeton, NJ 52243

## 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 also subject to the following requirements:

1. Official Transcripts. Official college transcript(s) of all college work must be sent to the Undergraduate Admissions Office. Credit for courses receiving less than a grade of “C-” will not transfer. A course receiving the grade of “D,” however, may satisfy core curriculum requirements for graduation at Vanguard University (no more than three core curriculum requirements can be satisfied with a “D” grade). At no time will transfer students be admitted until they present evidence of honorable dismissal from the institution last attended. Transcripts submitted to Vanguard become the property of VU and will not be returned or duplicated.
2. High School Completion. Final official high school transcript or diploma, GED certificate or transcript, transcript stating 2-year program completion and specifically Associate of Arts or Associate of Science, home school credential or transcript, or proof of passing both sections – English-language Arts and Mathematics – of the California Proficiency Examination (CHSPE).
3. Transcript Request Form to be submitted by the school counselor, advisor, or registrar.
4. Pastoral Reference.
5. Standardized Tests. A student transferring from a regionally unaccredited liberal arts or Bible college must present acceptable scores on either the College Board Scholastic Aptitude Test (SAT) or American College Test (ACT). Other transfer students who have completed at least 12 units of transferable college coursework.
6. Community Colleges. A maximum of seventy (70) units may be transferred from community colleges. Work considered as terminal, occupational, or industrial arts will not be included in the 124 unit hours required for graduation.
7. Unaccredited Bible college transfers. Students transferring from non-regionally accredited Bible colleges may be able to transfer a maximum of 30 units upon approval from the Chair of the Department of Religion. A college catalog and course syllabi are required for the evaluation process. Schools accredited by the Association of Biblical Higher Education or Transnational Association of Christian Colleges and Schools may receive a maximum of 60 units in transfer. Students who have matriculated into VU, may not transfer units from unaccredited institutions.

8. Minimum Required Units. A minimum of twenty-four (24) of the last thirty (30) units\* and at least one-half of an academic major must be taken at Vanguard University. *\*Veterans and active duty military are exempt from this requirement.*
9. Core Curriculum. Transfer students who have not fully met the core curriculum requirements of Vanguard University may be allowed to satisfy these deficiencies by substituting similar courses from those that were accepted. The Registrar will make such determinations.

## COURSE ARTICULATION WITH CALIFORNIA COMMUNITY COLLEGES

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

1. Only students who are not currently enrolled, and who have not been previously enrolled, at Vanguard University may use the IGETC 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 6 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 coursework: fifteen (15) units of religion, three (3) units of a Multicultural Exposure course; and two (2) units of wellness/fitness courses. The three (3) units of a Multicultural course as well as the two (2) units of wellness/fitness courses may be taken at the community college as long as the total transfer credit does not exceed seventy (70) units.
4. Students at any California community college have the option of transferring to Vanguard University before completion of 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.

## AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC) AGREEMENT

Air Force Reserve Officer Training Corps (AFROTC) educates and trains highly qualified undergraduate and graduate students for commissioning as officers in the United States Air Force. AFROTC offers a variety of two, three, and four-year scholarships, many of which pay the full cost of college tuition, books and administrative fees. Additionally scholarship recipients and all students who successfully complete a Summer training session at the end of their second year receive a monthly tax free personal payment.

Through arrangements with Loyola Marymount University (LMU) in west Los Angeles, Vanguard University will accept 16 transfer units from students enrolled in its Air Force Reserve Officer Training Corps (AFROTC) program. In addition, students currently enrolled at Vanguard may participate in the AFROTC program as part of their studies. For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at 310-338-2770 or visit their website at <http://www.lmu.edu/academics/afrotc.htm>.

## RE-ADMISSION

Students interrupting their educational program by not registering in any subsequent Spring or Fall semester must submit a simplified Abbreviated Application (with a \$15.00 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 graduation requirements which may be in effect at the time of re-admission. Students, who have completed twenty-four (24) units at VU and have

formerly declared a major, after being out of attendance for no 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 domestic freshmen or transfer students. Additionally, international students must fulfill the following requirements:

1. **Affidavit of Financial Support.** Submit annual financial certification showing financial sponsorship for duration of planned study. Financial aid, with the exception of institutional talent scholarships, is not available for international students.
2. **Deposit.** For Fall students, submit a check in U.S. dollars to cover 70% of basic costs of first academic year before the I-20 form is issued. For Spring students, submit a check in U.S. dollars to cover 100% of basic costs of the Spring semester 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, 213 on the computer-based test, or 80 on the internet-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 U.S. Immigration and Naturalization Service.
5. **Full-Time.** International students must maintain a minimum of twelve (12) units each semester.

## NOTIFICATION OF APPLICATION DECISION

Students applying by the December 1 Early Action Deadline will be notified of their application decision by January 15. Students applying by the January 15 Priority Deadline will be notified of their application decision by March 2. Student applying by the March 2 Regular Decision Deadline will be notified of their application decision within four weeks. 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 college planning. The following procedures must be completed once admitted:

1. **Residence Arrangements.** All students will be sent an on-campus housing form or an off-campus housing petition which is to be returned to the Undergraduate Admissions Office. Permission to live off campus is not considered official until confirmed in writing by the Office of Residence Life.
2. **Enrollment Deposit.** Prior to securing class registration and campus housing, admitted students 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.

**Provisional Students**—A limited number of students who do not meet all the admission requirements may be admitted as “provisional” students. Students admitted provisionally may be limited to twelve (12) units.

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.

**Students-at-Large**—Students who are allowed to attend Vanguard University without submitting the credentials required for admission with regular status. This classification is possible only for those taking six (6) units or less during any semester except Summer Session. Student-at-large application forms are available through the Undergraduate Admissions Office. Students-at-large earn academic credit for work completed successfully, but they are not considered degree-seeking students at Vanguard University.

**Auditors**—Students may attend class 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 obtained 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.



# FINANCIAL INFORMATION

## FINANCIAL AID OFFICE

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*An education at Vanguard University is an excellent investment. We, the Financial Aid Office, are committed to counseling, advising, and educating our campus community with the utmost care. We provide students with the resources to make a Vanguard education financially attainable by balancing responsible stewardship of all Financial Aid funds with student-centered values.*

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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 Thursday from 8:00 a.m. to 6:00 p.m., and on 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 is available online at <http://financialaid.vanguard.edu/>.

### 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) by March 2. 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.

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 for the Professional Studies and Graduate programs are available online at <http://financialaid.vanguard.edu/>.

### Financial Aid Application Deadlines

The Priority Deadline for financial aid is March 2 of each year. Students applying by the Priority Deadline will be considered for all sources of financial assistance based on eligibility. Students applying after the 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 to cover tuition, fees, and room and board charges. Students attending both the Fall and Spring will receive financial aid 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.

### Financial Census Date Policy

In accordance with federal regulations, the Financial Aid Office will recalculate federal, state, and institutional student aid awards based on the enrollment status as of the published Census Date (15 day snapshot) by the Registrar's Office, which is typically the end of the 15th day of class for both Fall and Spring terms. (The Census Date for Summer enrollment and courses taught in modules will vary based on the length of the course(s) taken). Generally, this policy typically coincides with the end of the add/drop period for each semester. All federal, state, and institutional aid will be based upon the Census Date enrollment status.

After Census Date, students cannot request changes to the Federal Pell Grant, the Federal SEOG Grant, Institutional aid (including merit, need based and talent scholarships), the Cal Grant, Federal Work-Study, and the Federal Perkins Loan Program. Changes to Federal Direct Subsidized, Unsubsidized, and PLUS loan programs are allowed if a student wishes to decrease or decline loan(s), or, increase a loan if the student had previously declined a portion of or all of any one of these loans, as long as all other eligibility requirements are met. Eligibility for these federal programs may be affected by schedule changes after the Census Date for students in courses starting after Census Date or those who have had FAFSA information or corrections submitted after the Census Date. Please note that traditional undergraduate day students must be enrolled full-time (at least 12 credit hours) to receive institutional aid.

## Satisfactory Academic Progress

Students applying for financial aid must demonstrate satisfactory academic progress (SAP) in their degree program. Each student's entire academic history will be evaluated at the end of each semester, usually after the deadline for grades to be posted.

**Qualitative Measure:** All undergraduate financial aid recipients are required to maintain a minimum 2.00 Cumulative GPA. Please note that merit scholarships may require a higher minimum GPA in order to maintain eligibility. All graduate financial aid recipients are required to maintain a minimum 3.00 Cumulative GPA.

**Quantitative Measure:** Full time financial aid recipients must make progress toward a degree as follows:

Undergraduates = 24 units per academic year (12 units/term)

Graduates = 18 units per academic year (9 units/term)

Students who are enrolled less than full-time must complete the number of units for which financial aid was approved and funded.

*Please note: In order to graduate within four-years, full-time enrollment will need to consist of a minimum of 15.5 units per semester.*

**Maximum Time Frame for Completion:** A student may not receive federal aid for more than 150% of the normal time frame required to complete their degree program. For undergraduates that is a maximum of 186 total units (including repeated courses and units transferred into Vanguard) or 12 full-time semesters, whichever comes first. Students entering college for the first time are eligible for a maximum of four-years (eight semesters) of institutional aid. Transfer students are eligible for a maximum of three-years (six semesters) of institutional aid before eligibility is exhausted. Graduate and credential students have shorter time limits depending on program length.

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

**Incompletes (I):** For purposes of evaluating SAP, grades of incomplete count as attempted but not earned credit. Therefore, it will not be counted towards meeting the minimum GPA or credit completion and may qualify you for Financial Aid Warning or Suspension until the grade has been posted.

**Withdrawals (W, WP, WF, F):** If you withdraw from a semester in which you received financial aid, you still have used eligibility towards the maximum time frame limit for degree completion.

**Repeated Courses:** Repeated courses for which a satisfactory grade has been given will not count towards the completion of the quantitative measure of completing 24 units for the year; however, it will count towards the qualitative measure of meeting the minimum GPA requirement of a 2.0 and the time limit.

If you fail to meet minimum standards to maintain your financial aid eligibility (SAP), you will be placed on Financial Aid Warning for the following semester. While on Financial Aid Warning, you retain your financial aid eligibility and receive your normal financial aid awards. At the end of the warning semester you are expected to have brought your academic standing up to meet the minimum financial aid requirements. Failure to meet the minimum standards for a second

time will result in Financial Aid Suspension, (immediate termination) of financial aid eligibility. This includes all Federal, State and Institutional financial aid. Students completing the maximum number of semesters allowed for their degree program will be terminated from future financial aid. Students may appeal Financial Aid Suspension by completing the required appeal forms available in the Financial Aid Office.

If the Financial Aid Committee approves your appeal, you will be placed on Financial Aid Probation and your financial aid will be reinstated the following semester. The Financial Aid Committee may require benchmarks that are to be met before reinstatement will be granted beyond the initial semester. In all cases, if you successfully complete a semester while on Financial Aid Warning or Suspension AND meet both quantitative and qualitative SAP standards at the end of the semester, you will regain full eligibility for financial aid beginning with the subsequent semester (maximum time limits still apply).

## **Withdrawal and Return of Title IV Funds (R2T4) Policy**

Note: If you received financial aid an official or unofficial withdrawal will affect your current financial aid, your future financial aid eligibility, and your personal finances.

### ***How a withdrawal affects financial aid***

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals and leave of absences, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds. Institutional fund eligibility will be coordinated with the institutional refund policy.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- completely withdraws, or
- stops attending before completing the semester, or
- does not complete all modules (courses which are not scheduled for the entire semester or payment period for which he/she has registered at the time those modules began.), or,
- fails to earn a passing grade in any class

The order in which aid is returned is as follows:

- Unsubsidized Stafford
- Subsidized Stafford
- Perkins Loan
- PLUS Loan
- Pell Grant
- Supplemental Educational Opportunity Grant (SEOG)
- Other Title IV Assistance

Student loan borrowers are responsible for loan funds that did not get returned to the lender as a part of the Return of Title IV Funds; repayment begins according to the terms and conditions of the promissory note.

Once the return is calculated and aid is sent back to the Department of Education, in some cases students may still owe money to the school. Students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term. It is the responsibility of the student to make payment arrangement with the Office of Accounting Operations to pay any balance.

The University's tuition/fee refund policy is separate from the federal regulations to repay unearned aid. Whether or not a student receives a tuition/fee refund has no bearing on the amount he/she must repay to the federal aid programs.

### ***How the earned financial aid is calculated***

Vanguard is required to determine the percentage of Title IV aid "earned" by the student and to return the unearned portion to the appropriate aid programs.



Regulations require the Financial Aid Office to perform R2T4 calculations within 30 days from the date the school determines a student's complete withdrawal. The Financial Aid Office must then return the funds within 45 days of the calculation. The following formula is used to determine the percentage of unearned aid that has to be returned to the federal government:

The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).

The payment period for most students is the entire semester. However, for students enrolled in modules (courses which are not scheduled for the entire semester or term), the payment period only includes those days for the module(s) in which the student is registered. The percent unearned is equal to 100 percent minus the percent earned.

For students enrolled in modules: A student is considered withdrawn if the student does not complete all of the days in the payment period that the student was scheduled to complete. VU will track enrollment in each module (a group of courses in a program that do not span the entire length of the payment period combined to form a term) to determine if a student began enrollment in all scheduled courses. If a student officially drops courses in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on a change in enrollment status may still be required.

Students who provide written confirmation to the Financial Aid Office at the time of ceasing attendance that they plan to attend another course later in the same payment period are not considered to have withdrawn from the term. If the student does not provide written confirmation of plans to return to school later in the same payment period or term, VU considers the student to have withdrawn and begins the R2T4 process immediately. However, if the student does return to VU in the same term, even if they did not provide written confirmation of plans to do so, the student is not considered to have withdrawn after all and is eligible to receive the Title IV funds for which the student was eligible before ceasing attendance. The Financial Aid Office will then reverse the R2T4 process and provide additional funds that the student is eligible to receive at the time of return.

### ***Types of withdrawals***

For financial aid purposes there are two types of withdrawals: Official and Unofficial. An "official" withdrawal is one in which the student notifies the Registrar of their desire to withdraw from VU. An "unofficial" withdraw is one in which a student leaves without notifying the Registrar's Office. Students who do not officially withdraw and pass no units (receive all grades of 'F') in a semester, are presumed to have unofficially withdrawn, unless the student provides the Financial Aid Office with documentation showing attendance through the end of the semester. Such documentation must be presented within 30 days of the end of the semester being evaluated. The return of aid for an unofficial withdrawal is calculated at the midpoint of the semester.

### ***Determination of the withdrawal date***

The withdrawal date used in the return calculation of a student's federal financial aid is the actual date indicated on the official withdrawal form. If a student stops attending classes without notifying VU, the withdrawal date will be the midpoint of the semester or the last date of academic activity determined by VU. Additional documentation supporting the last date of academic activity may be provided by the student if they verify a later date of attendance than determined by VU.

### ***When a student fails to begin attendance***

If a student receives financial aid, but never attends classes, the Financial Aid Office must return all disbursed funds to the respective federal and institutional aid programs.

### ***When a student fails to earn a passing grade in any class***

If the student has not completely withdrawn but has failed to earn a passing grade in at least one class for the term, federal regulations require the school to determine whether the student established eligibility for financial aid. Eligibility is based on if the student attended at least one class or participated in any VU academic-related activity. If the school cannot verify that the student attended VU, all financial aid must be repaid to the federal and institutional programs. The student's account will be charged and the student will be responsible for any balance due.

Students who are able to verify attendance beyond VU's records may submit supporting documentation to the Financial Aid Office. The student must submit

supporting documentation within 30 days from the last date of the term. Recalculations for aid eligibility will not be performed for documentation received after that date.

### ***Definition of an academic related activity***

Examples of VU's academic-related activities include but are not limited to physically attending a class where there is an opportunity for direct interaction between the instructor and students.

Proof of participation:

- Exams or quizzes
- Tutorials
- Completion of an academic assignment, paper or project
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course
- VU required study group where attendance is taken

Note: The procedures and policies listed above are subject to change without advance notice based on changes to federal laws, federal regulations, or school policies. If changes are made, students must abide by the most current policy. The Federal Refund Policy (R2T4) is very encompassing and this is intended to be an overview of the policies and procedures that govern regulations pertaining to Title IV Refund (R2T4). For further guidance on R2T4 policies and procedures please contact 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, room and board charges, please refer to the current course schedule. The University reserves the right to change tuition, fees, room and board charges without advance notice, should conditions so warrant.

### **Payment of Education Costs**

Since the essential costs (tuition, fees, room, and board) are known in advance, students must make arrangements prior to registration to handle their account in accordance with university policies. The Vanguard University Financial Aid Office exists to assist the student in planning and procuring funds for educational costs. Students should pursue all forms of financial assistance through the Financial Aid Office.

### **Financial Registration**

Financial Registration is when a student must finalize their payment arrangements for each semester once they have completed *academic registration*. This may include submitting necessary documents for financial registration purposes and selecting a semester payment option. **All students are responsible for completing Financial Registration by the published deadlines despite the receipt of an invoice, billing statement, or payment reminder.** Refer to the online course schedules for dates.

Semester charges are payable on or before the published Financial Registration deadlines, as well as any previous semester balances. Financial aid from approved loans, scholarships, and other forms of student aid are permitted in order to reduce the total amount due. All such student aid is administered through the Financial Aid Office.

The University offers two semester payment options. Prior balances (all charges related to a previous semester) must be paid in full. Semester payment arrangements must be made prior to the published Financial Registration deadline:

**Option 1) Pay-In-Full:** Pay the full amount referenced on your MyBill account by the published Financial Registration deadline.

**Option 2) Semester Payment Plan:** Pay your semester balance referenced on your MyBill account interest free in 5 or 4 monthly installments. Students must enroll in a semester payment plan by the published Financial Registration deadline. There is an enrollment fee each semester with this payment option.

\*All Vanguard students must sign a Financial Obligation Agreement with the Office of Accounting Operations by the published Financial Registration deadline. This document must be signed ONLY ONCE as long as the student is enrolled in consecutive semesters.

Please visit the Student Account Center on <http://www.vanguard.edu/services/student-center/> for more information regarding Financial Registration.

## Student Health Insurance

All undergraduate students who are enrolled in at least 7 units will automatically be enrolled in and charged for a University-sponsored health and dental insurance plan. Undergraduate students who provide evidence of coverage under another plan by the published waiver deadline will be waived out of the insurance plan. International students are required to carry VUSC insurance whether or not they maintain their own policies. Students enrolled in the School for Graduate and Professional Studies who are interested in purchasing Vanguard's Student Insurance Plan should inquire with their Graduate or Professional Studies Student Success Coordinators. All international Professional Studies students will automatically be enrolled in and charged for a University-sponsored health insurance plan.

To waive the University-sponsored health and dental insurance plan, please visit [www.studentcenter.uhcsr.com/vanguard](http://www.studentcenter.uhcsr.com/vanguard).

## Bookstore Charges

Books, printed notes, and other supplies required for courses offered may be purchased by students from the Vanguard University Library (see library website at <http://www.vanguard.edu/library/>). Purchases may be made with cash, check, or major credit cards. Students are unable to charge books and supplies to their student account.

## Unfulfilled Financial Obligation

If a student does not meet their financial obligation to the University as agreed upon in the Financial Obligation Agreement, the Office of Accounting Operations will place a financial hold on the student's account restricting all future registration, transcripts, and diploma. If the account remains delinquent for more than 90 days, the student is subject to placement with a third party collection agency and possible submission to the Franchise Tax Board (FTB) for interagency intercept collection. If the account is placed with a collection agency, a 10% annual interest fee will be added to the account as well as negative marks on the student's credit report.

## Transcripts

There is a minimal fee per transcript. For 24-hour service, additional fees may be charged. An official transcript will not be issued to, or on behalf of, any student who has an active financial hold on their account by the Office of Accounting Operations.

## Diplomas

A Diploma will not be issued to, or on behalf of, any student who has an active financial hold on their account by the Office of Accounting Operations.

## Meals

Resident students are required to take their meals in the Café unless they have received a medical accommodation prior to the beginning of the semester or are living in an approved non-boarding room (see the *Student Handbook* for more information). Anyone seeking an accommodation should contact the Disability Services Office.

## Room

Residence on campus is available for traditional undergraduate students in two residence towers, three residence halls, and Vanguard Centre. Room costs are established on annual basis, and rooms are to be vacated at the end of the academic year or upon withdrawal from classes.

## Refund Policies

*The following refund policies apply to the traditional undergraduate and graduate programs only. For Early Childhood Education Program and degree completion refund policies, see the Professional Studies catalog section.*

### Tuition Refunds

Tuition refunds will be generated for withdrawal from the University or course load reduction when an official withdrawal form or an official add/drop form is filed with the Registrar's Office. Refunds will be based on the date of receipt of the official forms by the Registrar's 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-

The refund schedule applies to all tuition, fees, room and board charges. Students who withdraw or are expelled from the University may have their financial aid or a portion of their financial aid returned to the various aid programs. Any student

who wishes to withdraw from the University must notify the Registrar's Office of their "intent to withdraw". The amount of financial aid returned for the student will be calculated based on this date. Federal aid will be returned based on the number of days the student attended/completed during the semester. 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 specific calculations.

*\*Both Fall and Spring semester classes follow a regular five-day business week. Other class schedule formats are prorated accordingly.*

## Other Fees

All other fees are refundable based on the tuition refund schedule previously listed.

## Student Account Credit Balances

Students who have a credit balance on their account are eligible to receive a credit balance disbursement. If a student has a Title IV credit on their account, then a disbursement will automatically be processed unless the student has authorized a hold on the funds until the end of the award/loan period.

Students who are expecting a credit balance disbursement have the option of receiving their disbursement via ACH Direct Deposit, which allows Vanguard University to electronically transfer funds into a checking or savings account designated by the student, or via paper check mailed to the primary home address on file. For instructions on how to sign up for ACH Direct Deposit, please visit the Student Account Center and select "eRefund" (visit <http://www.vanguard.edu/services/student-center/>).

## Room and Board Refunds

Room and board refunds will be given to students who have withdrawn from the University or have received an on-campus exemption. The refund is based on the tuition refund schedule previously listed and is calculated from the established University occupancy date and the actual date of vacancy.

## **Orientation Fee**

This fee is non-refundable.

## **Office of Accounting Operations Information**

Location:

1st Floor of the Scott Academic Center, Suite 131

Office Hours:

Monday- Friday, 8 a.m. to 5 p.m.

Cashier Hours:

Monday-Thursday, 8 a.m. to 6 p.m.; Friday, 8 a.m. to 5 p.m.

24 hour online bill payment: MyBill

24 hour secured drop box

Contact Information:

Email: [AccountsReceivable@vanguard.edu](mailto:AccountsReceivable@vanguard.edu)

Phone: (714) 966-5489

Fax: (714) 662-5233

Website: <http://www.vanguard.edu/services/student-center/>

# STUDENT LIFE AND SERVICES

## UNIVERSITY STUDENT SERVICES

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*Student Life exists to cultivate a community of authentic relationships and diverse learning environments that facilitate the holistic growth of each student towards Christ-likeness.*

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### Career Services

Career Services assists students and alumni in a variety of academic study and career aspirations. Among the services offered are guidance in exploration of college majors, employment options of each degree, graduate school preparation, and career path decisions.

Additional assistance includes resource materials, information about job trends and occupations, and one-on-one counseling. Career Services actively builds relationships with employers in the region to benefit our students. Several fairs are held on campus each year, providing students with excellent opportunities to meet prospective employers, graduate school representatives, and volunteer organizations.

Events and workshops are offered on vocational preparation, resume assistance, cover letters, interviewing, networking, and other relevant topics. The Lionslink database, <https://vanguard-csm.symplicity.com/>, allows students to schedule career counseling appointments and identify on and off campus job opportunities. Career Services may be reached at (714) 619-6476, [careerservices@vanguard.edu](mailto:careerservices@vanguard.edu), or Scott Center 227. Please visit [career.vanguard.edu](http://career.vanguard.edu) for more information.

### Disability and Learning Services

The Office of Disability and Learning Services promotes student success at all achievement levels. To improve academic performance, we offer support to students through study and learning skills development. Through a variety of learning strategies utilized in small group and individual sessions, students will

learn valuable skills such as time management, note and test taking strategies, and personal learning styles.

In addition, the Office of Disability and Learning Services provides reasonable accommodations for students who need assistance with learning, and for students with disabilities. Reasonable accommodations are established through an interactive process between you, your professor(s) and Disability and Learning Services. If you have a temporary or permanent disability that requires accommodations (this can include but is not limited to: attention-related, learning, mental health, vision, hearing, physical or other health impairments), please contact the Office of Disability and Learning Services at (714) 619-6484 or [disabilityservices@vanguard.edu](mailto:disabilityservices@vanguard.edu).

The Office of Disability and Learning Services is located in the Scott Academic Center. Additionally, the Disability and Learning Services Student Handbook can be found on the Vanguard University website at <http://www.vanguard.edu/studentlife/disability-services/>.

### Tutorial and Math Learning Centers

Students may request peer tutoring through the Tutorial Office located in Room 105 of the Natural Science Offices Building (714) 619-6479, or online at <http://www.vanguard.edu/services/request-tutoring/>. Tutoring is course specific, and is free of charge. Peer tutors can be requested for most CORE requirements. Students should allow up to two weeks to be assigned a tutor. Additional tutorial assistance in preparing and editing written assignments and research papers is available through the Writing Center located on the second floor of the Heath Academic Center.

### The Counseling Center

Professional Christian counseling services are provided through the Counseling Center. The Counseling Center is supervised by a licensed Marriage and Family Therapist and a licensed Clinical Psychologist. Students can make confidential appointments to discuss their spiritual, personal, and emotional concerns. This service is provided for each student free of charge. Counseling appointments can be scheduled by calling (714) 662-5256, or online at

<http://www.vanguard.edu/services/counseling-center/>. Walk-in assistance is also available. The Counseling Center is Located on the 2nd floor of the Scott Academic Center.

## Food Services

Meals are served regularly in the Café for all students. Resident students may elect to participate in various board plans. Individual meals may be purchased by off-campus students. Dining Dollars may be added to the meal plan at the Cashier in the Office of Accounting Operations. Any exceptions to food service requirements must be petitioned through the Disability Services Offices.

## Campus Public Safety Department

The Campus Public Safety department's mission is to provide a safe and secure environment for our students, visitors, faculty, and staff. Our desire is to reduce or eliminate crime and safety hazards on campus. We do this by partnering with you in upholding all university campus rules, regulations and all applicable laws and ordinances. This partnership allows for a safe and secure atmosphere where students and employees are able to pursue their life's goals. The Campus Public Safety Department offers the following services: vehicle registration, parking permits, safety escorts, safety equipment monitoring, bicycle registration, valuable registration, lost and found, crime reporting, parking and traffic enforcement, safety and security patrols, main switchboard operator, environmental health and safety services, management of the emergency management program, and various other services. We can be reached at (714) 966-6799.

## ID Card

A VU student ID Card is required for use of university services such as the library, dorms, and computer labs. ID cards are provided to the student prior to the first day of school and are to be used for the entire duration of attending the university. If an ID card is lost, a new card may be purchased for \$25. If a card is excessively used throughout the collegiate career and becomes worn, a student may trade in their old card in addition to a \$10 fee for a replacement card. ID cards may not be hole punched, but clear cardholders may be purchased for \$1. Please see the Information Technology Department for distribution of all ID cards.

## The Veterans Resource Center

Brian Burlingame, B.A., Veterans Coordinator

Our Veterans Resource Center (VRC) at Vanguard University has a primary mission to consistently engage our student veterans in the pursuit of academic and personal success, including spouses and dependents. We are a 100% Yellow Ribbon Institution with no cap on the number of student veterans who can apply. For the 5th straight year we have been selected as a Military Friendly School by G.I. Jobs, and have also been selected by Military Advanced Education as a top university for veterans in 2015. The U.S. News & World Report ranked Vanguard a top 12 regional college in the west and a top veteran-friendly college for 2015 as well.

With over 30 degrees and certificates through our Graduate, Undergraduate, and Professional Studies programs, we have a place for you as a student veteran. Our student veterans are currently enrolled across all three spectrums within the Vanguard family.

We have a Student Veterans Chapter created by student veterans which is part of the Student Veterans of America national organization. Our current student veterans are engaged in a variety of activities with traditional students and organizations on campus, and many outside our campus as well.

Vanguard University believes in building relationships immediately. Vanguard honors and respects all you have done in serving our nation. Now we want to show the same honor and respect by listening to your life story and new aspirations, so that we can engage with you in your next season in attaining your educational goals.

If you have any question please contact Brian Burlingame, Veterans Coordinator at (714) 966-5447, or by email at [brian.burlingame@vanguard.edu](mailto:brian.burlingame@vanguard.edu).

## UNDERGRADUATE STUDENT LIFE

### Student Learning and Development

The Department of Student Affairs exists to cultivate a community of authentic relationships and diverse learning environments that facilitate the holistic growth of each student towards Christ-likeness. Programs and services are designed to create a seamless learning environment so that 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 traditional undergraduate students in a home-like atmosphere at a reasonable cost. Residence facilities are maintained both on and off campus and can accommodate single and married students in a variety of settings, including traditional 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 professional Resident Director or Resident Coordinator. The Residence Life staff also includes Resident Assistants who are spiritually and emotionally mature students living and working in each facility to help create community among the residents.

Because Vanguard University is primarily a residential University, all single freshman and sophomore students less than 21 years of age are required to live in university-owned housing unless they are residing with a parent or legal guardian. Additionally, on and off campus students are not permitted to live with members of the opposite sex other than their spouse. On campus residence facility rooms are furnished. However, students should provide linens, towels, blankets, a pillow, and a bedspread. Residence rooms are designed for double, triple, or quadruple occupancy.

The University reserves the right to hold periodic room inspections of the residence areas without advance notice. The residence areas are closed during

Christmas break, with the exception of the off campus apartments at Vanguard Centre. The right of occupancy does not include Christmas Break. Additional information regarding Residence Life is located in the *Student Handbook* online at <http://www.vanguard.edu/studentlife/student-handbook/>.

### Eligibility to Participate

Broad participation is encouraged in the many student activities Vanguard University provides. Eligibility to participate in all co-curricular activities is determined in part by the student's educational record.

### Spiritual Formation: Chapel

The emphasis on the spiritual dimension of one's life is a key distinctive of the Vanguard University experience. The Spiritual Formation Department promotes processes and activities to guide students in their discipleship and development as a follower of Jesus Christ. Spiritual Formation department activities include chapel services, Bible studies, worship experiences, and special events in partnership with VU departments and outside Christian organizations.

Students meet regularly in chapel services during the day and evening which afford many opportunities for spiritual growth. Chapel attendance is recorded, and students should consult the Student Handbook for details with regard to absences due to illness, work obligations, or Disability Accommodations. Insufficient chapel credits will lead to disciplinary action.

Chapel gatherings are not intended to replace student involvement in local churches. In fact, students are encouraged to invest and serve with a local church of their choice and attend services regularly. Students are also encouraged to develop a life of devotion and pursuit of God through practicing spiritual disciplines, engaging in support or accountability groups and serving others in the local community or around the world.

### Local and Global Outreach

The Outreach Office encourages the Vanguard community to deeply value and pursue a life of faith in action around the world through Local and Global



Outreach opportunities. Students are invited, regardless of vocation or major, to share the good news and serve those in need as we love our neighbor. Local Outreach includes ministry to kids, foster/adoptive families, single moms, senior citizens, at-risk populations, homeless residents and many more. Leaving our borders, Vanguard travels to a variety of different countries for both short-term (2-3 week trips) and Summer of Service (2-3 months), partnering with missionaries around the world. There are team trips offered during Christmas, and during spring and summer breaks. The hope is that each student will participate in some form of ministry during their experience at VU.

## **Student Government and Student Organized Programming**

Vanguard University endorses and practices self-government by students. The Student Government Association (SGA) works within the larger context of the University community, its values, and objectives. Specifically, student government is a means to promote spiritual and academic vitality and growth. The SGA serves as a liaison between students, administration, and faculty, providing a means for discussion and solution of student issues. Additionally, SGA also empowers its leaders to plan a number of large campus, student-led events. The Student Senate and Programming Board is a part of the SGA and advised by the Director of Leadership Development and Student Engagement and reports to the Vice President for Student Life.

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

All members of the student body are members of their respective class organizations. Each class organizes, elects its own officers, and functions under the direction of the SGA. In addition to these, there are many co-curricular organizations, activities on campus, and numerous student clubs. For information about student club formation contact the Director of Leadership Development and Student Engagement at ext. 5253.

## **Student Publications**

The Sojourn is the student body yearbook in which each academic year is captured and visually recorded through photography, design, and copy writing. Students interested in design, photography, and copy writing are encouraged to assist in the publication of the yearbook. Sojourn is a part of the department of Student Life.

The Vanguard Voice is a student 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. The Vanguard Voice is a part of the Communications department in Academic Affairs.

## **Campus Recreation and Intramural Sports**

Recreational and intramural opportunities are offered through VU Rec, which is a division of the Office of Student Engagement. VU Rec seeks to provide the Vanguard community with competitive and non-competitive opportunities that promote physical activity, personal development, and ultimately a healthy and balanced lifestyle. There are five intramural sports played each year, coed softball, coed indoor soccer, coed volleyball, men's/women's flag football, and men's/women's basketball. Various other tournaments and recreational outings are planned throughout the year. VU Rec also oversees the weight room hours for general student use along with open recreation time in the gymnasium. For more information regarding intramurals and recreations please contact Jon Krapivkin, the Coordinator of Intramural and Recreational Programs at [jon.krapivkin@vanguard.edu](mailto:jon.krapivkin@vanguard.edu) or visit the VU Rec website at <http://www.vanguard.edu/studentlife/home/vurec/>.

## **Theatre Arts**

Vanguard's NAST-accredited Theatre Arts Department produces five mainstage shows plus a Senior Showcase by our graduating seniors each year. Majors are also involved as actors and writers for VU's annual Ten Playwriting Showcase and perform coffee house productions in The Cove. Musical Theatre Concentration majors perform in an annual Cabaret as well. The program also has a comedy improv group called Popular Demand, and they perform between productions.

The department is also active in the annual Kennedy Center American College Theatre Festival. The American Coast Theater Company operates in the summer on-campus as VU's resident professional theatre company, offering professional internships to our students. Majors can also participate in the department's weekly Theatre Chapel where they can lead worship and get involved in Bible study and group discussions. Majors are offered in Theatre Arts with concentrations in Musical Theatre, Performance/Directing, or Technical/Design; or students can pursue a Liberal Arts degree with an emphasis in Theatre Arts. A Theatre minor is also available.

### **Forensics (Speech and Debate) (Currently suspended)**

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, drama interpretation, poetry interpretation, prose interpretation, communication analysis, persuasive speaking, and other related events.

### **Musical Organizations and Events**

The Music Department at Vanguard University sponsors many musical organizations on campus including the University Concert Choir, University Women's Chorus, Vanguard Singer's and Band, University Orchestra, Jazz Ensemble, Guitar Ensemble, Chamber Music, and Barbershop and Beautyshop 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 and Lincoln Center in New York City, Europe, and China. 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—at Christmas and in the spring semester. Various musical groups on campus participate in these two

presentations. Concerts, recitals, and special events are offered regularly on campus by faculty, students, and guest artists.

### **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. Membership of this community is contingent upon the student complying with the community standards promulgated in the Student Handbook. 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**

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

### **Loving Involvement**

Love not only means understanding and supporting one another, but it also requires a willingness to confront others whose behavior is harmful to themselves and to the community. Love, in both 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 law as taught in the Old and New Testaments and exemplified in the life of Christ. Also, certain prudential rules which contribute to the environment appropriate to the 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, slanderous 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, all forms of tobacco, non-prescription narcotics or hallucinogenic drugs (including medical 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 and apply to conduct both on and off-campus. The same expectations apply for all Summer programs.

It is expected that each individual who voluntarily joins the Christian academic community of Vanguard University will, with God's help, deepen one's spiritual commitment and understanding, develop 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 Student Life 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 available on-line at <http://www.vanguard.edu/studentlife/student-handbook/>. Students are expected to be familiar with its contents and to conduct themselves in accordance with its provisions. The university reserves the right to make changes and periodic updates to the handbook at any time.



# ACADEMIC INFORMATION

## DEGREES GRANTED

The University offers the Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts, Master of Science, and Master of Theological Studies degrees.

### The College:

#### A Bachelor of Arts Degree with a major in:

- Accounting
- Biological Sciences
- Business Administration
- Communication: concentrations in Communication Studies and Cinema Arts
- Cultural Anthropology
- English: emphases in Literature and Textual Analysis, and Writing
- General Music: emphases in Music Ministry and Applied Music
- History/Political Science
- Liberal Studies: emphases in Anthropology, Biological Science, Communication, English Literature, English Writing, History/Political Science, Kinesiology, Mathematics, Music, Physical Science, Psychology, Sociology, and Theatre Arts
- Marketing
- Psychology
- Religion: concentrations in Biblical Studies, Christian Formation and Discipleship Studies, Intercultural Studies, Pastoral Leadership Studies, and Youth Leadership Studies
- Sociology
- Theatre Arts: concentrations in Performance/Directing, Technical/Design, and Musical Theatre
- Worship Studies: emphases in Art, Cinema Arts, Communication, Theatre Arts and Worship Leadership.

#### A Bachelor of Music Degree with a major in:

- Performance: concentrations in Guitar, Instrument, Piano and Voice
- Composition
- Music Education
- Church Music
- Jazz Studies

#### A Bachelor of Science Degree with a major in:

- Biochemistry
- Biology: emphases in Botany and Ecology, Education, Neuroscience and Pre-Medical Studies
- Chemistry
- Kinesiology: concentrations in Exercise and Sport Science, Sport Studies and Pre-Health Sciences
- Mathematics

## School for Graduate and Professional Studies:

#### An Associate of Arts Degree in Early Childhood Education

#### A Bachelor of Arts Degree with a major in:

- Business: concentration in Information Technology
- Business: concentration in Organizational Management
- Early Childhood Education
- Psychology: concentration in Human Development
- Religion: concentration in Ministry and Leadership

#### A Bachelor of Science in Nursing Degree

#### Graduate Program in Clinical Psychology:

A Master of Science Degree in Clinical Psychology

#### Graduate Program in Education:

A Master of Arts Degree in Education:

#### Graduate Program in Nursing:

A Master of Science Degree in Nursing

### **Graduate Program in Organizational Psychology:**

A Master of Science Degree in Organizational Psychology

### **Graduate Programs in Religion:**

A Master of Arts Degree in Leadership Studies

A Master of Theological Studies Degree

## **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 department; a major has an academic evaluation, 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 academic evaluation, 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 academic evaluation and does not appear on the academic transcript or on the diploma (e.g., Liberal Studies).

## **Course Numbering**

Course numbers are assigned as follows:

- 90-99: Considered college preparatory and are not accepted toward Bachelor degrees.
- 100-199: Freshman level – lower division
- 200-299: Sophomore level – lower division (Freshmen are admitted to this level of courses provided prerequisites have been met.)
- 300-499: Upper division (Sophomores who have their advisor's consent and have met prescribed prerequisites are admitted to this level.)

500-599: Graduate level (These courses may also be offered at the undergraduate level for qualified students.)

600-799: Graduate level only

1000+: Professional Development (not degree applicable)

## **Enrollment Status Definitions**

Full-time: Undergraduate – 12 units

Graduate – 9 units

Professional Development – 12 units

Half-time: Undergraduate – 6 units

Graduate – 5 units

Professional Development – 6 units

## ACADEMIC SERVICES

### The Office of Disability and Learning Services

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*The mission of The Office of Disability and Learning Services is to promote student success at all achievement levels. To improve academic performance, we offer support to students through study and learning skills development. Through a variety of learning strategies utilized in small group and individual sessions, students will learn valuable skills such as time management, note and test taking strategies, and personal learning styles. In addition, The Office of Disability and Learning Services provides reasonable academic accommodations for students with learning disabilities.*

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#### Learning Support Services Provided:

##### CORE 101C, College Learning Concepts

The College Learning Concepts course is semester-long course designed to provide students an opportunity to identify their individual learning styles and to develop effective individualized study and test-taking strategies. Students are provided with an introduction, regular classroom reinforcement, and application of skills necessary for success in college level course work.

##### Academic Support Learning Strategies

Learning Styles	Time Management
Reading	Note Taking
Test Taking	Reducing Test Anxiety

##### Academic Accommodations

The Office of Disability and Learning Services provides reasonable accommodations for students who need assistance with learning, and for students with disabilities. Reasonable accommodations are established through an interactive process between you, your professor(s) and Disability and Learning Services. If you have a temporary or permanent disability that requires accommodations (this can include but not limited to; attention-related, learning, mental health, vision, hearing, physical or other health impairments), please

contact The Office of Disability and Learning Services at 714-619-6484 or [disabilityservices@vanguard.edu](mailto:disabilityservices@vanguard.edu).

### The O. Cope Budge Library

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*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 teach critical thinking skills in the research process, and promote the ethical use and evaluation of information resources. The library faculty and staff promote personal enrichment, foster multicultural appreciation, and encourage lifelong learning. Through its personnel, resources, and services, the library supports the student learning outcomes, goals, and curriculum of Vanguard University.*

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Faculty Librarians teach more than 80 instruction classes annually. They not only explain how to use the electronic and print resources in Vanguard's library, but also teach students how to create effective search strategies and to evaluate the online information that the searches produce. They specifically target each professor's course requirements and design class procedures so that they undergird the focus of each course. Many of the instruction classes are integrated into the Core Curriculum, beginning with the Cornerstone course and ending with different academic Capstone courses. The library subscribes to more than 100 databases, which provide full-text access to peer reviewed and scholarly journals, electronic books, newspapers, dissertations, other periodical resources, as well as audio and video content. The library web page serves as the portal for these resources, which are accessible to all students, faculty and staff from on and off campus.

The library was constructed in 1963 to house a growing collection of education resource literature. The collection presently consists of more than 200,000 volumes and includes print periodical titles and more than 100,000 electronic books attached to VANCAT, the library's catalog. The library houses a specialized Pentecostal Collection, a Rare Book Collection, the Elizabeth D. Leonard Women's Studies Collection, a Nursing Collection, the Margarita Lima Spanish Collection, the Morris Pike Drama Collection, the Curriculum and Children's Literature Collection, and the Helenclaire Lowe Collection of choral music. Also



included in the library holdings are music cd's, microforms, and more than 1,700 dvd's.

Library services include individualized research help from faculty librarians, interlibrary loans and course reserves, and liberal circulation policies. In addition to its collections, the library has group and individual study areas, and a computer lab. The library also houses the university archives, which holds a collection of yearbooks, catalogs, promotional materials, student handbooks, various SCC and VU memorabilia, as well as historical minutes, memos and publications from all departments within the university.

## The Writing Center

Karen Lee, Ph.D. Director

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

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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 Heath Academic Center, the Writing Center houses a specialized library of contemporary literature and reference books for the edification of the Vanguard community.

## Intercollegiate Athletics

Robert Wilson, Athletic Director

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*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 embraces 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.*

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Vanguard University participates in intercollegiate athletic programs that include competition in eleven sports. Women's sports include: soccer, track and field, cross-country, basketball, softball and volleyball. Men's sports include: soccer, track and field, cross-country, basketball and baseball. The Athletic Department is affiliated with the Golden State Athletic Conference (GSAC) and the National Association of Intercollegiate Athletics (NAIA).

The Vanguard University Athletic Department is one of the Champions of Character Program Centers endorsed by the NAIA. The program center is founded on the five core values of respect, responsibility, integrity, servant leadership and sportsmanship. One goal of the program center is to provide application models for coaches, student athletes, fans, parents, and game officials: application models that can be taught in practice and modeled in competition. These models enable coaches and athletic personnel to intentionally teach and build teams of character.

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

Derek Densberger, Chief Information Officer

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*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.*

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The IT Department maintains a sophisticated campus network infrastructure with a gigabit fiber optic backbone and wireless capability throughout the resident and non-resident areas of the campus. All dorm rooms are equipped with one data port (additional ethernet switch for additional ports are available for check out in the IT department —PERSONAL ROUTERS AND WIRELESS ROUTERS ARE NOT PERMITTED). In order for students to access the VU network from their dorm room, they must provide their own personal computer, including a professionally installed wireless card or an Ethernet card and a CAT5 Ethernet cable. 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. With the growing use of cell phones, most students do not want a room phone. For this reason, phones are not provided to each dorm room, however, campus security phones are provided on each floor.

Every student will receive a login to the campus network. VU E-mail address will also be issued to each student. By enrolling at Vanguard, students agree to be bound by the IT “Acceptable Use Policy” and “Student Guidelines for Computer Usage” as outlined in the Student Handbook. Failure to comply with these standards may result in the loss of campus network computing privileges. Serious cases of misuse will be investigated by the IT Department and turned over to the Dean of Students for further action.

Students who have questions or need assistance with any of the above items may contact the IT Help Desk at (714) 619-6500 or by e-mail at [HelpDesk@vanguard.edu](mailto:HelpDesk@vanguard.edu). Additional information, updates, and instructions are available on the Vanguard IT Website at <http://www.vanguard.edu/it/>.

## ACADEMIC POLICIES

### Office of the Registrar

Judy K. Hamilton, M.A., Registrar

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*The Office of the Registrar provides quality service to the Vanguard community and supports the university mission through implementing academic policy, providing precise reporting, and maintaining accurate academic and institutional records.*

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*The following academic policies are specific to the traditional undergraduate programs of the University. For graduate programs information, see the Graduate Studies catalog section; for Early Childhood Education Programs and degree completion information, see the Professional Studies catalog section.*

### Academic Calendar

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

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

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

Summer Sessions—The Summer term, which normally is scheduled from mid-May through early July, is generally divided into three sessions.

### Credit Hour Policy

A semester credit hour is defined as the quantity of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates the amount of work required by one hour (minimum 50 minutes) of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or one

semester, or an equivalent quantity of work over a term of different length (intensive, accelerated, online courses, etc.).

An equivalent quantity of work may also be achieved by other academic activities established by the University, including internships, laboratory work, practica, studio work, and any other academic work leading to the award of credit hours. With regard to clinical or laboratory hours, the appropriateness of a clinical hour may be based on each program's specialty accreditation agency criteria, within the context of program and institutional learning outcomes.

This is in line with the Department of Education's Policy #600.2.

### Registration

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

Students will receive credit only for those courses in which they are formally registered. No registration is complete until tuition and fees have been paid or a satisfactory arrangement has been made with the Office of Accounting Operations. Late fees may be charged to students who do not complete the registration process prior to the published deadlines.

Students may not receive credit for concurrent enrollment at any other institution without prior approval by the Registrar. Further, the University reserves the right to cancel any scheduled course in which the enrollment is less than ten.

### Student Academic Load in the College

A normal academic load is from twelve to eighteen units per semester. Students taking less than twelve units are considered part-time. Students who are employed for more than three hours of work daily may find that twelve units is a sufficient load. Students contemplating participation in Commencement with provisional

honors should consider carefully the paragraph on “Honors” that appears later in this section.

Students who wish to register for more than eighteen units must have a cumulative “B” average and must secure advance written approval from the Department Chair of their major. 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

**Conference 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 conference course. To have a conference course approved, a student must (1) receive permission from the instructor offering the course, the appropriate department Chair, and the Registrar’s Office; and (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 within their major for 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. A written prospectus of the nature of the proposed study, its objectives, resources, procedures, requirements, and basis for evaluation—as devised by the instructor or by the student in consultation with the instructor—must be submitted to the appropriate department Chair and Registrar’s Office for approval. Individual studies carry an additional fee beyond regular tuition.

**Pass/Fail Courses**—Outstanding seniors and juniors may enroll for one course each semester on a Pass/Fail basis. A maximum of two courses taken on a Pass/Fail basis may be credited toward graduation. The request for such a grade must be made at the time of registration. These courses 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. A grade of “C-” or below will result in an “F” grade recorded on the transcript. A grade of “P” does not affect the grade point average, but a grade of “F” does. 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 VU campus as distinct from extension, online, or other special courses.

## Cross Registration between Traditional Undergraduate (TUG) Degree Programs and Professional Studies (PS) Degree Programs in the School for Graduate and Professional Studies (SGPS)

Students enrolled in a Traditional Undergraduate (TUG) degree program may enroll concurrently in classes in Professional Studies (PS) degree programs according to the following criteria:

1. Students are considered on a case-by-case basis and will be assessed as to fit for the PS program.
2. Students must obtain “cross-registration” approval from the (a) Director of Student Services for the Professional Studies programs; (b) the appropriate PS Program Chair; (c) the student’s TUG Academic Advisor; and (d) the office of Accounting Operations. Approval may be granted in highly unusual circumstances, such as a course is needed by a senior level student for graduation in his/her final semester.
3. Students must possess a cumulative GPA of 3.0 or higher and have at least 88 cumulative units (i.e., senior status) to be eligible to take both Major and general education courses. Students who have not achieved senior

status may request to cross-register, however, they must have a minimum cumulative GPA of 3.33\*.

4. Students may not cross-register for more than six cumulative units\*.
5. Students will be enrolled in PS Degree Programs as “student-at-large” (not eligible for Financial Aid).
6. Students will pay the prevailing PS tuition rate.
7. Students wishing to cross-register in PS Degree Programs should request a cross-registration application form from the Graduate and Professional Studies Admissions Office.
8. Additional signatures may be necessary for students who wish to have PS courses satisfy major and/or core curriculum requirements. Consultation with the Department Chair (major requirement) or the Core Curriculum Chair (Core requirement) is recommended prior to registration.

*\*Students receiving veteran's benefits are exempted from GPA, class level, and maximum units allowed requirements. See numbers 3 and 4 above.*

PS Degree Program students at VU may enroll concurrently in classes in VU's TUG 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 the Dean of the College (TUG).
3. Students will be enrolled in the College as “student-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 WSCUC guidelines. One unit hour is granted for each week of study, with an additional unit hour possible if academically warranted. All college-sponsored study trips and semester abroad programs must be approved by the Undergraduate Studies Committee. Some academic 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*, department chair, and study abroad personnel for counsel on either Vanguard or off-campus study abroad programs. Please see the "Off-Campus Study Programs" section of this Catalog for more detailed information on study abroad programs offered through VU. Students wishing to study abroad through an institution other than Vanguard should contact the Outreach Office 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 Veterans Resource Center. Vanguard University is a full Yellow Ribbon Institution. The Yellow Ribbon application can be downloaded at the Veterans resource center homepage <http://www.vanguard.edu/veterans/>. In addition, the veteran must submit a certified copy of their separation papers (Form DD-214), along with their Certificate of Eligibility and any appropriate application form(s). For details, or to obtain a hard copy of the Yellow Ribbon application, please visit Vanguard University Veterans Resource Center.

Vanguard University recognizes and uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations when applicable to a servicemember's program. Undergraduate students accepted into the College or the School for Graduate and Professional Studies will be awarded one physical education unit (to a maximum of 8 units) for every six months of active service completed, provided an honorable discharge was received as indicated on Form DD-214. Vanguard University grants up to 30 units for certain types of military experience and educational training. The Veteran must provide an official military transcript to the Office of the Registrar.

To claim full GI Education Benefits, it is the students' responsibility to request certification with the Veterans Resource Center each semester. The student must

indicate their semester's enrollment on an Enrollment Certification Form. To complete this form, please visit [www.vanguard.edu/financialaid/](http://www.vanguard.edu/financialaid/).

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. Students who are placed on probation or fail to make academic progress towards graduation risk having their VA benefits denied or delayed.

- 2.00 (C average) The College
- 2.00 (C average) Professional Studies
- 2.67 (B- average) M.T.S. degree in the Graduate Programs in Religion
- 3.00 (B average) M.A., M.S., or MSN degree in the Graduate programs

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 (I.B.), other testing organizations, or from non-VU extension and correspondence programs. VU grants credit to students who receive a grade of "3" or higher on tests administered in the AP program of the College Board unless otherwise indicated by the appropriate department. Credit for exams taken through CLEP will be awarded based on recommendations by CLEP and the appropriate department. Typically a minimum score of 50 is required. VU grants credit to students who receive a score of "4" or higher on the higher-level exams in the I.B. program. Work taken through any regionally accredited extension, online, or correspondence program may be recognized for fulfilling graduation requirements. Go to <http://www.vanguard.edu/registrar/undergraduate-transfer/> for more detailed information.

## 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 the filing of an add/drop form in the Office of the Registrar. A class dropped during the first two full weeks of the semester 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 "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP"; however, the student must be earning a minimum grade of "C" in the course to warrant a "WP."

All classes added after the second full week of classes must be approved by the instructor and the Dean.

For those courses that are offered on an unusual calendar, withdrawals received in the Office of the Registrar during regular business hours prior to the end of the first eighth of the total number of class hour sessions offered in the course will have no entry made 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 hour sessions will receive a "W" on the transcript; withdrawals received in the Office of the Registrar during regular business hours prior to the last class hour session will receive a grade of "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP."

## Leave of Absence Policy

Students taking a leave of absence are not regarded as having permanently withdrawn from the University and need not apply for readmission through the Admissions Office. There are three types of Leaves: Academic, Medical, and Compassionate. A Leave of Absence is not intended for students wishing to withdraw during the current semester (see Medical and Compassionate Leave sections for exceptions), and does not apply to those who wish to attend another institution or take a semester off.

Any student granted a leave during the add/drop period (as outlined in the University Catalog) for the semester will be dropped from any classes that the student is enrolled in. If the leave is granted after 75% of the semester the student may, with faculty approval, receive an Incomplete for one or more courses. If an Incomplete is not deemed appropriate, a grade of “W” will be issued. No refund of charges will be made for courses in which an Incomplete is given. No credit is earned for any course in which a “W” is issued. Refunds, if any, will be granted based upon the University's refund policy as found in the University course catalog.

### **Academic Leave of Absence Policy**

An academic leave of absence is designed for students who wish to participate in an off campus internship, practicum, or study abroad program in which academic credit is not being awarded through Vanguard. The policy does not apply to those students who wish to attend another institution or simply take a semester off. An academic leave of absence is typically for one semester, but may be given for up to one academic year. To qualify students must be in good academic standing, and apply in advance of the time period they wish to be on leave. A request for an academic leave of absence may be made with the Office of the Registrar.

### **Medical Leave of Absence Policy**

The University recognizes that students may experience a physical or mental health medical situation that significantly limits their ability to function successfully or safely in their role as students. In such situations, students should consider requesting a medical leave, which permits students to take a break from University life and their studies, so that they may receive treatment and later return to the University with the opportunity to achieve their academic and co-curricular goals.

A request for a medical leave of absence must be made with the Disability Services Office. Each medical leave request is individualized, and handled on a case-by-case basis, based on the needs of the student. Upon exit and reinstatement to the University, the student must have adequate medical documentation from a licensed health care or mental health care provider. A medical leave can be granted for up to two consecutive semesters.

### **Compassionate Leave of Absence Policy**

A compassionate leave of absence request may be made and considered for compelling reasons for students who find it necessary to interrupt their studies temporarily. A compassionate leave may be taken for circumstances related to the care of a seriously ill parent, child or spouse, financial or academic difficulties, or other situations that may prevent the student from continuing in classes. A request for a compassionate leave of absence must be made with the Disability Services Office. Each compassionate leave request is individualized, and handled on a case-by-case basis, based on the needs of the student.

### **Withdrawal from the University**

The University desires to establish a clear process for students who choose to withdraw from the University. In order to do so, the student must complete the following steps:

1. Schedule an exit interview with the Office of Student Success and Retention.
2. Upon completion of the exit interview, student must complete a “Notice of Intent to Withdraw” form (provided at exit interview) which includes obtaining signatures from a number of departments.
3. Once all signatures have been obtained and the “Notice of Intent to Withdraw” form is complete, the student must return the application to the Office of the Registrar in order for it to be processed and the withdrawal process completed.

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**

<b>Grade</b>	<b>Significance</b>	<b>Grade Points</b>
A	Exceptional	4.00
A-		3.67
B+		3.33
B		3.00
	Good	

B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Poor	1.00
D-		0.67
F	Failure	0.00
W	Withdrawal	Not Applicable
WP	Withdrawal Passing	Not Applicable
WF	Withdrawal Failure	0.00
CR	Credit	Not Applicable
I	Incomplete	Not Applicable
P	Pass (Granted for "C" or higher)	Not Applicable
AU	Audit	Not Applicable

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, et cetera. Thus, for example, a three-unit course with a grade of B is assigned a total of nine grade points. A 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 earned with letter grades. 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

Faculty may assign a grade of "I" (Incomplete) to students when they warrant additional time to complete coursework due to situations beyond their control (i.e. serious illness, accident, or death of a family member). They may only be awarded

when the student's grade would have otherwise been an "F". Incomplete work must be made up no later than six calendar weeks following the last day of the term (or other academic session). If the work is not made up by this time a grade of "F" will automatically be assigned. Extensions to the six week limitation are made only with the approval of the Dean of the College. Instructors are under no obligation to assign an Incomplete grade or to administer a make-up exam.

## 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 their 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. Instructors are under no obligation to accept late or additional work.

## Grade Dispute Procedure

Students who wish to dispute a grade assigned by an instructor must file a petition with the Dean of the College. Both the student and instructor will have opportunity to present their case. The decision made by the Dean is considered final, however, either the student or the instructor may appeal the decision to the Provost.

## Course Repeat Policy

Academic courses offered at VUSC are not repeatable unless specifically noted in the catalog. Those students who wish to retake a course due to a low or failing grade are permitted to register again for the same course during any given semester. All grades will appear on the student's permanent academic record (transcript). When a course is repeated, all grades will remain on the transcript, but only the higher grade is computed in the grade point average. In the case that the grades are the same, only the most recent grade will be included in the G.P.A.



## Class Attendance

Regular and punctual class attendance is expected and is essential to optimum academic achievement. Students in lower division classes are given an “F” for any course in which they have been absent more than one-fifth of the scheduled class meetings. Attendance requirements in upper division classes are established by each 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, concerts, tournaments) constitute an excuse to miss class; however, practices do not.
3. Students should clear their class schedules with coaches or directors before registering for classes to minimize potential conflicts.
4. Missed classes for authorized events will count toward the one-fifth absence allowance. Student athletes and others affected by excused absences should be particularly careful not to miss other class sessions for unauthorized reasons.
5. Students shall not be penalized for missing class for authorized college activities by loss of attendance points. On the rare occasion it would be impossible to make up a missed class or lab; the student should miss the activity and not be penalized by the coach or director.

## Class Standing

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

Freshman	0-26
Sophomore	27-56
Junior	57-87
Senior	88 +

## Academic Probation

“Academic probation” is a term used to designate a period of close academic supervision, generally including reduced allowable activities, imposed to improve unsatisfactory academic performance. Students on academic probation may not register for more than twelve units excluding physical activity courses during the probation period. Such students shall not hold a student body office and must curtail extracurricular work and activities as recommended by their faculty advisor. In certain cases, eligibility for participation in intercollegiate sports may be forfeited.

A student’s official transcript may 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). This academic standing will remain in place 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 GPA’s are raised to 2.0 or higher.

## Academic Disqualification

A student is academically disqualified when there are two consecutive semesters of current or cumulative GPA below “C” (2.0). Students academically disqualified are precluded from further enrollment. In certain situations (explained in the letter informing the student of disqualification) students may appeal for re-entry.

Appeals begin with the Dean of the College.

## Honors

The Academic Honors list, published following 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, no less than 36 units (bearing letter grades) at Vanguard may be eligible to participate with provisional honors in the Commencement ceremonies ahead of actual completion

of all courses required for graduation. The deadline for having honors designated at the Commencement Ceremonies is the end of the Fall semester. Any grades and/or grade changes subsequently affecting the GPA will not be indicated for Commencement, but will be reflected in the honors posted with the degree on the transcript and diploma. Students official honors 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 must complete a minimum of 45 units at Vanguard to have honors recorded on their transcript and diploma. Students who have maintained a cumulative GPA of 3.500—3.699 will graduate cum laude. Those achieving a cumulative GPA of 3.700—3.899 will graduate magna cum laude, and those achieving an average of 3.900 and above will graduate summa cum laude.

## 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:

Alpha Kappa Delta	Sociology
Lambda Alpha	Anthropology
Lambda Pi Eta	Communication
Phi Alpha Theta	History
Pi Sigma Alpha	Political Science
Psi Chi	Psychology
Sigma Beta Delta	Business
Sigma Tau Delta	English

## Degree Requirements

Candidates for the Bachelor of Arts, Music, or Science degrees 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. Veterans and active duty military are exempt from this requirement.
3. A major in a department must be completed as prescribed by the catalog. At least one-half of the major must be completed at VU.
4. A minor in a department or subject is optional. If a minor is not declared, a student will complete the required units for graduation by taking elective courses.
5. Students must complete the core curriculum program of fifty-two – fifty-four units.
6. An Application for Graduation must be filed in the Office of the Registrar. See "Application to Graduate" for more information.

## Application to Graduate

Students nearing completion of all requirements for their degree must submit an Application for Graduation no later than the second week of the semester in which they intend to complete. The Application should be submitted to the department of their major who will then forward it on to the Office of the Registrar. A late fee may be assessed to Applications received after this time. The Application will be reviewed by the Office of the Registrar 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 4 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 receive any diploma, certificate, or transcript until all financial obligations have been satisfied in accordance with policies described under "Costs and Payment Policies." Any diplomas, certificates, or transcripts shall be retained by the University until all such obligations are satisfied. Release of any such student records prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

Students who have left the University without completing their degree may reactivate their academic file in order to ascertain those requirements that remain unfulfilled. They may do so by submitting a “Request to Reactivate Student Record” form to the Office of the Registrar. A fee will be due and payable at the time of the request if more than one academic year has passed since the date of last attendance at Vanguard. The file will be considered open for one calendar year from the time of reactivation.

## **A Second Bachelor’s Degree**

A second Bachelor’s degree may be awarded to a student who applies providing a minimum of thirty units beyond the units required for the first Bachelor’s is achieved. A second Bachelor’s degree may be pursued concurrently with the first one providing no units are applied to both degrees (with the exception of Core Curriculum courses), including the total number of units needed for the first degree (124 minimum). The second Bachelor’s must be in a major significantly different from the first Bachelor’s, and a minimum grade point average of 2.0 must be maintained. Requirements for both degrees must be fully satisfied. No more than six units may be transferred toward the second degree’s major—no more than six units may be lower division. A student desiring to be considered for a second Bachelor’s must be enrolled at VU in the final semester in which graduation requirements are to be met and an “Application for Graduation” must be submitted to the Office of the Registrar no later than the second week of the semester in which graduation is anticipated.

Students may complete a second major at VU and have the second major indicated on the transcript and diploma; however, only those students who have achieved a second Bachelor’s degree will be awarded a second diploma and be permitted to participate in the commencement ceremonies for a second time.

## **Interdisciplinary Studies**

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

The Liberal Studies major is the approved academic program for those seeking a California Multiple/Single Subject Teaching Credential. Those students seeking a teaching credential should consult the Graduate Program in 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 may be aided in this determination by consulting with departments of interest or an Undeclared Advisor. Formal declaration of a major or a change of major is made by filing a “Change or Declaration of Major” form in the Office of the Registrar.

## **Declaring a Minor**

A minor consists on average of twenty units in a single subject area. Students cannot receive minors in the same department as their major. A student who desires a departmental minor should consult the appropriate department. Minors are not 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 questions. Academic Policy Exception Request forms are available online or in the Office of the Registrar. The final appeal in all student academic matters is to the Provost, who serves as the chief academic officer of the university.

# ACADEMIC INTEGRITY AND DISHONESTY POLICY

*[Adapted (with permission: 6.13.2006) from the Westmont College Plagiarism Policy]*

Vanguard University is a community of Christian scholars. When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Vanguard University is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers.

Academic dishonesty is considered a serious breach of trust within the Vanguard community, as it both violates the regard for truth essential to genuine learning and Christian consistency, and disadvantages those students who do their work with integrity. It demonstrates a deep disrespect for fellow students, the faculty, the University, and one's own commitment to the integrity that should mark the life of the practicing Christian. Academic dishonesty may consist of **plagiarism**, **cheating**, or **falsification**.

## I. PLAGIARISM

Students have a responsibility to understand plagiarism and to learn how to avoid it. They should refuse to allow fellow students "to borrow" or to use an assignment without proper citation, encourage fellow students to do their own work, and refrain from completing assignments for their fellow students. If a student helps another plagiarize in these or other ways, he or she is equally guilty of academic dishonesty.

### A. Definitions

To plagiarize is to present someone else's work—his or her words, line of thought, or organizational structure—as our own. This occurs when sources are not cited

properly, or when permission is not obtained from the original author to use his or her work. By not acknowledging the sources that are used in our work, we are wrongfully taking material that is not our own. Plagiarism is thus an insidious and disruptive form of dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people we may never meet. Another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, *if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.*

At Vanguard University, we define three levels of plagiarism:

1. **Minimal plagiarism** includes, but is not limited to, doing any of the following without attribution:
  - a. inserting verbatim phrases of 2-3 distinctive words;
  - b. substituting synonyms into the original sentence rather than rewriting the complete sentence;
  - c. reordering the clauses of a sentence;
  - d. imitating the sentence, paragraph, or organizational structure, or writing style of a source;
  - e. using a source's line of logic, thesis or ideas.
2. **Substantial plagiarism** includes, but is not limited to, doing any of the following without attribution:
  - a. inserting verbatim sentences or longer passages from a source;
  - b. combining paraphrasing with verbatim sentences to create a paragraph or more of text;
  - c. repeatedly and pervasively engaging in minimal plagiarism.
3. **Complete plagiarism** includes, but is not limited to, doing any of the following without attribution:
  - a. submitting or presenting someone's complete published or unpublished work (paper, article, or chapter);

- b. submitting another student's work for an assignment, with or without that person's knowledge or consent;
- c. using information from a file of old assignments;
- d. downloading a term paper from a web site;
- e. buying a term paper from a mail order company or web site;
- f. reusing or modifying previously submitted work (e.g., from another course) for a present assignment without obtaining prior approval from the instructors involved.

## B. Consequences

**Minimal plagiarism.** When instances of minimal plagiarism are detected, the instructor can use these situations as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community. At the professor's discretion, assignments may be rewritten and resubmitted, with or without a grade penalty. Repeated instances of minimal plagiarism may, at the professor's discretion, be treated as substantial plagiarism.

**Substantial plagiarism.** For a first offense, the student typically receives a failing grade on the assignment that has been plagiarized, and a Report of Academic Dishonesty is submitted to the Associate Provost/Dean of the College. For a second offense, the student typically receives a failing grade in the course, and a Report of Academic Dishonesty is submitted to the Associate Provost/Dean of the College. For a third offense, the student typically is recommended for expulsion from the University. The final appeal in all student academic matters is to the Provost, who serves as the chief academic officer of the University.

**Complete plagiarism.** For a first offense, the student typically receives a failing grade in the course, and a Report of Academic Dishonesty is submitted to the Associate Provost/Dean of the College. For a second offense, the student typically is recommended for expulsion from the University. The final appeal in all student academic matters is to the Provost, who serves as the chief academic officer of the University.

## II. CHEATING

Cheating is obtaining or helping another to obtain credit for work accomplished by deceptive means. Cheating includes, but is not limited to:

- a. talking or communicating through signals with another student during a quiz or exam;
- b. using unauthorized materials such as electronic devices or cheat sheets to obtain information for a quiz or exam;
- c. copying or sharing information during a quiz or exam;
- d. taking, using, sharing or posting an exam or answers to a quiz or exam (before, during or after the quiz or exam);
- e. leaving during a quiz or exam in order to obtain information;
- f. claiming credit for work not accomplished personally;
- g. giving false data about the procedure used to take a quiz or exam or complete an assignment.

## III. FALSIFICATION

Falsification is the alteration of information, documents, or other evidence in order to mislead. Examples of this form of academic dishonesty include but are not limited to:

- a. fabrication or falsification of data, analysis, citations or other information for assignments, exams, speeches or any other academic work;
- b. forgery or unauthorized alteration of official documents, credentials, or signatures;
- c. misrepresentation of one's academic accomplishments, experiences, credentials, or expertise;
- d. withholding information related to admission, transfer credits, disciplinary actions, financial aid, or academic status;
- e. submitting the same work in more than one class without the authorization of the instructors.

## **Consequences for cheating and falsification**

1. If a student has been dishonest in any way in completing an academic assignment, the student typically receives a failing grade in the exercise and a Report of Academic Dishonesty is submitted to the Office of the Associate Provost/Dean of the College.
2. The above is understood to be a minimal degree of discipline. A faculty member may, if he or she has announced the policy, give the student an F in the course for any type of academic dishonesty.
3. A second violation or instance of dishonesty in the same or different course may result in expulsion from the university.
4. A student who feels that he or she has been unfairly accused or unjustly treated may appeal to an ad hoc committee comprised of the Associate Provost/Dean of the College, the Chair of the Department of the student's major, and an additional resident faculty member of the student's choosing. The final appeal in all student academic matters is to the Provost, who serves as the chief academic officer of the University.

## **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 richness and variety of contributions to society, culture, and knowledge. Diversity/multicultural exposure courses thus consider: (1) the concerns and contributions of women and people of diverse backgrounds (as defined by race, gender, ethnicity, physical ability, generation, religion, or national origins), and (2) a need for cooperation within a complex and increasingly interdependent global community. Furthermore, as a community of Christians, (3) equipping all students to demonstrate the Christian ethic of love by embracing reconciliation, promoting social justice, and carrying out transformative and redemptive actions in the name of Jesus Christ.

### **Learning Outcomes:**

The university expects its students to excel in four diversity learning outcomes:

- **Knowledge:** Demonstrates knowledge of multiple cultural perspectives and global experiences by articulating the value of diversity through reports, presentations, examinations, field-work, and discipline-appropriate projects.
- **Self-Examination:** Examines one's own attitudes, values, and assumptions and examines their impact. Evaluates one's own attitudes, assumptions, and behavior towards diversity concerns and issues by recognizing, examining, and challenging underlying assumptions and prejudices through coursework such as self-reflective essays, reading responses, and journal entries, with the recognition that such work is a life-long endeavor.
- **Personal Engagement:** Engages others with civility, empathy, honesty and responsibility with awareness of equity issues such as power dynamics and social privilege in these interactions. Demonstrates respectful and appropriate behavior when interacting with people of different genders, generation, ethnicity, race, national origin, socioeconomic status, and ability by developing sensitivity to equity issues (such as power dynamics and

social privilege) through field experience, research, and analytical reading and writing.

- Social Engagement: Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions. Identifies and begins to seek out transformative and redemptive opportunities in the church, in society, and in the evolving realities of global change through academic, co-curricular, internship, and vocational opportunities.

## 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.

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 some aspect of the many cultural, gender, or other diversities which characterize the modern world.

### The following are approved Diversity Focused (DF) courses:\*

ANTH 102C	Introduction to Cultural Anthropology (3 units)
ANTH/HIST 317	Modern China (3 units)
ANTH/ICST 320	Social and Culture Cultural Change (3 units)
ANTH 322	Ethnographic Perspectives (3 units)
ANTH 333	Gender, Culture, and Society (3 units)
ANTH/SOC 343	Class, Race, Ethnicity, and Gender (3 units)
ANTH/ICST 358	World Religions (3 units)

ANTH 440	Culture, Personality, and the Individual (3 units)
ANTH 450	Anthropology Teaching Internship (1-4 units)
ANTH/ENGL/SPAN 453	Language, Culture, and Linguistics (3 units)
ANTH 460A	Field Practicum/Fieldwork (2 units)
ANTH 480	Individual Studies (1-3 units)
COMM 318	Nonverbal Communication (3 units)
COMM 345	Intercultural Communication (3 units)
COMM 374	Gender Communication (3 units)
COMM 376	Interracial Communication (3 units)
COMM 448	Ethnography of Communication (3 units)
COMM 467	Culture and Rhetoric of Pentecostalism (3 units)
EDUC 315	Teaching in a Multicultural Setting (3 units)
ENGL 433	Survey of World Literature (3 units)
ENGL 444	Culture Focus (3 units)
HIST 203C	World Civilizations I (3 units)
HIST 204C	World Civilizations II (3 units)
HIST 320	African-American History (3 units)
HIST 356	History and Geography of California (3 units)
HIST 360	Women in American History (3 units)
ICST/CFST/PLST/YLST 102	Introduction to Intercultural Studies (2 units)
ICST/COMM 345	Intercultural Communication (3 units)
ICST/SPAN 428	Contemporary Issues in Latin American Countries (3 units)
ICST/THEO/SPAN 464	Religion and Culture in Latin America (3 units)
KINE/SOC 258	Sociology of Sports and Human Movement (3 units)
MUSC 253	Music in Global Cultures (2 units)
MUSC 327	Music History and Literature III (3 units)
OT 470	Special Topic: Women in the Books of Samuel (3 units)
OT 470	Special Topic: Women in Early Israel (3 units)
PLST/THEO 432	Women in Ministry (3 units)
PSYC 331	Diversity Issues in the Helping Professions (3 units)

PSYC/SOC 335	Social and Psychological Aspects of Aging (3 units)
PSYC 352	Culture and Psychology (3 units)
SOC 100C	Introduction to Sociology (3 units)
SOC/ANTH 334	Gender, Culture, and Society (3 units)
SPAN 330	Literature of Latin America (3 units)
SPAN 365	Curso Panorámico de Latinoamérica (3 units)
WMST 110	Introduction to Women's Studies (2 units)
WMST 212	Ensure Justice Conference in Women's Studies (1 unit)
WMST 345	Human Trafficking (3 units)
WMST 370	Topics in Women's Studies (1-3 units)
WMST 410	Research in Women's Studies (3 units)

**The following are approved Diversity Enhanced (DE) courses:\***

ENGL 230C	Literary Perspectives (3 units)
ENGL 309	Survey of American Literature (3 units)
KINE 231	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

Vanguard University is committed to cultivating Spirit-empowered leaders with significant cross-cultural experience. Toward that end, the university provides local and global outreach opportunities as well as off campus study programs for academic credit, both international and domestic.

## Vanguard University Programs

### VISA (Vanguard Intercultural Studies Abroad): Costa Rica

Vanguard Intercultural Studies Abroad (VISA) is a comprehensive program available to Religion majors (and qualifying Religion minors) with junior and senior status. The three-month program in San Jose, Costa Rica, includes 15 units of coursework, including language study, plus a three-unit on-field practicum. For program details see Department of Religion.

### El Salvador Study Abroad Program

Provides students with a foundational understanding of faith-based approaches to community development and poverty alleviation through experimental learning. Students participate in a 12-week course of study in El Salvador and earn up to 18 units of academic credit. For program details see the Outreach/Study Abroad Director.

### VU Italia

A one-month, multi-disciplinary summer program in Italy. Students earn up to 9 units of academic credit. For program details see the Outreach/Study Abroad Director.

### Vanguard Sundance Film Festival (Park City, Utah)

For program description see the Department of Communication section of the Catalog.

## Affiliated Semester Programs

Vanguard University maintains partnerships with a number of external study abroad programs as well as the Council for Christian Colleges and Universities' Best Semester programs. For more information about these opportunities see the Outreach/Study Abroad Director.



## Council for Christian Colleges and Universities Study Programs

The Council for Christian Colleges and Universities (CCCCU), an association of more than 100 member institutions in North America and more than 70 affiliates in 23 countries, offers a number of semester and Summer programs to students of its member institutions. Students of Vanguard University are eligible to participate in any of the study programs offered by the CCCCU (see below). These interdisciplinary learning opportunities are available to students with Junior or Senior standing. Students generally take at least 16 units during their semester abroad and should consult with their academic advisors to see how the off campus study coursework fits with their academic program. Listed below are the courses available in each of the CCCCU programs. For more detailed information about any of these programs visit the CCCCU website at <http://www.bestsemester.com/>.

### American Studies Program (ASP) Courses (15-16 units)

Students can take the following courses during a semester-in-residence in Washington, D.C. (for a total of 15 or 16 units). ASP courses satisfy upper division History and Political Science major requirements and possibly other major requirements—consult your academic advisor.

#### Required courses (9 units):

AS 425 • Topics in Leadership and Vocation (3 units)

AS 450 • American Studies Internship (6 units)

Choose one track:

Public Policy Initiatives (PPI) (6 units):

AS 430 • Public Policy and Advocacy (3 units)

AS 435 • Public Policy Project (3 units)

Global Development Enterprise (GDE) (6 units):

AS 440 • Entrepreneurship and Human Development (3 units)

AS 445 • Global Development Partnership Exercise (3 units)

Optional:

AS 460 • Professional Mentorship (1 unit)

AS 425 • Topics in Leadership and Vocation (3 units)

Weaves together understanding of God's calling on the student's life with the real-life demands of work and professional development.

AS 430 • Public Policy and Advocacy (3 units)

Provides a survey of the public policy issue of international migration—the movement of people across international borders. Provides opportunity for students to address critical questions pertaining to contemporary citizenship, democratic practice, equality, freedom, globalization, and liberalism.

AS 435 • Public Policy Project (3 units)

Supports the student in the completion of the individual research project from the previous seminar. An advocacy component of the research is designed as a group project. Students will organize into a small research team tasked with the responsibility of providing policy recommendations that address three key areas of debate on immigration-economic/social welfare, security, and national identity.

AS 440 • Entrepreneurship and Human Development (3 units)

An introduction to the unique community of partnerships emerging in Washington, D.C. among commercial, governmental, and non-governmental organizations. Faculty and guest practitioners provide a comparative analysis of different approaches to the design and management of these types of collaborations as they pertain to the global development issue of hunger/food security.

AS 445 • Global Development Partnership Exercise (3 units)

Students participate in key aspects of a research and development project designed to support strategic collaboration among stakeholders whose shared mission is to address a specific development problem or opportunity related to hunger and food security. Working as members of a project team, and in consultation with client organizations, students will contribute to the development and delivery of a report to the client and selected project evaluators.

AS 450 • American Studies Internship (6 units)

Provides an opportunity to work as an intern in a professional setting, to reflect substantively upon workplace experiences, to connect those experiences to

classroom themes and discussions, and to acquire the skill set and competencies needed to pursue a professional career in service to God's kingdom.

**AS 460 • Professional Mentorship (1 unit)**

Matches the student with an experienced professional serving in an area relevant to the student's vocational aspirations.

**Australia Studies Center Courses (16-18 units)**

**Culture Emphasis (6 units)**

ASC 400 • Indigenous History, Cultures, and Identity

ASC 405 The View from Australia: Issues in Religion, Politics, Economics and Cultural Values

**Discipline Emphasis (10-12 units)**

ASC 270/470 • Electives

**China Studies Program Courses (15-18 units)**

**Required courses (11-12 units):**

CSP 400 Chinese I (2-3 units)

CSP 405 Chinese History (3 units)

CSP 410 Intercultural Communication (3 units)

CSP 415 Contemporary Society: Public Policy and Econ Dev (3 units)

**Choose a concentration:**

**China Studies (3-6 units):**

CSP 402 Chinese II (3 units)

CSP 440 Dimensions of East Asian Culture (3 units)

CSP 420 Eastern Philosophy & Religion (3 units)

CSP 240 Tai Chi (1 unit) and/or CSP 255 Chinese Painting (1 unit)

**Business (6-7 units):**

CSP 430 International Business in China (3 units)

CSP 425 Business Internship (3 units)

CSP 240 Tai Chi (Optional; Elective) (1 unit)

**Contemporary Music Center Courses (16 units)**

**Required courses (7 units):**

CMC 400 • Faith, Music, and Culture

CMC 405 • Inside the Music Industry

**CMC 410 • Practicum: "CMC Tour"**

**Choose one track:**

**Artist Track (9 units):**

CMC 415 • Essentials of Song Writing

CMC 420 • Studio Recording

CMC 425 • Performance

**Business Track (9 units):**

CMC 431 • Strategic Management

CMC 436 • Music Business Survey

CMC 441 • Advanced Media Marketing

**Technical Track (9 units):**

CMC 446 • Advanced Studio Recording

CMC 449 • Audio Engineering

CMC 453 • Concert Production

**India Studies Program Courses (16 units)**

ISP 400 • Contemporary India: Culture, Society and Challenges (4 units)

ISP 405 India's Religious Landscape (3 units)

ISP 270/470 • Electives (9 units)

**Latin American Studies Program Courses (16-18 units)**

**Required courses (10-12 units):**

LASP 400 • Spanish Language Study (6 units)

LASP 420 • Perspectives on Latin American History and Contemporary Issues (3 units)

LASP 425 • Regional Study Travel (1-3 units)

**Concentration: Choose one: (6 units)**

LASP 430/432 • Latin American Studies

LASP 435/437 • Advanced Language and Literature

LASP 440/442 • International Business

LASP 445/447 • Environmental Science and Field Research Practicum

**Los Angeles Film Studies Center Courses (LAFSC) (16 units)**

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

### Hollywood Production Workshop (4 credits)

Students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable 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. This course operates as a community-building experience in which all students participate in at 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 emphases of the course are the importance of each contribution to a production, the process of production and effective production management. This course complements the more specialized, skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

### Faith and Artistic Development in Film(3 credits)

A class that explores the connection between the eye, the heart and the hand, this course focuses on the integration of faith and learning as well as developing the necessary skills for analysis of the culture of Hollywood. The first section of the class emphasizes the eye: discovering your own identity, looking at film's historical impact, spiritual impact, audience trends, the auteur movement, and vision in film, as well as providing a basis for heart preparation for production. The second section of the course emphasizes the heart: ethics, relationships and communication, passion and art. The last section of the course emphasizes the hand, exploring the collaborative process in Hollywood Production Workshop and Motion Picture Production: roles and aspects of production, the production process, relationships on set, and communication. All students participate in a team-taught lecture seminar led by the faculty of The Los Angeles Film Studies Center.

### Internship: Inside Hollywood (6 credits)

Students participate in an internship experience in some aspect of the Hollywood entertainment industry. These are nonpaying positions primarily in an office

setting such as development companies, agencies, management companies, post-production facilities, etc. Students work 20 to 24 hours a week, spread over a three day schedule and accumulate 200-250 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's role working therein. The internships do not include positions on actual filmmaking 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. LAFSC provides interns to many of the major companies within Hollywood.

### Narrative Storytelling (3 credits)

Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered in the course. The Structural track covers topics ranging from the history of story in culture and film to the mechanics of story creation to the development of story-writing skills. Instruction in the Technical Story track focuses on advanced methods of cinematography and post-production and how those techniques can be used to improve visual storytelling. After the core instructional period in each track, students from both tracks are reunited and will have the opportunity to hone their narrative analysis skills, participate in workshop style labs and make two short films that demonstrate their ability to utilize storytelling theory on screen.

### Professional Acting for the Camera (3 units)

This is an advanced workshop in the practice and process of acting for the camera aimed at students who have a desire to pursue acting as a career. Instruction includes an overview of current camera acting techniques and thorough discussion of the art of acting. The class primarily consists of acting scene work with all scenes being filmed and critiqued on the big screen. Students will also be required to pursue roles in student and independent films. Several class sessions throughout the course will be devoted to the business of acting for film and television in the Hollywood entertainment industry with an emphasis given to developing the materials and relationships necessary for a successful career.

### Professional Screenwriting (3 credits)

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

### Independent Study (3 credits)

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

Please Note: The Independent study option is not guaranteed and is intended for students with experience in a specific area of cinema or those needing to complete a senior project for graduation. The number of independent studies offered each semester will be determined by LAFSC faculty, the availability of a suitable mentor and approval from your school's film/communications department head.

### Middle East Studies Program Courses (16 units)

- MESP 400 • Intro to Arabic Language
- MESP 405 • Islamic Thought and Practice
- MESP 410 • Conflict and Change in the Middle East
- MESP 415 • Peoples and Culture in the Middle East

### Oxford Summer Program Courses (6 units)

- OSP 400 • Lecture Series –The Christian Tradition in the British Isles (required)
- OSP 470 • Topical Seminar (Choose two courses)

### The Scholar's Semester in Oxford Courses (17 units)

- OHP 405 • Integrative Seminar

OHP 410 • Primary Tutorial

OHP 415 • Secondary Tutorial

OHP 420 British Landscape

### Uganda Studies Program Courses (13-16 units)

Required course: (4 units)

USP 400 • Faith and Action in the Ugandan Context (4 units)

Emphasis: Choose one (9-12 units)

- Uganda Studies Emphasis
- Intercultural Ministry and Missions Emphasis, or
- Social Work Emphasis

Electives:

USP 470 • Electives

### Additional Study Abroad Opportunities

In addition to the off-campus programs offered by Vanguard University and its affiliates, students can study abroad in programs offered by external organizations. Students should obtain a Study Abroad Packet from the Outreach/Study Abroad Director and consult with their academic advisors to see how any program they are considering fits with their academic program.

## THE CORE CURRICULUM

Kevin Walker, Ph.D., Chair

*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 student's faith with the discipline's 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 fulfill the following student learning outcomes:

#### Student Learning Outcomes:

1. Integration of Faith and Learning: Understand and develop a biblical world view informed by a Pentecostal perspective, integrating faith with learning, as demonstrated through entrance and exit self reporting (in the first and last of required religion Core courses) and integrative essays.
2. Cultural Competency and Citizenship: Understand how to be an effective local, national and global citizen, expanding knowledge of and respect for diverse cultures, measured through entrance and exit attitudinal surveys, course work in diversity enriched and government courses, reflective essays on international educational experiences, local community service, and field research.

3. Communication: Develop effective, college-level-appropriate communication skills, focusing on writing in response to texts and on oral presentations, as evidenced by the MAPP entrance and exit exam, and graded or panel-judged essays and oral presentations in the Core Curriculum and in academic majors.
4. Critical Thinking: Develop qualitative and quantitative critical thinking skills as measured by the MAPP entrance and exit exam and student coursework.
5. Holistic Living: Establish a holistic view of health and living as measured by nationally-normed surveys and the final exam in the required Lifetime Health and Fitness Core course and by other student coursework.
6. Information and Technology: Develop foundational technology skills that allow one to locate and evaluate the integrity of information, and to understand the ethical uses of information, as measured through the assessment of guided library projects, training sessions and exams on plagiarism, and research papers and projects.

By establishing links between different disciplines, relating the past to the present, and increasing awareness of contemporary challenges, the core curriculum classes should open new vistas for all students and encourage a lifelong pursuit of knowledge.

### Core Curriculum Course Requirements

#### Year by Year

**52-54 units**

#### Freshmen

**24 or 26 units**

ENGL 120C	Persuasive Writing	3 units
KINE 145C	Lifetime Fitness and Wellness (Lecture)	1 unit
KINE 146C	Lifetime Fitness and Wellness (Activity)	1 unit
NT 101C	New Testament Survey	3 units
Take the appropriate course:		1 or 3 units
CORE 100C	Cornerstone	1 unit
CORE 101C	College Learning Concepts	3 units
CORE 102C	Writing Intensive Cornerstone	3 units

Choose 1 of the following courses:<sup>1</sup> 3 units

MATH 145C	Data Analysis
MATH 168C <sup>2</sup>	Biostatistics
MATH/PSYC/ SOCS 265C <sup>3</sup>	Introduction to Statistics
BUSN 165C <sup>4</sup>	Business Statistics

Choose 1 of the following courses:<sup>5</sup> 3 units

THEO 101C	Foundations of Christian Life
THEO 103C	Introduction to Theology

Choose 1 of the following courses: 3 units

HIST 156C	United States History
POLS 155C	United States Government

Choose 2 of the following 3 courses: 6 units

ANTH 102C	Introduction to Cultural Anthropology
PSYC 103C	General Psychology
SOC 100C	Introduction to Sociology

### **Sophomores 22 units**

COMM 201C	Speech Composition and Presentation	3 units
ENGL 220C <sup>6</sup>	Researched Writing	3 units
NSCI 210C/CL <sup>7</sup>	The Empirical World or other lab science <sup>8</sup>	4 units
OT 201C	Old Testament Survey	3 units

Choose 1 of the following courses: 3 units

ENGL 230C <sup>9</sup>	Literary Perspectives
ENGL 433 <sup>10</sup>	Survey of World Literature

Choose 1 of the following courses: 3 units

HIST 203C	World Civilization I
HIST 204C	World Civilization II

Choose 1 of the following courses: 3 units

ART 252C	History and Appreciation of Art
FINA 215C	Introduction to the Arts
MUJZ 355C	Jazz Music History
MUSC 202C <sup>11</sup>	Introduction to Music
THEA 102C <sup>12</sup>	Introduction to Acting
THEA 200C <sup>12</sup>	Introduction to Theatre
THEA 202C	History of Theatre I
THEA 204C	History of Theatre II

### **Juniors 3 units**

THEO 300C	Developing a Christian World View	3 units
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### **Seniors 3 units**

CHIS 400C	Christian Heritage	3 units
Capstone course taken within major. <sup>13</sup> Units counted in major.		3 units

<sup>1</sup> Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

<sup>2</sup> Students majoring in Biology or Chemistry must take MATH 168C to fulfill the core curriculum requirement in mathematics.

<sup>3</sup> Students majoring in Anthropology, Communication, Kinesiology, Psychology, or Sociology must take MATH/PSYC/SOCS 265C to fulfill the core curriculum requirement in mathematics. Kinesiology majors may also take MATH 168C to fulfill the requirement.

<sup>4</sup> Students majoring in Business must take BUSN 165C to fulfill the core curriculum requirement in mathematics.

<sup>5</sup> Students majoring in Religion (any concentration) must take THEO 103C to fulfill the core curriculum requirement in theology.

<sup>6</sup> Students in the following majors may satisfy ENGL 220C with the courses prescribed below:

Chemistry:	CHEM 310
History and Political Science:	HIST/POLS 262
Liberal Studies:	EDUC 220C
Psychology:	PSYC 220C

- <sup>7</sup> Students majoring in Biology, Chemistry, Kinesiology or Liberal Studies are exempt from taking NSCI 210C/CL.
- <sup>8</sup> Lab sciences that would satisfy this requirement:
- |              |  |         |
|--------------|--|---------|
| BIOL 111C/CL | Principles of Biology                    | 4 units |
| BIOL 204C/CL | Human Anatomy                            | 4 units |
| BIOL 210C/CL | Fundamentals of Biology                  | 4 units |
| CHEM112C/CL  | Fundamentals/Gen, Organic & Biochemistry | 4 units |
| PSCI 130C/CL | General Physics I                        | 4 units |
| PSCI 215C/CL | Fundamentals of Earth Science            | 4 units |
| PSCI 216C/CL | Fundamentals of Physical Science         | 4 units |
| PSCI 223C/CL | Mechanics and Heat                       | 4 units |
- <sup>9</sup> Students majoring in English are exempt from taking the core curriculum requirement in English.
- <sup>10</sup> ENGL 433 is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.
- <sup>11</sup> Music majors may not take MUSC 202C to fulfill the core curriculum requirement in fine arts.
- <sup>12</sup> Theatre majors may not take THEA 102C or THEA 200C to fulfill the core curriculum requirement in fine arts.
- <sup>13</sup> The units for the Capstone Course are integrated into the student's major requirements.

## Core Curriculum Courses

### Freshman Level

ANTH 102C • Introduction to Cultural Anthropology (3 units)

The study of culture emphasizing culture's origins and processes. Concepts and theories about culture that apply to life in both developing and developed societies with the aim of solving human problems. Lab fee.

BUSN 165C • Business Statistics (3 units)

Prerequisite: BUSN 120. Emphasizes the use of statistics in making business decisions. Utilizes business cases to explore data collection and presentation,

descriptive measures, probability, discrete and normal distributions, sampling, hypothesis testing, analysis of variance, chi square, regression, and correlation. Required for business majors. Satisfies the core curriculum math requirement.

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. May include 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. A failing grade must be made up prior to advancement to the Sophomore level.

CORE 101C • College Learning Concepts (3 units)

A survey of college-level learning resources and techniques designed to increase learning power. An emphasis is placed upon time management and organizational skills, reading comprehension, note taking, test taking, writing and library research, stress management, and career planning.

CORE 102C • Writing Intensive Cornerstone (3 units)

This course is open to Freshmen only. A writing-intensive introduction to university life and learning, and to the academic and social skills needed for success. Includes instruction in basic reading and writing skills with a diversity-rich curriculum, social outings, and a community service component. A failing grade must be made up prior to advancement to the Sophomore level. Students will be placed into this course with a 450 or lower SAT Verbal score or a 17 ACT score or lower. Students without SAT/ACT scores are required to take the First-Year Language Assessment during Orientation Week. This course must be taken prior to ENGL 120C, and both this course and ENGL 120C must be passed before a student can take ENGL 220C.

CORE 205 • Cornerstone Mentoring (1 unit)

Prerequisite: Consent of the instructor. Cornerstone Mentoring provides the student with the opportunity to assist freshmen students during their Cornerstone course in gaining academic and social skills. Regular hours each week for classes and/or meetings are established at the beginning of the semester. This course may be repeated with consent of the instructor.

**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 220C. Students with a Verbal SAT score of 570 or higher or an ACT score of 28 or higher may place out of this course into ENGL 220C.

**KINE 145C • Lifetime Fitness and Wellness – 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 behavior 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 146C • Lifetime Fitness and Wellness - Activity (1 unit)**

Course may include any of the following topics: conditioning, exercise and nutrition, weight lifting, creative aerobics, badminton, beginning/intermediate tennis, racquetball, bowling, golf, bicycling, disk activities, volleyball, basketball, soccer, softball, baseball, beginning/advanced taekwondo, surfing, hip-hop/funk, swing dance, core strengthening, kickboxing or other special topics of physical activity. Activity course meets the core activity requirement. Activity course may also be repeated for elective credit. Lab fee for some 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 people of different times, classes, and ethnicity.

**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, conditionals, and statistical functions. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

**MATH 168C • Biostatistics (3 units)**

Prerequisite: Two years of high school algebra. This course is designed to cover areas of statistics relevant to experimental scientific investigation including sampling theory, basic variance statistics, linear, non-linear and multiple regressions with a comparison 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 biology and mathematics students.

**NT 101C • New Testament Survey (3 units)**

Prerequisite to all upper division courses in New Testament. A close study of the New Testament text, examining the foundations of Christianity within its historical contexts, and presenting the principles and tools of interpretation.

**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.

**SOC 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.



### THEA 102C • Introduction to Acting (3 units)

Introduces students to the art and craft of creating believable characters for the stage using various theatre games and improvisations leading into scene work and monologues. Also covered is the history of contemporary styles. The course is specifically designed for majors with a Technical/Design concentration, minors, and non-majors who wish to gain skills in speaking in front of large groups. This course satisfies the Fine Arts Core Curriculum requirement for non-majors. Lab Fee.

### THEO 101C • Foundations of Christian Life (3 units)

An introduction to Christian faith and life, embracing 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, 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. 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)

A survey of painting, sculpture, and architecture beginning with the Renaissance and concluding with Modern Art. Illustrated lectures, reading, and study of current exhibitions. Field trip fee.

### COMM 201C • 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 transpire. Lab fee.

### ENGL 220C • Researched Writing (3 units)

Prerequisites: ENGL 120C and, when required, a passing grade in CORE 102C. Interpretive and analytic writing, including several problem-solving research-based papers investigating topics related to class themes. The course emphasizes writing, revising and editing, reading, 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-”) or better to fulfill the core curriculum requirement. Students may receive credit for English 220C by taking research and writing courses offered by departments other than English that meet standards set and approved by the Core Curriculum Committee.

### ENGL 230C • Literary Perspectives (3 units)

Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences. Students engage in classroom discussion, write papers, and take a variety of quizzes and exams. This course is designed for non-English majors and is not to be taken by English majors as a substitute for ENGL 240C.

### FINA 215C • Introduction to the Arts (3 units)

A study of the stylistic character, interrelationship and cultural significance of music, painting, sculpture, and architecture from antiquity to the present. A course fee covers the expense of field trips to art museums and concerts.

### 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.

### MATH/PSYC/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, deviation and dispersion, hypothesis testing, statistical fallacies, correlation, and topics in probability. Students majoring in Anthropology, Psychology, or Sociology must take MATH/PSYC/SOCS 265C to fulfill the core

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

**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 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.

**MUJZ 355C • Jazz Music History (3 units)**

A study of the evolution of American jazz music from its roots in Africa to the present day. Presents development of various musical styles, forms, improvisations, significant musical concepts and major figures from the past, present and future of jazz and commercial music. Includes an introduction to world music elements. This course satisfies the Core Curriculum Fine Arts requirement. Lab fee provides for concert tickets.

**NSCI 210C • The Empirical World (3 units)**

Prerequisite: Sophomore standing. Co-requisite: NSCI 210CL. A course in the natural and physical sciences emphasizing man's relationship to the physical world. Relevant topics from physics, chemistry, earth science, and biology will be explored. The course will focus on contemporary issues such as the ecological, economic and human health impacts of air and water pollution, global climate change, ozone depletion, hazardous and solid waste, alternative energy resources, soil, resource depletion, biotechnology, diet and food safety. Completion of accompanying lab (NSCI 210CL) is required to satisfy the core curriculum requirement in natural science.

**NSCI 210CL • The Empirical World Laboratory (1 unit)**

Prerequisite: Sophomore standing. Co-requisite: NSCI 210C. A laboratory course in the natural and physical sciences to accompany NSCI 210C emphasizing the process of problem solving using the scientific method. All laboratory experiences are under the 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 coordinated with the material being

covered in lecture. The laboratory experience may include supervised field trips. Lab fee.

**OT 201C • Old Testament Survey (3 units)**

Prerequisite to all upper division courses in Old Testament. An introductory study of the literature of the Old Testament, with a view toward appreciation of its content and historical development, with emphasis on theological themes such as creation, election, and redemption.

**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.

**THEA 202C • History of Theatre I (3 units)**

An intensive study of theatre history – its literature, practitioners, and environs – from the Ancient Greeks through the French Neo-classical period. Readings, discussions, attendance at plays, and critiques of performances are required. This course fulfills 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 environs – from the Restoration to modern. Readings, discussions, attendance at plays, and critiques of performances are required. This course fulfills the Fine Arts core curriculum requirement. Lab fee.

**Junior Level**

**THEO 300C • Developing a Christian World View (3 units)**

This course surveys the history of philosophical worldviews and life 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 postmodernity will be explored through the lens provided by the questions and encounters that emerge from both western and non-western Christian perspectives.

## Senior Level

### CHIS 400C • 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 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 Pentecostalism and its place in the past century, the increasingly global sweep of the Church, and the relative decline of the European role in Christianity. The last section deals with the challenges and prospects of the twenty-first century and the roles available to our students.

### ENGL 433 • Survey of World Literature (3 units)

Prerequisite: ENGL 240C or consent of instructor. An examination of the contours of international literature, including classical Western mythology plus European, African, Asian, and Latin American literature from antiquity up to the present. This course fulfills the departmental requirement for world literature.

## Capstone Course (variable units) (Prefix will reflect major field)

A capstone course within the major is 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 cornerstone assessments, will provide tangible, measurable evidence of growth during the Vanguard years.

- Accounting, Business Administration; International Business, and Marketing Majors — BUSN 455C: Business Policy and Strategy (4 units)
- Biology Major — BIOL 499C: Capstone Seminar in Biology (2 units) and BIOL 485: Undergraduate Biological Research (1-4 units)
- Chemistry Major — CHEM 499C: Capstone Seminar in Chemistry (2 units) and CHEM 475: Intro to Chemical Research (1-2 units)
- Communication Major — COMM 464C: Media Criticism (3 units)

- Cultural Anthropology Major — ANTH 499C: Anthropology Senior Seminar (3 units)
- English Major — ENGL 499C: Capstone Seminar in English (3 units)
- General Music— MUSC/PLST 406C: Music and Worship (3 units); Music Ministry Emphasis: MUSC/PLST 406C: Music and Worship (3 units); Applied Music Emphasis: MUSC 491C: Research and Recital (1 unit)
- History and Political Science Major — HIST 485C: Historiography (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: Capstone Kinesiology Senior Project (2 units)
- Kinesiology Major: Sports Science Concentration — KINE 450C: Capstone Kinesiology Senior Project (2 units)
- Liberal Studies Major — EDUC 499C: Senior Capstone Seminar (3 units)
- Mathematics Major — MATH 499C: Capstone Seminar in Mathematics (3 units)
- Music: Performance and Jazz Studies — MUPF 491C: Senior Recital and Research (2 units); Music Education and Church Music: MUSC 491C: Research and Recital (2 units); Composition: MUTC 491C: Research and Recital in Composition (2 units)
- Psychology Major — PSYC 477C Psychology and Christianity (3 units)
- Religion Major — THEO 499C: Theology and Ministry in a Post-Christian Context (3 units)
- Spanish Major — SPAN 499C: Capstone in Spanish (3 units)
- Sociology Major — SOC 490C: Senior Seminar (3 units)
- Theatre Major — THEA 450: Theatre Internship (2 units) and THEA 495C: Senior Project (2 units)
- Worship Studies--MUSC 498C: Final Presentation for Worship Studies (2 units)

# THE COLLEGE

Michael D. Wilson, Ph.D., Associate Provost and Dean of the College

The College offers undergraduate programs to traditional (residential and commuter) undergraduate students in classroom-based, on-line, and blended formats during a two-semester academic year and in Summer sessions. The College is committed to providing students with a broad education in the liberal arts—an objective requiring study in a variety of academic disciplines—and expertise in an academic major in the arts, communication, the humanities, mathematics, the sciences, or the social sciences. This education supports Vanguard University's mission to pursue knowledge, cultivate character, deepen faith, and equip each student for a Spirit-empowered life of Christ-centered leadership and service. Emphasis is placed on the application of an academic discipline to an integrated Christian faith and life as it is lived in vocation, service, and graduate studies.

Majors housed in the College are:

- Accounting
- Biology
- Biochemistry
- Biological Sciences
- Business Administration
- Chemistry
- Communication
- Cultural Anthropology
- English
- General Music (Bachelor of Arts)
- History and Political Science
- International Business
- Kinesiology
- Liberal Studies
- Marketing
- Mathematics
- Music (Bachelor of Music)
- Psychology
- Religion
- Sociology

- Theatre Arts
- Worship Studies

Majors typically have several options for minors, concentrations and emphases, described below and in each section pertaining to the respective department. The College also offers minors in Art, Pre-Law and Women's Studies, and pre-professional preparation in the natural sciences. A petition for an academic minor must be filed with the appropriate academic department.

Courses in art and Spanish are also taught as part of the Arts and Sciences curriculum.

## MINORS IN THE COLLEGE

While minors can be taken in most academic programs, and are described in the section of the catalog describing the program, some minors independent of academic departments are described below.

### Art Minor

Students in other academic majors can complete a minor in art. Courses in Special Topics in Art can be taken to complete the 20 credit requirement to fulfill the minor. A list of proposed courses must be filed with the minor application.

### 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 minor includes course work 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 21 units: six units in law, three units of communication, six units in the social sciences, and six elective units. In completing the requirements for the minor, a minimum of 12 units must be distinct and different from the units used to complete the requirements of a major. Any

units above this minimum requirement which can be used to satisfy both the requirements for the minor and for the major may be double counted.

**Choose six law units from the following:**

BUSN 316	Legal Aspects of the Business Process	3 units
BUSN 317	Legal and Ethical Environment	3 units
POLS 362	Constitutional Law I	3 units
POLS 364	Constitutional Law II	3 units

**Choose three communication units from the following:**

COMM 293	Sp Top: Intro to Parliamentary Debate	3 units
COMM 444	Argumentation and Debate	3 units

**Choose six social sciences units from the following:**

POLS 155C	United States Government	3 units
POLS 362	Constitutional Law I	3 units
POLS 364	Constitutional Law II	3 units
SOC 345/PSYC 344	Family Violence	3 units
SOC 362	Juvenile Delinquency and Justice	3 units
SOC/POLS 468	Law and Society	3 units

**Choose six elective units from the following:**

POLS 155C	United States Government	3 units
POLS 362	Constitutional Law I	3 units
POLS 364	Constitutional Law II	3 units
BUSN 316	Legal Aspects of the Business Process	3 units
BUSN 317	Legal and Ethical Environment	3 units
SOC 305	Criminology and the Criminal Justice System	3 units
SOC 345/PSYC 344	Family Violence	3 units
SOC 362	Juvenile Delinquency and Justice	3 units
SOC 367	Sociology of Corrections	3 units
SOC 373	Deviant Behavior	3 units
SOC/POLS 468	Law and Society	3 units
COMM 444	Argumentation and Debate	3 units
COMM 445	Persuasion	3 units
PHIL 210	Critical Thinking	3 units
ENGL 375	Modern Grammar & Advanced Composition	3 units

## Women's Studies Minor

The minor in Women's Studies is an interdisciplinary course of study administrated by the Department of Anthropology and Sociology. 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 course work in the social sciences, religion, literature, history, and communications.

The minor requires a total of 21 units: six units of Women's Studies required courses and 15 elective units. In completing the requirements for the minor, a minimum of 12 units must be distinct and different from the units used to complete the requirements of a major. Any units above this minimum requirement which can be used to satisfy both the requirements for the minor and for the major may be double counted. General education courses, however, may be used to meet minor requirements, not to exceed nine units.

**Required courses:**

**6 units**

WMST 110	Introduction to Women's Studies	2 units
WMST 212	Ensure Justice Conference in Women's Studies	1 unit
WMST 410	Research in Women's Studies	3 units

**Electives**

**any combination of 15 units**

ANTH/SOC 334	Gender, Culture, and Society	3 units
ANTH/SOC/PSYC 346	Human Sexuality	3 units
COMM 374	Gender Communications	3 units
ENGL 325	Period Focus	3 units
ENGL 335	Genre Focus	3 units
ENGL 425	Author Focus	3 units
ENGL 444	Culture Focus	3 units
HIST 360	Women in American History	3 units
OT 470	Special Topic: Women in Early Israel	3 units
PLST/THEO 432	Women in Ministry	3 units
PSYC/SOC 335	Social and Psychological Aspects of Aging	3 units
SOC 332	Marriage and the Family	3 units
SOC 345/PSYC 344	Family Violence	3 units

SOC/ANTH 343	Class, Race, Ethnicity and Gender	3 units
WMST 345	Human Trafficking	3 units
WMST 450	GCWJ Internship	1-3 units
WMST 452	Women's Studies Teaching Internship	1-3 units
WMST 455	Research Assistantship	1-3 units
WMST 470	Special Topics	3 units

## PRE-PROFESSIONAL PREPARATION IN THE COLLEGE

### Pre-Professional Preparation in the Natural Sciences

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

### Science, Teaching/Coaching of Physical Education or Mathematics Teacher Education

Students desiring to enter a career in secondary school teaching should consult with an academic advisor in Liberal Studies and the appropriate department. The academic advisor will provide a complete list of the requirements for teacher certification in the student's 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 in the Sciences or Mathematics

Students who desire to enter graduate school in the fields of sciences or mathematics need to consult with their academic advisor for counsel regarding requirements and the proper sequence of courses. It is advisable for such students to

obtain catalogs from graduate schools of their choice and consider carefully the undergraduate prerequisites listed in them. Most graduate schools require prospective students to take the Graduate Record Examination (GRE), which is normally taken in the Fall of the senior year or the Spring of the junior year. Some graduate schools require only the basic or generalized GRE while others require that applicants also take the advanced subject area exam. It is imperative that students be aware of the requirements and application deadlines of the graduate school of their choice.

### Pre-Medical, and Pre-Health Sciences 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 sequence of comparative anatomy/embryology and vertebrate physiology, cell biology, histology, microbiology, genetics, and a sequence of chemistry courses up to and including advanced biochemistry. Most medical and dental school applicants complete a baccalaureate degree program prior to beginning their medical training. Normally, the Medical College Admission Test (MCAT) or Dental Aptitude Test (DAT), or other tests required for entrance into professional graduate school is taken during the sixth semester of undergraduate work. The MCAT exam emphasizes critical thinking and writing skills, in addition to factual knowledge. The successful completion of our course program and the knowledge gained will be (1) decidedly helpful in achieving requisite MCAT and DAT scores, and (2) essential in providing an adequate background for medical and dental studies.

Pre-Health Sciences require a core and additional work in a concentration. For Pre-Health Sciences descriptions (Chiropractic, Nursing, and Physical Therapy), see relevant catalog section under the Kinesiology Department.

For additional preparatory subjects on other professional school entrance examinations, the prospective applicant should consult the catalogs 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.

## GENERAL COURSES IN THE COLLEGE

### Art Courses

#### 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 trip fee.

#### ART/THEA 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/or 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, interrelationship and cultural significance of music, painting, sculpture and architecture from antiquity to the present. A course fee covers the expense of field trips to art museums and concerts. Lab Fee.

### Core Courses

#### 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. May include 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. A failing grade must be made up prior to advancement to the Sophomore level.

#### CORE 101C • College Learning Concepts (3 units)

A survey of college-level learning resources and techniques designed to increase learning power. An emphasis is placed upon time management and organizational skills, reading comprehension, note taking, test taking, writing and library research, stress management, and career planning.

#### CORE 102C • Writing Intensive Cornerstone (3 units)

This course is open to Freshmen only. A writing-intensive introduction to university life and learning, and to the academic and social skills needed for success. Includes instruction in basic reading and writing skills with a diversity-rich curriculum, social outings, and a community service component. A failing grade must be made up prior to advancement to the Sophomore level. Students will be placed into this course with a 450 or lower SAT Verbal score or a 17 ACT score or lower. Students without SAT/ACT scores are required to take the First-Year Language Assessment during Orientation Week. This course must be taken prior to ENGL 120C, and both this course and ENGL 120C must be passed before a student can take ENGL 220C.

### CORE 205 • Cornerstone Mentoring (1 unit)

Prerequisite: Consent of the instructor. Cornerstone Mentoring provides the student with the opportunity to assist freshmen students during their Cornerstone course in gaining academic and social skills. Regular hours each week for classes and/or meetings are established at the beginning of the semester. This course may be repeated with consent of the instructor.

## Humanities Courses

### 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 291, 292, 293, 294 • Special Topics (1, 2, 3, 4 units)

Study of special topic focusing on culture, language, civilization or literature. May be repeated for credit.

## Natural Science Courses

### NSCI 210C • The Empirical World (3 units)

Prerequisite: Sophomore standing. Co-requisite: NSCI 210CL. A course in the natural and physical sciences emphasizing man's relationship to the physical world. Relevant topics from physics, chemistry, earth science, and biology will be explored. The course will focus on contemporary issues such as the ecological, economic and human health impacts of air and water pollution, global climate change, ozone depletion, hazardous and solid waste, alternative energy resources, soil, resource depletion, biotechnology, diet and food safety. Completion of

accompanying lab (NSCI 210CL) is required to satisfy the core curriculum requirement in natural science.

### NSCI 210CL • The Empirical World Laboratory (1 unit)

Prerequisite: Sophomore standing. Co-requisite: NSCI 210C. A laboratory course in the natural and physical sciences to accompany NSCI 210C emphasizing the process of problem solving using the scientific method. All laboratory experiences are under the 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 coordinated with the material being covered in lecture. The laboratory experience may include supervised field trips. Lab fee.

### NSCI/ANTH/SOC 429 • Health, Disease, and Globalization: Foundations of Epidemiology (3 units)

Prerequisites: ANTH 102C and/or ANTH 320 ; NSCI 210C or KINE 145C or BIOL 204C are helpful but not required. Check with instructor if necessary. This course surveys elements of health and disease, investigates their sociocultural contexts in light of increasing globalization and environmental pressures. It uses the principles and techniques of epidemiology to understand both the biology and contexts of diseases, human cultural diversity with regards to beliefs and attitudes, practices that affect health and illness, as well as health-seeking or health-thwarting behaviors. The relationship of human behaviors, ecological conditions, mental and ideological states as these impact health and illness are explored. Transmissible and chronic diseases are both covered.

## Social Science Courses

### SOCS 150 • World Geography (3 units)

Survey of world geography including physical, economic, political, and cultural factors.

### SOCS/BUSN 215 • Principles of Economics (Macro) (3 units)

Prerequisites: BUSN 165C or MATH 145C, 265C or college algebra. An introduction to the principles of economic analysis, economic institutions, and issues of public policy.



**SOCS/BUSN 216 • Principles of Economics (Micro) (3 units)**

Prerequisites: BUSN 165C or MATH 145C, 265C 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/PSYC 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/PSYC/SOCS 265C to fulfill the core curriculum requirement in mathematics. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

**SOCS 364C • Intermediate Statistical Methods (3 units)**

Prerequisite: SOCS/MATH/PSYC 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).

**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 • 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.

## **Women's Studies Courses**

**WMST 110 • Introduction to Women's Studies (2 units)**

An introductory course to the study of women and contemporary gender 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 gender, and gender as perceived in history and literature. This course is part of the core requirement for a minor in Women's Studies.

**WMST 212 • Ensure Justice Conference in Women's Studies (1 unit)**

Students are required to attend one conference sponsored by the Global Center for Women and Justice. A faculty member in the discipline covered by the conference theme will determine course work. May be repeated for credit.

**WMST 345 • Human Trafficking (3 units)**

This courses addresses trafficking based on the U.S. State Department model of Prevention, Protection, and Prosecution. Explores how trafficking happens, why it happens, and what can be done about it. For students interested in combatting human trafficking, this course offers a better understanding of professional career choices, as well as volunteer opportunities. The course includes guest speakers with in-depth knowledge and experience in the field from law enforcement and victim services. Counts as elective toward Women's Studies Minor.

**WMST 410 • Research in Women's Studies (3 units)**

Prerequisites: WMST 110 and WMST 212. This course is designed to assist the student in integrating the multi-faceted aspects of women's issues into a final paper. Working in cooperation with the professor, the student will design and methodically research and write a major paper that reflects an advanced understanding of women in the context of the chosen subject area. Papers from this class will be presented in a public colloquium toward the end of the semester and submitted for publication.

**WMST 450 • GCWJ Internship (1-3 units)**

Prerequisite: Need to be on WMST Minor track. Students select an internship from the repertoire of projects the Global Center for Women and Justice is currently working on. Students may alternatively choose an externship with one of GCWJ's partner organizations. Students earn one course of credit for every 30 hours of interning. Course credit also requires short readings and reflection papers. May be repeated once.

**WMST 452 • Women's Studies Teaching Internship (1-3 units)**

Prerequisites: WMST 110. Open to juniors and seniors with a 3.0 or above and requires the consent of the professor. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The teaching assistant assists an instructor in planning and conducting a course and/or laboratory sessions. May be repeated for a maximum of 3 units.

**WMST 455 • Research Assistantship (1-3 units)**

Prerequisites: WMST 110 and consent of the instructor. Open to juniors and seniors and requires the consent of the professor serving as the principal investigator of a research process. The undergraduate research assistantship engages students in original research projects of the faculty or student's own design. Its aim is to apply those skills learned in prior research design and methodology coursework and/or expand on these as appropriate to the student's skill set. 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 formats. A research agenda will be developed with each student, which then becomes the guide for the class. Students will meet with instructor weekly to discuss findings and progress. May be repeated for credit up to 6 units.

**WMST 470 • Special Topics (3 units)**

Prerequisite: WMST 110. This course concentrates on a particular issue relevant to Women's Studies students such as gender theory, gender pedagogy, women's health, women and patriarchy, women in business, or motherhood. May be repeated for credit as new course topics are developed.

## **DEPARTMENT OF ANTHROPOLOGY AND SOCIOLOGY**

Edward Clarke, Ph.D., Chair

The mission of the Department of Anthropology and Sociology is to equip the next generation of scholar-practitioners to be professionally competent social scientists who are devoted to the public good.

We are a community of learners dedicated to comprehending the cultural and social dimensions of human existence. The program is based on a collaborative learning model wherein faculty and students work together to systematically study human cultural diversity and to analyze the complex relationship that exists between human beings and the social processes and the institutions they create. We offer students rigorous preparation in social science theory and method and provide regular opportunities for field research with the aim of developing their capacity to apply social science to problem-solving in diverse professional contexts. Our faculty work closely with their students to help them discover their vocation and strengthen their engagement with and in Jesus' kingdom. Finally, we strive to cultivate in our students a moral vision of professional life so that they remain committed to advancing public good in the vocations they pursue as Vanguard alumni.

The undergraduate Anthropology and Sociology Program offers degrees in the following majors: Cultural Anthropology and Sociology. Students are responsible to meet the prerequisite requirements of any course in which they enroll. Majors must achieve a minimum grade of C- in all core lower and upper division courses in Anthropology and Sociology.

## El Salvador Study Abroad Program

The mission of the El Salvador Study Abroad Program is to provide students a foundational understanding of faith-based approaches to community development and poverty alleviation through experiential-learning in a cross-cultural, study-abroad environment. Students enrolled in the program will participate in a 12-week course of study and residence in El Salvador and will be able to earn up to 18-units of academic credit at Vanguard University. The program is coordinated and managed by the Salvadoran, faith-based development organization, ENLACE (*Entidad Natural Latinoamericana de Cooperacion Estrategica*), and in strategic partnership with Southeastern University and Vanguard University. The program utilizes a field- and experiential-learning based course of study to introduce students to Latin American culture and history, and to faith-based approaches to community economic development and poverty alleviation. The course will also enable students to understand the role of the local church in developing integrated and holistic solutions to poverty. The program is comprised of four interrelated curricular and co-curricular components, which include:

1. A sequence of four intensive academic modules consisting of:
  - Area Studies: Latin American Culture, Politics and History (ANTH/HIST/ICST 339, 3 units)
  - Special Topic: Poverty and Development in Latin America (ANTH/SOC 470, 3 units)
  - Transforming Communities Seminar (ANTH/SOC 465, 3 units)
  - Special Topics in Poverty Alleviation Strategies (ANTH/SOC 470, 3 units)
2. One Integrative Seminar (non-credit earning), which is designed to help students integrate their learning experiences with their spiritual formation during the course of the entire program.
3. Weekly courses in Conversational Spanish offered by qualified Salvadoran instructors (SPAN 293, 3 units).
4. One field practicum or field internship (ANTH 460A or SOC 460A, 3 units) that will consist of working with Salvadoran faith-based NGOs in areas related to social enterprise and economic development, public health, education, and church leadership, among other possible areas.

## Cultural Anthropology Major

*The cultural anthropology major enables students to understand culture, its nature, function, diversity, and shaping effects on human nature and societies. Its faculty of Christian scholars address applications of this knowledge to the solution of human problems as well as the delivery of the Gospel message. The major prepares 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.*

## Cultural Anthropology Major

### Core Requirements

**46 units**

#### Lower Division

**15 units**

ANTH 102C	Introduction to Cultural Anthropology	3 units
SOC 100C	Introduction to Sociology	3 units
ANTH 252	Applied Anthropology	3 units
ANTH 253	Language in Cultural Context	3 units
SOCS 265C	Introduction to Statistical Methods	3 units

#### Upper Division

**25 units**

ANTH 320	Social and Cultural Change	3 units
ANTH 322	Ethnographic Perspectives	3 units
ANTH 354	Anthropological Theory	3 units
ANTH 369	Research Design and Methods	3 units
ANTH 369L	Research Design and Methods Lab	1 unit
ANTH 440	Culture, Personality, and the Individual	3 units
ANTH 460A	Field Practicum/Fieldwork	3 units
ANTH 460B	Fieldwork and Presentation	3 units
ANTH 499C	Anthropology Senior Seminar	3 units

#### Electives

**6 units**

ANTH 317	Modern China	3 units
ANTH 334	Gender, Culture, and Society	3 units
ANTH 339	Area Studies: Topical Area	3 units

ANTH 343	Class, Race, Ethnicity, and Gender	3 units
ANTH 346	Human Sexuality	3 units
ANTH 358	World Religions	3 units
ANTH 374	Dynamics of Organizations	3 units
ANTH 422	Social Entrepreneurship	3 units
ANTH 429	Health, Disease, and Globalization: Foundations of Epidemiology	3 units
ANTH 442	Globalization and Development	3 units
ANTH 450	Teaching Internship in Anthropology	1-3 units
ANTH 453	Language, Culture, and Linguistics	3 units
ANTH 455	Research Assistantship in Anthropology	1-4 units
ANTH 465	Transforming Communities Seminar	3 units
ANTH 470	Special Topics in Anthropology	1-3 units
ANTH 480	Individual Studies in Anthropology	1-3 units
ANTH 490	Seminar	1-3 units

### **Cultural Anthropology (General) Minor 21 units**

ANTH 102C	Introduction to Cultural Anthropology	3 units
ANTH 253	Language in Cultural Context	3 units
Electives in Anthropology		15 units

### **Cultural Anthropology Minor for Intercultural Studies 21 units**

(For the full requirements of the Religion Major with a concentration in Intercultural and Urban Studies, see the Department of Religion section of this catalog.)

ANTH 102C	Introduction to Cultural Anthropology	3 units
ANTH 253	Language in Cultural Context	3 units
ANTH 320	Social and Cultural Change	3 units
ANTH 322	Ethnographic Perspectives	3 units
ANTH 358	World Religions	3 units
Electives in Anthropology		6 units

### **ANTHROPOLOGY COURSES**

#### **ANTH 102C • Introduction to Cultural Anthropology (3 units)**

The study of culture emphasizing culture's origins and processes. Concepts and theories about culture that apply to life in both developing and developed societies with the aim of solving human problems. Lab fee.

#### **ANTH 252 • Applied Anthropology (3 units)**

The class emphasizes understanding the full spectrum of applications in anthropology and anthropological practice, including work in government, industry, business, non-profit organizations, development work, health practice, and missiology. Students will develop career plans and research applications suitable to their interests.

#### **ANTH 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; the relationship of language to culture and their reciprocal influences; language usage; and the nature of language systems through an appreciation of anthropological linguistics.

#### **ANTH 270 • Special Topics (1-3 units)**

Prerequisite: Consent of the instructor. A study of a special topic in Anthropology. May be repeated for credit.

#### **ANTH 317/HIST 317 • Modern China (3 units)**

A study of the political and social history of China from the mid-nineteenth century, when European aggression forced China on a path to modernization, to the present.

#### **ANTH/ICST/SOC 320 • Social and Cultural Change (3 units)**

Prerequisite: ANTH 102C; SOC 100C recommended. 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 change at the personal level.

**ANTH/ICST 322 • Ethnographic Perspectives (3 units)**

Prerequisite: ANTH 102C. Examines family life, religious belief, social and economic organization, politics and genders from 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 Westerners. Course will stress appreciation for and comprehension of ethnography as both a research method and genre of writing.

**ANTH/SOC 334 • Gender, Culture, and Society (3 units)**

Prerequisites: SOC 100C or ANTH 102C. Gender as a social construction with powerful consequences is explored in this course along with those cultural values and ideologies which perpetuate the discourse of differences. Contemporary studies of gender cross-culturally will enable an appreciation of the broad diversity in the application of gender constructs and their resultant cultural effects.

**ANTH/HIST/ICST 339 • Area Studies: [Topical Area] (3 units)**

Prerequisite: 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, ethnicity, family structure, political organization, technology, social structure, ethnopsychology, 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, Oceania, East Asia, South East Asia, China, Korea, Northern Africa, Sub-Sahara Africa, Eastern Europe, Western Europe, North America, and North America Diaspora.

**ANTH/SOC 343 • Class, Race, Ethnicity and Gender (3 units)**

Prerequisite: ANTH 102C or SOC 100C. This course focuses on the distribution of power and resources across racial 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.

**ANTH/SOC/PSYC 346 • Human Sexuality (3 units)**

Prerequisite: SOC 100C or PSYC 103C (preferably both), and junior or senior standing. Human Sexuality provides an overview of human sexual anatomy, physiology, gender identity, sex role development and expression, modes of sexual expression, sexual deviation, the meaning of sexuality within relationships, and ethical considerations.

**ANTH 354 • Anthropological Theory (3 units)**

Prerequisites: ANTH 102C and ANTH 253. An overview of the early history and major theoretical schools in anthropology. Addresses recent trends in discourse, postmodernism, local culture knowledge, and action oriented anthropology.

**ANTH/ICST 358 • World Religions (3 units)**

Prerequisite: ANTH 102C or SOC 100C. A comparison of the major non-Christian religions, with emphasis on their cultural origins, elements, forms, and symbols, and the role of religion as an institution in such societies.

**ANTH 368 • Anthropological Data Analysis (3 units)**

Prerequisites: SOCS 265C, ANTH 102C, ANTH 253, ANTH 354, and ANTH 365. 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/SOC 369 • Research Design and Methods (3 units)**

Prerequisites: SOCS 265C; ANTH 354 or SOC 365. Examines the major qualitative and quantitative research methods used in applied Anthropology and Sociology. Particular emphasis will be given to design, preparation, and process of applied social research. Introduces students to various methods including unobtrusive observation, structured and unstructured interviewing, and survey research.

**ANTH/SOC 369L • Research Design and Methods Lab (1 unit)**

Co-requisite: ANTH/SOC 369 Research Design and Methods. Introduces students to computer software utilized by social researchers to compile, manage and analyze data as a product of research.

**ANTH/SOC 374 • Dynamics of Organizations (3 units)**

Prerequisite: ANTH 102C, SOC 100C or PSYC 103C. An exploration of the dynamics of organizations including theoretical perspectives of formal and complex organizations. Students survey and investigate the internal processes, relationships and interactions that are embedded into the explicit structural forms of organizations and the tacit deep structure of meanings that people use to negotiate their lives through these systems. This sense-making process is further expressed in linkages to the external environment and strategic recommendations that connects to the organizational culture.

**ANTH/SOC 422 • Social Entrepreneurship (3 units)**

This course invites students to learn how innovative organizations tackle some of our world's most difficult problems by applying the principles of social entrepreneurship. Students identify and discover their own personal values and calling to better understand where to best have impact. The course is designed to provide students with a broad perspective of how different types of organizations attempt to change the world for good. It also challenges students to think critically about how faith plays a critical role in bringing about lasting change.

**ANTH/SOC/NSCI/ 429 • Health, Disease, and Globalization: Foundations of Epidemiology (3 units)**

Prerequisites: ANTH 102C and/or ANTH 320 ; NSCI 210C or KINE 145C or BIOL 204C are helpful but not required. Check with instructor if necessary. This course surveys elements of health and disease and investigates their sociocultural contexts in light of increasing globalization and environmental pressures. It uses the principles and techniques of epidemiology to understand both the biology and contexts of diseases, human cultural diversity with regards to beliefs and attitudes, practices that affect health and illness, as well as health-seeking or health-thwarting behaviors. The relationship of human behaviors, ecological conditions,

mental and ideological states as these impact health and illness are explored. Transmissible and chronic diseases are both covered.

**ANTH 440 • Culture, Personality, and the Individual (3 units)**

Prerequisites: ANTH 102C. PSYC 103C and PSYC 320 or PSYC 345 recommended. Western conceptions of the person and the self-concept are reassessed in light of cross-cultural studies and the contributions of anthropologists. The course is oriented to broaden a student's understanding of how personality is formed and how cultural ideas about the person influence personal and interpersonal dynamics. The course is practical for those intending to work cross-culturally, in counseling, business applications, development, social work or ministry.

**ANTH/SOC 442 • Globalization and Development (3 units)**

Prerequisite: ANTH 102C; ANTH 320 recommended. Course considers anthropological approaches to the analysis of economic development and change, with special attention given to contemporary development concerns as perceived at the local level. The organization of large- and small-scale development organizations, including non-government organizations, in non-Western settings will also be examined. Class is also designed to meet the needs of students interested in participating in both overseas and domestic community/organizations/economic development.

**ANTH 450 • Anthropology 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/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory sessions. May be repeated for a maximum of eight units.

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

Prerequisite: ANTH 102C. 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'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.

**ANTH 455 • Research Assistantship (1-4 units)**

The undergraduate research assistantship engages students in original research projects of the faculty or student's own design. Its aim is to apply those skills learned in prior research design and methodology coursework and/or expand on these as appropriate to the student's skill set. A research agenda will be developed with each student, which then becomes the guide for the class. May be repeated for credit.

**ANTH 460 • Field Practicum (1-4 units)**

Prerequisite: Senior year standing and consent of the instructor. Guided ethnographic field experience based on student's research prospectus. May be repeated for credit.

**ANTH 460A • Field Practicum/Fieldwork (3 units)**

Prerequisites: ANTH 354, ANTH 369, ANTH 369L and Junior or Senior standing. This course is part one of a two-part course (ANTH 460A and ANTH 460B) that requires students to design and conduct a year-long ethnographic field project that is based on the student's research proposal. Includes both an in-class and field component. Course instructor manages the course requirements and responsibilities, which may include: a research paper, weekly journals, and various written assignments. The course requires weekly interaction between professor and student. A minimum of ten hours of field experience will be required for each credit hour.

**ANTH 460B • Fieldwork and Presentation (3 units)**

Prerequisite: ANTH 460A. This course is part two of a two-part course (ANTH 460A and ANTH 460B) that requires students to complete a year-long ethnographic field project, and to analyze research findings and present them in a professional setting. Includes both an in-class and field component. Course instructor manages the course requirements and responsibilities, which may include: a research paper, weekly journals, and various written assignments. The

course requires weekly interaction between professor and student. A minimum of twenty hours of field experience will be required for each credit hour.

**ANTH/SOC 465 • Transforming Communities Seminar (3 units)**

An exploration of the role of local churches in developing sustainable solutions to poverty. The course reviews the history of faith-based efforts to strengthen human well-being in Latin America and El Salvador. Students will also identify and evaluate the characteristics of successful partnerships between churches and other local private and public institutions, and NGOs. A significant component of the class will consist of spending time with local churches that are engaged in poverty alleviation work.

**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.

**ANTH 499C • Anthropology Senior Seminar (3 units)**

Prerequisite: Senior standing. This course fulfills the Core Curriculum Capstone requirement for Anthropology majors. This course is designed to serve as a rite-of-passage for graduating seniors. It is a seminar-style course that requires students to reflect comprehensively on their professional development and formation as anthropologists and disciples of Jesus.

## Sociology Major

*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 46 units

Lower Division		9 units
SOC 100C	Introduction to Sociology	3 units
ANTH 102C	Introduction to Cultural Anthropology	3 units
SOCS 265C	Introduction to Statistical Methods	3 units

Upper Division		19 units
SOC 332	Marriage and the Family	3 units
SOC 343	Class, Race, Ethnicity and Gender	3 units
SOC 365	Sociological Theory	3 units
SOC 369	Research Design and Methods	3 units
SOC 369L	Research Design and Methods Lab	1 unit
SOC 460A*	Field Practicum	3-4 units
SOC 462A*	Research Practicum	3-4 units
SOC 490C	Senior Seminar	3 units

\*Need to take SOC 460A OR SOC 462A.

Electives		18 units
SOC 258	Sociology of Sports and Human Movement	3 units
SOC 305	Criminology and the Criminal Justice System	3 units
SOC 320	Social and Cultural Change	3 units
SOC 324	Social Psychology	3 units
SOC 330	Social Problems	3 units
SOC 334	Gender, Culture, and Society	3 units
SOC 335	Social/Psychological Aspects of Aging	3 units
SOC 345	Family Violence	3 units
SOC 346	Human Sexuality	3 units
SOC 349	Religion and Society	3 units
SOC 352	Urban Sociology	3 units

SOC 355	Survey of Human Services	3 units
SOC 362	Juvenile Delinquency and Justice	3 units
SOC 367	Sociology of Corrections	3 units
SOC 373	Deviant Behavior	3 units
SOC 374	Dynamics of Organizations	3 units
SOC 422	Social Entrepreneurship	3 units
SOC 429	Health, Disease, and Globalization: Foundations of Epidemiology	3 units
SOC 430	Religion and Human Rights in the World	3 units
SOC 440	Clinical Sociology	3 units
SOC 442	Globalization and Development	3 units
SOC 450	Teaching Internship in Sociology	1-3 units
SOC 455	Sociology Research Assistantship	1-3 units
SOC 460B	Field Practicum	1-4 units
SOC 462B	Research Practicum	1-4 units
SOC 465	Transforming Communities Seminar	3 units
SOC 468	Law and Society	3 units
SOC 470	Special Topics in Sociology	1-3 units
SOC 480	Individual Studies in Sociology	1-3 units

An exit interview and exam are required of all graduating seniors. The exit exam is designed to assess the mastery of concepts, principles and knowledge expected of students at the conclusion of the sociology major.

### Sociology Minor 21 units

SOC 100C	Introduction to Sociology	3 units
SOC 332	Marriage and the Family	3 units
SOC 343	Class, Race, Ethnicity and Gender	3 units
Electives in Sociology		12 units

NOTE: At least half of all units must be taken at Vanguard University. In completing the requirements for the minor, a minimum of 12 units must be distinct and different from the units used to complete the requirements of a major. Any units above this minimum requirement which can be used to satisfy both the requirements for the minor and for the major may be double counted.



## SOCIOLOGY COURSES

### SOC 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.

### SOC/KINE 258 • Sociology of Sports and Human Movement (3 units)

This class will examine the historical and contemporary interpretations of the role of play, games, sports, dance, fitness, and recreation in a variety of cultures. This class will also address sociocultural issues such as gender, socioeconomic status, race and ethnicity in sport. This course is only offered odd years in the Fall.

### SOC 291, 292, 293 • Special Topics (1-3 units)

Prerequisite: Consent of the instructor. Study of a special topic in Sociology. May be repeated for credit.

### SOC 305 • Criminology and the Criminal Justice System (3 units)

Prerequisite: ANTH 102C or SOC 100C. This is a survey course that introduces students to the motivations for criminal behavior and societal responses to them. Law, crime, and crime control will be presented as social phenomena that can be adequately understood only in terms of larger social and cultural contexts.

### SOC/ANTH/ICST 320 • Social and Cultural Change (3 units)

Prerequisite: ANTH 102C; SOC 100C recommended. 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 change at the personal level.

### SOC/PSYC 324 • Social Psychology (3 units)

Prerequisite: SOC 100C or PSYC 103C. 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.

### SOC 330 • Social Problems (3 units)

Prerequisite: SOC 100C or ANTH 102C. A selective sociological analysis of major problems confronting American society, discussion of individual and social disorganization, poverty, urbanization, deviancy, effects of mass media, and other issues.

### SOC 332 • Marriage and the Family (3 units)

Prerequisite: SOC 100C or PSYC 103C. The institutions of marriage and the family are explored from the sociological perspective which emphasizes the influence of societal norms on human behavior and social structures. Commonly held conceptions of traditional marital forms and alternative forms of cohabitation both historical and modern are examined using the analytical tools of social science theory, research methods, and statistics.

### SOC/ANTH 334 • Gender, Culture, and Society (3 units)

Prerequisites: SOC 100C or ANTH 102C. Gender as a social construction with powerful consequences is explored in this course along with those cultural values and ideologies which perpetuate the discourse of differences. Contemporary studies of gender cross-culturally will enable an appreciation of the broad diversity in the application of gender constructs and their resultant cultural effects.

### SOC/PSYC 335 • Social and Psychological Aspects of Aging (3 units)

Prerequisite: SOC 100C or 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.

### SOC/ANTH 343 • Class, Race, Ethnicity and Gender (3 units)

Prerequisite: SOC 100C or ANTH 102C. This course focuses on the distribution of power and resources across racial 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.

**SOC 345/PSYC 344 • Family Violence (3 units)**

Prerequisite: SOC 100C, PSYC 103C or consent of instructor. 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.

**SOC/ANTH/PSYC 346 • Human Sexuality (3 units)**

Prerequisite: SOC 100C or PSYC 103C (preferably both), and junior or senior standing. Human Sexuality provides an overview of human sexual anatomy, physiology, gender identity, sex role development and expression, modes of sexual expression, sexual deviation, the meaning of sexuality within relationships, and ethical considerations.

**SOC/PLST 349 • Religion and Society (3 units)**

Prerequisite: SOC 100C or ANTH 102C. The social structural approach to the study of religion, with particular emphasis on American society. Examines personal religious experience and expressions, structural forms, systemic relationships between religious systems and other social subsystems.

**SOC 352 • Urban Sociology (3 units)**

Prerequisite: ANTH 102C or SOC 100C. A study of urban life with emphasis on its organization, unique functions, and problems.

**SOC 355/PSYC 355 • Survey of Human Services (3 units)**

Prerequisite: SOC 100C or PSYC 103C. Survey of Human Services 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 and the significance of a Christian worldview in human services are also examined.

**SOC 362 • Juvenile Delinquency and Justice (3 units)**

Prerequisite: SOC 100C, PSYC 103C or permission of instructor. The causes of juvenile delinquency are reviewed from a broad social systems perspective. Delinquent crimes, gang activity and violence are studied, as is the system of juvenile justice. Course is designed for those who will be working with juveniles.

**SOC 365 • Sociological Theory (3 units)**

Prerequisite: SOC 100C. An introduction to the theorists and theoretical models which result from examination and analysis of our empirical world of social relations, social structures, and social institutions.

**SOC 367 • Sociology of Corrections (3 units)**

Prerequisite: SOC 100C or consent of the instructor. Provides an overview of modern adult corrections: specifically, probation, parole, incarceration, community-based corrections, and prevention programs. Includes survey of history, application and theory of punishment philosophies and practices. Studies contemporary correctional policies, practices, and issues.

**SOC/ANTH 369 • Research Design and Methods (3 units)**

Prerequisites: SOCS 265C; ANTH 354 or SOC 365. Examines the major qualitative and quantitative research methods used in applied Anthropology and Sociology. Particular emphasis will be given to design, preparation, and process of applied social research. Introduces students to various methods including unobtrusive observation, structured and unstructured interviewing, and survey research.

**SOC/ANTH 369L • Research Design and Methods Lab (1 unit)**

Co-requisite: ANTH/SOC 369 Research Design and Methods. Introduces students to computer software utilized by social researchers to compile, manage and analyze data as a product of research.

**SOC 373 • Deviant Behavior (3 units)**

Explores how societies decide what behaviors are deviant, how they attempt to prevent and/or correct deviance and the consequences to the offenders and the social structures in which they occur. Emphasis is given to research that describes deviance, theories which explain the social conditions contributing to the emergence and perpetuation of deviance, and the analysis of society's programmed efforts to resolve the problems deviance produces.

**SOC/ANTH 374 • Dynamics of Organizations (3 units)**

Prerequisites: ANTH 102C, SOC 100C or PSYC 103C. An exploration of the dynamics of organizations including theoretical perspectives of formal and complex organizations. Students survey and investigate the internal processes, relationships and interactions that are embedded into the explicit structural forms of organizations and the tacit deep structure of meanings that people use to negotiate their lives through these systems. This sense-making process is further expressed in linkages to the external environment and strategic recommendations that connects to the organizational culture

**SOC/ANTH 422 • Social Entrepreneurship (3 units)**

This course invites students to learn how innovative organizations tackle some of our world's most difficult problems by applying the principles of social entrepreneurship. Students identify and discover their own personal values and calling to better understand where to best have impact. The course is designed to provide students with a broad perspective of how different types of organizations attempt to change the world for good. It also challenges students to think critically about how faith plays a critical role in bringing about lasting change.

**SOC/ANTH/NSCI 429 • Health, Disease, and Globalization: Foundations of Epidemiology (3 units)**

Prerequisites: ANTH 102C and/or ANTH 320 ; NSCI 210C or KINE 145C or BIOL 204C are helpful but not required. Check with instructor if necessary. This course surveys elements of health and disease and investigates their sociocultural contexts in light of increasing globalization and environmental pressures. It uses the principles and techniques of epidemiology to understand both the biology and contexts of diseases, human cultural diversity with regards to beliefs and attitudes,

practices that affect health and illness, and health-seeking or health-thwarting behaviors. The relationship of human behaviors, ecological conditions, mental and ideological states as these impact health and illness are explored. Transmissible and chronic diseases are both covered.

**SOC 430 • Religion and Human Rights in the World (3 units)**

Prerequisite: SOC 100C or ANTH 102C or consent of the instructor. Examines how religion intertwines with human rights practices in a given country. As the most basic of human rights, religion is an important component in answering the question of how a nation honors or violates the human rights of its citizens.

**SOC/ANTH 442 • Globalization and Development (3 units)**

Prerequisite: ANTH 102C; ANTH 320 recommended. Course considers anthropological approaches to the analysis of economic development and change, with special attention given to contemporary development concerns as perceived at the local level. The organization of large- and small-scale development organizations, including non-government organizations, in non-Western settings will also be examined. Class is also designed to meet the needs of students interested in participating in both overseas and domestic community/organizations/economic development.

**SOC 450 • Sociology Teaching Internship (1-3 units)**

Open to seniors with a grade point average of 3.0 or above and approval of the department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory sessions. May be repeated for a maximum of six units.

**SOC 455 • Sociology Research Assistantship (1-3 units)**

Prerequisites: SOC 100C, SOCS/MATH/PSYC 265C, and SOC 369. 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 formats. May be repeated for a maximum of six units.

**SOC 460A • Field Practicum (3-4 units)**

Prerequisite: SOC 100C, and junior or senior standing. Field experience in a social service agency such as an outpatient health facility, a community organization, or a social program. This course is controlled by the instructor and all field sites must be approved by the professor. The course instructor and the university manage the course requirements and responsibilities, 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. Thirty hours of field experience will be required for each credit hour. Students must take SOC 460A or SOC 462A as a major upper division requirement. May be repeated as SOC 460B for 1-4 units in a subsequent semester.

**SOC 460B • Field Practicum (1-4 units)**

Prerequisite: SOC 460A. This course offers the student the opportunity to continue their Field Practicum begun in SOC 460A for one additional semester. Thirty hours of field experience will be required for each credit hour.

**SOC 462A • Research Practicum (3-4 units)**

Prerequisites: SOC 365 and SOC 369. This course provides an in-depth research experience. Students work closely with a faculty mentor at all levels of the research process—from the development of a conceptual framework and articulation of the research question to the creation of the research instrument and collection of data. Students will be introduced to SPSS (a data analysis program for Social Sciences) and will have the opportunity to present their findings in a number of settings. Thirty hours of research experience will be required for each credit hour. Must take SOC 460A or SOC 462A as a major upper division requirement. May be repeated as SOC 462B for 1-4 units in a subsequent semester.

**SOC 462B • Research Practicum (1-4 units)**

Prerequisite: SOC 462A. This course offers the student the opportunity to continue their research experience begun in SOC 462A for one additional semester. Thirty hours of research experience will be required for each credit hour.

**SOC/ANTH 465 • Transforming Communities Seminar (3 units)**

An exploration of the role of local churches in developing sustainable solutions to poverty. The course reviews the history of faith-based efforts to strengthen human well-being in Latin America and El Salvador. Students will also identify and evaluate the characteristics of successful partnerships between churches and other local private and public institutions, and NGOs. A significant component of the class will consist of spending time with local churches that are engaged in poverty alleviation work.

**SOC/POLS 468 • Law and Society (3 units)**

Prerequisite: SOC 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.

**SOC 470 • Special Topics (1-3 units)**

Prerequisite: SOC 100C and sophomore level and above. Study of a special topic in one of the fields of sociology. May be repeated for credit. Special topic courses are developed by faculty according to student interest and are offered periodically.

**SOC 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

**SOC 490C • Senior Seminar (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. This course fulfills the Core Curriculum Capstone requirement for Sociology majors.

## DEPARTMENT OF BIOLOGY

Cecil Miller, Ph.D., Chair

*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 medicine and other health professions, and to prepare students to enter graduate studies in the biological sciences and to enter positions in industry.*

There are two degrees available within the Biology Department: a Bachelor of Science (B.S.) in biology and a Bachelor of Arts (B.A.) in biological sciences. The B.S. program provides undergraduate preparation for technical employment, post-baccalaureate study in graduate school, professions such as medicine, and other health professions, and for work in natural resource management. A Biology major considering graduate or professional school should confer with a Biology advisor to plan a program to meet the student's needs for entrance into such a school or profession. In addition, it is strongly recommended that the student meet with the Pre-Med advisor to make sure that the student is aware of the additional requirements imposed by the Pre-Med Committee.

The Bachelor of Arts in biological sciences provides an introduction to the discipline and an opportunity to integrate the study of biology with another field. This program is designed to provide greater flexibility than the B.S. in meeting broad student interests which include pursuing a double major or preparation for a post-graduate physician assistant and nursing programs.

### Biology (B.S.) 81 units

Students seeking the B.S. in biology must complete core requirements in both the major and related disciplines, and elective courses beyond these requirements.

<b>Biology Core Curriculum Major Requirements</b>		<b>28-30 units</b>
BIOL 111C/CL	Principles of Biology I	4 units
BIOL 112/L	Principles of Biology II	4 units
BIOL 220/L	Cell Biology	4 units
BIOL 309/L	Microbiology	4 units
BIOL 311/L	Genetics	4 units
BIOL 485	Undergraduate Biological Research	2-4 units
Or BIOL 488	Biology Senior Project	
BIOL 499C	Capstone Seminar in Biology	2 units
<i>Choose one of the following Ecology Focus courses:</i>		
BIOL 315/L	General Ecology	4 units
BIOL 347C	Upland Field Biology	4 units
BIOL 348C	Coastal Ecology	4 units
<b>Related Discipline Core Requirements</b>		<b>37 units</b>
CHEM 120/L/R	General Chemistry I	5 units
CHEM 121/L/R	General Chemistry II	5 units
CHEM 304	Organic Chemistry I	3 units
CHEM 304L	Organic Chemistry Techniques I	1 unit
CHEM 305	Organic Chemistry II	3 units
CHEM 305L	Organic Chemistry Techniques II	1 unit
PSCI 223C/CL	Mechanics and Heat/Lab	4 units
PSCI 225/L	Electricity, Magnetism, Sound and Light/Lab	4 units
MATH 168C	Biostatistics	3 units
MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
Students must complete an additional 16 units in biology or biochemistry. It is strongly recommended that pre-medical and pre-dental students emphasize electives that prepare them for their graduate studies. Students interested in teaching should also complete BIOL 212, BIOL 214, and BIOL 455.		
<b>Electives</b>		<b>16 units</b>
BIOL 302/L	Comparative Vertebrate Anatomy	4 units
BIOL 305/L	Physiology of Vertebrates	4 units
BIOL 315/L	General Ecology	4 units

BIOL 325	History and Philosophy of Science	3 units
BIOL 335	Biology of Cancer	3 units
BIOL 347C	Upland Field Biology	4 units
BIOL 348C	Coastal Ecology	4 units
BIOL 402/L	Histology	4 units
BIOL 432/L	Neuroscience	4 units
BIOL 440/L	Molecular Biology	4 units
BIOL 451/L	Immunology	4 units
BIOL 455	Biology Teaching Internship	1-3 units
BIOL 462	Advanced Topics in Plant Biology	3 units
BIOL 485	Undergraduate Biological Research	1-4 units
CHEM 430/L	Biochemistry	4 units
CHEM 435	Advanced Biochemistry	3 units

## Biological Sciences (B.A.)

**77 units**

Students seeking the B.A. in biology must complete core requirements in both the major and in related disciplines, and elective courses beyond these requirements.

Biology Core Curriculum Major Requirements		28-30 units
BIOL 111C/CL	Principles of Biology I	4 units
BIOL 112/L	Principles of Biology II	4 units
BIOL 220/L	Cell Biology	4 units
BIOL 309/L	Microbiology	4 units
BIOL 311/L	Genetics	4 units
BIOL 485	Undergraduate Biological Research	2-4 units
or BIOL 488	Biology Senior Project	
BIOL 499C	Capstone Seminar in Biology	2 units

*Choose one of the following Ecology Focus courses:*

BIOL 315/L	General Ecology	4 units
BIOL 347C	Upland Field Biology	4 units
BIOL 348C	Coastal Ecology	4 units

Related Discipline Core Requirements		29 units
CHEM 120/L/R	General Chemistry I	5 units
CHEM 121/L/R	General Chemistry II	5 units

CHEM 304	Organic Chemistry I	3 units
CHEM 304L	Organic Chemistry Techniques I	1 unit
PSCI 223C/CL	Mechanics and Heat	4 units
or PSCI 130C/CL	General Physics I	
PSCI 225/L	Electricity, Magnetism, Sound and Light	4 units
or PSCI 131/L	General Physics II	
MATH 168C	Biostatistics	3 units
MATH 180	Calculus I	4 units

Students must complete an additional 20 elective units in biology or chemistry.

Students should select electives that will prepare them for their careers in graduate studies.

Electives		20 units
BIOL 212	Teaching Biology I	2 units
BIOL 214	Teaching Biology II	2 units
BIOL 302/L	Comparative Vertebrate Anatomy	4 units
or BIOL 204C/CL	Human Anatomy	4 units
BIOL 305/L	Physiology of Vertebrates	4 units
or BIOL 304/L	Human Physiology	4 units
BIOL 315/L	General Ecology	4 units
BIOL 325	History and Philosophy of Science	3 units
BIOL 335	Biology of Cancer	3 units
BIOL 347C	Upland Field Biology	4 units
BIOL 348C	Coastal Ecology	4 units
BIOL 402/L	Histology	4 units
BIOL 432/L	Neuroscience	4 units
BIOL 440/L	Molecular Biology	4 units
BIOL 455	Biology Teaching Internship	1-3 units
BIOL 462	Advanced Topics in Plant Biology	3 units
BIOL 485	Undergraduate Biological Research	1-4 units
CHEM 305/L	Organic Chemistry II	4 units
CHEM 430/L	Biochemistry	4 units
CHEM 435	Advanced Biochemistry	3 units
ANTH/SOC/ NSCI 429	Health, Disease, and Globalization: Foundations of Epidemiology	3 units

## Biology Minor

**20 units**

A minor in Biology is comprised of 20 units of any Biology (BIOL) courses with a minimum of 12 units taken at Vanguard.

### BIOLOGY COURSES

BIOL 111C • Principles of Biology I (3 units)

Co-requisite: BIOL111CL. An introductory course for the biological sciences which covers the scientific method, basic biological chemistry, cell structure and function, metabolism and energy transformation, evolution, classification, and other related topics. *This course fulfills the core curriculum lecture requirement in natural sciences.*

BIOL 111CL • Principles of Biology I Laboratory (1 unit)

Co-requisite: BIOL111C. Topics in this course are designed to complement lectures presented in BIOL111C. Students will conduct a broad survey of investigations selected to optimize their understanding of basic laboratory techniques and biological principles including microscopy, chromatography, colorimetry and DNA analysis. Lab and field trip fee. *This course fulfills the core curriculum laboratory requirement in natural sciences.*

BIOL 112 • Principles of Biology II (3 units)

Prerequisite: BIOL 111C and BIOL 111CL or equivalent. Co-requisite: BIOL112L. An introductory course for the biological sciences which covers the kingdoms of living organisms, plant and animal physiology, population genetics, biodiversity, ecology, and other related topics.

BIOL 112L • Principles of Biology II Laboratory (1 unit)

Co-requisite: BIOL 112. Topics in this course are designed to complement lectures presented in BIOL112. Students will conduct a broad survey of investigations selected to optimize the understanding of basic laboratory techniques and biological principles including field trips, dissection, collections, ecosystem classification and evaluation. Lab and field trip fee.

BIOL 204C • Human Anatomy (3 units)

Co-requisite: BIOL204CL. Introductory study of the gross physical structure, cellular makeup and physiological function of elements within the nine major organ systems. Lecture three hours. *This course fulfills the core curriculum lecture requirement in natural sciences.*

BIOL 204CL • Human Anatomy Laboratory (1 unit)

Co-requisite: BIOL204C. Laboratory study introducing the primary functional and supportive components within the skeletal, muscular, digestive, urinary, nervous, respiratory, reproductive, and cardiovascular systems. Laboratory three hours. Lab fee. *This course fulfills the core curriculum laboratory requirement in natural sciences.*

BIOL 210C • Fundamentals of Biology (3 units)

Co-requisite: BIOL 210CL. An introduction to the structures and functions of the major plant and animal groups. Focus is directed toward biological principles and problems facing humans in dynamic ecosystems. Lecture three hours. *This course fulfills the core curriculum lecture requirement in natural sciences.*

BIOL 210CL • Fundamentals of Biology Laboratory (1 unit)

Co-requisite: BIOL 210C. Introduction to biological laboratory procedures. Laboratory exercises in molecular biology, metabolism and physiology, structure, ecology, and taxonomic groups. Laboratory four hours. Lab fee. *This course fulfills the core curriculum laboratory requirement in natural sciences.*

BIOL 212, 214 • Teaching Biology I, II (1 unit each)

Prerequisites: BIOL 112 and BIOL 220. The study of important biological principles within the context of designing, implementing and evaluating research experiments. Particular attention is focused on safety issues during both planning and executing experimental studies. Laboratory three hours. Mandatory visits to a local 6-12th grade biology class three hours. Two semester sequence. Lab fee.

**BIOL 220 • Cell Biology (3 units)**

Prerequisite: BIOL 112. Co-requisite: BIOL 220L. This course provides an introduction to the fundamental principles of biology that center on the cell. Focus will be placed on cellular structure and function, fundamental metabolism, and molecular genetics. Lecture three hours.

**BIOL 220L • Cell Biology Laboratory (1 unit)**

Prerequisite: BIOL 112L. Co-requisite: BIOL 220. This course provides a working understanding of basic principles paramount to the study of biological sciences. Students will have a fundamental understanding of the scientific method, the cell, cellular structure, cellular respiration, DNA processes, protein synthesis, cellular reproduction, and genetics. This course prepares the student to think critically and analyze data. Laboratory three hours. Lab fee.

**BIOL 291, 292, 293, 294 • 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 (3 units)**

Prerequisite: BIOL 112. Co-requisite BIOL 302L. Study of the similarities and differences in the structure and function of chordates (fish, amphibians, reptiles, birds, mammals) in both ancient and modern forms, with particular emphasis on human organ systems. Embryological development and features are integrated into the discussion of each organ system. Lecture three hours. Offered in alternate years.

**BIOL 302L • Comparative Vertebrate Anatomy Laboratory (1 unit)**

Prerequisite: BIOL 112L. Co-requisite: BIOL 302. Study of the essential embryological and morphological features of representative chordates (fish, amphibians, reptiles, birds, mammals), with particular emphasis given to human organ systems. Laboratory exercises incorporate dissection on preserved specimens. Laboratory three hours. Lab fee. Offered in alternate years.

**BIOL 304 • Human Physiology (3 units)**

Prerequisite: BIOL 111C, 210, or BIOL 204C, or other college biology course with consent of the instructor. Co-requisite: BIOL 304L. 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 at biochemical, cellular, organ, and system levels. The systems studies will include nervous, cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive. Lecture three hours.

**BIOL 304L • Human Physiology Laboratory (1 unit)**

Co-requisite: BIOL304. This course is designed to complement BIOL 304 investigating fundamental physiological processes in humans. The systems studied will include nervous, cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive. Laboratory three hours. Lab fee.

**BIOL 305 • Physiology of Vertebrates (3 units)**

Prerequisites: BIOL 112 and BIOL 220. Co-requisite: BIOL 305L. Principles of animal physiology with emphasis on vertebrates. Lecture three hours. Offered in alternate years.

**BIOL 305L • Physiology of Vertebrates Laboratory (1 unit)**

Prerequisites: BIOL 112L and BIOL 220L. Co-requisite: BIOL 305. Laboratory course examining the principles of animal physiology with emphasis on vertebrates. Laboratory three hours. Lab fee. Offered in alternate years.

**BIOL 309 • Microbiology (3 units)**

Prerequisites: One year of biology and at least one semester of chemistry. Co-requisite: BIOL 309L. Biology of micro-organisms: their occurrence, and importance to humans. Topics will include microbial cell structure and function, metabolism, microbial genetics, and the role of micro-organisms in disease and immunity. Lecture three hours.

**BIOL 309L • Microbiology Laboratory (1 unit)**

Prerequisites: One year of biology and at least one semester of chemistry. Co-requisite: BIOL 309. Laboratory three hours. Lab fee.



**BIOL 311 • Genetics (3 units)**

Prerequisites: BIOL 220 and BIOL 220L. Co-requisite: Biology 311L. A study of the principles and the physical basis of heredity, biochemical aspects of gene actions, and social implications of heredity. Lecture three hours. Offered in alternate years.

**BIOL 311L • Genetics Laboratory (1 unit)**

Prerequisites: One year of biology and at least one semester of chemistry. Co-requisite: Biology 311. Laboratory three hours. Lab fee. Offered in alternate years.

**BIOL 315 • General Ecology (3 units)**

Prerequisite: BIOL 112. Co-requisite: Biology 315L. 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.

**BIOL 315L • Ecology Field and Laboratory Practicum (1 unit)**

Prerequisite: BIOL 112L. Co-requisite: Biology 315. This class provides hands-on experiences in the laboratory and in the field, enhances the student's understanding of basic environmental science and ecological concepts presented in BIOL 315. The laboratory experiments are oriented towards demonstrated basic principles of ecology and mastering modern research and field techniques. The individual exercises from an excellent notebook on current protocols used in ecology. Occasional field sampling will be required. Three hours of lab per week. Lab fee.

**BIOL 325/CHEM 325 • History and Philosophy of Science (3 units)**

Prerequisite: BIOL 112, CHEM 121, PSCI 223C, 225. 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.

**BIOL 335 • Biology of Cancer (3 units)**

Prerequisites: BIOL 112, BIOL 220, BIOL 210C, CHEM 112C or consent of the instructor. This course is designed to study cancer from both a cellular and a

clinical perspective. Characteristics of aberrant cell growth, proliferation and metastasis 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 the classification, carcinogenesis, epidemiology, prevention and treatment of cancer. Lecture 3 hours.

**BIOL 347C • Upland Field Biology (4 units)**

A study of biota and communities of upland environments and factors affecting distributions, reproduction, and physiology of plant and animal life. Much of the course consists of a field trip through the Sierra Nevadas and other terrestrial habitats. Course will fulfill CORE Curriculum science requirement. Lab fee. *This course fulfills the core curriculum lecture and lab science requirement in natural sciences.*

**BIOL 348C • Coastal Ecology (4 units)**

Coastal Ecology examines the ecological processes at the interface between land and sea in order to provide an understanding of the coastal environment, how terrestrial and marine systems are intricately connected, and how human activities can impact both. Much of the course consists of field trips in coastal and marine environments. Course will fulfill CORE Curriculum science requirement. Lab fee. *This course fulfills the core curriculum lecture and lab science requirement in natural sciences.*

**BIOL 402 • Histology (3 units)**

Prerequisite: BIOL 220. Co-requisite: BIOL 402L. Study of the cells and tissues comprising each human organ system. Discussion focuses on structural and functional components in both intracellular and extracellular compartments, and cellular interaction within and among different organ systems. Lecture three hours. Offered in alternate years.

**BIOL 402L • Histology Laboratory (1 unit)**

Prerequisite: BIOL 220L. Co-requisite BIOL 402. Laboratory study of the cells and tissues comprising each human organ system. Particular emphasis is placed upon learning to identify the features making each tissue and organ unique. Laboratory three hours. Lab fee. Offered in alternate years.

**BIOL 432 • Neuroscience (3 units)**

Prerequisites: BIOL 220 and [BIOL 204C, BIOL 304, or BIOL 305], or consent of the instructor. Co-requisite: 432L. The study of the nervous system from the cellular physiology of the neuron to complex structure and function of the central nervous system. Emphasis will be given to the cellular neurophysiology and neuroanatomy. This course will give an excellent foundation for understanding the brain and the nervous system. Students will critically read and discuss the scientific literature and learn to critically evaluate experimental neuroscience. Lecture three hours.

**BIOL 432L • Neuroscience Laboratory (1 unit)**

Prerequisites: BIOL 220L and [BIOL 204CL, BIOL 304L, or BIOL 305L], or consent of the instructor. Co-requisite: BIOL 432. Laboratory course designed to complement BIOL 432. Laboratory three hours. Lab fee.

**BIOL 440 • Molecular Biology (3 units)**

Prerequisite: BIOL 220. Co-requisite: BIOL 440L. The study of the genome in prokaryotes and eukaryotes. Introduction to and an analysis of modern molecular biology techniques are presented including: replication, transcription, translation, genetic engineering, cloning, gene expression, sequencing and genetic analysis. Lecture three hours. Offered in alternate years.

**BIOL 440L • Techniques in Molecular Biology (1 unit)**

Prerequisite: BIOL 220L. Co-requisite: BIOL 440. The study of the genome in prokaryotes and eukaryotes. Introduction to and an analysis of modern molecular biology techniques are presented including: genetic engineering, cloning, gene expression, sequencing and genetic analysis. This course prepares the student to develop the following critical skills: independent thinking, lab management, record keeping, and project development. Laboratory three hours. Lab fee. Offered in alternate years.

**BIOL 451 • Immunology (3 units)**

Prerequisites: BIOL 220 and BIOL 220L. Co-requisite: BIOL 451L. The study of molecular and cell biology of specific and nonspecific immune responses in mammals, with special emphasis on human immune systems. Reviews

experimental support for current immunological theories. Roles of immunology in human health and disease will be studied.

**BIOL 451L • Immunology Laboratory (1 unit)**

Prerequisites: BIOL 220 and BIOL 220L. Co-requisite: BIOL 451. A laboratory course designed to introduce students to current clinical and research procedures in immunology. Includes techniques, such as ELISA, Immunoprecipitation, cell culture techniques, T cell activation, Western blot, and blood cells recognition. These techniques are utilized in biological, biochemical research and clinical laboratory. Lab fee.

**BIOL 455 • Biology Teaching Internship (1-3 units)**

Prerequisite: Sophomore standing with GPA of 3.0 or above and the approval of the Department Chair. The student will meet for regular hours each week for classes and/or meetings that are established at the beginning of the semester with the supervising professor. The intern assists an instructor in planning and conducting lecture and/or laboratory sessions and with other assigned teaching related duties. This course may be taken for 1-3 units per semester. One unit consists of a minimum of 45 contact hours. May be repeated for a maximum of six units.

**BIOL 462 • Advanced Topics in Plant Biology (3 units)**

Prerequisites: BIOL 112/L. An advanced study of botany and plant biology. The topics may include the study of the systematics of vascular plants, the propagation of plants, the ethnobotanical contributions to plant biology, the genetic relationships between related species, or the geographic patterns of species distribution. Lecture three hours. Offered in alternate years.

**BIOL 470 • Special Topics (1-4 units)**

Prerequisite: Consent of the instructor. Study a special topic in life science. May be repeated for credit. May have lab and field trip fees in some cases.

**BIOL 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and department chair. May be repeated for credit. May have lab fee and field trip fee in some cases.

### **BIOL 485 • Undergraduate Biological Research (1-4 units)**

Prerequisite: BIOL 112/L. This course provides the student with an empirically-based research experience in the biological sciences. Emphasis will be placed on project management, safety, instrumentation, solution preparation, and research documentation skills. This course is a variable credit course. Two credits are recommended for all biology majors. It is expected that a research report be completed at the conclusion of the research project and an oral presentation of results in BIOL 499C.

Scheduling will be arranged by student and professor. Summer session is the most advantageous time to begin an undergraduate research project. For every 1 credit of BIOL 485 registered, the student will engage in 45-60 hours of research for the semester.

### **BIOL 488 • Biology Senior Project (2 units)**

Prerequisite: Instructor consent. An advanced course providing the opportunity for a student to create a novel and independent intellectual work by comparing, contrasting and synthesizing recent research and his/her cumulative knowledge and understanding in the biological sciences. The precise nature, scope and format of the project must be developed and approved under the guidance of the instructor and in collaboration with the student's academic advisor. Senior projects are typically initiated in the Fall. The project results must also be presented in BIOL 499C. Lab fee.

### **BIOL 499C • Capstone Seminar in Biology (2 units)**

Prerequisite: Senior standing or departmental approval and BIOL 485 or BIOL 488. This course includes analysis and evaluation of current research in biology and the integration of faith and learning in the biological sciences. An oral presentation of BIOL 485 or BIOL 488 is required. In-class presentations by faculty and guests are a part of the course. This course fulfills the Core Curriculum Capstone requirement for Biology majors.

## **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; emphasizes 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, biotic 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; and 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 the Department Chair in Biology for more information regarding approved courses and the Au Sable program.

## DEPARTMENT OF BUSINESS AND MANAGEMENT

James Walz, Ph.D., Chair

*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.*

The undergraduate Business and Management Program offers degrees in the following majors: Accounting, Business Administration, and Marketing. Accounting, Business Administration, International Business, and Marketing. Coursework in all majors is viewed from a global perspective and includes the undergraduate Business and Management Core Requirements and additional units in the specific major as listed below. Students are responsible to meet prerequisite requirements of any course in which they enroll. Students must achieve a minimum grade of C in all business courses required for undergraduate majors and minors in the Department of Business and Management.

Students may complete a second major in the Department of Business and Management and have the second major indicated on their transcript; however any courses taken to fulfill major requirements beyond the Business and Management Core may not be counted toward both majors.

### Business and Management Core Requirements for all Majors

**39 units**

#### Lower Division

**19 units**

BUSN 104	Introduction to Business Writing	1 unit
BUSN 106	Introduction to Ethical Reasoning for Business	1 unit
BUSN 108	Introduction to Oral Business Communication	1 unit
BUSN 120	Business Math	1 unit
BUSN 125	Computer Applications	2 units
BUSN 165C	Business Statistics *	3 units
BUSN 215	Principles of Economics (Macro)	3 units
BUSN 216	Principles of Economics (Micro)	3 units

ACCT 225	Principles of Financial Accounting	4 units
*This course fulfills the MATH requirement for the University CORE Curriculum. Additional units are not added to Major requirements.		

#### Upper Division

**20 units**

BUSN 316	Legal Aspects of the Business Process	3 units
or BUSN 317	Legal/Ethical Environment of Business	
ACCT 321	Accounting and Finance for Decision Making	4 units
MNGT 325	Management Theory and Practice	3 units
FINC 335	Corporate Finance	3 units
MRKT 360	Principles of Marketing	3 units
BUSN 455C	Business Policy and Strategy (Capstone Course)	4 units

### Accounting Major

In addition to the Business and Management Core Requirements for an Accounting Major, students must successfully complete the following courses:

#### Accounting Major Requirements

**18 units**

ACCT 324	Intermediate Accounting I	3 units
ACCT 325	Intermediate Accounting II	3 units
ACCT 427	Auditing	3 units
ACCT 428	Advanced Accounting	3 units
ACCT 440	Federal Taxation – Individual	3 units
ACCT 442	Federal Taxation – Corporate	3 units

### Business Administration Major

In addition to the Business and Management Core Requirements for a Business Administration Major, students must successfully complete the following courses:

#### Business Administration Major Requirements

**21 units**

#### Upper Division

**12 units**

FINC or ACCT		3 units
MNGT		3 units

MRKT	3 units
ACCT/BUSN/FINC/MNGT/MRKT	3 units

**Upper and/or Lower Division** **9 units**  
 Department of Business and Management courses 9 units  
 (Non-Department of Business and Management courses require prior approval of the Chair of the Department of Business and Management.)

## Marketing Major

In addition to the Business and Management Core Requirements for a Marketing Major, students must successfully complete the following courses:

### Marketing Major Requirements **21 units**

MRKT 365	Marketing Research	3 units
MRKT 366	Sales and Sales Management	3 units
MRKT 369	Consumer Behavior	3 units
MRKT 464	Strategic Marketing	3 units
COMM 378	Public Relations: Corp. Comm., Info. Mgt.	3 units

**Upper Division** **6 units**  
 MRKT Upper Division Course 3 units  
 Department of Business and Management courses 3 units  
 (Students may take (specified intra-disciplinary) courses to fulfill these requirements, requiring prior approval of the Chair of the Department of Business and Management).

## Business Minor **22 units**

Students in other academic majors outside of the Department of Business and Management may petition to minor in business. Students are to design a business curriculum which must be pre-approved by the Chair of the Department of Business and Management.

BUSN 114	Introduction to Business	3 units
ACCT 225	Principles of Financial Accounting	4 units
MNGT 325	Management Theory and Practice	3 units

MRKT 360	Principles of Marketing	3 units
ELECTIVES	6 units must be Upper Division	9 units

## ACCOUNTING COURSES

**ACCT 225 • Principles of Financial Accounting (4 units)**  
 Prerequisite: BUSN 165C or MATH 145C, 265C or equivalent. This course develops students' understanding and application of financial accounting concepts, the accounting cycle processes and documents, and United States accounting and external financial reporting standards. The course emphasizes understanding the financial statements: balance sheet, income statement, statement of retained earnings, and statement of cash flows. The course prepares students for financial analysis; ethical decision making, understanding fraud in the workplace and internal control.

**ACCT 321 • Accounting and Finance for Decision Making (4 units)**  
 Prerequisite: ACCT 225. This course examines managerial decision-making based on common accounting and financial models and analysis. The course topics include management's responsibility to stakeholders, how costs behave, cost-volume-profit analysis, activity based costing, budgeting, standard costing, performance measurements, and financial analysis. The course continues to develop students' understanding of annual reports and financial statement analysis within the entity's industry.

**ACCT 324 • Intermediate Accounting I (3 units)**  
 Prerequisite: ACCT 225 with a "C" or better. Studies accounting and reporting of complex business operating activities and financing activities according to generally accepted accounting principles in the United States. Compares United States accounting standards to international accounting standards. Topics include revenue recognition, inventory valuation, and debt and equity financing.

**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. Studies how to conduct external audits or become internal financial managers of organizations that are audited. United States auditing standards are studied and compared to international standards. Course topics include generally accepted auditing standards, fraudulent financial reporting and audit failure, effective internal control procedures, and the influence of the Securities and Exchange Commission on oversight of the accounting 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, for profit and not-for-profit entities. It compares and contrasts accounting and financial reporting for partnerships, for-profit complex corporate entities, state 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. The course covers federal income taxation as it applies to individuals. This is an introduction to 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 440 with a “C” or better. The subject matter of this course is federal income taxation as it applies to partnerships, fiduciaries and corporations. It builds on the federal tax model presented in ACCT 440, emphasizing concepts about issues specific to corporations.

**ACCT 490 • Seminar (1-3 units)**

Prerequisite: Permission of instructor and Chair may be required. Mutual investigation of one topic in accounting of particular relevance to upper division majors. May be repeated for credit provided topics are dissimilar.

## **BUSINESS ADMINISTRATION COURSES**

**BUSN 104 • Introduction to Business Writing (1 unit)**

An introduction to various forms of written workplace communications and strategies for a variety of business situations requiring written communication, including email, memorandums, meeting minutes, business letters, and employee reviews. Topics include context, purpose, audience, style, organization, format, grammar, analyzing data, addressing diverse concerns, presenting information, technology options, results, and strategies for effectively writing typical workplace messages. Also includes a brief introduction to academic case writing.

**BUSN 106 • Introduction to Ethical Reasoning for Business (1 unit)**

This course focuses on ethical issues in the marketplace. It will provide an opportunity for students to experience theoretical and practical problems of moral conduct in the field of business. The course emphasizes both the philosophical foundations of ethical conduct and the practical problems encountered in the day-to-day conduct of business affairs. Several major ethical theories are reviewed with special attention given to understanding a Christian approach to business. Students are asked to examine and integrate personal values and faith commitments through readings and other supporting materials. Questions such as, “Can business ‘do good’ and ‘do well’?” and “Are business ethics a viable goal or an unachievable ideal?” will be addressed.

**BUSN 108 • Introduction to Oral Business Communications (1 unit)**

This course is designed to introduce the student to communication concepts, theories, and skills which people use in professional settings. Topics include: informative and persuasive presentations – individually and as a group, leading and participating in meetings, business terminology, etc. The course is practical in nature, as such, students will time developing their oral competence through hands-on exercises, presentations, and case studies. Methods for organizing ideas, analyzing data, formatting information, understanding audience needs, and developing a professional communication style are covered.

**BUSN 114 • Introduction to Business (3 units)**

A basic survey of the scope, function, and organization of modern business.

**BUSN 120 • Business Math (1 unit)**

This course introduces students to math concepts that will be used throughout their business coursework. Math concepts taught in the course are intended to prepare students for BUSN 165C.

**BUSN 125 • Computer Applications (2 units)**

This course introduces students to math concepts and computer applications that will be used throughout their business coursework. Computer applications will be learned through completion of projects using word processing, spreadsheets, database, and presentation software applications.

**BUSN 165C • Business Statistics (3 units)**

Prerequisite: BUSN 120. Emphasizes the use of statistics in making business decisions. Utilizes business cases to explore data collection and presentation, descriptive measures, probability, discrete and normal distributions, sampling, hypothesis testing, analysis of variance, chi square, regression, and correlation. Required for business majors. Satisfies the core curriculum math requirement.

**BUSN/SOCS 215 • Principles of Economics I (Macro) (3 units)**

Prerequisite: BUSN 165C or MATH 145C, 265C or college algebra. An introduction to the principles of economic analysis, economic institutions, and issues of public policy.

**BUSN/SOCS 216 • Principles of Economics II (Micro) (3 units)**

Prerequisite: BUSN 165C or MATH 145C, 265C 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.

**BUSN 291, 292, 293 • Special Topic (1, 2, 3 units)**

Prerequisite: Permission of instructor and Chair may be required. Study of a special topic in business. May be repeated for credit provided topics are dissimilar.

**BUSN 316 • Legal Aspects of the Business Process (3 units)**

An examination of law and its development, courts and procedures, and basic legal principles as they relate primarily to business ethics, business crimes, product and service liability, warranty, business organization and operation, insurance, and property.

**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.

**BUSN 344 • Business Communications (3 units)**

Prerequisite: ENGL 120C. This experiential course develops students' ability to effectively communicate in the business world. Refining students' business writing and communication skills will be done through focusing on personal branding, job search and interview processes, and business presentation and writing.

**BUSN 432 • Enactus (1-3 units)**

Prerequisite: Permission of the instructor. An experiential learning course that gives students practical experience in setting up business-related educational programs that serve the community. Students develop project concepts and proposals, and manage the implementation of approved plans. Budgets are established and managed. Results are evaluated and presented. May be repeated for a maximum of 6 units applicable toward graduation. A maximum of 9 combined units credit for BUSN 432, BUSN 450, and BUSN 451 apply to graduation. May not be enrolled in more than 6 units per semester between BUSN 432, BUSN 450, and BUSN 451.

**BUSN 435 • Business Ethics (3 units)**

Prerequisites: MNGT 325. Presumes that humans are moral beings facing a variety of moral decisions on a daily basis. Therefore, business, like all social activities, can and does function ethically when moral prerequisites are fulfilled.

The course examines the subject from Judeo-Christian ethics paradigm perspective, using cases to study the phenomenon in the business environment.

**BUSN 450 • Business Intern Program (1-3 units)**

Prerequisite: Open to juniors and seniors. This course may be taken for a maximum of 3 units in one semester. A maximum of 6 combined units credit for BUSN 450 and BUSN 451 apply to graduation. A maximum of 9 combined units credit for BUSN 432, BUSN 450, and BUSN 451 apply to graduation. May not be enrolled in more than 6 units per semester between BUSN 432, BUSN 450, and BUSN 451. This course is designed with the purpose of promoting early entry into the workplace for the student through part-time employment. This course requires actual work experience be sought in a business firm providing an opportunity to integrate classroom teaching in practical application under the direct supervision of the assigned instructor.

**BUSN 451 • Business Teaching Intern (1-3 units)**

Prerequisites: Open to juniors and seniors. Approval of the Chair of the Department of Business and Management. This course may be taken for a maximum of 3 units in one semester. A maximum of 6 combined units credit for BUSN 450 and BUSN 451 apply to graduation. A maximum of 9 combined units credit for BUSN 432, BUSN 450, and BUSN 451 apply to graduation. May not be enrolled in more than 6 units per semester between BUSN 432, BUSN 450, and BUSN 451. Assists instructor in preparing coursework, study sessions, and/or planning division events. Regular hours each week for classes, meetings, assistance to instructors.

**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 on case studies approximating real world business situations. This course fulfills the Core Curriculum Capstone requirement for Business and Management majors.

**BUSN 470 • Special Topics (1-3 units)**

Prerequisite: Permission of instructor and Chair may be required. Study of a special topic in business. May be repeated for credit provided topics are dissimilar.

**BUSN 480 • Individual Studies (1-3 units)**

Prerequisite: Permission of instructor and Chair may be required. May be repeated for credit provided topics are dissimilar.

**BUSN 490 • Seminar (1-3 units)**

Prerequisite: Permission of instructor and Chair may be required. Mutual investigation of one topic in business of particular relevance to upper division majors. May be repeated for credit provided topics are dissimilar.

## **FINANCE COURSES**

**FINC 320 • Personal Financial Management (3 units)**

Personal management of budgets, bank accounts, loans, credit buying, insurance, real estate, security buying, and investments, providing students with effective management guidelines to manage their own personal financial affairs.

**FINC 332 • Money and Banking (3 units)**

Prerequisite: FINC 335 Nature and functions of money and its relation to prices; the monetary system of the United States; and functions of banks, bank credit, foreign exchange, and monetary control.

**FINC 335 • Corporate Finance (3 units)**

Prerequisite: ACCT 225. 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 340 • Real Estate Finance (3 units)**

Prerequisite: FINC 335. Overview of real estate principles, practices, and investment decisions. Topics include equity investment, finance, legal aspects, property development, real estate market analysis, and valuation.

**FINC 405 • Investments (3 units)**

Prerequisite: FINC 335. This course is designed to provide an overview of security valuation and trading methods; technical and fundamental analysis; portfolio theory, analysis, and allocation; and real estate principles and investment decisions.

**FINC 421 • International Trade and Finance (3 units)**

Prerequisite: FINC 335. Integrates various aspects of the financial control system of the international firm utilizing case study analysis. Attention will be given to the application of complex problem solving and model building in dealing with financial and economic forecasting for the firm and the global economy.

**FINC 440 • Entrepreneurship: Formation of New Ventures (3 units)**

Prerequisites: FINC 335 and MRKT 360. The theory and practice of new venture development. Studies business opportunities from the point of view of the entrepreneur/manager rather than passive investor. Topics include strategic management, venture capital, and writing business plans.

**FINC 490 • Seminar (1-3 units)**

Prerequisite: Permission of instructor and Chair may be required. Mutual investigation of one topic in finance of particular relevance to upper division majors. May be repeated for credit provided topics are dissimilar.

## **MANAGEMENT COURSES**

**MNGT 325 • Management Theory and Practice (3 units)**

Prerequisite: BUSN 104, BUSN 106, and BUSN 108 or BUSN 114. An exploration of managerial and leadership roles as they relate to pursuing organizational goals in an efficient and effective capacity. Focuses on the four functions of managing organizations: planning, organizing, leading and controlling.

**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, and training a diverse workforce; appraising and improving performance; managing compensation and benefits; and enhancing employee-management relations in a global economy.

**MNGT 346 • Organizational Behavior (3 units)**

Prerequisite: MNGT 325. Integrates the psychological and sociological aspects of human behavior as they relate to management of domestic and global organizations. Focus is on individual, group, and organizational behavior. Topics include communication, motivation, group dynamics, leadership, power, reward systems, organizational structure, and managing conflict and change.

**MNGT 347 • Leadership and Quality Management (3 units)**

Prerequisite: MNGT 325. Explores the multifaceted world of leadership problem-solving and operations management together with their contemporary application. It focuses on the ongoing developments of analytical and strategic thinking and its relevance from a Quality Management perspective.

**MNGT 420 • International Management (3 units)**

Prerequisite: MNGT 325. Focuses on the management of international enterprises. Topics include globalization and worldwide developments; the political, legal, and technological environment; international strategic management; and communication, motivation, and leadership across cultures.

**MNGT 452 • Summer Study Tours (1-8 units)**

Prerequisite: Permission 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, 1 unit per week of travel.

**MNGT 457 • Semester Study Abroad (Not to exceed 16 units)**

Prerequisite: Approval of the Chair.

**MNGT 470 • Special Topics (1-3 units)**

Prerequisite: Permission of instructor and Chair may be required. Study of a special topic in one of the fields of management. May be repeated for credit provided topics are dissimilar.

**MNGT 490 • Seminar (1-3 units)**

Prerequisite: Permission of instructor and Chair may be required. Mutual investigation of one topic in management of particular relevance to upper division majors. May be repeated for credit provided topics are dissimilar.

## **MARKETING COURSES**

**MRKT 322 • Direct and Interactive Marketing (3 units)**

Prerequisite: MRKT 360; MRKT 369 recommended. 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 360 • Principles of Marketing (3 units)**

Prerequisite: BUSN 165C or MATH 145C or MATH 265C; ACCT 225, BUSN 215 and BUSN 216 recommended. 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 “four Ps” theory, and examines marketing’s contemporary ideas and practices.

**MRKT 362 • Advertising and Promotion (3 units)**

Prerequisite: MRKT 360; MRKT 369 recommended. Advertising and promotion principles and concepts. Includes practical application of textbook learning. Creative development of TV, radio and print advertising, and consumer promotions. Development of advertising, media, and promotion plans.

**MRKT 365 • Marketing Research (3 units)**

Prerequisite: MRKT 360; MATH 265C recommended. Develops the skills needed to conduct and apply research for marketing decision making. Problem formulation, secondary data, primary research, and fundamentals of analysis are covered.

**MRKT 366 • Sales and Sales Management (3 units)**

Prerequisite: MRKT 360 and MNGT 325. Probes and identifies responses and conduct of potential consumers to the various stimuli generated in the media.

**MRKT 367 • Multinational Marketing (3 units)**

Prerequisite: MRKT 360. Models for delivery of international promotions are studied with an emphasis upon cross-cultural considerations and complications.

**MRKT 368 • Retailing and Merchandising (3 units)**

Prerequisite: MRKT 360; MRKT 369 recommended. Focuses upon those distribution channels, promotional techniques, and customer relations unique to the retail industry. Special emphasis is directed toward individual development of marketing plans.

**MRKT 369 • Consumer Behavior (3 units)**

Prerequisite: 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 464 • Strategic Marketing (3 units)**

Prerequisite: ACCT 321 or FINC 335, MNGT 325, BUSN 316 or 317, MRKT 360 with a “C” or better. This course expands on a foundation related to the primary components of marketing including: market segmentation, research produce/service, branding, price, marketing communication, and market channel strategies. The course offers a case study approach with large and small group discussion and presentations. A mix of global, e-based, profit, non-profit, goods and services related organizations are studied. The primary focus is on application of concepts learned and stimulation of critical thinking skills such as analysis, synthesis, and evaluation.

**MRKT 470 • Special Topics (1-3 units)**

Prerequisite: MRKT 360 and a minimum GPA of 2.5 in marketing courses. Permission of instructor and Chair may be required. Study of a special topic in one of the fields of marketing. May be repeated for credit provided topics are dissimilar.

MRKT 490 • Seminar (1-3 units)

Prerequisite: MRKT 360 and a minimum GPA of 2.5 in marketing courses.

Permission of instructor and Chair may be required. Mutual investigation of one topic in marketing or particular relevance to upper division majors. May be repeated for credit provided topics are dissimilar.

## DEPARTMENT OF CHEMISTRY

Tara Sirvent, Ph.D., Chair

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*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.*

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The Chemistry Department houses both chemistry and physics disciplines as a part of the College and serves not only chemistry but also other allied disciplines within the undergraduate program. There are two degrees available within the Chemistry Department: a Bachelor of Science (B.S.) in Chemistry and a Bachelor of Science (B.S.) in Biochemistry.

The B.S. program provides undergraduate preparation for technical employment or post-baccalaureate study in graduate school or for professions such as medicine, and other health professions and natural resource management. A Chemistry major considering graduate or professional school should confer with a Chemistry advisor to plan a program to meet the student's needs and assure entrance into such a school.

### PROGRAM STUDENT LEARNING OUTCOMES:

VUSC Chemistry graduates should have:

1. Demonstrated an understanding of the major concepts, theories, and experimental evidence of and the ability to solve problems in : Analytical Chemistry, Biological Chemistry, General Chemistry, Organic Chemistry, and Physical Chemistry.
2. Demonstrated competence in practical laboratory-based aspects of chemistry, including: basic laboratory skills, selection and use of modern instruments, proper standardization and calibration practices, and computer-based data acquisition.
3. Developed critical thinking skills and problem-solving approaches using

scientific methods to: identify the relevant factors which define problems, develop and evaluate methods, employ appropriate statistical analysis and instrumentation, and draw reasonable conclusions.

4. Demonstrated the ability to identify principles in the American Chemical Society Ethics Code, recognize ethical components in complex situations, design solutions appropriate to professional standards, and practice science in a safe manner.
5. Demonstrated comprehension of chemical literature and the ability to communicate professionally about chemistry through writing in an accepted scientific format and orally in a public venue.
6. Demonstrated familiarity with the process of chemical research through the formal participation in an undergraduate research project that involved: project management, methods development, data analysis, and written contribution to the discipline in the form of a presentation or publication.

There are two degrees available within the Chemistry Department: a Bachelor of Science (B.S.) in Chemistry and a Bachelor of Science (B.S.) in Biochemistry. The B.S. program provides undergraduate preparation for technical employment or post-baccalaureate study in graduate school or for professions such as medicine, and other health professions and natural resource management. A Chemistry major considering graduate or professional school should confer with a Chemistry advisor to plan a program to meet the student's needs and assure entrance into such a school.

## Chemistry Major Requirements **72 units**

Students must fulfill the core requirements and the requirements for one of the two specific degrees offered.

### Lower Division Chemistry Core Courses **30 units**

CHEM 120*	General Chemistry I	3 units
CHEM 120L	General Chemistry I Laboratory	1 unit
CHEM 120R	General Chemistry I Recitation	1 unit
CHEM 121	General Chemistry II	3 units
CHEM 121L	General Chemistry II Laboratory	1 unit
CHEM 121R	General Chemistry II Recitation	1 unit

CHEM 252	Analytical Chemistry	3 units
CHEM 252L	Analytical Chemistry Techniques	1 unit
MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
PSCI 223C	Mechanics and Heat	3 units
PSCI 223CL	Mechanics and Heat Laboratory	1 unit
PSCI 225	Electricity, Magnetism, Sound and Light	3 units
PSCI 225L	Electricity, Magnetism, Sound and Light Lab	1 unit
* See CHEM 120 course description for prerequisites.		

### Upper Division Chemistry Core Courses **32 units**

CHEM 304	Organic Chemistry I	3 units
CHEM 304L	Organic Chemistry Techniques I	1 unit
CHEM 304R	Organic Chemistry I Recitation	1 unit
CHEM 305	Organic Chemistry II	3 units
CHEM 305L	Organic Chemistry Techniques II	1 unit
CHEM 305R	Organic Chemistry II Recitation	1 unit
CHEM 309	Literature and Spectroscopy	2 units
CHEM 430	Biochemistry	3 units
CHEM 430L	Experimental Techniques in Biochemistry	1 unit
CHEM 440	Instrumental Analysis	2 units
CHEM 440L	Instrumental Analysis Lab Techniques	2 units
CHEM 456	Physical Chemistry: Thermodynamics	2 units
CHEM 456L	Physical Chemistry Techniques	2 units
CHEM 457	Physical Chemistry: Kinetics	2 units
CHEM 458	Physical Chemistry: Quantum Mechanics	2 units
CHEM 485	Undergraduate Research	2 units
CHEM 499C	Capstone Seminar in Chemistry	2 units

### Upper Division Chemistry Electives **10 units**

Select one course from the following:

CHEM 435	Advanced Biochemistry	3 units
CHEM 442	Advanced Organic Chemistry	3 units
CHEM 470	Special Topics in Chemistry	3 units

And select two courses from the following:

MATH 207	Computer Programming	3 units
MATH 281	Multivariable Calculus	4 units
MATH 300	Linear Algebra	3 units
MATH 310	Differential Equations	3 units
MATH 365	Probability and Statistics	3 units
MATH 390	Numerical Analysis	3 units
PSCI 227	Modern Physics	3 units

## BioChemistry Major Requirements

**74 units**

### Lower Division Biochemistry Core Courses

**34 units**

BIOL 111C	Principles of Biology I	3 units
BIOL 111CL	Principles of Biology I Lab	1 unit
CHEM 120	General Chemistry I	3 units
CHEM 120L	General Chemistry I Lab	1 unit
CHEM 120R	General Chemistry I Recitation	1 unit
CHEM 121	General Chemistry II	3 units
CHEM 121L	General Chemistry II Lab	1 unit
CHEM 121R	General Chemistry II Recitation	1 unit
CHEM 252	Analytical Chemistry	3 units
CHEM 252L	Analytical Chemistry Techniques	1 unit
MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
PSCI 223C	Mechanics and Heat	3 units
PSCI 223CL	Mechanics and Heat Laboratory	1 unit
PSCI 225	Electricity, Magnetism, Sound and Light	3 units
PSCI 225L	Electricity, Magnetism, Sound and Light Lab	1 unit

### Upper Division Biochemistry Core Classes

**32 units**

CHEM 304	Organic Chemistry I	3 units
CHEM 304L	Organic Chemistry Techniques I	1 unit
CHEM 304R	Organic Chemistry I Recitation	1 unit
CHEM 305	Organic Chemistry II	3 units
CHEM 305L	Organic Chemistry Techniques II	1 unit
CHEM 305R	Organic Chemistry II Recitation	1 unit

CHEM 309	Literature and Spectroscopy	2 units
CHEM 430	Biochemistry	3 units
CHEM 430L	Experimental Techniques in Biochemistry	1 unit
CHEM 435	Advanced Biochemistry	3 units
CHEM 440	Instrumental Analysis	2 units
CHEM 440L	Instrumental Analysis Lab Techniques	2 units
CHEM 456	Physical Chemistry: Thermodynamics	2 units
CHEM 456L	Physical Chemistry Techniques	1 unit
CHEM 457	Physical Chemistry: Kinetics	2 units
CHEM 485	Introduction to Chemical Research	2 units
CHEM 499C	Capstone Seminar in Chemistry	2 units

### Upper Division Biochemistry Electives

**8 units**

Select two lecture/lab combinations from the following:

BIOL 220	Cell Biology	3 units
BIOL 220L	Cell Biology Lab	1 unit
BIOL 311	Genetics	3 units
BIOL 311L	Genetics Lab	1 unit
BIOL 440	Molecular Biology	3 units
BIOL 440L	Techniques in Molecular Biology	1 unit

### Requirements for a California-Certified Teaching Credential in Chemistry (5 additional units)

In addition to the Bachelor of Science in Chemistry, in which the student must choose Modern Physics as an elective, the student must take the following:

CHEM 212	Teaching Chemistry I	1 unit
CHEM 214	Teaching Chemistry II	1 unit
CHEM 325	History and Philosophy of Science	3 units
EDUC 315	Teaching in a Multicultural Setting	3 units

The student may forego taking a second course in advanced chemistry (CHEM 435/442/470).

### Chemistry Minor Requirements

**22-25 Units**

CHEM 120	General Chemistry I	3 units
CHEM 120L	General Chemistry I Lab	1 unit
CHEM 120R	General Chemistry I Recitation	1 unit

CHEM 121	General Chemistry II	3 units
CHEM 121L	General Chemistry II Lab	1 unit
CHEM 121R	General Chemistry II Recitation	1 unit
CHEM 304	Organic Chemistry I	3 units
CHEM 304L	Organic Chemistry Techniques I	1 unit
CHEM 305	Organic Chemistry II	3 units
CHEM 305L	Organic Chemistry Techniques II	1 unit

In addition to General and Organic Chemistry, Chemistry minors are exposed to one more sub-discipline of chemistry. Each sub-discipline consists of a Lecture and Lab combination. The student may elect to complete a Lecture/Lecture combination in the Biochemistry and Physical Chemistry sub-disciplines instead of the Lecture/Lab combination. The following are the minor requirements:

CHEM 252	Analytical Chemistry	3 units
CHEM 252L	Analytical Chemistry Techniques	1 unit
CHEM 430	Biochemistry	3 units
CHEM 430L	Experimental Techniques in Biochemistry	1 unit
OR CHEM 435	Advanced Biochemistry	3 units
CHEM 440	Instrumental Analysis	2 units
CHEM 440L	Instrumental Analysis Lab Techniques	2 units
CHEM 456	Physical Chemistry: Thermodynamics	2 units
CHEM 457	Physical Chemistry: Kinetics	2 units
CHEM 456L	Physical Chemistry Techniques	2 units
OR CHEM 458	Physical Chemistry: Quantum Mechanics	2 units

## CHEMISTRY COURSES

### CHEM 112C • Fundamentals of General, Organic and Biochemistry I (3 units)

Prerequisite: One year of high school algebra. An introduction to the study of matter and properties. The course surveys in one semester chemical topics such as: atomic theory, periodic trends, measurements and stoichiometry, chemical reactions, reduction and oxidation chemistry, chemical equilibrium, nuclear chemistry and acids and bases. This course is designed for students who need a refresher in general chemistry. It also serves as an excellent introductory course for students in the health sciences or as a general science for non-majors. Course fulfills Core education laboratory science requirement. Lecture three hours.

### CHEM 112CL • Fundamentals of General, Organic and Biochemistry I Laboratory (1 unit)

Co-requisite: CHEM 112C. A complementary laboratory course to CHEM 112C emphasizing the study of matter and properties. This hands-on course teaches basic techniques used in the chemistry lab. Sample experiments include: separation of compounds, chemical precipitation reactions, oxidation-reduction reactions, household chemical qualitative analysis. Laboratory three hours. Lab fee.

### CHEM 113 • Fundamentals of General, Organic and Biochemistry II (3 units)

Prerequisite: CHEM 112C or permission of instructor. A continuation of the study of matter and its properties. This course explores the following areas of chemistry: Organic Chemistry and Biochemistry. Topics such as: organic functional groups, basic organic reactions, biomolecular structure, metabolism, protein synthesis, and instrumentation will be covered. This course is designed for students in the health sciences, liberal studies, or as a general science for non-majors. Lecture three hours.

### CHEM 113L • Fundamentals of General, Organic and Biochemistry II Laboratory (1 unit)

Prerequisite: CHEM 112CL or permission of instructor. A complementary laboratory course for CHEM 113. This course implements the following experiments: organic synthesis of aspirin or other analgesic, synthesis of esters, separation of compounds using chromatographic techniques, synthesis of organic dyes, combustion of carbohydrates, analysis of proteins and DNA. This course is designed for students in the health sciences, liberal studies, or as a general science for non-majors. Laboratory three hours. Lab fee.

### CHEM 120 • General Chemistry I (3 units)

Prerequisite: CHEM 112C or passing score on the Chemistry Placement Exam.

Co-requisite: CHEM 120L/R. Fundamental concepts including chemical reactions, stoichiometry, atomic structure, chemical bonding, changes in state, and the periodic table. Should students not be prepared to succeed in chemistry, it is recommended that students enroll in CHEM 112C/CL. After successful completion of CHEM 112C/CL, the student can re-enter. Three hours lecture per week and one hour recitation session per week.

**CHEM 120L • General Chemistry I Laboratory (1 unit)**

Prerequisite: CHEM 112CL. Co-requisite: CHEM 120/R. Students will learn introductory laboratory techniques such as observation, measurement, separations, and identification of reactions. Experiments will involve concepts including: atomic structure, chemical bonding, changes in state, periodic table, oxidation, kinetics, equilibrium, thermodynamics, and electrochemistry. One 4-hour laboratory session per week. Lab fee.

**CHEM 120R • General Chemistry I Recitation (1 unit)**

Pre-requisite: CHEM 112C or passing score on TPE. Co-requisite: CHEM 120/L. Recitation section to accompany CHEM 120. This course develops problem solving skills of students studying the fundamental concepts presented in CHEM 120 including: chemical reactions, stoichiometry, atomic structure, chemical bonding, changes in state, and the periodic table. One hour recitation session per week.

**CHEM 121 • General Chemistry II (3 units)**

Prerequisite: CHEM 120. Co-requisite: CHEM 121L/R. Fundamental concepts including kinetics, equilibrium, thermodynamics, and electrochemistry. Special topics will include nuclear chemistry, transition metal periodicity and coordination compounds. Three hours lecture per week and one hour recitation session per week.

**CHEM 121L • General Chemistry II Laboratory (1 unit)**

Prerequisite: CHEM 120L. Co-requisite: CHEM 121/R. Students will continue their introduction to laboratory techniques including gravimetric and volumetric analysis, neutralization, and catalysis. Experiments will involve the concepts including: atomic structure, chemical bonding, changes in state, periodic table, oxidation, kinetics, equilibrium, thermodynamics, and electrochemistry. One 4-hour laboratory session per week. Lab fee.

**CHEM 121R • General Chemistry II Recitation (1 unit)**

Prerequisite: CHEM 120R. Co-requisite: CHEM 121/L. Recitation section to accompany CHEM 121. This course develops problem solving skills of students studying the fundamental concepts presented in CHEM 121 including: Fundamental concepts including kinetics, equilibrium,

thermodynamics, and electrochemistry. Special topics will include nuclear chemistry, transition metal periodicity and coordination compounds. One hour recitation session per week.

**CHEM 212, 214 • Teaching Chemistry I, II (1 unit each)**

Prerequisite: CHEM 121; Co-requisite: EDUC 315. This course will cover the design of chemistry laboratory experiments to demonstrate and foster the understanding of important chemical principles. Students will both design experiments and analyze experiments from a standard experimental text to determine which principles the experiment is designed to demonstrate. Particular attention will be paid to issues of safety both in the execution of an experiment and in the determination of its suitability for student involvement. In addition to three hours of lab per week, three mandatory visitations to a 6th-12th grade chemistry class per semester (at a public school) will be required. The students will provide oral and written reports on their experiences in the field visitations. Two semester sequence. Lab fee.

**CHEM 252 • Analytical Chemistry (3 units)**

Prerequisites: CHEM 120. Co-requisite: CHEM 252L. The theory of and techniques for calculations pertaining to classical gravimetric and volumetric methods, theory and techniques of separation, and an introduction to instrumental methods. Three hours lecture per week. Offered in alternate years.

**CHEM 252L • Analytical Chemistry Techniques (1 unit)**

Prerequisites: CHEM 120L. Co-requisite: CHEM 252. Laboratory experiments in classical gravimetric and volumetric methods, techniques of separation, and an introduction to instrumental methods. One four-hour laboratory session per week. Lab fee. Offered in alternate years.

**CHEM 304 • Organic Chemistry I (3 units)**

Prerequisites: CHEM 121. Co-requisite: CHEM 304L and CHEM 304R. This course is designed to introduce students to organic chemistry. The following topics will be covered: bonding and atomic theory, nomenclature, stereochemistry, functional groups, substitution reactions, elimination reactions, and both electrophilic addition and aromatic substitution reactions. Students will develop a mastery of organic functional groups and nomenclature, an understanding of basic

organic reaction mechanisms, a familiarity with common organic reactions, and an appreciation for the importance of organic chemistry in other disciplines. The student will be prepared to continue their education in organic chemistry in the sequential course (CHEM 305). Three hours of lecture per week.

**CHEM 304L • Organic Chemistry Techniques I (1 unit)**

Prerequisites: CHEM 121L. Co-requisite: CHEM 304 and CHEM 304R. This is the complementary laboratory course for CHEM 304. This course is designed to develop basic skills and techniques for practical application of the general principles of organic chemistry. The development of a safe approach to lab experimentation will be stressed. Four-hour laboratory session per week. Lab fee.

**CHEM 304R • Organic Chemistry I Recitation (1 unit)**

Co-requisite: CHEM 304 and 304L. This course includes a survey of chemical literature and methods of its use with emphasis on locating specific chemical information in primary and secondary literature. Significant time will be devoted to problem solving in Organic Chemistry 1 topics in a cooperative group setting. One hour of lecture and one hour of online work per week.

**CHEM 305 • Organic Chemistry II (3 units)**

Prerequisite: CHEM 304/L. Co-requisite: CHEM 305L and CHEM 305R. This course is designed as a continuation of the study of organic chemistry. Students will be introduced to various topics in organic chemistry including: organic oxidations and reductions, carbonyl chemistry, amines, carboxylic acids and their derivatives, organic mechanisms and various biological molecules and building blocks. Three hours of lecture per week.

**CHEM 305L • Organic Chemistry Techniques II (1 unit)**

Prerequisites: CHEM 304/L. Co-requisite: CHEM 305 and CHEM 305R. This is the complementary laboratory course for CHEM 305. This course is designed to develop basic skills and techniques for practical application of the general principles of organic chemistry including identification of unknowns and multi-step synthesis. The development of a safe approach to lab experimentation will be stressed. Four-hour laboratory session per week. Lab fee.

**CHEM 305R • Organic Chemistry II Recitation (1 unit)**

Co-requisite: CHEM 305. This course introduces basic spectroscopic techniques of organic chemistry and biochemistry: IR, 1D and 2D NMR spectrometry, and MS with some discussion of UV/visible spectrophotometry. Multi-spectral identification of organic compounds is emphasized. Significant time will be devoted to problem solving in Organic Chemistry II topics in a cooperative group setting. One hour of lecture and one hour of online work per week.

**CHEM 309 • Literature to Spectroscopy (2 units)**

Prerequisite: Transfer of CHEM 304 and 305. This is designed for transfer students who have previously taken Organic Chemistry 1 and 2 at other institutions. This course introduces basic spectroscopic techniques of organic chemistry and biochemistry: IR, 1D and 2D NMR spectrometry, and MS with some discussion of UV/visible spectrophotometry. Collection and multi-spectral identification of organic compounds is emphasized. Additionally this course includes a survey of chemical literature and methods of its use with emphasis on locating specific chemical information in primary and secondary literature. One hour of lecture and two hours of lab per week. Lab Fee.

**CHEM/BIOL 325 • History and Philosophy of Science (3 units)**

Prerequisites: BIOL 121 or BIOL 131; CHEM 121; and PSCI 223C, PSCI 225, or equivalent. Study of selected topics in the history and philosophy of science and the application of these principles in analyzing contemporary scientific trends. Especially recommended for liberal studies majors and those planning to teach physical or biological sciences in secondary schools. Three hours of lecture per week.

**CHEM 430 • Biochemistry (3 units)**

Prerequisite: CHEM 305/L. Co-requisite: CHEM 430L. This course covers topics at the interface of chemistry and biology with a focus on problems where chemistry has made a particularly strong contribution to the understanding of biological system mechanisms. The chemical reactions important to biology – and the enzymes that catalyze these reactions – are discussed in an integrated format. Topics include: the chemistry and biosynthesis of carbohydrates, proteins and nucleic acids; protein folding; enzyme catalysis; bioenergetics; key reactions of



synthesis and catabolism; and chemical aspects of signal transduction. An appreciation for the increasing importance of biochemistry in the chemical sciences will be cultivated. Three hours of lecture per week. Offered in alternate years.

**CHEM 430L • Experimental Techniques in Biochemistry (1 unit)**

Prerequisite: CHEM 305/L. Co-requisite: CHEM 430. This is the complementary laboratory course for CHEM 430. This course is designed to enhance the basic skills and techniques learned in the previous foundational experimental chemistry courses. This course focuses on modern biochemical techniques including the operation of chromatographic and spectroscopic instruments used in the practical application biological chemistry. The development of a safe approach to lab experimentation will be stressed. Four-hour laboratory session per week. Lab fee. Offered in alternate years.

**CHEM 435 • Advanced Biochemistry (3 units)**

Prerequisite: CHEM 430. Advanced Biochemistry provides an in depth view of biosynthesis, the biochemistry of muscle action, hormones and their function, active transport, organ interrelationship in metabolism, oncology, the structure of genetic material and replication and expression of DNA. Other topics of interest may be covered. Three hours of lecture per week. Offered in alternate years. Two hours of lecture plus an additional ~6 hours of online assignments per week.

**CHEM 440 • Instrumental Analysis (2 units)**

Prerequisite: Chem 252. An introduction to modern instrumental chemical analysis. The course will span theory of operation, instrument design and methodology, and applications of instrumental techniques. Electrochemical methods including potentiometry, voltammetry, and coulometry; spectroscopic methods including infrared, UV-Vis, and NMR; chromatographic methods including gas, liquid and thin layer; and thermal methods of analysis and kinetic methods of analysis will be covered.

**CHEM 440L • Instrumental Analysis Lab Techniques (2 units)**

Prerequisite: Chem 252L. Corequisite: Chem 440. Introduces students to the major concepts of instrumental analysis and to some of the instrumental techniques most

commonly used in analytical and bioanalytical chemistry. It emphasizes the use of modern, commercial instrumentation to perform quantitative and qualitative analyses of the physical properties and chemical composition of samples. Laboratory Course for 8 hours. Lab fee.

**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 class format will involve problem solving and discussion, culminating in a term paper in which the student proposed an original synthesis. Emphasis is placed on nomenclature, stereochemistry, functional group transformations, multistep syntheses, reaction mechanisms, aromaticity, pericyclic reactions, and various physical influences on organic reactions.

**CHEM 455 • Chemistry Teaching Internship (1-3 units)**

Prerequisite: Sophomore standing with GPA of 3.0 or above with approval of the department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course, recitation and/or laboratory sessions. This course may be taken for 1-3 units per semester. May be repeated for a maximum of six units.

**CHEM 456 • Physical Chemistry: Thermodynamics (2 units)**

Prerequisites: CHEM 121, MATH 181; MATH 281 preferred. Laws, principles and concepts of chemistry concerning the properties of gases, the laws of thermodynamics, the theory and equations of phase changes in both pure and mixed substances, chemical equilibrium, equilibrium electrochemistry. Two hours lecture per week. Offered in alternate years.

**CHEM 456L • Physical Chemistry Techniques (1-2 units)**

Prerequisite: CHEM 252/L. When taken for one unit, experiments involving the properties of gases, the laws of thermodynamics, the theory and equations of phase changes in both pure and mixed substances, chemical equilibrium, equilibrium electrochemistry, molecular motion and diffusion, and both classical and molecular chemical kinetics. When taken for two units, additional experiments involving: quantum properties of atoms and molecules; electrical properties of

atoms and molecules; rotational, vibrational, and electronic spectroscopy; statistical-mechanical analysis of the thermodynamic and phase change properties of atoms and molecules; and the physical chemistry of macromolecules. Formal journal-style reporting required. Four to eight hours laboratory per week. Lab fee per unit. Alternate years.

**CHEM 457 • Physical Chemistry: Kinetics (2 units)**

Prerequisites: CHEM 121, MATH 181; MATH 281 preferred. Laws, principles and concepts of chemistry concerning molecular motion and diffusion, both classical and molecular chemical kinetics, and introductory statistical mechanics. Two hours lecture per week. Offered in alternate years.

**CHEM 458 • Physical Chemistry: Quantum Mechanics (2 units)**

Prerequisites: CHEM 457, MATH 281. 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 introductory statistical mechanics. Two hours lecture per week. Offered in 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 inorganic chemistry, rates and mechanisms in organic chemistry, synthetic methods in organic chemistry, or other advanced topics.

**CHEM 485 • Undergraduate Research (1-4 units)**

Prerequisite: Consent of the instructor. Problems in advanced laboratory research with emphasis on research techniques. Research is carried out under the supervision of the instructor with weekly conferences to discuss results and direction. Emphasis will be placed on project management, safety, instrumentation, solution preparation, and research documentation skills. A written proposal and report emphasizing the literature background of the problem and the experimental results are required. The results of the research project will also be presented in an oral format in CHEM 499C. This course is a variable credit course. At least two units are required for all chemistry and biochemistry majors. A minimum of 50 of laboratory work is required per unit. May be repeated. Lab fee.

**CHEM 499C • Capstone Seminar in Chemistry (2 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. An oral presentation of the senior thesis in a classroom setting is required. In-class presentations by faculty and guests 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 130C • General Physics I (3 units)**

Prerequisite: MATH 117 or MATH 170. Co-requisite: PSCI 130CL. This is a trigonometry based course in mechanics and heat. Topics include kinematics, Newton's Laws, rotational motion, fluid mechanics, and laws of thermodynamics. Three hours of lecture. This course fulfills the core curriculum lecture requirement in natural sciences.

**PSCI 130CL • General Physics I Laboratory (1 unit)**

Prerequisite: MATH 117 or MATH 170. Co-requisite: PSCI 130C. Laboratory experiments will demonstrate principles studied during lecture sessions. These experiments demonstrate principles in the areas of rotational motion, momentum, fluid mechanics, heat transfer, friction and conservation of mechanical energy. This course fulfills the core curriculum laboratory requirement in the natural sciences. Laboratory three hours. Lab fee.

**PSCI 131 • General Physics II (3 units)**

Prerequisite: PSCI 130C. Co-requisite: PSCI 131L. This is a trigonometry based course in electricity, magnetism, sound and light. Topics include mechanical waves, sound, Coulomb's Law, electrostatics, electric circuits, introductory electronics, magnetic fields, induction, wave mechanics, geometrical optics, interference, diffraction and polarization. Three hours of lecture. This course fulfills the core curriculum lecture requirement in natural science.

**PSCI 131L • General Physics II Laboratory (1 unit)**

Prerequisite: PSCI 130CL. Co-requisite: PSCI 131. Laboratory experiments will demonstrate principles studied during lecture sessions. These experiments demonstrate principles in the areas of electrical current, electrical potential, electrical circuits, magnetic fields, optics, wave motion, and optics. This course fulfills the core curriculum laboratory requirement in the natural sciences. Laboratory three hours. Lab fee.

**PSCI 215C • Fundamentals of Earth Science (3 units)**

Prerequisite: One year high school chemistry, biology or physics. Earth Science including physical and historical geology, oceanography, and descriptive astronomy; economic, social, and philosophical aspects of the subject matter. A three-day field trip is required. This course is recommended for Liberal Studies majors. Lecture three hours each week. This course fulfills the core curriculum lecture requirement in the natural sciences. Fee for the field trip for those not concurrently enrolled in PSCI 215CL.

**PSCI 215CL • Earth Science Laboratory (1 unit)**

Co-requisite: PSCI 215C. Classification of rocks, visiting various geological sites, use of topographic and geological maps, oceanographic sampling and techniques, climactic patterns, meteorological measurements, and the use of an astronomical telescope. This course fulfills the core curriculum laboratory requirement in the natural sciences. Lab and field trip fee.

**PSCI 216C • Fundamentals of Physical Science (3 units)**

Prerequisites: Three years of high school mathematics. Co-requisite: PSCI 216CL. 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 proper use of vocabulary words to understand and explain topics in the fields of mechanics, properties of matter, heat, sound, electricity and magnetism, and light. This course fulfills the core curriculum lecture requirement in the natural sciences. Lecture three hours per week.

**PSCI 216CL • Physical Science Laboratory (1 unit)**

Co-requisite: PSCI 216C. An introduction to laboratory practice and procedure in physical science, and exercises in mechanics, properties of matter, heat, sound, electricity and magnetism, and light. This course fulfills the core curriculum laboratory requirement in the natural sciences. Laboratory fee.

**PSCI 223C • Mechanics and Heat (3 units)**

Prerequisite: Math 180. Co-requisite: PSCI 223CL. Kinematics, Newton's Laws, rotational motion, fluid mechanics, and laws of thermodynamics. Three hours of lecture.

**PSCI 223CL • Mechanics and Heat Laboratory (1 unit)**

Prerequisite: MATH 180. Co-requisite: PSCI 223C. Laboratory experiments will demonstrate principles studied during lecture sessions. These experiments demonstrate principles in the areas of rotational motion, momentum, fluid mechanics, heat transfer, friction and conservation of mechanical energy. Laboratory three hours. Lab fee.

**PSCI 225 • Electricity, Magnetism, Sound and Light (3 units)**

Prerequisite: PSCI 223C, MATH 181. Co-requisite: PSCI 225L. Mechanical waves, sound, Coulomb's Law, electrostatics, electric circuits, introductory electronics, magnetic fields, induction, wave mechanics, geometrical optics, interference, diffraction and polarization. Three hours of lecture.

**PSCI 225L • Electricity, Magnetism, Sound and Light Laboratory (1 unit)**

Prerequisites: PSCI 223C and MATH 181. Co-requisite: PSCI 225. Laboratory experiments will demonstrate principles studied during lecture sessions. These experiments demonstrate principles in the areas of electrical current, electrical potential, electrical circuits, magnetic fields, optics, wave motion, and optics. Laboratory three hours. Lab fee.

**PSCI 227 • Modern Physics (3 units)**

Prerequisite: PSCI 223C and PSCI 225. Relativity, photoelectric effect, quantum theory, Bohr model of the atom, photons and matter waves, atoms, nuclear physics, energy from the nucleus, quarks, leptons, and cosmology.

PSCI 291, 292, 293, 294 • 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 topics in physical science. May be repeated for credit. May have a lab fee.

## DEPARTMENT OF COMMUNICATION

Derrick R. Rosenior, Ph.D., Chair

1. *Create an environment in which the student can study the principles and concepts of Communication within the context of exploring and deepening their Christian faith commitment.*
2. *Give the student an understanding of the foundational theoretical principles of Communication that in turn will have professional, social, interpersonal and general pragmatic utility.*
3. *Provide the student with a basic understanding of the depth and breadth of the discipline, and ensure they have the necessary intellectually sophisticated skills to think critically, creatively and analytically about the field.*
4. *Provide resources such as faculty mentors, guest lecturers, and technology that will deepen the students' appreciation for and knowledge of the discipline as well enriching the academic life of the university as a whole.*
5. *Impart the student with the knowledge and ability to find and utilize educational resources within and beyond the University walls to further expand knowledge after graduation.*

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 Arts.

**Students must achieve a minimum grade of C in all Communication courses required for undergraduate majors and minors in the Department of Communication.**

## Communication Major with a Concentration in Communication Studies

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

In addition to the four 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 and the L.A. Film Studies Center. The latter program allows 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.**

All Communication majors or any student enrolled in 6 or more units of communication will be assessed a special fee each semester.

## Communication Studies

### Core Requirements 28 units

MATH/PSYC/

SOCS 265C	Introduction to Statistical Methods	3 units
COMM 212	History of Communication Studies	3 units
COMM 220	Elements of Storytelling	3 units
COMM 250	Writing for the Media	3 units
COMM 258	Christianity/Artistic Culture	3 units
COMM 273	Visual Technology	3 units
COMM 290	Introduction to Interpersonal Communication	3 units
COMM 305	Communication Theory and Research	3 units

COMM 413	Preparing for Post Graduation	1 unit
COMM 464C	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 450	Internship*	1-3 units
COMM 455	Communication Teaching Internship	1-6 units

*\*Students are required to take at least 3 of their practicum units as COMM 450: Internship credits.*

### Intercultural Communication Emphasis 21 units

*(choose 21 units)*

COMM 229	Digital and Audio Principles	4 units
COMM 318	Nonverbal Communication	3 units
COMM 345	Intercultural Communication	3 units
COMM 371	Documentary Film: Defining Truth	3 units
COMM 374	Gender Communication	3 units
COMM 376	Interracial Communication	3 units
COMM 402	Family Communication	3 units
COMM 448	Ethnography of Communication	3 units
COMM 452	Advanced Interpersonal Communication	3 units
COMM 467	Culture and Rhetoric of Pentecostalism	3 units

### Public Relations Emphasis 21 units

*(choose 21 units)*

COMM 229	Digital and Audio Principles	4 units
COMM 309	Graphic Design	4 units
COMM 317	Creative Process	3 units
COMM 366	Digital Video Production	4 units
COMM 371	Documentary Film: Defining Truth	3 units
COMM 375	Television Studio Production	4 units
COMM 378	Public Relations: Corp. Comm., Info. Mgt.	3 units
COMM 379	Digital Cinema Technology Series	2 units

COMM 380	Public Relations: Corp. Comm., Proj. and Campaigns	3 units
COMM 445	Persuasion	3 units
COMM 472	Advanced Non-Linear Editing	4 units
MRKT 360	Principles of Marketing	3 units
MRKT 362	Advertising and Promotion	3 units
MRKT 365	Marketing Research	3 units
MRKT 369	Consumer Behavior	3 units

### Interpersonal/Organizational Communication Emphasis

**21 units***(choose 21 units)*

COMM 318	Nonverbal Communication	3 units
COMM 333	Small Group Leadership	3 units
COMM 345	Intercultural Communication	3 units
COMM 364	Organizational Communication	3 units
COMM 374	Gender Communication	3 units
COMM 376	Interracial Communication	3 units
COMM 402	Family Communication	3 units
COMM 445	Persuasion	3 units
COMM 448	Ethnography of Communication	3 units
COMM 452	Advanced Interpersonal Communication	3 units

### Journalism Emphasis

**21 units***(choose 21 units)*

COMM 119	Publications: Newspaper	1 unit
COMM 222	Digital Photography	4 units
COMM 229	Digital and Audio Principles	4 units
COMM 309	Graphic Design	4 units
COMM 345	Intercultural Communication	3 units
COMM 362	Contemporary Issues in Public Discourse	3 units
COMM 366	Digital Video Production	4 units
COMM 371	Documentary Film: Defining Truth	3 units
COMM 375	Television Studio Production	4 units
COMM 376	Interracial Communication	3 units
COMM 378	Public Relations: Corp. Comm., Info. Mgmt.	3 units

COMM 380	Public Relations: Corp. Comm., Proj. and Campaigns	3 units
COMM 445	Persuasion	3 units
COMM 448	Ethnography of Communication	3 units
ENGL 375	Modern Grammar & Advanced Composition	3 units

## Communication Major with a Concentration in Cinema Arts

The concentration in Cinema Arts has three areas of emphasis that students can choose to pursue: Production, Post-Production, and Screenwriting.

**\*Departmental Policy:** More and more students are entering the University with significant knowledge of graphic design applications and camera equipment. Students may want to jump-start their coursework, getting into advanced coursework upon entrance. Students who wish to opt-out of these core courses, (Elements of Storytelling, Visual Technology and Digital Audio and Video Principles) must meet with a professor in the department to discuss previous experience and may be required to take and pass online testing for each course and must take other courses to fill these core units. These students are still required to earn 124 units to graduate.

### Cinema Arts Concentration

#### Core Requirements

**42 units**

COMM 220	Elements of Storytelling	3 units
COMM 229	Digital and Audio Principles	4 units
COMM 246	American Cinema History	3 units
COMM 250	Writing for the Media	3 units
COMM 258	Christianity/Artistic Culture	3 units
COMM 273	Visual Technology	3 units
COMM 290	Introduction to Interpersonal Communication	3 units
COMM 305	Communication Theory and Research	3 units
COMM 366	Digital Video Production	4 units
COMM 413	Preparing for Post Graduation	1 unit
COMM 450	Internship	3 units

COMM 464C	Media Criticism	3 units
COMM 495	Senior Project (A or D)	3 units
MATH/PSYC/ SOCS 265C	Introduction to Statistical Methods	3 units

### **Production Emphasis 17 units**

#### ***Required***

COMM 327	Directing for Film and Digital Media	3 units
COMM 353	Cinematography	4 units

#### ***Choose 10 units***

BUSN 316	Legal Aspects of the Business Practice	3 units
COMM 222	Digital Photography	4 units
COMM 309	Graphic Design	4 units
COMM 311	Intro to Audio Production	3 units
COMM 313	Web Tech and the Entertainment Industry	3 units
COMM 314	Mythology in Film	3 units
COMM 317	Creative Process—Theory and Practice	3 units
COMM 336	Screenwriting Principles	3 units
COMM 339	Producing for Television and Film	3 units
COMM 358	Writing the Short Screenplay	3 units
COMM 359	Discussions in Cinema	3 units
COMM 361	Non-Linear Editing	4 units
COMM 365	Sound Design	4 units
COMM 371	Documentary Film: Defining Truth	3 units
COMM 373	Documentary Film Production	4 units
COMM 375	Television Studio Production	4 units
COMM 379	Digital Cinema Technology Series	2 units
COMM 406	Event Management	1 units
COMM 431	Short Film Workshop	4 units
COMM 449	Special Effects and Motion Graphics	4 units
COMM 461	Advanced Cinematography	4 units
COMM 470	Special Topic	1-4 units
COMM 472	Advanced Non-Linear Editing	4 units
COMM 478	Filmmaker Series (repeatable)	3 units

COMM 483	The Recording Studio in Production	4 units
MRKT 360	Principles of Marketing	3 units
MUSC 136	Music Theory I	3 units
MUSC 228	Introduction to Music Technology	1 unit

### **Post-Production Emphasis 17 units**

#### ***Required***

COMM 361	Non-Linear Editing	4 units
COMM 472	Advanced Non-Linear Editing	4 units

#### ***Choose 9 units***

BUSN 316	Legal Aspects of the Business Practice	3 units
COMM 222	Digital Photography	4 units
COMM 309	Graphic Design	4 units
COMM 311	Introduction to Audio Production	3 units
COMM 313	Web Tech and the Entertainment Industry	3 units
COMM 314	Mythology in Film	3 units
COMM 317	Creative Process—Theory and Practice	3 units
COMM 327	Directing for Film and Digital Media	3 units
COMM 336	Screenwriting Principles	3 units
COMM 339	Producing for Television and Film	3 units
COMM 353	Cinematography	4 units
COMM 358	Writing the Short Screenplay	3 units
COMM 359	Discussions in Cinema	3 units
COMM 365	Sound Design	4 units
COMM 371	Documentary Film: Defining Truth	3 units
COMM 373	Documentary Film Production	4 units
COMM 375	Television Studio Production	4 units
COMM 379	Digital Cinema Technology Series	2 units
COMM 406	Event Management	1 unit
COMM 431	Short Film Workshop	4 units
COMM 449	Special Effects and Motion Graphics	4 units
COMM 461	Advanced Cinematography	4 units
COMM 470	Special Topic	1-4 units
COMM 478	Filmmaker Series (repeatable)	3 units

COMM 483	The Recording Studio in Production	4 units
MRKT 360	Principles of Marketing	3 units
MUSC 136	Music Theory I	3 units
MUSC 228	Introduction to Music Technology	1 unit

**Screenwriting Emphasis****17 units****Required**

COMM 336	Screenwriting Principles	3 units
COMM 358	Writing the Short Screenplay	3 units

**Choose 11 units**

BUSN 316	Legal Aspects of the Business Practice	3 units
COMM 222	Digital Photography	4 units
COMM 309	Graphic Design	4 units
COMM 311	Intro to Audio Production	3 units
COMM 313	Web Tech and the Entertainment Industry	3 units
COMM 314	Mythology in Film	3 units
COMM 317	Creative Process—Theory and Practice	3 units
COMM 327	Directing for Film and Digital Media	3 units
COMM 339	Producing for Television and Film	3 units
COMM 353	Cinematography	4 units
COMM 359	Discussions in Cinema	3 units
COMM 361	Non-Linear Editing	4 units
COMM 365	Sound Design	4 units
COMM 371	Documentary Film: Defining Truth	3 units
COMM 373	Documentary Film Production	4 units
COMM 375	Television Studio Production	4 units
COMM 379	Digital Cinema Technology Series	2 units
COMM 406	Event Management	1 unit
COMM 431	Short Film Workshop	4 units
COMM 449	Special Effects and Motion Graphics	4 units
COMM 461	Advanced Cinematography	4 units
COMM 470	Special Topic	1-4 units
COMM 472	Advanced Non-Linear Editing	4 units
COMM 478	Filmmaker Series (repeatable)	3 units

COMM 483	The Recording Studio in Production	4 units
ENGL 360	Dramatic Literature: Script Analysis	3 units
MRKT 360	Principles of Marketing	3 units

**COMMUNICATION COURSES**

COMM 115 • Intercollegiate Forensics: Individual (1 unit) (*Suspended for 2015-2016*)

Prerequisite: Permission of Instructor. As part of the forensics (speech and debate) team this course offers training and experience in individual events for the purpose of intercollegiate competition. More hours are required than listed in catalog. May be repeated up to four units.

COMM 116 • Intercollegiate Forensics: Debate (1 unit) (*Suspended for 2015-2016*)

Prerequisite: Permission of Instructor. As part of the forensics (speech and debate) team this course offers training and experience in parliamentary debate for the purpose of intercollegiate competition. More hours are required than listed in the catalog. May be repeated up to four units.

COMM 119 • Publications: Newspaper (1 unit)

Prerequisite: Permission of the Instructor. Members of the class constitute the editorial staff of the college newspaper. Class meets weekly for critique on news reporting, writing, editing, makeup, and production of the campus newspaper. May be repeated for a maximum of 4 units.

COMM 201C • 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 transpire. Lab fee.

COMM 212 • History of Communication Studies (3 units)

A historical and interdisciplinary analysis of the development of communication and arts theories, concepts and practices from the classical rhetorical tradition to the present.



**COMM 220 • Elements of 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 and other mediums.

**COMM 222 • Digital Photography (4 units)**

Prerequisite: Communication major or Permission of instructor. Students will gain an understanding of composition and aesthetics as well as technical aspects of photography in the digital world. Lab Fee.

**COMM 229 • Digital and Audio Principles (4 units)**

Prerequisites: COMM 273. An introduction to pre-production, crew responsibilities, equipment rental, single camera operation, basic non-linear editing, field recording, and post-production sound. This class includes lectures, screenings, and hands-on assignments. Lab Fee.

**COMM 246 • American Cinema History (3 units)**

This foundational course in Cinema Arts follows the journey of American cinema from its beginning to present day while highlighting major events in the history of American cinema.

**COMM 250 • Writing for the Media (3 units)**

Prerequisite: COMM 220. This course is a broad survey of various types of writing across several diverse media platforms. Students will learn to write press releases, advertising copy, treatments/synopses, proposals, grants, and also for corporate video, television shows, non-narrative/documentary films, reviews/opinion pieces, persuasive essays for blogs and effective electronic correspondence in the social media domain. Professionalism, robust storytelling skills, and competent writing mechanics will be emphasized.

**COMM 258 • Christianity/Artistic Culture (3 units)**

Combines film screening, critical analysis and theory to enable students to examine morality, ethics and screen portrayals pertaining to Christianity, gender, and ethnicity. The aim is to motivate students toward personal accountability and responsibility, as well as creative refinement and sophistication when producing media content.

**COMM 259 • Journalism and Broadcast News: Golden Age to Modern Industry (3 units)**

An in depth, historical study and analysis of journalism from its advent to today's media culture. Focuses include interview technique, story development, and editing as well as ethics and expectations in the industry.

**COMM 273 • Visual Technology (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, person perception, and self-concept. This course does not fulfill a core curriculum requirement.

**COMM 291, 292, 293 • Special Topic (1, 2, 3 units)**

Study of a special topic in communication. May be repeated for credit.

**COMM 305 • Communication Theory and Research (3 units)**

Prerequisite: MATH/PSYC/SOCS 265C and COMM 250. Survey of classical and contemporary theories of communication. Special emphasis is placed upon reading, understanding, and conducting communication research.

**COMM 309 • Graphic Design (4 units)**

Prerequisite: COMM 273. This course will serve as an introduction to the theory and practice of graphic design. Students will learn the basic principles and elements of graphic design, the history of graphic design, form/symbol development, typography, identity design and page layout. Provides practical experience in essential studio techniques and technology, critiques and group discussions. The creative design process and problem-solving skills are emphasized throughout the course. Lab Fee.

**COMM 311 • Intro to Audio Production (3 units)**

Prerequisite: COMM 229. Working primarily with AVID Pro Tools, this course will introduce and further your understanding within the realm of digital recording, editing, mixing, and file management in a digital workstation environment. Upon completion of this course you will gain practical understanding in the multi-faceted world of digital audio recording, including pre-production, recording, and editing. The skills will be acquired and sharpened through class lectures, demonstrations, hands-on experience, reading, assignments, examinations, and individual lab projects.

**COMM 313 • Web Technology and the Entertainment Industry (4 units)**

Prerequisite: COMM 273. This course will introduce students to the fundamentals of web design and production with special emphasis on using new media technologies in the entertainment industry for promotion and distribution. It will provide students with a basic understanding of HTML page construction, designing and optimizing graphics and media for the web, and basic technical skills necessary for launching and maintaining websites.

**COMM 314 • Mythology in Film (3 units)**

Prerequisite: COMM 220. Students will gain an understanding of how ancient mythology from the Greeks and Romans provides a vast set of stories, themes, and symbols encountered time and time again in film.

**COMM 315 • Intercollegiate Forensics: Individual (1 unit)**

Prerequisite: Permission of Instructor. As part of the forensics (speech and debate) team this course offers training and experience in individual events for the purpose of intercollegiate competition. More hours are required than listed in catalog. May be repeated up to four units

**COMM 316 • Intercollegiate Forensics: Debate (1 unit)**

Prerequisite: Permission of Instructor. As part of the forensics (speech and debate) team this course offers training and experience in parliamentary debate for the purpose of intercollegiate competition. More hours are required than listed in the catalog. May be repeated up to 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 on creative problem-solving strategies and on 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. That includes the scholarship and research supporting our understanding of nonverbal communication to improve the student's knowledge as a communication expert. Aspects of body movement, facial expressions, eye behavior, physical appearance, voice, touch, space, smell, time and environmental features will be examined. Emphasis will also be placed on the intercultural dimension of nonverbal communication.

**COMM 319 • Publications: Newspaper (1 unit)**

Prerequisite: Permission of the Instructor. Members of the class constitute the editorial staff of the college newspaper. Class meets weekly for critique on news reporting, writing, editing, makeup, and production of the campus newspaper. May be repeated for a maximum of 4 units.

**COMM/ENGL 320 • Journalism Principles (3 units)**

Prerequisite: ENGL 120C. Fundamentals of writing and publication, including editing and administration, news gathering, feature writing, editorials, advertising, and the problems of publishing.

**COMM 327 • Directing for Film and Digital Media (3 units)**

Prerequisite: COMM 229. An in-depth study of the professional craft of directing. This course offers insights into the development of an actor's vocabulary, script analysis, handling pressure on-set, conflict management, communicating a vision, and trusting your filmmaking intuition.

**COMM 333 • Small Group Leadership (3 units)**

Study of the research into and theory of small group dynamics, particularly leadership. Exercises in problem solving in small groups. Study of conflict management.

**COMM 336 • Screenwriting Principles (3 units)**

Prerequisite: COMM 220. This course will focus on screenwriting fundamentals. Students are introduced to the craft, taught basic screenplay format and over the course of the semester, students write the first act of a feature screenplay.

**COMM 339 • Producing for Television and Film (3 units)**

Prerequisite: COMM 229 and COMM 273. Exploration of the role of the independent producer and how a concept is taken through the steps of development, financing, scheduling, production, marketing, and distribution.

**COMM 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 353 • Cinematography (4 units)**

Prerequisite: COMM 229. Hands-on training in the art of cinematography and in the use of trending digital video equipment. Lab Fee.

**COMM 358 • Writing the Short Screenplay (3 units)**

Prerequisite: COMM 220. Students will learn to economize and tell a story within a very restrictive set of parameters. Students are invited to pitch these screenplays when taking COMM 431 Short Film Workshop.

**COMM 359 • Discussions in Cinema (3 units)**

Prerequisites: COMM 220 and COMM 246. A forum in which thematic studies and discussions are based on outside screenings of topical films.

**COMM 361 • Non-Linear Editing (4 units)**

Prerequisite: COMM 229. This course offers a comprehensive approach to the theory and practice of digital, non-linear editing. The course will begin with the basic fundamentals of editing technique and progress through the foundations of non-linear editing using industry standard NLE software. Lab Fee.

**COMM 362 • Contemporary Issues in Public Discourse: Religious, Political and Social Issues Communication (3 units)**

Critical analysis of the rhetorical nature of various forms of religious political and social issues communication found in contemporary American society. Topics include: Current evangelistic movements, religious personalities, political communication in modern presidential administrations, political personalities, abortion, and euthanasia rhetoric.

**COMM 364 • Organizational Communication (3 units)**

This course examines the inter-relationships between management and communication theories. The microsystems and macrosystems within an organization are emphasized in terms of intrapersonal, interpersonal, small group and organizational communication theories.

**COMM 365 • Sound Design (4 units)**

Prerequisites: COMM 229. This course is an exploration into the orchestration of the diagetic and non-diagetic sound elements created for a film.

**COMM 366 • Digital Video Production (4 units)**

Prerequisite: COMM 229. This course provides student experience with the entirety of the digital filmmaking process through short exercises in the field, culminating with an individually directed short film. Lab Fee.

**COMM 367 • Broadcast news (4 units)**

Prerequisite: COMM 220 and COMM 273. An in depth, historical study of journalism, broadcast news, sportscasting, and the TV news industry with practical application in field reporting and production.

**COMM 371 • Documentary Film: Defining Truth (3 units)**

Prerequisite: COMM 220 and COMM 246. This is an aesthetic course in which students screen documentaries outside of class and come together to discuss the differences in documentary style and what qualifies as “truth” in documentary film.

**COMM 373 • Documentary Film Production (4 units)**

Prerequisite: COMM 366 and COMM 371. Students will learn fundamentals in the art of documentary film production including camera frame choices, the interview process, and choosing subjects wisely. Students will take projects through production and into post-production adding lower thirds and learning documentary editing technique. Lab Fee.

**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 • Television Studio Production (4 units)**

Prerequisite: COMM 366. Students will learn the history of televised media. Using concepts from this foundational knowledge, students will work together to produce a 30 minute studio drama or news program for broadcast. Lab Fee.

**COMM 376 • Interracial Communication (3 units)**

Surveys how race influences the communication process. This course deals with major issues of race and ethnic relations and how each affects interracial communication are considered. Major theories of interracial communication, the universal human processes which contribute to racial differences, and the practical approaches to communicating more effectively with persons from the other and same races.

**COMM 378 • Public Relations: Corporate Communication, Information Management (3 units)**

Prerequisite: COMM 250. 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 advertisement, press releases, fact sheets, backgrounders, etc. Students will be expected to create and present detailed approximations of final, printed projects sufficiently clear and detailed as to convince a client of the viability of the various solutions.

**COMM 379 • Digital Cinema Technology Series (2 units)**

Prerequisite: COMM 366. This course focuses on specific technical skills for digital cinema. Students may ask their advisor for the topic of the course during registration for each semester it is offered. May be repeated for a maximum of 4 units. Lab Fee.

**COMM 380 • Public Relations: Corporate Communication, Projects and Campaigns (3 units)**

Prerequisite: COMM 250 and COMM 378. 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 402 • Family Communication (3 units)**

Prerequisite: COMM 290. This course is designed to provide the student with an upper division, theoretically founded knowledge of family communication. Through the use of the text, lecture, library research and occasional film viewings we will undertake the study of the ways, the hows and the ways of family communication.

**COMM 406 • Event Management (1 unit)**

Prerequisite: COMM 273. This course is a practicum that gives students hands-on experience planning, promoting, and staging a live event. Students work as part of a team to theme, market, budget, schedule, and coordinate the Vanguard University Film Festival.

**COMM 413 • Preparing for Post Graduation (1 unit)**

Prerequisite: Permission of Instructor. This course enables students in any undergraduate major to determine actionable and measurable goals to achieve success after graduation. Topics include: networking, job hunting, personal finances, and long-term planning. The course is a hybrid of self-guided online workshops and face-to-face small group discussion.

**COMM 431 • Short Film Workshop (4 units)**

Prerequisite: COMM 366. Students will break into groups, and spend the semester creating a short film on a low to no budget that is worthy of festival submission. Those wishing to direct may come to the first class with a screenplay. Students will vote on their favorite screenplays, and the winning screenplays will determine the directors. Each student will have a specific production and post-production role for the film he/she is working on from the following categories: Producer, Production Designer, Director, DP, Editor and Sound Editor. Lab Fee.

**COMM 444 • Argumentation and Debate (3 units)**

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.

**COMM 445 • Persuasion (3 units)**

Study of the research and theory of persuasion. Presentation of several persuasive speeches.

**COMM 448 • Ethnography of Communication (3 units)**

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.

**COMM 449 • Special Effects and Motion Graphics (4 units)**

Prerequisite: COMM 361. Students will learn the process of compositing video material, working with mattes, rotoscoping, motion tracking, color matching, and keying techniques for special effects in film and digital media. Lab fee.

**COMM 450 • Internship (1-3 units)**

Must have consent of instructor and Department chair. Must be a communication major. Students may seek a position which relates to their major with a cooperating business in the communication industry. Students are required to work fifty hours for each academic unit hour received. A weekly report to the supervising professor is required. May be repeated for a maximum of six units.

**COMM 452 • Advanced Interpersonal Communication (3 units)**

This course examines the pragmatic and research approaches to the study of interpersonal communication.

**COMM 455 • Communication Teaching Internship (1-6 units)**

Prerequisite: Open to juniors or seniors with a G.P.A. of 3.0 or above. Must be a communication major. Must have the consent of the instructor and the Department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The teaching intern helps an instructor in planning and conducting a course and/or research session. This course may be taken for 1-3 units per semester. May be repeated for a maximum of six units.

**COMM 461 • Advanced Cinematography (4 units)**

Prerequisites: COMM 366 and COMM 353. This advanced course in cinematography continues to provide technical and artistic information with an emphasis on narrative filmmaking. Students will sharpen their skills in camera operation and shot composition through aesthetic and hands-on coursework. Lab Fee.

**COMM 464C • Media Criticism (3 units)**

Prerequisite: COMM 305. This course is designed to provide students with a basic understanding of the nature and function of media criticism; survey of approaches, theories, and the systems of rhetorical analysis from classical to contemporary models. Practice in critical appraisal of various types of media communication.

**COMM 467 • Culture and Rhetoric of Pentecostalism (3 units)**

This course will look at the evolution of Pentecostal rhetoric from its inception to the present day along with its various forms and themes. Several key Pentecostal rhetors throughout the history of the movement will be discussed and studied in depth. It will also consider Pentecostalism as a cultural phenomenon, and survey the various cultural manifestations and expressions of the movement both in the United States and around the world.

**COMM 469 • Broadcast News Production (4 units)**

Prerequisites: COMM 229 and COMM 367. A hands-on, practical application of field reporting and production, TV news/journalist script writing, producing, on-air talent experience and live 3-camera studio production. Class culminates with the production of three episodes of a news-magazine format, live studio show.

**COMM 470 • Special Topics (1-4 units)**

Prerequisite: Consent of the instructor. Study of a special topic in the areas of Communication Studies and TV and Film. May be repeated for credit. May include a lab requirement and lab fee.

**COMM 472 • Advanced Non-Linear Editing (4 units)**

Prerequisite: COMM 361. Students learn advanced editing techniques including an in-depth look at special effects within the non-linear editing software. Lab Fee.

**COMM 478 • Filmmakers Series (3 units)**

Prerequisite: COMM 229. A forum and guest lecture series featuring important directors, producers, screenwriters and artists who have created a lasting artistic, ethical, social, or cultural impact on the industry. May be repeated for a maximum of 9 units.

**COMM 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and Department chair. May be repeated for credit.

**COMM 483 • The Recording Studio in Production (4 units)**

Prerequisite: COMM 229. Hands-on-training in recording studio operation and production technique for film and digital media.

**COMM 495A • Senior Project: Film (3 units)**

Prerequisite: Senior standing and approval of professor. The student writes, directs, or serves in a production role (cinematographer, editor, production sound, sound designer), on a faculty approved film, video, documentary animation, or commercial project bringing it to final form for festival distribution. Lab fee.

**COMM 495D • Senior Project: Script or Publication (3 units)**

Prerequisite: COMM 336 OR COMM 358. Senior standing and approval of professor. The student creates a three-act polished screenplay or publication for distribution. Lab fee.

## **Vanguard Sundance Program**

The Sundance Film Festival, held in Park City, Utah, is the leading U.S. venue for independent film premieres. Attending the festival allows an immersive plunge into the art and commerce of the Entertainment Industry. The Vanguard Sundance Program takes place during the second week of the Sundance Film Festival at the end of January. Although the actual festival is in the Spring, students must register for the program as a Fall semester course as there is assigned course preparation leading to the festival. Students will be expected to read texts prior to attending the festival and will have written assignments during and after the festival experience. The festival will serve as a laboratory in which students attend screenings, discussions, and seminars.

As a part of the program, Vanguard has teamed up with the Windrider Forum. This partnership allows students from Vanguard to meet up with students from other Christian universities and seminaries to have discussions with filmmakers currently screening films at Sundance.

The Vanguard Sundance Program accepts up to 12 Communication students each year. Eight of these students will be honored with significant funding toward attending the program. If selected as one of the eight honored applicants, the Communication Department will cover housing, 10 film tickets, shuttle from and to the airport, Windrider Forum fees, and Sundance Film Festival credentials. Students will be expected to cover transportation to the festival, meals, and any additional films.

A panel of faculty members from the Communication Department will determine those accepted into the program. Decisions will be made based on academic standing and essay responses. The department may also accept up to four private pay students in addition to the funded eight.

### COMM 486 • Vanguard Sundance (3 units)

The Sundance Film Festival is the leading venue for independent film premieres. It is an immersive plunge into the art and commerce of the Entertainment Industry. This program takes place in Park City, Utah during the second week of the Sundance Film Fest. The festival will serve as a laboratory as students attend screenings, discussions, and seminars.

## Los Angeles Film Studies Center (LAFSC) Courses

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

### Hollywood Production Workshop (4 credits)

Students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable 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. This course operates as a community-building experience in which all students participate in at 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 emphases of the course are the importance of each contribution to a production, the process of production and effective production management. This course complements the more specialized, skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

### Faith and Artistic Development in Film(3 credits)

A class that explores the connection between the eye, the heart and the hand, this course focuses on the integration of faith and learning as well as developing the necessary skills for analysis of the culture of Hollywood. The first section of the class emphasizes the eye: discovering your own identity, looking at film's historical impact, spiritual impact, audience trends, the auteur movement, and vision in film, as well as providing a basis for heart preparation for production.

The second section of the course emphasizes the heart: ethics, relationships and communication, passion and art. The last section of the course emphasizes the hand, exploring the collaborative process in Hollywood Production Workshop and Motion Picture Production: roles and aspects of production, the production process, relationships on set, and communication. All students participate in a team-taught lecture seminar led by the faculty of The Los Angeles Film Studies Center.

### Internship: Inside Hollywood (6 credits)

Students participate in an internship experience in some aspect of the Hollywood entertainment industry. These are nonpaying positions primarily in an office setting such as development companies, agencies, management companies, post-production facilities, etc. Students work 20 to 24 hours a week, spread over a three day schedule and accumulate 200-250 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's role working therein. The internships do not include positions on actual filmmaking 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. LAFSC provides interns to many of the major companies within Hollywood.

### Narrative Storytelling (3 credits)

Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered in the course. The Structural track covers topics ranging from the history of story in culture and film to the mechanics of story creation to the development of story-writing skills. Instruction in the Technical Story track focuses on advanced methods of cinematography and post-production and how those techniques can be used to improve visual storytelling. After the core instructional period in each track, students from both tracks are reunited and will have the opportunity to hone their narrative analysis skills, participate in workshop style labs and make two short films that demonstrate their ability to utilize storytelling theory on screen.

### Professional Screenwriting (3 credits)

This is a course in contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process.

Students complete a full-length screenplay for a feature film or "movie-of-the-week." Whether novice or advanced, students are expected to develop and improve their skills. Emphasis is given to the role of Christian faith and values as they relate to script content. The course is taught by a working, credited Christian screenwriter.

#### Independent Study (3 credits)

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

Please Note: The Independent study option is not guaranteed and is intended for students with experience in a specific area of cinema or those needing to complete a senior project for graduation. The number of independent studies offered each semester will be determined by LAFSC faculty, the availability of a suitable mentor and approval from your school's film/communications department head.

## DEPARTMENT OF ENGLISH

Karen Lee, Ph.D., Chair

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*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 and techniques of written communication, rhetorical analysis, aesthetic appreciation, and literary theory. The English Department promotes spiritual development through the integration of faith and learning.*

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English majors may choose one of two emphases within the major: literature and textual analysis or writing. The English curriculum provides a single-subject matter program approved by the California Commission on Teacher Credentialing. A minor in English is also offered.

### English Major

#### Core Requirements

**33 to 35 units**

ENGL 240C	Foundations of Literary Study	3 units
ENGL 260	Survey of British Literature I	3 units
ENGL 262	Survey of British Literature II	3 units
ENGL 309	Survey of American Literature	3 units
ENGL 375	Modern Grammar and Advanced Composition	3 units
ENGL 433	Survey of World Literature	3 units
ENGL 455	Shakespeare	3 units
ENGL 465	Theory and Criticism of Literature	3 units
ENGL 499C	Capstone Seminar in English	3 units

Foreign Language (2 semesters of the same foreign language) 6-8 units

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 the generalist requirements or one of the two emphases within the major.



**Literature and Textual Analysis Emphasis****Requirements****12 units**

Choose 12 units from the following courses:

ENGL 325	Period Focus	3 units
ENGL 335	Genre Focus	3 units
ENGL 340	Children's Literature	3 units
ENGL 360	Dramatic Literature: Script Analysis	3 units
ENGL 425	Author Focus	3 units
ENGL 444	Culture Focus	3 units
ENGL 464	Thematic Focus	3 units
ENGL 486	Advanced Research Methods	3 units

**Writing Emphasis Requirements****12 units**

Choose 12 units from the following courses:

ENGL 210	Technical Writing	3 units
ENGL 320	Journalism Principles	3 units
ENGL 350	Creative Writing	3 units
ENGL 438	Creative Writing Workshop	3 units
ENGL 442	Playwriting	3 units
ENGL 451	Writing Internship	1-3 units
ENGL 453	Language, Culture and Linguistics	3 units
ENGL 460	Professional Writing	3 units
ENGL 486	Advanced Research Methods	3 units

**Single Subject Teaching Requirements****12 units**

Building on the common courses and seminars, these students are also required take ENGL 315 Teaching English in a Multicultural Setting and ENGL 453 Language, Culture, and Linguistics. Students should choose nine upper-division units of an emphasis from the English curriculum according to the CTC approved subject matter program, available in the English Department.

**Generalist Requirements****12 units**

Beyond the common courses and seminars, the student should choose twelve units from the English curriculum according to his/her interests. Consultation with one's academic advisor is recommended.

**English Minor**

The English minor consists of 21 units in English. Students may choose courses according to their interest. ENGL 120C and ENGL 220C do not count towards the minor.

**ENGLISH COURSES**

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 220C. Students with a Verbal SAT score of 570 or higher or an ACT score of 28 or higher may place out of this course into ENGL 220C.

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 resumes, cover letters, proposals, progress reports, and long reports for a technical discipline. Students will also make oral presentations of their writing.

ENGL 220C • Researched Writing (3 units)

Prerequisites: ENGL 120C and, when required, a passing grade in CORE 102C. Interpretive and analytic writing, including several problem-solving research-based papers investigating topics related to class themes. The course emphasizes writing, revising and editing, reading, 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-") or better to fulfill the core curriculum requirement. Students may receive credit for English 220C by taking research and writing courses offered by departments other than English that meet standards set and approved by the Core Curriculum Committee.

**ENGL 230C • Literary Perspectives (3 units)**

Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences. This course also covers the tools and concepts necessary to the understanding and interpretation of literature. Students engage in classroom discussion, write papers, and take a variety of quizzes and exams. This course is designed for non-English majors and is not to be taken by English majors as a substitute for ENGL 240C.

**ENGL 240C • Foundations of Literary Study (3 units)**

Prerequisite: ENGL 120C or consent of instructor. Introductory course for the English major covering the tools and concepts necessary to the understanding and interpretation of literature. 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 240C as a substitution for ENGL 230C the core curriculum requirement in literature.

**ENGL 260 • Survey of British Literature I (3 units)**

A historical survey of English prose, poetry, and drama, from Beowulf to the Neo-Classic period. This course involves classroom discussion, quizzes, texts, papers, and group presentations using computer aided support and other graphics to illustrate results of library research on each group's assigned author or topic.

**ENGL 262 • Survey of British Literature II (3 units)**

A historical survey of English prose, poetry, and drama, from the Romantic period to the present. This course involves classroom discussion, quizzes, texts, papers, and group presentations using computer aided support and other graphics to illustrate results of library research on each group's assigned author or topic.

**ENGL 309 • Survey of American Literature (3 units)**

Prerequisite: ENGL 240C or consent of instructor. A historical survey of American prose and poetry from the pre-Colonial period to the present. This course fulfills the departmental requirement for American literature. This course does not fulfill a core curriculum requirement.

**ENGL/EDUC 315 • Teaching English in a Multicultural Setting (3 units)**

Prerequisite: ENGL 240C. Students seeking to complete the subject matter program in English must take this class as part of that program to ensure that they are integrating literary content with their pedagogical experience. 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 30 hour field work 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. Lab fee.

**ENGL/COMM 320 • Journalism Principles (3 units)**

Prerequisite: ENGL 120C. Fundamentals of writing and publication, including editing and administration. News gathering, feature writing, editorials, advertising, and the problems of publishing.

**ENGL 325 • Period Focus (3 units)**

Prerequisite: ENGL 240C. 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)**

Prerequisite: ENGL 240C. 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 novel, short story, poetry, or autobiography. May be repeated for credit.

**ENGL 340 • Children's Literature (3 units)**

Prerequisite: ENGL 240C or equivalent. Reading and evaluating literature written especially for children and young adults—includes a historical as well as a genre approach.

**ENGL 350 • Creative Writing (3 units)**

Prerequisite: ENGL 240C or 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)**

Prerequisite: ENGL 240C. 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 375 • Modern Grammar and Advanced Composition (3 units)**

Prerequisite: ENGL 220C and ENGL 240C or consent of instructor. This course is designed to acquaint students with a wide range of classical and contemporary strategies for writing purposeful and persuasive prose. It also equips students with options for writing the formal essay, articles, and the personal essay. A study of modern English usage in syntax, form, and composition is covered. Students refine their ability to use correct style and grammar in a wide variety of contexts, including oral presentations.

**ENGL/THEO 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)**

Prerequisite: ENGL 240C. 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, C. S. Lewis, Clarice Lispector, John Milton, Toni Morrison, J. R. R. Tolkien, or Mark Twain. May be repeated for credit.

**ENGL 433 • Survey of World Literature (3 units)**

Prerequisite: ENGL 240C or consent of instructor. An examination of the contours of international literature, including classical Western mythology plus European, African, Asian, and Latin American literature from antiquity up to the present. This course fulfills the departmental requirement for world literature.

**ENGL 438 • Creative Writing Workshop (3 units)**

Prerequisite: ENGL 240C. The theory and practice of writing a particular literary genre. Genre will vary according to the instructor, but might include screenwriting, poetry, or the short story. May be repeated for credit.

**ENGL/THEA 442 • Playwriting (3 units)**

Prerequisite: ENGL 240C. Development of scriptwriting 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.

**ENGL 444 • Culture Focus (3 units)**

Prerequisite: ENGL 240C. 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, Native American literature, or the literature of Ireland, with commensurate critical approaches. May be repeated for credit.

**ENGL 450 • Internship: Teaching English (1-3 units)**

Prerequisite: ENGL 240C. Open to seniors with a grade point average of 3.0 or above. The student selects and attends the sessions of Core 102C or an English 120C, 220C or 230C course; meets with the instructor to prepare for class sessions; teaches a few sessions; discusses in retrospect the conduct of the class; agrees upon criteria for grading papers and other evaluation of students. May be repeated for a maximum of six units with a different instructor or a different course.

**ENGL 451 • Writing Internship (1-3 units)**

Prerequisite: ENGL 240C and sophomore, junior, or senior status and a grade point average of 3.0 or higher. Must have consent of a supervising full-time English faculty member. Actual work experience in a business firm, academic program, publishing industry, or other professional setting as a writer, providing an opportunity for the practical application of student writing, editing, or multimedia skills under direct supervision. Reports to the supervising professor are required. Students are required to work fifty hours for each academic unit hour received. May be repeated to a maximum of six units.

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

Prerequisite: ANTH 102C. 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'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.

**ENGL/THEA 455 • Shakespeare (3 units)**

Prerequisite: ENGL 240C. 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. Professional Writing helps students produce letters and various reports for a variety of business contexts such as business management, real estate, or sales. Students will write resumes, cover letters, proposals, progress reports, long reports, and 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 240C. The in-depth comparative study of a particular literary theme or topic from several perspectives. Texts may be chosen 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)**

Prerequisite: ENGL 240C or consent of instructor. A historical survey of literary theory from the time of Plato to the contemporary era. Various writing projects are designed to assist students in their development as scholarly researchers. This course fulfills the departmental requirement for literary theory.

**ENGL 470 • Special Topics (1-3 units)**

Prerequisite: ENGL 240C and 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)**

Prerequisites: ENGL 240C and 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)**

Prerequisite: ENGL 240C. Students will develop advanced techniques in literary research including computerized research, textual analysis, scholarly methodology and bibliography.

**ENGL/THEO 489 • C.S. Lewis Seminar II (3 units)**

Prerequisite: 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.

**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. Students serve as the editorial board for the university's literary journal. This course fulfills the Core Curriculum Capstone requirement for English majors.

## DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

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

*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.*

### History/Political Science Major Core Requirements

(\*9 of the 57 units count toward Core Curriculum)

**57 units\***

Survey of the Field		18 units
HIST 156C	United States History	3 units
HIST 203C	World Civilizations I	3 units
HIST 204C	World Civilizations II	3 units
POLS 155C	United States Government	3 units
HIST/POLS 262*	Research Methods in History and Political Science	3 units
SOCS 215	Principles of Economics (Macroeconomics)	3 units

\*Satisfies ENGL 220C Core Curriculum requirement.

### Electives: Upper division U.S. History and Political Science† 9 units

Choose 9 units from the following courses:

HIST 310	History of Baseball	3 units
HIST 320	African-American History	3 units
HIST 350	United States Military History	3 units
HIST 352	American Religious History	3 units

HIST 355	Immigration History and Policy	3 units
HIST 356	History and Geography of California	3 units
HIST 360	Women in American History	3 units
HIST 363	America from Colony to Nation	3 units
HIST 370	Wars of America	3 units
HIST 373	The Good Old Days: The United States 1945-1963	3 units
HIST 374	Contemporary American History: U.S. since 1963	3 units
HIST 420	History of Pentecostalism	3 units
HIST 425	Topics in American Religious History	3 units
HIST 437	The Christian Right and American Politics	3 units
HIST 450*	History Teaching Internship	1-3 units
HIST 454*	History Internship	1-3 units
HIST 457*	Research Assistantship	1-3 units
HIST 469	Special Topics: U.S.	3 units
POLS 303	Classical Political Thought	3 units
POLS 325	Religion and Politics	3 units
POLS 345	United States Foreign Policy	3 units
POLS 355	Immigration History and Policy	3 units
POLS 362	Constitutional Law I: National Powers	3 units
POLS 364	Constitutional Law II: Civil Rights and Civil Liberties	3 units
POLS 437	The Christian Right and American Politics	3 units
POLS 440	Contemporary American Thought	3 units
POLS 445	Problems in Political Science	3 units
POLS 450*	Political Science Teaching Internship	1-3 units
POLS 454*	Political Science Internship	1-3 units
POLS 456	United States Congress	3 units
POLS 457*	Research Assistantship	1-3 units
POLS 468	Law and Society	3 units
POLS 469	Special Topics: U.S.	3 units
POLS 472	United States Presidency	3 units

\*Maximum six hours count toward the 36-hours content requirement.

**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 317, HIST 319, HIST 325, HIST 339, HIST 340, POLS 303, POLS 445, or POLS 460.)

HIST 302	Twentieth Century Europe	3 units
HIST 305	Church History	3 units
HIST 317	Modern China	3 units
HIST 319	Imperial China	3 units
HIST 322	History of England	3 units
HIST 325	History of Africa	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 346	Ancient Greece and Rome	3 units
HIST 365	Ancient Church History	3 units
HIST 450*	History Teaching Internship	1-3 units
HIST 451	Renaissance and Reformation	3 units
HIST 454*	History Internship	1-3 units
HIST 457*	Research Assistantship	1-3 units
HIST 470	Special Topics: Non-U.S.	3 units
POLS 303	Classical Political Thought	3 units
POLS 325	Religion and Politics	3 units
POLS 420	Modern Political Thought	3 units
POLS 445	Problems in Political Science	3 units
POLS 450*	Political Science Teaching Internship	1-3 units
POLS 454*	Political Science Internship	1-3 units
POLS 457*	Research Assistantship	1-3 units
POLS 460	Problems of the Third World	3 units
POLS 470	Special Topics: Non-U.S.	3 units
POLS 482	International Politics	3 units

\*Maximum six hours count toward the 36-hours content requirement.

**Electives: Upper division History or Political Science† 18 units**

Choose 18 units from the courses listed above (unrestricted).

† Note: A minimum of 6 units in History and 6 units in Political Science must be part of the upper division electives.

**Capstone Course**

HIST 485C	Historiography	3 units
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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.

**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 people of different times, classes, and ethnicity. Strongly recommended as a prerequisite for upper division U.S. History courses.

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. Strongly recommended as a prerequisite for upper division non-U.S. History courses. May be taken as an honors course.

HIST/POLS 262 • Research Methods in History and Political Science (3 units)

Prerequisite: ENGL 120C and, when required, a passing grade in CORE 102C.

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.

Prerequisite for upper-division History and Political Science courses. Satisfies

ENGL 220C requirement. Must be passed with a “C” (not a “C-”) or better to fulfill the core curriculum requirement.

**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 310 • History of Baseball (3 units)**

A study of America’s national pastime from its mythical beginnings to its 21<sup>st</sup>-century role in American society. Includes political, sociological, economic, literary, and statistical elements.

**HIST 316/EDUC 315 • Teaching History in a Multicultural Setting (3 units)**

Students seeking to complete the subject matter program in Social Science must take this class as part of that program to ensure that they are integrating historical content with their pedagogical experience. 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 30-hour field work 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 Single Subject Credential program Lab fee.

**HIST/ANTH 317 • Modern China (3 units)**

A study of the political and social history of China from the mid-nineteenth century, when European aggression forced China on a path to modernization, to the present.

**HIST 319 • Imperial China (3 units)**

A study of the political and social history of China from earliest times until the mid-nineteenth century.

**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 322 • History of England (3 units)**

A study of English history from the advent of the Tudors until the present, emphasizing the development of ideas and significant political, social, and economic institutions.

**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 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 life in Imperial and Soviet Russia.

**HIST/ANTH/ICST 339 • Area Studies: [Topical Area] (3 units)**

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, ethnicity, family structure, political organization, technology, social structure, ethnopsychology, 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, Oceania, East Asia, South East Asia, China, Korea, Northern Africa,

Sub-Sahara Africa, Eastern Europe, Western Europe, North America, and North America Diaspora.

**HIST/CHIS 340 • Late Roman and Byzantine Empires (3 units)**

Beginning in the late third century, this course covers the major people, 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 346 • Ancient Greece and Rome (3 units)**

Neolithic background of Greece; Minoan and Mycenaean civilizations; the rise of city states, and classical Greek civilization to the Macedonian conquest of Alexander the Great. The life of post-Alexander Greek states and their collapse in the face of Roman growth. Roman civilization from republic to empire concluding with the collapse of their rule in 476 A.D. Latin culture, politics, and the growth of Christianity will be studied.

**HIST 350 • United States Military History (3 units)**

Traces the course of American military developments from the Revolution to the present, focusing on wars and with a special emphasis on Christian perspectives.

**HIST/CHIS 352 • American Religious History (3 units)**

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/POLS 355 • Immigration History and Policy (3 units)**

Explores the history of immigration in the United States as well as traces the development of national immigration policy over time. In addition, the course will explore current policy issues or debates over immigration.

**HIST 356 • 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 360 • Women in American History (3 units)**

A survey of the role of women in the development of the nation, including the lives of average women and a look at some of the pioneers who reshaped attitudes about women's proper sphere.

**HIST 363 • America from Colony to Nation (3 units)**

The history of the thirteen English colonies in America from their beginnings through the American revolution and ending with the conclusion of the War of 1812. This seminar class will focus on specific topics such as the growth of slavery, religion, politics, and Revolutionary War, and the constitutional debates.

**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 relationship 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 the Civil War, 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 374 • Contemporary American History: The United States Since 1963 (3 units)**

Traces the loss of consensus through the sixties, Vietnam, Watergate, 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 (3 units)**

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.

**HIST/POLS 437 • The Christian Right and American Politics (3 units)**

Seminar on the history and political ideology of the Christian Right from its first appearance in the 1930's until today.

**HIST 450 • History Teaching Internship (1-3 units)**

Prerequisite: Junior or senior standing with GPA of 3.0 or above with approval of the department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory session. Maximum of three units. (Maximum units for HIST/POLS 450, 454, and 457.)

**HIST/CHIS 451 • Renaissance and Reformation (3 units)**

The transition from medieval to modern civilization, emphasizing those forces and persons that brought about change in Europe's intellectual and religious outlook.

**HIST/POLS 454 • History/Political Science Internship (1-3 units)**

Prerequisite: Consent of the department chair. Internship with VU, local museum, archives, government office, or political campaign. Maximum of three units. (Maximum of six units for HIST/POLS 450, 454, and 457.)

**HIST 457 • Research Assistantship (1-3 units)**

Prerequisite: Consent of the instructor. Advanced work in research in History in an on-going project with the cooperation and supervision of a faculty member. Students will meet with instructor weekly to discuss findings and progress. Maximum three units. (Maximum six units of HIST/POLS 450, 454 and 457.)

**HIST 469 • Special Topics: U.S. (1-3 units)**

Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

**HIST 470 • Special Topics: Non-U.S.(1-3 units)**

Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

**HIST 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

**HIST 485C • Historiography (3 units)**

A capstone course that traces the evolution of historical theory, interpretation, and practice. Seminar format. Includes focus on integration of faith and learning within the discipline. Culminates with students developing their own philosophies of history. This course fulfills the Core Curriculum Capstone requirement for History majors.

## **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 intersection of Christianity and citizenship. Strongly recommended as a prerequisite for upper-division U.S. Government classes.

**POLS/HIST 262 • Research Methods in History and Political Science (3 units)**

Prerequisite: ENGL 120C and, when required, a passing grade in CORE 102C. 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. Prerequisite for upper-division History and Political Science courses. Satisfies ENGL 220C requirement. Must be passed with a "C" (not a "C-") or better to fulfill the core curriculum requirement.

**POLS 303 • Classical Political Thought (3 units)**

Examines perennial questions and diverse responses to political dilemmas such as liberty, equality, power, authority, justice, and law. Looks at thinkers from Plato to the present to evaluate their insights on “the good life.”

**POLS 325 • Religion and Politics (3 units)**

Focuses on the nexus of religion and politics in contemporary life. Themes include political questions religion attempts to answer, theoretical explanations for the impact of religious beliefs on politics, and examples of religion/politics interstices.

**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 traces the development of national immigration policy over time. In addition, the course will explore current policy issues or debates over immigration.

**POLS 362 • Constitutional Law I: National Powers (3 units)**

Explores Supreme Court case law with regard to the U.S. government’s exercise of national powers such as judicial, legislative, and executive power, as well as takings clause and commerce clause power. In addition, competing theories of interpretation will be examined as frameworks for analyzing Constitutional cases.

**POLS 364 • Constitutional Law II: Civil Rights and Civil Liberties (3 units)**

Explores Supreme Court case law with regard to civil rights and civil liberties such as right to vote, freedom of speech, freedom of the press, freedom of religion among others. In addition, competing theories of interpretation will be examined as frameworks for analyzing Constitutional cases.

**POLS 420 • Modern Political Thought (3 units)**

A survey of political philosophy from Hegel to the present. This course will examine the philosophical origins of Marxism, fascism, and democracy and

explore common themes such as the relationship of the state to the individual and modern conceptions of liberty and justice.

**POLS/HIST 437 • The Christian Right and American Politics (3 units)**

Seminar on the history and political ideology of the Christian Right from its first appearance in the 1930’s until today.

**POLS 440 • Contemporary American Thought (3 units)**

Critical examination of selected contemporary works of social theory that have interdisciplinary perspectives. Books are selected for their significance in recent intellectual discourse about American life.

**POLS 445 • Problems in Political Science (3 units)**

Explores the practical and theoretical dilemmas of contemporary society. Possible questions to address include why some countries fail to successfully democratize, how to conceptualize and practice security in international relations, how public opinion is formed and its consequences for political participation, and how can societies and ethnic groups overcome hatred and peacefully co-exist.

**POLS 450 • Political Science Teaching Internship (1-3 units)**

Prerequisite: Junior or senior standing with GPA of 3.0 or above with approval of the department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory session. Maximum of three units. (Maximum units for HIST/POLS 450, 454, and 457.)

**POLS/HIST 454 • History/Political Science Internship (1-3 units)**

Prerequisite: Consent of the department chair. Internship with VU, local museum, archives, government office, or political campaign. Maximum three units. (Maximum six units of HIST/POLS 450, 454 and 457.)

**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 457 • Research Assistantship (1-3 units)**

Prerequisite: Consent of the instructor. Advanced work in research in Political Science in an on-going project with the cooperation and supervision of a faculty member. Students will meet with instructor weekly to discuss findings and progress. Maximum three units. (Maximum six units of HIST/POLS 450, 454 and 457.)

**POLS 460 • Problems of the Third World (3 units)**

An examination of the challenge and prospects of political, economic and social development in the Third World. Critical analysis of theories of underdevelopment and strategies for promoting development.

**POLS/SOC 468 • Law and Society (3 units)**

Prerequisite: SOC 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.

**POLS 469 • Special Topics: U.S. (1-3 units)**

Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

**POLS 470 • Special Topics: Non-U.S. (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 482 • International Politics (3 units)**

Examination of the concepts and principles of the international political system.

## **AMERICAN STUDIES PROGRAM (ASP) COURSES**

Because VU is a member of the Council of Christian Colleges and Universities, students attending VU can take the following ASP courses during a semester-in-residence in Washington, D.C. (for a total of 15 or 16 units). ASP courses satisfy upper division History and Political Science major requirements and possibly other major requirements—consult your academic advisor.

**Required courses (9 units):**

AS 425 • Topics in Leadership and Vocation (3 units)

AS 450 • American Studies Internship (6 units)

Choose one track:

Public Policy Initiatives (PPI) (6 units):

AS 430 • Public Policy and Advocacy (3 units)

AS 435 • Public Policy Project (3 units)

Global Development Enterprise (GDE) (6 units):

AS 440 • Entrepreneurship and Human Development (3 units)

AS 445 • Global Development Partnership Exercise (3 units)

Optional:

AS 460 • Professional Mentorship (1 unit)

AS 425 • Topics in Leadership and Vocation (3 units)

Weaves together understanding of God's calling on the student's life with the real-life demands of work and professional development.

**AS 430 • Public Policy and Advocacy (3 units)**

Provides a survey of the public policy issue of international migration—the movement of people across international borders. Provides opportunity for students to address critical questions pertaining to contemporary citizenship, democratic practice, equality, freedom, globalization, and liberalism.

**AS 435 • Public Policy Project (3 units)**

Supports the student in the completion of the individual research project from the previous seminar. An advocacy component of the research is designed as a group project. Students will organize into a small research team tasked with the responsibility of providing policy recommendations that address three key areas of debate on immigration-economic/social welfare, security, and national identity.

**AS 440 • Entrepreneurship and Human Development (3 units)**

An introduction to the unique community of partnerships emerging in Washington, D.C. among commercial, governmental, and non-governmental organizations. Faculty and guest practitioners provide a comparative analysis of different approaches to the design and management of these types of collaborations as they pertain to the global development issue of hunger/food security.

**AS 445 • Global Development Partnership Exercise (3 units)**

Students participate in key aspects of a research and development project designed to support strategic collaboration among stakeholders whose shared mission is to address a specific development problem or opportunity related to hunger and food security. Working as members of a project team, and in consultation with client organizations, students will contribute to the development and delivery of a report to the client and selected project evaluators.

**AS 450 • American Studies Internship (6 units)**

Provides an opportunity to work as an intern in a professional setting, to reflect substantively upon workplace experiences, to connect those experiences to classroom themes and discussions, and to acquire the skill set and competencies needed to pursue a professional career in service to God's kingdom.

**AS 460 • Professional Mentorship (1 unit)**

Matches the student with an experienced professional serving in an area relevant to the student's vocational aspirations.

## DEPARTMENT OF KINESIOLOGY

Diana Avans, Ph.D., Chair

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*The mission of the Department of Kinesiology is to equip students to become leaders capable of impacting their world for Christ. The program seeks to prepare competent professionals through personalized education in the classroom, research, and field-based experiences. The goal of the department is to develop independent, critical thinkers who possess an interdisciplinary education with an in-depth understanding of kinesiology in areas such as athletic training, fitness and performance training, prevention and rehabilitation of injuries and disabilities, teaching physical education, and coaching.*

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**PROGRAM STUDENT LEARNING OUTCOMES:** Graduates from the Department of Kinesiology will be prepared to meet the following learning outcomes:

1. The identification of critical issues relevant to the field of Kinesiology and the ability to use both oral and written communication in both academic and professional settings.
2. The ability to administer assessments and interpret movement and performance data from lab, clinical, and field experiences to create effective, scientifically based physical activity and sport programs that address individual, community, and societal needs.
3. The ability to think critically through the acquisition, analysis and interpretation of data, and the evaluation and application of current research literature.
4. The ability to demonstrate relevant, marketable knowledge, skills, and dispositions to successfully enter the work force, graduate programs, and the lifelong learning process.

## Kinesiology Major

There are three concentrations within the Kinesiology major: Exercise and Sport Science, Sport Studies, and Pre-Health Sciences.

**Exercise and Sport Science Concentration 64 units****(\*4 of the 63 units count toward Core Curriculum requirement)**

BIOL 204C/CL*	Human Anatomy	4 units
BIOL 304/L	Human Physiology	4 units
CHEM 112C/CL	Fundamentals/Gen, Organic, Biochemistry I	4 units
CHEM 113/L	Fundamentals/Gen, Organic, Biochemistry II	4 units
KINE 183	Foundations of Kinesiology	3 units
KINE 215	Responding to Emergencies	2 units
KINE 218	Injury Recognition and Management	3 units
KINE 221	Movement Anatomy	3 units
KINE 258	Sociology of Sports and Human Movement	3 units
KINE 323	Physiology of Exercise	4 units
KINE 329	Fitness Assessment & Exercise Prescription	3 units
KINE 333	Principles of Nutrition and Metabolism	3 units
KINE 343	Leadership and Management of Kinesiology Programs	3 units
KINE 345	Sports Nutrition	3 units
KINE 350	Internship (based on 3 credit hours)	1-5 units
KINE 395	ECG and Exercise Testing	3 units
KINE 421	Biomechanics	3 units
KINE 430	Principles of Strength and Conditioning	3 units
KINE 440	Research and Statistics in Kinesiology	3 units
KINE 450C	Capstone Kinesiology Senior Project	3 units

\*Fulfills core curriculum requirement.

**Sport Studies Concentration 56 units**

BIOL 204C/CL*	Human Anatomy	4 units
BIOL 304/L	Human Physiology	4 units
KINE 183	Foundations of Kinesiology	3 units
KINE 215	Responding to Emergencies	2 units
KINE 218	Injury Recognition and Management	3 units
KINE 221	Movement Anatomy	3 units
KINE 231	Global Games and Recreational Activities	3 units
KINE 258	Sociology of Sports and Human Movement	3 units
KINE 321	Principles of Coaching	3 units

KINE 323	Physiology of Exercise	4 units
KINE 325	Motor Learning	3 units
KINE 329	Fitness Assessment & Exercise Prescription	3 units
KINE 343	Leadership and Management of Kinesiology Programs	3 units
KINE 350	Internship (based on 3 credit hours)	1-5 units
KINE 421	Biomechanics	3 units
KINE 430	Principles of Strength and Conditioning	3 units
KINE 441	Sport Psychology	3 units
KINE 450C	Capstone Kinesiology Senior Project	3 units

\*Fulfills core curriculum requirement. Four of the 55 units counts toward Core curriculum requirement.

A minor field can be declared (21 units) or electives taken from Kinesiology elective list:

KINE 333	Principles of Nutrition and Metabolism	3 units
KINE 335	Growth and Motor Development	3 units
KINE 345	Sports Nutrition	3 units
KINE 356	Team and Individual/Dual Sports Analysis	3 units
KINE 395	ECG Testing and Interpretation	3 units
KINE 422	Ethics in Health Care	3 units
KINE 435	Physical Education for Elementary Schools	3 units
KINE 440	Research and Statistics in Kinesiology	3 units
KINE 455	Kinesiology Teaching Internship	1-3 units

**Pre-Health Sciences Concentration****Pre-Health Sciences Core 46 units****(\*7 of the 46 units count toward Core Curriculum requirement)**

BIOL 204C/CL*	Human Anatomy	4 units
BIOL 304/L	Human Physiology	4 units
CHEM 120/L/R**	General Chemistry I	5 units
CHEM 121/L/R	General Chemistry II	5 units
or		
CHEM 112C/CL	Fundamentals/Gen, Organic, Biochemistry I	4 units

CHEM 113/L	Fundamentals/Gen, Organic, Biochemistry II	4 units
MATH 168C*	Biostatistics	3 units
or MATH 265C*	Introduction to Statistical Methods	3 units

Choose 1 course from the following:

MATH 170	Precalculus	3 units
MATH 180	Calculus I	4 units

Choose 2 courses from the following:

KINE 221	Movement Anatomy	3 units
KINE 323	Physiology of Exercise	4 units
KINE 421	Biomechanics	3 units

KINE 350	Internship (based on 3 credit hours)	1-5 units
KINE 422	Ethics in Health Care	3 units
KINE 440	Research Methods/Statistics in Kinesiology	3 units
KINE 450C	Capstone Kinesiology Senior Project	3 units

\* Fulfills core curriculum requirement.

\*\* Dependent on Focus Area

**Focus Area Requirements: to be determined with advisor. Some suggested courses are as follows.**

#### ICS: Physician Assistant†

BIOL 111C/L	Principles of Biology I	4 units
BIOL 112C/L	Principles of Biology II	4 units
BIOL 309/L	Microbiology	4 units
BIOL 311/L	Genetics	4 units
KINE 235	Medical Terminology	3 units
PSCI 130/L	General Physics I	4 units
SPAN 101	Beginning Spanish I	4 units
SPAN 204	Intermediate Spanish II	4 units

#### ICS: Chiropractic†

BUSN 114	Introduction to Business	3 units
BIOL 111C/L	Principles of Biology	4 units
CHEM 304/L	Organic Chemistry I	4 units
CHEM 305/L	Organic Chemistry II	4 units
CHEM 430/L	Biochemistry	4 units
KINE 380	Rehabilitation Techniques	3 units
KINE 421	Biomechanics	3 units
PSCI 130C/CL	General Physics I	4 units
PSCI 131/L	General Physics II	4 units
or		
PSCI 223C/CL	Mechanics and Heat	4 units
PSCI 225/L	Electricity, Magnetism, Sound and Light	4 units

\* Some post-graduate programs require or accept CHEM 112C/CL and CHEM 113/L Principles of General/Organic and Biochemistry I, II in lieu of full year of General Chemistry and year of Organic Chemistry with an additional semester of chemistry.

#### ICS: Nursing†

BIOL 309/L	Microbiology	4 units
KINE 235	Medical Terminology	3 units
KINE 333	Principles of Nutrition and Metabolism	3 units
KINE 395	ECG and Exercise Testing	3 units
PHIL 201	Introduction to Philosophy	3 units
PSYC 320	Developmental Psychology	3 units
SPAN 101	Beginning Spanish I	4 units

#### ICS: Physical Therapy†

BIOL 111C/L	Principles of Biology I	4 units
BIOL 220/L	Cell Biology	4 units
BIOL 432/L	Neuroscience	4 units
KINE 323	Exercise Physiology	4 units
KINE 380	Rehabilitation Techniques	3 units
KINE 385	Therapeutic Modalities	3 units
KINE 421	Biomechanics	3 units
PSCI 130C/CL	General Physics I	4 units

PSCI 131/L	General Physics II	4 units
or		
PSCI 223C/CL	Mechanics and Heat	4 units
PSCI 225/L	Electricity, Magnetism, Sound and Light	4 units
PSYC 320	Developmental Psychology	3 units
†Advisor approved Individual Course of Study.		

## Minor in Kinesiology

<b>Required Courses</b>		<b>24 units</b>
KINE 183	Foundations of Kinesiology	3 units
BIOL 204C/CL	Human Anatomy	4 units
KINE 221	Movement Anatomy	3 units
BIOL 304/L	Human Physiology	4 units
KINE 323	Physiology of Exercise	4 units

Choose 2 courses from the following (determine by science or coaching focus):

KINE 218	Injury Recognition and Management	3 units
KINE 321	Principles of Coaching	3 units
KINE 325	Motor Learning	3 units
KINE 335	Growth and Motor Development	3 units
KINE 329	Fitness Assessment & Exercise Prescription	3 units
KINE 333	Principles of Nutrition and Metabolism	3 units
KINE 345	Sports Nutrition	3 units
KINE 421	Biomechanics	3 units
KINE 435	Physical Education for Elementary Schools	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 does not fulfill the lifetime fitness activity requirement.

### 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 does not fulfill the lifetime fitness activity requirement. Lab fee.

### 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 does not fulfill the lifetime fitness activity requirement.

### 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 does not fulfill the lifetime fitness activity requirement.

### 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 does not fulfill the lifetime fitness activity requirement.

### THEA/KINE 133 • Musical Theatre Dance I (1 unit)

An introduction to dance for musical theatre. Dance styles covered will include tap, jazz, and musical theatre movement. This course fulfills the KINE 146C Activity Core Curriculum requirement.

### KINE/THEA 135 • Beginning Theatre Movement (2 units)

An introduction to the study of stage movement. Includes exercises and techniques to insure flexibility, meaningful aesthetic stage movement and physicality utilizing the Laban and Alexander techniques.

**KINE 145C • Lifetime Fitness and Wellness – 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 behavior 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 146C • Lifetime Fitness and Wellness Activity (1 unit)**

Course may include any of the following topics: conditioning, exercise and nutrition, weight lifting, creative aerobics, badminton, beginning/intermediate tennis, racquetball, bowling, golf, bicycling, disk activities, volleyball, basketball, soccer, softball, baseball, beginning/advanced taekwondo, surfing, hip-hop/funk, swing dance, core strengthening, kickboxing or other special topics of physical activity. Activity course meets the core activity requirement. Activity course may also be repeated for elective credit. Lab fee for some courses.

**KINE 160-178 • Intercollegiate Athletics (1 unit)**

This course provides college credit for participating in intercollegiate athletics and the responsibilities that come with being a Vanguard University student athlete. Substitution of this class for the University's activity requirement is not permitted. No more than 4 hours of KINE 160-178 can be counted toward the degree.

**KINE 176 • Intercollegiate Athletics: Champions of Character (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 choice, and commitment to service. This course will help enhance the student-athlete's transition into Vanguard University Athletics and increase their understanding of the responsibilities of being a student-athlete. Enrollment is limited to members of athletic teams and is intended to be taken during the athlete's first semester at the University. Substitution of this class for the University's activity requirement is not permitted.

**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 214 • 218 • Injury Recognition and Management**

Recommended: BIOL 204C. 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. Lab Fee.

**KINE 216 • Advanced Medical Care of the Professional Rescuer (1 unit)**

The purpose of this course is to provide the student with an opportunity to become proficient in advanced emergency care including the utilization of an automated external defibrillator, Epipen, asthma inhaler, bag-valve mask for oxygen administration, and instruction in cardiopulmonary resuscitation for the professional rescuer. Lab fee.

**KINE 217 • Outdoor Recreational Experience (1 unit)**

This course encourages the student to identify and demonstrate an understanding of the value, meaning, and benefits of outdoor recreation and to explore a variety of outdoor adventure experiences. Lab fee.

**KINE 221 • Movement Anatomy (3 units)**

Prerequisite: BIOL 204C. 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 231 • 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, and participation in activities. This course is only offered even years in the Fall.

**KINE 235 • Medical Terminology (3 units )**

This course introduces the student to the basic rules for interpreting, constructing, and spelling medical terms. Topics include structure; recognition; analysis; definitions; spelling; pronunciation, and a combination of medical terms from prefixes, suffixes, roots, and combining forms. The course is organized by body systems with an emphasis on anatomy and physiology, pathological conditions, and diagnostic treatments and procedures.

**KINE/SOC 258 • Sociology of Sports and Human Movement (3 units)**

This class will examine the historical and contemporary interpretations of the role of play, games, sports, dance, fitness, and recreation in a variety of cultures. This class will also address sociocultural issues such as gender, socioeconomic status, race and ethnicity in sport.

**KINE 291, 292, 293 • Special Topic (1, 2, 3 units)**

Study of a special topic in kinesiology. May be repeated for credit.

**KINE 314A • Upper Extremity Assessment (2 units)**

Prerequisites: KINE 214. This course is a combination of lecture and hands-on lab. It will build on the student's prior knowledge of anatomy and injury recognition. The focus of this course is to assist the student in developing a systematic, thorough method of injury assessment including the development of a medical history, palpitation points, range of motion tests, manual muscle tests, neurological tests, and special tests, This course will focus on the assessment of the head, cervical and thoracic spine, shoulder, elbow, wrist, and hand.

**KINE 314B • Lower Extremity Assessment (2 units)**

Prerequisites: KINE 214. This course is a combination of lecture and hands-on lab. It will build on the student's prior knowledge of anatomy and injury recognition. The focus of this course is to assist the student in developing a systematic, thorough method of injury assessment including the development of a medical history, palpitation points, range of motion tests, manual muscle tests, neurological tests, and special tests, The area of focus is the development of a systematic method of injury assessment. This course will focus on the assessment of the lumbar spine, hip and pelvis, knee, lower leg, ankle, and foot.

**KINE 321 • Principles of Coaching (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.

**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 skills tests used in sports and physical education. Issues of grading and evaluation are also addressed using elementary statistics methods utilizing SPSS-PC and Excel.

**KINE 323 • Physiology of Exercise (4 units)**

Prerequisite: BIOL 304. A study of the effects of exercise upon the systems and organs of the body. Analysis of these systems and how maximum efficiency in physical performance is achieved. Lecture three hours, laboratory three hours. Lab fee.

**KINE 325 • Motor Learning and Human Performance (3 units)**

This class 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 329 • Fitness Assessment & Exercise Prescription (3 units)**

Prerequisite: Requires junior status. This course is designed to provide the student with the theoretical background and practical experience necessary for the safe and scientific evaluation of physical fitness, particularly as it relates to health and disease and the development of programs for remediation, maintenance and enhancement of motor and health related qualities. Lab fee.

**KINE 333 • Principles of Nutrition and Metabolism (3 units)**

Prerequisite: BIOL 304. Introduction to metabolism of protein, fat and carbohydrate; the biological role of vitamins and minerals; nutrient requirements during the life cycle; assessment of dietary intake and nutritional status. The course also discusses the biochemical role of nutrients in maintaining health, and the effects of over- and under-nutrition on disease pathogenesis. The students will also gain an understanding of how nutrition is linked to physical activity and sport performance.

**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, life-span motor development is discussed throughout the course which includes the changes that happen with aging.

**KINE/THEA 338 • Stage Combat (2 units)**

This course introduces basic stage techniques with unarmed combat including falls, rolls, chokes, punches and kicks, advancing to broad sword combat using scenes from classical or contemporary works, and applying these techniques with special attention to safety. Lab fee. Satisfies the Core Curriculum's Lifetime Fitness and Wellness (Activity) unit.

**KINE 343 • Leadership and Management of Kinesiology Programs (3 units)**

This course focuses on the organization, administration, and management of programs within the field of Kinesiology (including physical education, intramural, interscholastic, intercollegiate athletics, athletic training, private sport and fitness, as well as recreation) programs/departments. Course content will

emphasize (a) organization and leadership theory and practice, particularly as they relate to policy, politics, and power, (b) the practicalities of program development, management and supervision (i.e. communication, human resources, public relations, financial management, budgeting and purchasing, facilities, and equipment), and (c) issues of law, risk management, professionalism, ethics and philosophy as they relate to the field.

**KINE 345 • Sport Nutrition (3 units )**

Prerequisite: KINE 333. This course is designed to address high level sport nutritional issues and, lend understanding to the physiological aspects and lifestyle practices of athletes involved in high-level human performance. Students will be introduced to the field of sports nutrition and the principles of ergogenic aids. The metabolism of nutrients will be emphasized as they pertain to athletic performance, and students will be familiarized with the nutritional practices that optimize athletic performance. In addition, body composition changes desirable to achieve optimal competitive efforts will be discussed.

**KINE 350 • Kinesiology Internship (1-5 units)**

Prerequisites: Sixteen upper division units and permission of the instructor. This course provides the student with opportunities to demonstrate competencies developed in previous courses by working in an agency under the supervision of a qualified practitioner. For every 1 credit of KINE 350 registered, the student will engage in 4-5 hours of internship.

**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 within 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 addressed may include basketball, volleyball, soccer, flag football, softball, tennis, golf, swimming, track and field.

**KINE 380 • Rehabilitation Techniques (3 units)**

Prerequisite: KINE 214. This course is designed to meet the needs of students pursuing careers in physical therapy and athletic training. It is a beginning rehabilitation course for the purpose of instruction in the functional stages of rehabilitation along with teaching the student a variety of rehabilitation techniques specific to each body segment. The course will include lab sessions in rehabilitation techniques.

**KINE 385 • Therapeutic Modalities (2 units)**

Prerequisite: KINE 214. A two-unit upper division course providing the student with information in the physics of modalities. The course will also instruct the student in the purpose, set-up, use, and contraindications of therapeutic modalities.

**KINE 395 • ECG and Exercise Testing (3 units)**

Prerequisite: BIOL 304. The course is designed to teach the students how to read and interpret an electrocardiogram as well as conduct and evaluate graded exercise tests. This course has great practical application for students who seek to pursue careers that involve exercise stress tests, especially cardiac rehabilitation. Lab fee.

**KINE 410 • Health Education (3 units)**

The course will cover personal and community health problems, including discussions of hygiene, nutrition, and exercise as they relate 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 421 • Biomechanics (3 units)**

Prerequisite: KINE 221. Provide 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 the context the critical social, ethical, legal, and regulatory issues in the health care system.

**KINE 430 • Principles of Strength and Conditioning (3 units)**

Recommended: KINE 323, KINE 328 and Junior or Senior standing. This course takes a multi-faceted approach to the science of strength training. Topics to be covered include: exercise physiological concepts and applications, testing and evaluation, beginning and advanced flexibility and exercise techniques, program design, periodization, aerobic and anaerobic training considerations, nutrition, performance enhancing substances, exercise prescription for the athlete, and organization and administration of an exercise facility. This course will also provide an opportunity for the student to develop sport specific programs. Ultimately this course should prepare the student to successfully pass the National Strength and Conditioning Associations' exam for the Certified Strength and Conditioning Specialist credential (CSCS).

**KINE 433 • Physical Education for Secondary Schools (3 units)**

Recommended: KINE 325 and KINE 335. Provides the student with instruction and experience in teaching physical education to the secondary student. Through observation, research, and class lecture/discussion, the students will be equipped to develop and teach physical education curriculum. This course introduces principles that focus on the development of physical, social, emotional, and mental skills for the secondary student.

**KINE 435 • Physical Education for Elementary Schools (3 units)**

Recommended: KINE 325 and 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: MATH 168C or 265C. 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.

**KINE 443/PSYC 443 • Sport Psychology (3 units)**

Prerequisite: PSYC 103C. 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 450C • Capstone Kinesiology Senior Project (3 units)**

Prerequisite: Must be a senior within the KINE department. 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 be required to complete a senior research project on the topic of their choice with instructor guidance and permission.

**KINE 451 • Adapted Physical Activity, Recreation, and Sport (3 units)**

Principles and procedures in selecting and sequencing learning activities of school age children with disabilities that require special physical programs or adapted activities in the regular program.

**KINE 455 • Kinesiology Teaching Internship (1-3 units )**

Prerequisite: Junior or Senior standing with G.P.A. of 3.0 or above and approval of the department chair. The student will meet regular hours each week for classes and/or meetings that are established at the beginning of the semester with the supervising professor. The intern assists an instructor in planning and conducting a course and/or laboratory sessions. Course can be repeated for a maximum total of 3 units. One unit constitutes 45 contact hours.

**KINE 470 • Special Topics (1-3 units)**

Prerequisite: Consent of the instructor. Study in a special topic in the field of kinesiology. May be repeated for credit.

**KINE 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

## DEPARTMENT OF LIBERAL STUDIES

Dixie Arnold, Ed.D., Chair

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*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.*

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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 Vanguard's Graduate Education Credential Program. (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 a minimum of 18 units**

ENGL 120C	Persuasive Writing	3 units
COMM 201C	Speech Composition and Presentation	3 units
EDUC 220C	Researched Writing for Liberal Studies Majors	3 units
ENGL 230C	Literary Perspectives	3 units
ENGL 340	Children's Literature	3 units
ENGL 453	Language, Culture, and Linguistics	3 units

*(A prerequisite for VU's Credential Program)*

**Mathematics/Computer Science** **a minimum of 9 units**

MATH 145C	Data Analysis	3 units
MATH 120	Math for Elementary Teachers	3 units
EDUC 330	Integrating Technology into Classroom Teaching	3 units

**Science – 2 labs required** **a minimum of 11 units**

PSCI	Earth Science Course (i.e., PSCI 215C, 215CL)	3-4 units
BIOL	Life Science Course	3-4 units
PSCI/CHEM	Physical Science Course (i.e., CHEM 112C, 112CL or PSCI 216C, 216CL)	3-4 units

**Philosophy and Religion** **a minimum of 18 units**

NT 101C	New Testament Survey	3 units
OT 201C	Old Testament Survey	3 units
THEO 101C or THEO 103C	Foundations of Christian Life Introduction to Theology	3 units
THEO 300C	Developing a Christian World View	3 units
CHIS 400C	Christian Heritage	3 units
PHIL 201 or PHIL 210	Introduction to Philosophy Critical Thinking	3 units

**Visual and Performing Arts** **a minimum of 9 units**

ART 252C	History and Appreciation of Art	3 units
or FINA 215C	Introduction to the Arts	
or THEA 102C	Introduction to Acting	
or THEA 200C	Introduction to Theatre	
or THEA 202C	History of Theatre I	
or THEA 204C	History of Theatre II	
ART 330	Art Techniques for Teachers	3 units
MUSC 202C	Introduction to Music	3 units
MUSC 337B	Music for Elementary Schools	3 units

**Social Science** **a minimum of 18 units**

ANTH 102C	Introduction to Cultural Anthropology	3 units
HIST 156C	United States History	3 units
HIST 203C or HIST 204C	World Civilizations I World Civilizations II	3 units
HIST 356	History and Geography of California	3 units
POLS 155C	United States Government	3 units
<i>(A requirement for obtaining a California Teaching Credential)</i>		
SOCS/BUSN 215	Economics (Macro)	3 units

**Physical Education** **a minimum of 5 units**

KINE 145C	Lifetime Fitness and Wellness – Lecture/Lab	1 unit
KINE 146C	Lifetime Fitness and Wellness – Activity (or any KINE 146C one-unit activity course)	1 unit
KINE 435	Physical Educ. for Elementary Schools	3 units

**Human Development** **a minimum of 6 units**

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

**Professional Requirements and Prerequisites** **a minimum of 10 or 12\* units**

CORE 100C	Cornerstone (Required for Freshmen)*	1 unit
or CORE 101C	College Learning Concepts	3 units
or CORE 102C	Writing Intensive Cornerstone	3 units
EDUC 100	Introduction to Education	3 units
EDUC 315	Teaching in a Multicultural Setting	3 units
<i>(Prerequisite for VU's Credential Program. To be taken during the junior or senior year)</i>		
EDUC 499C	Senior Capstone Seminar	3 units

**Areas of Emphasis** **a minimum of 12 units**

Students must choose an emphasis from one of the following areas: Anthropology, Biological Science, Communication, English Literature, English Writing, History/Political Science, Kinesiology (PE), Mathematics, Music, Physical Science, Psychology, Sociology, and Theatre Arts. As a capstone experience to the emphasis, each senior Liberal Studies student will participate in a

portfolio/performance/ demonstration assessment. Contact the Liberal Studies Department for details.

### Electives

**a minimum of 8 or 9 units**

Recommended electives:

EDUC 305	Tutoring in an Urban Setting	1-3 units
EDUC 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. 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. Students will complete a 15-hour fieldwork component. May not be taken concurrently with EDUC 315. Must be passed with a “C” (not “C-”) or better to fulfill the Liberal Studies major requirement.

### EDUC 220C • Researched Writing for Liberal Studies Majors (3 units)

This course serves as an introduction to topics and issues in the field of education for Liberal Studies majors. Students will be guided in thinking about and moving toward their future role as a teacher. Students will be taught how to read and comprehend research in education and to write research papers from a place of understanding the context, process, and audience for research writing. This course focuses on the process of writing in APA style. Must be passed with a “C” (not “C-”) or better to fulfill the core curriculum requirement.

### EDUC 291, 292, 293 • Special Topic (1-3 units)

Study of a special topic in Liberal Studies. May be repeated for credits.

### EDUC 305 • Tutoring in an Urban Setting (1-3 units)

Directed tutoring of elementary and secondary students in selected tutorial centers/schools located in urban settings. Enrollees 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/ENGL 315/HIST 316/MATH 315/MUSC 311 • Teaching in a Multicultural Setting (3 units)

Prerequisite: EDUC 100. 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 educational research and the philosophical, historical, and demographic developments of American education. Students will complete a 30-hour 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 VU Multiple and Single Subject Credential programs. Must be a Junior or Senior to register. May not be taken concurrently with EDUC 100.

### EDUC 330 • Integrating Technology into Classroom Teaching (3 units)

A study of the nature 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 studied include: computers, interactive white boards, scanners, digital cameras, PDA's, digital projection, software, word processing, PowerPoint, and other technology that assists educators or is currently used with students in K-12 classrooms. This course meets the Level One technology standards for a California teaching credential.

### EDUC/CFST 441 • 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. Also an introduction to the

goals, founding, function, and organizational structure of pre-, elementary, and secondary schools. (Meets ACSI credential requirement.)

**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 direct instruction of individuals and small groups. With permission of the supervising teacher, the student may conduct some 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.

## Single Subject Matter Programs

The Single Subject Matter Programs allow students to complete their subject matter competence through undergraduate coursework, in preparation for pursuing a teaching credential. Students interested in obtaining a teaching credential after completion of their bachelor's degree should speak to their academic advisor to be placed on the teaching track or emphasis in their degree program. Each of the single subject programs listed below has the approval of the California Commission on Teacher Credentialing (CCTC) for those seeking a California Single Subject Teaching Credential in that specific subject area. (Students should refer to the Graduate Program in Education for specific information about completing a teaching credential.)

## English

The English program that is outlined below incorporates content specific courses to meet the California Teaching Credential English subject matter.

### Special Core Curriculum Requirements **12 units**

ENGL 120C	Persuasive Writing	3 units
ENGL 220C	Researched Writing	3 units
POLS 155C	U.S. Government	3 units
COMM 201C	Speech Composition and Presentation	3 units

### English Major Requirements **33 units**

ENGL 240C	Foundations of Literary Study	3 units
ENGL 260	Survey of British Literature I	3 units
ENGL 262	Survey of British Literature II	3 units
ENGL 309	Survey of American Literature	3 units
ENGL 315	Teaching English in a Multicultural Setting	3 units
ENGL 375	Modern Grammar and Advanced Composition	3 units
ENGL 433	Survey of World Literature	3 units
ENGL 453	Language, Culture and Linguistics	3 units
ENGL 455	Shakespeare	3 units
ENGL 465	Theory and Criticism of Literature	3 units
ENGL 499C	Capstone Seminar in English	3 units

**Foreign Language (2 semesters of the same foreign language) 6-8 units****Choose 3 classes in the domain of literature & textual analysis: 9 units**

ENGL 325	Period Focus
ENGL 335	Genre Focus
ENGL 360	Dramatic Literature: Script Analysis
ENGL 425	Author Focus
ENGL 444	Culture Focus
ENGL 464	Thematic Focus

OR

**Choose 3 classes in the domain of Composition and Rhetoric: 9 units**

ENGL 210	Technical Writing
ENGL 320	Journalism Principles
ENGL 350	Creative Writing
ENGL 442	Playwriting
ENGL 460	Professional Writing
ENGL 438	Creative Writing Workshop
ENGL 451	Writing Internship
ENGL 486	Advanced Research Methods

## Mathematics

The Mathematics program that is outlined below incorporates content specific courses to meet the California Teaching Credential Mathematics subject matter.

**Mathematics Major Requirements 62 Units****Lower Division 18 units**

MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
MATH 207	Computer Programming	3 units
MATH 281	Multivariable Calculus	4 units
MATH 285	Introduction to Advanced Mathematics	3 units

**Upper Division 18 units**

MATH 300	Linear Algebra	3 units
MATH 310	Differential Equations	3 units

MATH 365	Probability and Statistics	3 units
MATH 380	Elementary Analysis I	3 units
MATH 390	Numerical Analysis	3 units
MATH 499C	Capstone Seminar in Mathematics	3 units

**Mathematics Electives 15 units**

Required courses for completion of the single subject matter program

MATH 315	Teaching and Tutoring	3 units
MATH 330	Number Theory	3 units
MATH 370	History of Mathematics	3 units
MATH 410	Abstract Algebra	3 units
MATH 420	Higher Geometry	3 units

**Non-Mathematics Requirements 11 units**

PHIL 201	Introduction to Philosophy	3 units
or PHIL 210	Critical Thinking	
PSCI 223C/CL	Mechanics and Heat	4 units
PSCI 225/L	Electricity, Magnetism, Sound and Light	4 units

**Additional Courses Required For Credentialing**

ANTH/ENGL 453	Language, Culture and Linguistics	3 units
POLS 155C	U.S. Government	3 units



## DEPARTMENT OF MATHEMATICS

Arthur Lee, Ph.D., Chair

*Students of mathematics receive rigorous training in a Christian environment to prepare them for careers in elementary education, secondary education, or for graduate studies in mathematics. The department also provides background courses in mathematics necessary for other areas of study such as physics, chemistry, biology, or kinesiology. We emphasize both pure and applied mathematics. The fundamental theories and principles of mathematics are taught as well as their applications. This program is accredited by the California Commission on Teacher Credentialing (CTC).*

### Mathematics Major

Mathematics Readiness Examination (MRE): A two-hour examination will be given to new students during registration. Passing this examination qualifies the student for Precalculus (MATH 170) or higher. Students that fail the examination must take College Algebra (MATH 116).

### Mathematics Education Emphasis Courses

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 subject matter requirement for the Single Subject Teaching Credential in Mathematics. Graduates must then enroll in the credential program at Vanguard University or some other accredited college or university to complete 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. They should also take ANTH/ENGL 453 and POLS 155C (see below).

## Mathematics Major Requirements **62 units**

### Lower Division **18 units**

MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
MATH 207	Computer Programming	3 units
MATH 281	Multivariable Calculus	4 units
MATH 285	Introduction to Advanced Mathematics	3 units

### Upper Division **18 units**

MATH 300	Linear Algebra	3 units
MATH 310	Differential Equations	3 units
MATH 365	Probability and Statistics	3 units
MATH 380	Elementary Analysis I	3 units
MATH 390	Numerical Analysis	3 units
MATH 499C	Capstone Seminar in Mathematics	3 units

### Electives **15 units**

Choose 15 units from the following courses:

MATH 311	Advanced Differential Equations	3 units
MATH 315	Teaching and Tutoring	3 units
MATH 330	Number Theory	3 units
MATH 370	History of Mathematics	3 units
MATH 371	Combinatorics	3 units
MATH 375	Discrete Mathematics	3 units
MATH 381	Elementary Analysis II	3 units
MATH 410	Abstract Algebra	3 units
MATH 420	Higher Geometry	3 units
MATH 455	Mathematics Teaching Internship	1-3 units
MATH 470	Special Topic	1-3 units
MATH 480	Individual Studies	1-3 units

### Non-Mathematics Requirements **11 units**

PHIL 201	Introduction to Philosophy	3 units
or PHIL 210	Critical Thinking	
PSCI 223C/CL	Mechanics and Heat	4 units
PSCI 225/L	Electricity, Magnetism, Sound and Light	4 units

**Additional Courses Required For Credentialing**

ANTH/ENGL 453	Language, Culture and Linguistics	3 units
POLS 155C	U.S. Government	3 units

**Mathematics Minor****21 units**

MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
MATH 168C	Biostatistics	3 units
or MATH 265C	Introduction to Statistical Methods	
MATH 281	Multivariable Calculus	4 units
MATH 285	Introduction to Advanced Mathematics	3 units

Choose 3 units from the following courses:

MATH 300	Linear Algebra	3 units
MATH 330	Number Theory	3 units
MATH 365	Probability and Statistics	3 units

Any changes to this standard minor program must be approved by your college supervisor and by the Chair for the Department of Mathematics.

**MATHEMATICS COURSES****MATH 104 • Mathematics for Liberal Arts Students (3 units)**

Prerequisite: Two years of high school math or consent of the instructor. A non-technical course emphasizing the ideas and concepts of mathematics. Algebra, number theory, set theory, geometry, statistics, probability, and analysis of the ideas and methods involved.

**MATH 116 • College Algebra (3 units)**

Prerequisite: Two years of high school algebra and pass the Mathematics Readiness Examination (MRE) at level one or 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.

**MATH 117 • College Trigonometry (3 units)**

Prerequisite: Two years of high school algebra and pass the Mathematics Readiness Examination (MRE) at level 2 or consent of instructor. Complex numbers, trigonometric functions and applications.

**MATH 120 • Mathematics for Elementary Teachers (3 units)**

Prerequisite: MATH 145C 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.

**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, conditionals, and statistical functions. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

**MATH 168C • Biostatistics (3 units)**

Prerequisite: Two years of high school algebra. This course is designed to cover areas of statistics relevant to experimental scientific investigation including sampling theory, basic variance statistics, linear, non-linear and multiple regressions with a comparison 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 biology and mathematics students.

**MATH 170 • Precalculus (3 units)**

Prerequisite: Pass the Mathematics Readiness Examination at level 3 or consent of the instructor. Equations and inequalities; systems of linear equations: functions, graphs, exponential, logarithmic, and trigonometric functions and their limits; polynomial and rational functions; analytic geometry.

**MATH 180 • Calculus I (4 units)**

Prerequisite: Pass the Mathematics Readiness Examination at level 4, or MATH 170, or consent of the instructor. Graphing of functions, logarithmic functions and their inverses; limit of functions and derivatives; rules of differentiation and their application; definite and indefinite integrals.

**MATH 181 • Calculus II (4 units)**

Prerequisite: MATH 180 or consent of the instructor. Application of integration for volumes, work and areas; advanced techniques of integration; advanced application of integration; first order differential equations; parametric equations and polar coordinates; infinite sequences and series.

**MATH/CAPL 207 • Computer Programming (3 units)**

Prerequisite: Sophomore standing. Open to all majors, this course offers the basic concepts of programming, problem solving, programming logic, as well as the design techniques. Programming language is chosen from languages such as Visual Basic, C++ and MatLab. Special fee for computer lab use.

**MATH/ENGL 210 • Technical Writing (3 units)**

Prerequisite: ENGL 120C and ENGL 220C. Expository writing on technical subjects dealt with in industry, science, and education. Long and short forms including reports, proposals, journal articles, and research papers.

**MATH/PSYC/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, deviation and dispersion, hypothesis testing, statistical fallacies, correlation, and topics in probability. Students majoring in Anthropology, Psychology, or Sociology must take MATH /PSYC/SOCS 265C to fulfill the core curriculum requirement in mathematics. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

**MATH 281 • Multivariable Calculus (4 units)**

Prerequisite: MATH 181 or consent of the instructor. Vectors and geometry of space including cylindrical and spherical coordinates; vector functions and space curves with vector calculus, partial derivatives with directional derivatives and applications; multiple integrals with various coordinate systems with application; and second-order differential equations.

**MATH 285 • Introduction to Advanced Mathematics (3 units)**

Prerequisite: MATH 180 or consent of the instructor. A course for both mathematics and mathematics education majors. Covers the fundamentals of axiomatic proof theory including laws of inference, set theory, induction, cardinality, relations and functions.

**MATH 291, 292, 293, 294 • Special Topics (1, 2, 3-4 units)**

Prerequisite: Consent of the instructor. Study of a special topic in mathematics. May be repeated for credit.

**MATH 300 • Linear Algebra (3 units)**

Prerequisite: MATH 285. Systems of linear equations, vector spaces, linear mappings, matrices and matrix algebra, eigenvectors and eigenvalues, Cayley-Hamilton theorem, quadratic forms, and applications.

**MATH 310 • Differential Equations (3 units)**

Prerequisite: MATH 281 and MATH 300 or consent of the instructor. Methods of solution of ordinary differential equations and applications.

**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. These 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. Lab fee.

**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 365 • Probability and Statistics (3 units)**

Prerequisite: MATH 281 and MATH 285. Frequency interpretation of probability, axioms of probability theory, discrete probability and combinatorics, random variables, distribution 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 281 and MATH 285. Analysis of discrete structures and relations; proofs of existence and methods of enumeration. Permutations and combinations. The binomial coefficients, the inclusion-exclusion principle, recurrence relation, generating functions, the marriage theorem, and combinatorial designs.

**MATH 375 • Discrete Mathematics (3 units)**

Prerequisite: MATH 181 and MATH 285. 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 281 and MATH 285 or consent of the instructor. Rigorous 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)**

Prerequisite: MATH 281 or equivalent. Numerical solution of algebraic equations. Approximate numerical solutions of systems of linear and nonlinear equations, interpolation theory, numerical differentiation and integration, and numerical solution of ordinary differential equations.

**MATH 410 • Abstract Algebra (3 units)**

Prerequisites: MATH 300 and MATH 330 or consent of the instructor. 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 455 • Mathematics Teaching Internship (1-3 units)**

Prerequisite: Junior or senior standing with a GPA of 3.0 or above. Must have the consent of the instructor and department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester with the supervising instructor. The intern assists an instructor in planning and conducting a course, recitation and/or laboratory session. This course may be taken for 1-3 units per semester. May be repeated for a maximum of six units.

**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 gives each student the opportunity to investigate particular topics in mathematics through research and present their findings to the other members of the class. Each student will investigate the role of the Christian church and its adherents in formulating and promoting discoveries in mathematics. This course fulfills the Core Curriculum Capstone requirement for Mathematics majors.

## DEPARTMENT OF MUSIC

James L. Melton, D.M.A., Chair

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*The Department of Music seeks to facilitate an environment of musical creativity, expressive performance, and contextualized music education with a Christ-centered and Spirit-empowered perspective and worldview.*

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The Department of Music offers a Bachelor of Arts in General Music (with optional emphases in Music Ministry or Applied Music); a Bachelor of Arts in Worship Studies with emphases in Art, Cinema Arts, Communication, Theatre Arts or Worship Leadership; the professional degree, Bachelor of Music: Performance (Concentrations in: Voice, Piano, Guitar and Instrumental) Composition, Music Education, Church Music and Jazz Studies; and a Music Minor.

Elaboration on the following materials can be found in the Music Handbook.

### Goals

- To equip students for careers in ministry, education and performance, providing opportunities for all students at Vanguard to study and perform music as an important part of their liberal arts education
- To prepare students for spirit-empowered service which contributes to the life and mission of the evangelical church

### Student Learning Outcomes

- Performance (Technical, Creative)
  - Students through their technical mastery in a primary instrument will be able to effectively perform standard repertoire.
  - Through mentorship, music majors develop and perform in recitals.
  - The student will understand and apply the fundamental concepts of music theory, musicianship and keyboard proficiency.
  - Students will develop physical coordination and technical skills required for specific performance activities.

- Music Literacy (Music History and Literature, Beginning Theory and Keyboard skills)
  - Students will develop conceptual practical understanding of music theory and music history.
  - Students will have the ability to recognize and effectively articulate a wide variety of musical styles, forms and genres.
  - Students will have a working knowledge of the historical basis of the development of musical forms and genres.
  - Students will have a knowledge and understanding of music in its cultural context.
  - Students will demonstrate a working knowledge of music technology.
  - Students will demonstrate a proficiency in musicianship.
- Critical Analysis (Critical Thinking and Listening)
  - Students will apply essential principles of music theory and form to the study, evaluation, and interpretation of musical scores and performance practices (critical skills)
  - Students will gain an understanding of music as an expression and reflection of human emotion and response through professional concert reviews and written peer assessment.
- Faith and Learning
  - By gaining a broader and deeper appreciation of music, students will understand the universal ethos of music in the context of a Christian worldview.
  - Graduates will be prepared for spirit-empowered service contributing to the life and mission of the church.

## Music Audition

- All students desiring to earn a Music degree must contact the Department of Music to audition on their primary instrument.
- Students will be required to take a Theory Placement Exam and a Piano Placement Exam, regardless of experience or college courses previously taken.
- Students will be placed in a large ensemble depending on abilities and ensemble needs.

## Theory Placement

- Students must show theory proficiency by taking the Theory Placement exam prior to enrolling in Theory I (MUSC 131).
- Basic Musicianship I (MUSC101) and/or Basic Musicianship II (MUSC106) may be required to prepare the student for Music Theory I (MUSC131).
- Failure to pass Basic Musicianship I (MUSC 101), Basic Musicianship II (MUSC 106) and/or Private Music Instruction will result in being dropped from declared degree program, including a Music Minor.

## Piano Proficiency

- Basic piano proficiency skills are required of all music majors for graduation.
- The final exam given in each class piano represents certain sections of the piano proficiency exam. Students who do not pass the final exam will be required to repeat that course until that requirement is passed, preventing them from proceeding to the next piano course.
- Students must pass the piano proficiency exam prior to applying for:
  - **General Music-Applied Music Emphasis** - Research and Recital (MUSC 491C)
  - **Worship Studies** - Final Presentation for Worship Studies (MUSC 498C)
  - **Bachelor of Music** – Senior Recital and Research (MUPF 491C), Research and Recital in Composition (MUTC 491C) or Research and Recital (MUSC 491C).
- The sections of the piano proficiency exam may be taken at one time or in sections.

## Applied Instruction – Primary Instrument

- All Music Majors must select one primary instrument for an area of study (voice, piano, guitar, organ, string, woodwind, brass, or percussion).
- Students are required to enroll in consecutive semesters of study in the same performance medium.

- Beginning Guitar Class (MUSC 108) or Beginning Voice Class (MUSC 111) may be required to satisfy the first semester of Basic/Applied Instruction, depending on the audition.
- Participation and earning credit in studio class, department recitals, and performance before a jury at the end of the semester are required in each applied music course.

### Basic Instruction – Secondary Instrument

- Students may elect to take piano as their secondary instrument only if their piano proficiency exam is satisfied.

## Bachelor of Arts in General Music

*The General Music degree offers a student competency in basic musicianship that will serve them in a variety of liberal arts pursuits. This degree allows the student to choose 20 interdisciplinary electives or choose an elective emphasis (music ministry or applied music).*

### Core Requirements **52 units**

#### Musicianship Requirements **31 units**

MUSC 131	Music Theory I	3 units
MUSC 132	Aural Theory I	1 unit
MUSC 136	Music Theory II	3 units
MUSC 137	Aural Theory II	1 unit
MUSC 228	Introduction to Music Technology	1 unit
MUSC 231	Music Theory III	3 units
MUSC 232	Aural Theory III	1 unit
MUSC 273	Introduction to Conducting	1 unit

Choose from the following: **6 units**

MUSC 253	Music in Global Cultures (2 units)
MUSC 325	Music History and Literature I (3 units)
MUSC 326	Music History and Literature II (3 units)
MUSC 327	Music History and Literature III (2 units)

Choose 6 upper division music units of the following: **6 units**

Theory, History, Literature or Pedagogy – See course descriptions

and/or advisor.

Choose according to applied instrument: **2 units**

MUSC 373	Choral Conducting (2 units)
MUSC 374	Instrumental Conducting (2 units)

MUSC 406C Music and Worship **3 units**

### Performance Requirements **21 units**

MUSC 105A	Class Piano I	1 unit
MUSC 105B	Class Piano II	1 unit
MUSC 145A	Class Piano III	1 unit
MUSC 145B	Class Piano IV	1 unit
MUSC 205A	Class Piano V: Keyboard Improvisation	1 unit

Or completion of Piano Proficiency Exam

Large Ensemble MUSC 221, 240, 241, 250 (1 unit) **8 units**  
MUSC 321, 340, 341, 350 (1 unit)

Applied Instruction **6 units**

MUSC 108	Beginning Guitar Class (1 unit)
MUSC 111	Beginning Voice Class (1 unit)
MUSI 201/401	Voice (1 unit)
MUSI 211/411	Piano (1 unit)
MUSI 221/421	Guitar (1 unit)
MUSI 231/431	Organ (1 unit)
MUSI 291/491	Instrument (1 unit)
MUSI 200/400	Recital Attendance <b>0 units</b> (Co-requisite with Applied Instruction)

Secondary Instrument **2 units**

MUSI 101/301	Voice (1 unit)
MUSI 111/311	Piano (1 unit)
MUSI 121/321	Guitar (1 unit)
MUSI 131/331	Organ (1 unit)
MUSI 191/391	Instrument (1 unit)

### General Music Elective Emphases

Courses taken in the music major core do not meet emphasis requirements.

In addition to the General Music Core Curriculum above, students may select the Music Ministry or Applied Studies emphasis.

### **Music Ministry Emphasis** **13 units**

Choose alternate Conducting course not previously taken	2 units
MUSC 408 Music Ministry Administration	3 units
MUSC 410 Choral Arranging	2 units
MUSC 450 Music Ministry Internship (1 unit)	2 units
MUSC 453 Choral Methods and Literature	2 units
Choose a Pedagogy course in Applied area of study:	2 units
Voice – MUSC 420 Vocal Pedagogy (2 units)	
Piano – MUSC 351 Piano Pedagogy I (2 units)	
Guitar – MUSC 358 Guitar Pedagogy (2 units)	
Instrument – MUSC 382 Instrumental Pedagogy (2 units)	

### **Applied Music Emphasis** **10 units**

Upper Division Applied Lessons (1 unit)	2 units
Same instrument as Music Core	
MUSI 400 Recital Attendance (2 semesters)	0 unit
Small Ensemble	2 units
Choose a Literature course in Applied area of study	2 units
Voice – MUSC 424 – Song Literature (2 units)	
Piano – MUSC 426 – Piano Literature I (2 units)	
Guitar – MUSC 355 – Guitar Literature (2 units)	
Instrument – MUSC 384 – Instrumental Literature (2 units)	
Choose a Pedagogy course in Applied area of study	2 units
Voice – MUSC 420 – Vocal Pedagogy (2 units)	
Piano – MUSC 351 – Piano Pedagogy I (2 units)	
Guitar – MUSC 358 – Guitar Pedagogy (2 units)	
Instrument – MUSC 382 – Instrumental Pedagogy (2 units)	
MUSC 491C Research and Recital	2 units

## **Bachelor of Arts in Worship Studies**

*The Bachelor of Arts in Worship Studies is a multi-faceted program designed to equip pastoral musicians with broad and relevant experiences for leading worship in our contemporary culture. The program prepares students for various ministry roles in the local church with available emphases in Art, Cinema Arts, Communication, Theatre Arts and Worship Leadership.*

### **Core Requirements** **58-59 units**

#### **Musicianship Requirements** **31-32 units**

MUSC 131	Music Theory I	3 units
MUSC 132	Aural Theory I	1 unit
MUSC 136	Music Theory II	3 units
MUSC 137	Aural Theory II	1 unit
MUSC 228	Introduction to Music Technology	1 unit
MUSC 273	Introduction to Conducting	1 unit
Choose:		2-3 units
MUSC 231	Music Theory III (3 units)	
MUJZ 236	Jazz Theory (2 units)	
Choose:		3 units
MUSC 253	Music in Global Cultures (2 units)	
MUSC 325	Music History and Literature I (3 units)	
MUSC 326	Music History and Literature II (3 units)	
MUSC 327	Music History and Literature III (2 units)	
MUSC 309	Foundations of Worship	3 units
Choose based on private instruction:		2 units
MUSC 373	Choral Conducting (2 units)	
MUSC 374	Instrumental Conducting (2 units)	
MUSC 411	Creative Worship in the Cont. Church	2 units
MUSC 450	Music Ministry Internship (1 unit)	2 units
MUSC 498C	Final Presentation for Worship Studies	2 units
MUSC 499	Faith, Life, and Worship Arts, with Seminar	2 units

#### **Performance Requirements** **15 units**

MUSC 105A	‡Class Piano I	1 unit
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MUSC 105B	‡Class Piano II	1 unit
MUSC 145A	‡Class Piano III	1 unit
Or completion of Piano Proficiency Exam		
‡ If the main Applied instrument is piano, two units of basic instruction in voice is required as substitution for Class Piano I, II, and III.		
Large Ensemble		6 units
MUSC 221, 240, 241, 250 (1 unit)		
MUSC 321, 340, 341, 350 (1 unit)		
If the main Applied instrument is guitar, 1 semester of Worship Guitar Practicum (MUSC460) is required.		
Applied Instruction		6 units
MUSC 108	Beginning Guitar Class (1 unit)	
MUSC 111	Beginning Voice Class (1 unit)	
MUSI 201/401	Vocal (1 unit)	
MUSI 211/411	Piano (1 unit)	
MUSI 221/421	Guitar (1 unit)	
MUSI 231/431	Organ (1 unit)	
MUSI 291/491	Instrument (1 unit)	
MUSI 200/400	Recital Attendance (Co-requisite with Applied Instruction)	0 units
<b>Cross Disciplines Requirements</b>		<b>12 units</b>
CFST 101	Introduction to Formation/Discipleship	2 units
BINT 270	Research Methods/Study of Scripture	3 units
COMM 273	Visual Technology	3 units
PLST 310	Introduction to Christian Leadership	2 units
PLST 314	Introduction to Preaching and Teaching	2 units

**Emphasis – Choose One:**

In addition to the core curriculum above, students will select either the Art, Cinema Arts, Communication, Theatre Arts, or Worship Leadership emphasis.

Courses taken in the music major core do not meet emphasis requirements. It is the student's responsibility to meet prerequisites for each course.

**Art Emphasis 10 units**

ART 252C	History and Appreciation of Art	3 units
COMM 222	Digital Photography	4 units
Choose:		3 units
ART 256	Drawing and Rendering (3 units)	
ART 275	Drawing and Painting (3 units)	

**Cinema Arts Emphasis 9-11 units**

Choose two:		6-7 units
COMM 220	Elements of Storytelling (3 units)	
COMM 229	Digital Audio Principles (4 units)	
COMM 258	Christianity in the Artistic Culture (3 units)	
COMM 317	Creative Process (3 units)	
COMM 333	Small Group Leadership (3 units)	
Choose one:		3-4 units
COMM 246	American Cinema History (3 units)	
COMM 309	Graphic Design (4 units)	
COMM 327	Directing for Film and Digital Media (3 units)	
COMM 353	Cinematography (4 units)	
COMM 365	Sound Design (4 units)	
COMM 361	Non-Linear Editing (4 units)	

**Communication Emphasis 10 units**

COMM 222	Digital Photography	4 units
COMM 333	Small Group Leadership	3 units
Choose:		3 units
ENGL/THEA 360	Dramatic Literature: Script Analysis (3 units)	
COMM 220	Elements of Storytelling (3 units)	
COMM 317	Creative Process (3 units)	

**Theatre Arts Emphasis 10 units**

THEA 102C	Introduction to Acting	3 units
THEA 132A	Theatrical Performance I	1 unit
THEA 350	Stage Management	3 units

Choose:	1 unit
THEA 206	Crew (1 unit)
MUSC 347	Opera Scenes (1 unit)

Choose:	2 units
THEA 106	Beginning Set Construction (1 unit)
THEA 110	Beginning Costume Construction (1 unit)
THEA 323	Sound Design (2-3 units)

### **Worship Leadership Emphasis 10 units**

MUSC 145B	Class Piano IV	1 unit
Or completion of Piano Proficiency		
Choose alternate	Conducting course not previously taken	2 units

MUSC 451	Worship Leader Internship (1 unit)	2 units
(This in addition to MUSC450)		

PLST 420	Disciplines of the Spiritual Life	3 units
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Choose:	2 units
ICST 272	Theology of Church Mission (2 units)
ICST 285	Theo. and Worldview in a Multi. Society (2 units)
PLST 312	Introduction to Pastoral Care (2 units)

## **Bachelor of Music – Professional Degree**

*The Bachelor of Music degree is a professional degree preparing and equipping students for graduate programs or a career in music. Entrance into the Bachelor of Music degree is by audition only.*

Students wishing to earn a Bachelor of Music degree must submit the “Intent to Apply” form by the last Friday of the fall semester. Candidates may submit the semester of Theory I and Aural I (MUSC 131/132). Candidates submitting after their freshman year should expect to take longer than 4 years to graduate. Transfer students will be considered on a case by case basis. Music Education candidates must be enrolled in Introduction to Music Education, (MUSC 201) and Composition candidates in Introduction to Composition (MUSC 238) in the following Spring of application in order apply for the Bachelor of Music.

Students must have earned and maintain a GPA of 2.5. Failing Recital Attendance (MUSI 200/400) is not acceptable and will be cause for B.M. probation. These academic requirements must be maintained to continue in the Bachelor of Music degree plan. Students must complete their piano proficiency prior to their Senior Pre-Recital Hearing.

## **Core Requirements 49 units**

### **Musicianship Requirements 34 units**

MUSC 131	Music Theory I	3 units
MUSC 132	Aural Theory I	1 unit
MUSC 136	Music Theory II	3 units
MUSC 137	Aural Theory II	1 unit
MUSC 228	Introduction to Music Technology	1 unit
MUSC 231	Music Theory III	3 units
MUSC 232	Aural Theory III	1 unit
MUSC 236	Music Theory IV	3 units
MUSC 237	Aural Theory IV	1 unit
MUSC 253	Music in Global Cultures	2 units
MUSC 273	Introduction to Conducting	1 unit
MUSC 325	Music History and Literature I	3 units
MUSC 326	Music History and Literature II	3 units
MUSC 327	Music History and Literature III	2 units
Choose based on private instruction:		2 units
MUSC 373	Choral Conducting (2 units)	
MUSC 374	Instrumental Conducting (2 units)	

MUSC 400	Form and Analysis	2 units
Choose:		2 units
MUSC 301	Counterpoint (2 units)	
MUSC 403	Instrumental Arranging (2 units)	

### **Performance Requirements 15 units**

MUSC 105A	Class Piano I	1 unit
MUSC 105B	Class Piano II	1 unit
MUSC 145A	Class Piano III	1 unit

MUSC 145B	Class Piano IV	1 unit
MUSC 205A	Class Piano V: Keyboard Improvisation	1 unit
	or completion of Piano Proficiency	
Large Ensemble		8 units
	MUSC 221, 240, 241, 250 (1 unit)	
	MUSC 321, 340, 341, 350 (1 unit)	
Applied Instruction		2 units
	MUSI 201 Vocal (1 unit)	
	MUSI 211 Piano (1 unit)	
	MUSI 221 Guitar (1 unit)	
	MUSI 231 Organ (1 unit)	
	MUSI 291 Instrument (1 unit)	
MUSI 200/400	Recital Attendance	0 units
	(Co-requisite with Applied Instruction)	

## Performance

*Performance is designed for the student desiring rigorous performance and academic training as part of their undergraduate experience by combining the core music curriculum with specialty courses within the student's chosen field. Degrees will be awarded as Bachelor of Music in Performance with a Concentration in "field of study".*

### Concentration in Voice 31-37 additional units

MUSC 255	Foreign Language Diction I	2 units
MUSC 256	Foreign Language Diction II	2 units
MUSC 347	Opera Scenes (1 unit)	2-4 units
MUSC 420	Vocal Pedagogy	2 units
MUSC 424	Song Literature	2 units
MUPF 202	Lower Div. Vocal Performance (2 units)	4 units
MUPF 402	Upper Div. Vocal Performance (2 units)	8 units
MUSI 200/400	Recital Attendance	0 unit
	(Co-requisite with Applied Instruction)	
MUPF 391	Junior Recital and Research	1 unit
MUPF 491C	Senior Recital and Research	2 units
Foreign Language		6-10 units

Preferably French, Italian or German. Proficiency may be satisfied by one of the following: 1) Four years of study at the secondary level, 2) Completion of one full year of the college sequence level (6-10 units), 3) Passing a language proficiency exam.

### Concentration in Piano 30 additional units

Piano candidates must have passed Piano Proficiency to apply to the Bachelor of Music degree program.

OMIT from Music Core: Class Piano 5 units

Choose 2 Upper Division Music Units 2 units

MUSC 246 Keyboard Sight Reading 1 unit

MUSC 345 Chamber Music Consortium (1 unit) 4 units

MUSC 351 Piano Pedagogy I 2 units

MUSC 353 Piano Pedagogy II 2 units

MUSC 383 Accompanying 2 units

MUSC 426 Piano Literature I 2 units

MUSC 428 Piano Literature II 2 units

MUSC 462 Music and Business 3 units

MUPF 212 Lower Div. Piano Performance (2 units) 4 units

MUPF 412 Upper Div. Piano Performance (2 units) 8 units

MUSI 200/400 Recital Attendance 0 unit

(Co-requisite with Applied Instruction)

MUPF 391 Junior Recital and Research 1 unit

MUPF 491C Senior Recital and Research 2 units

### Concentration in Guitar 30 additional units

Secondary Ensemble (Advisor Approval) (1 unit) 4 units

MUSC 208 Fretboard Techniques 2 units

MUSC 270 Intro. To Jazz Improvisation 2 units

MUSC 355 Guitar Literature 2 units

MUSC 358 Guitar Pedagogy 2 units

MUSC 462 Music and Business 3 units

MUPF 222 Lower Div. Guitar Performance (2 units) 4 units

MUPF 422 Upper Div. Guitar Performance (2 units) 8 units

MUSI 200/400	Recital Attendance (Co-requisite with Applied Instruction)	0 unit
MUPF 391	Junior Recital and Research	1 unit
MUPF 491C	Senior Recital and Research	2 units

### **Concentration in Instrument                      30 additional units**

Secondary Ensemble – specific to instrument	6 units
MUSC 382                      Instrumental Pedagogy	2 units
MUSC 384                      Instrumental Literature	2 units
MUSC 462                      Music and Business	3 units
Choose 2 Upper Division Music Units	2 units
MUPF 292                      Lower Div. Instrument Performance (2 units)	4 units
MUPF 492                      Upper Div. Instrument Performance (2 units)	8 units
MUSI 200/400                      Recital Attendance (Co-requisite with Applied Instruction)	0 units
MUPF 391                      Junior Recital and Research	1 unit
MUPF 491C                      Senior Recital and Research	2 units

### **Composition    31 additional units**

*Composition aims to advance the technical, creative, and intuitive skills of young composers in support of the creation of unique, original works for a wide variety of musical settings: acoustic and technological. Our program endeavors to ground young composers in an understanding of the historical, cultural, spiritual and conceptual basis for the creation of modern music.*

Small Ensemble	(See Ensemble Requirement Grid, Advisor Approval)	1 unit
MUSC 238	Introduction to Composition	1 unit
Choose alternative from what was taken in Music Core:		2 units
MUSC 301	Counterpoint (2 units)	
MUSC 403	Instrumental Arranging (2 units)	
Choose 2 outside of applied instrument of study:		2 units
MUSC 108	Beginning Guitar Class (1 unit)	
MUSC 111	Beginning Voice Class (1 unit)	
MUSC 312	Woodwind Techniques (1 unit)	

MUSC 313	Brass Techniques (1 unit)
MUSC 333	String Techniques (1 unit)
MUSC 334	Percussion Techniques (1 unit)

Choose alternate Conducting course not previously taken		2 units
MUSC 410	Choral Arranging	2 units
	Lower Division Applied Lessons (1 unit)	2 units
	Upper Division Applied Lessons (1 unit)	4 units
MUSI 200/400	Recital Attendance	0 unit
	(Co-requisite with MUTC Instruction)	
MUTC 202	Lower Div. Composition Performance (2 units)	4 units
MUTC 402	Upper Div. Composition Performance (2 units)	8 units
MUTC 349	Advanced Music Technology	1 unit
MUTC 491C	Research and Recital in Composition	2 units

### **Music Education    40 additional units**

*Single Subject Matter Preparation Programs approved by the California Commission on Teacher Credentialing (CTCC) are alternatives to the subject matter examinations and act as appropriate subject matter preparation for the Single Subject Teaching Credential. The Vanguard University Single Subject Matter Preparation Program in Music has been approved by CCTC. Students interested in obtaining a teaching credential after completion of their Bachelor of Music in Music Education degree will need to apply for entrance into a credential program. Students should refer to the Graduate Program in Education at Vanguard University or other institutions for specific information concerning completing a teaching credential.*

*Music Education students are advised to take US Government (POLS 155C) in lieu of US History (HIST 156C) and Lang., Culture, and Linguistics (ANTH 453) for entrance into the Vanguard University Credentialing program.*

Students must take Instrumental Arranging (MUSC 403) in the Music Core.

Small Ensemble (1 unit)		2 units
MUSC 108	Beginning Guitar Class (waived for guitarists)	1 unit
MUSC 111	Beginning Voice Class (waived for vocalists)	1 unit

MUSC 201	Introduction to Music Education	2 units
MUSC 270	Introduction to Jazz Improvisation	2 units
MUSC 311	Teaching Music in a Multicultural Setting	3 units
MUSC 312	Woodwind Techniques	1 unit
MUSC 313	Brass Techniques	1 unit
Choose alternate Conducting course not previously taken		2 units
MUSC 333	String Techniques	1 unit
MUSC 334	Percussion Techniques	1 unit
MUSC 337A	Music for Elementary Schools	3 units
MUSC 338	Secondary Instr. Music Methods and Lit.	2 units
MUSC 339	Secondary Vocal Music Methods and Lit.	2 units
MUSC 410	Choral Arranging	2 units
Applied Instruction (4 units lower/ 8 units upper)		12 units
MUSI 202/402	Vocal (2 unit)	
MUSI 212/412	Piano (2 unit)	
MUSI 222/422	Guitar (2 unit)	
MUSI 232/432	Organ (2 unit)	
MUSI 292/492	Instrument (2 unit)	
MUSI 200/400	Recital Attendance (Co-requisite with Applied Instruction)	0 unit
MUSC 491C	Research and Recital	2 units

Students failing the teaching project portion of MUSC 491C will be required to enroll and take the course again.

## Church Music

## 34 additional units

*The Church Music degree is designed to equip the church musician with the knowledge and skills necessary to plan and present music for worship within an historical context, to lead congregational song at the highest level, to develop a graded choral and instrumental program, and to administrate a large church music program.*

MUSC 255	Foreign Language Diction I	2 units
MUSC 309	Foundations of Worship	3 units
Choose alternate Conducting course not previously taken		2 units
MUSC 385	Congregational Song	2 units

MUSC 408	Music Ministry Administration	3 units
MUSC 410	Choral Arranging	2 units
MUSC 411	Creative Worship in the Cont. Church	2 units
MUSC 450	Music Ministry Internship (1 unit each)	2 units
MUSC 453	Choral Methods and Literature	2 units
	Lower Division Basic Lessons	2 units
	Vocalists choose Guitar or Instrument	
	Instrumentalist choose Voice (1 unit)	
	or units in Production (Opera Scenes, Musical Theatre, VSB)	

Applied Instruction (4 units lower/ 6 units upper) 10 units

MUSI 202/402	Vocal (2 unit)	
MUSI 212/412	Piano (2 unit)	
MUSI 222/422	Guitar (2 unit)	
MUSI 232/432	Organ (2 unit)	
MUSI 292/492	Instrument (2 unit)	
MUSI 200/400	Recital Attendance (Co-requisite with Applied Instruction)	0 unit
MUSC 491C	Research and Recital	2 units

Students failing the practicum project portion of MUSC 491C will be required to enroll and take the course again.

## Jazz Studies

## 34 additional units

*The Jazz Studies program is designed for the student seeking a professional career in jazz and related areas of contemporary music. The objective is to develop the talents of the creative jazz artist and provide adaptable skills required for the successful, well-rounded musician.*

OMIT from Music Core:	5 units
MUSC 301 or MUSC 403 (2 units)	
MUSC 325 (3 units)	

Jazz Study Large Ensemble (units counted in Core)

MUSC 223	Jazz Ensemble –Lower Division (2 units)
MUSC 323	Jazz Ensemble - Upper Division (4 units)

**Courses to take in Jazz Studies:**

Small Ensemble (Jazz Combo or Varied Instrument Quartets) (1 unit)	4 units
MUSC 238	Introduction to Composition 1 unit
MUSC 270	Introduction to Jazz Improvisation 2 units
MUSC 462	Music and Business 3 units
MUJZ 236	Jazz Theory 2 units
MUJZ 336	Advanced Jazz Theory 2 units
MUJZ 345	Jazz and Commercial Music Arranging 2 units
MUJZ 355C	Jazz Music History 3 units
MUJZ 370	Jazz Improvisation Styles and Analysis 2 units
MUJZ 437	Jazz Pedagogy and Literature 3 units
MUPF 292	Lower Div. Instrument Performance (2 units) 4 units
MUPF 492	Upper Div. Instrument Performance (2 units) 8 units
MUSI 200/400	Recital Attendance 0 unit (Co-requisite with Applied Instruction)
MUPF 391	Junior Recital and Research 1 unit
MUPF 491C	Senior Recital and Research 2 units

**Music Minor****25 units**

MUSC 105A	Class Piano I	1 unit
MUSC 105B	Class Piano II	1 unit
or completion of Piano Proficiency		
MUSC 131	Music Theory I	3 units
MUSC 132	Aural Theory I	1 unit
MUSC 136	Music Theory II	3 units
MUSC 273	Introduction to Conducting	1 unit
MUSC 406C	Music and Worship	3 units
Choose:		
MUSC 137	Aural Theory II (1 unit)	1 unit
MUSC 238	Introduction to Composition (1 unit)	
MUSC 228	Introduction to Music Technology (1 unit)	
MUJZ 236	Jazz Theory (2 units)	
Choose:		
MUSC 253	Music in Global Cultures (2 units)	3 units
MUSC 325	Music History and Literature I (3 units)	

MUSC 326	Music History and Literature II (3 units)	
MUSC 327	Music History and Literature III (2 units)	
Large Ensemble		4 units
MUSC 221, 240, 241, 250 and/or		
MUSC 321, 340, 341, 350 (1 unit)		
Applied Instruction (MUSI)		4 units
MUSI 201/401	Vocal (1 unit)	
MUSI 211/411	Piano (1 unit)	
MUSI 221/421	Guitar (1 unit)	
MUSI 231/431	Organ (1 unit)	
MUSI 291/491	Instrument (1 unit)	
MUSI 200	Recital Attendance	0 unit
	(Co-requisite with Applied Instruction)	

**Primary and Secondary Ensemble Requirements**

<b>INSTRUMENT (B.A. &amp; B.M. Applied Instrument)</b>	<b>PRIMARY Large Ensemble</b>	<b>SECONDARY Small Ensemble</b>
<b>Flute</b>	Orchestra	Concert Band, Chamber Music, Flute Ensemble
<b>Oboe</b>	Orchestra	Concert Band Chamber Music
<b>English Horn</b>	Orchestra	Concert Band Chamber Music
<b>Clarinet</b>	Orchestra	Concert Band Chamber Music
<b>Bassoon</b>	Orchestra	Concert Band Chamber Music
<b>French Horn</b>	Orchestra	Concert Band Chamber Music
<b>Trumpet</b>	Orchestra (Jazz Ensemble for Jazz Studies)	Concert Band Jazz Ensemble Jazz Combo
<b>Trombone</b>	Orchestra (Jazz Ensemble for Jazz Studies)	Concert Band Jazz Ensemble Jazz Combo
<b>Tuba</b>	Orchestra	Concert Band

<b>Percussion</b>	Orchestra (Jazz Ensemble for Jazz Studies)	Percussion Ensemble Concert Band Jazz Ensemble Jazz Combo
<b>Piano</b>	Orchestra, Jazz Ensemble, Concert Choir, Women's Chorus	Chamber Music
<b>Harp</b>	Orchestra	Chamber Music
<b>Violin, Viola, Cello</b>	Orchestra	Chamber Music
<b>Double Bass (Electric Guitar)</b>	Orchestra (Jazz Ensemble for Jazz Studies)	Concert Band Jazz Ensemble
<b>Saxophone</b>	Orchestra, Jazz Ensemble	Concert Band/ Combo Saxophone Quartet
<b>Guitar (Jazz Guitar)</b>	Guitar Ensemble (Jazz Ensemble for Jazz Studies)	Guitar Quartet, VSB, Chamber Music, Jazz Combo Worship Guitar Practicum (B.A.)
<b>Voice</b>	Concert choir, Women's Chorus	Opera Scenes

## MUSIC COURSES

### MUSC 101 • Basic Musicianship I (2 units)

Designed for non-majors, music minors and prospective majors with no prior experience reading music. This course explores the basic elements of reading, writing, and hearing music. Students must receive a grade of "C-" or higher to advance to Basic Musicianship II (MUSC 106). This course does not count towards the music major/minor requirements.

### MUSC 105A • Class Piano I (1 unit)

Techniques of performance, note reading, and basic musicianship in successive levels. Open to all students. Class meets two hours per week. Lab fee. Offered Fall only.

### MUSC 105B • Class Piano II (1 unit)

Prerequisite: Class Piano I (MUSC 105A) or placement by examination.

Techniques of performance, note reading, and basic musicianship in successive levels. Class meets two hours per week. Lab fee. Offered Spring only.

### MUSC 106 • Basic Musicianship II (2 units)

Prerequisite: Basic Musicianship I (MUSC 101) or placement examination.

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 scale 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 Music Theory I (MUSC 131). This course does not count toward the music major/minor requirements.

### MUSC 108 • Beginning Guitar Class (1 unit)

Group guitar instruction open to all students, no previous experience necessary.

Basic and intermediate guitar techniques, such as: tuning, major and minor open chords, chord charts, note reading and tablature, basic strumming patterns, basic finger picking, major, minor and pentatonic scales, and basic theory. This course is required of all Music Majors, Worship Studies and Music Minors studying guitar as their applied instrument. Music students wishing to be exempt must pass the guitar placement requirement. Class meets two hours each week. Lab fee.

### MUSC 111 • Beginning Voice Class (1 unit)

Group instruction in the fundamentals of singing. Class meets two hours each week. Lab fee.

### MUSC 124 • Jazz Combo (1 unit)

Study and performance of jazz combo literature. Meets two hours each week. Open to all students by audition. Does not meet the music major ensemble requirement.

**MUSC 131 • Music Theory I (3 units)**

Prerequisite: Basic Musicianship II (MUSC 106) or placement by examination.

Co-requisite: Aural Theory I (MUSC 132). The study of music theory through analysis and four-part writing, including principles of melodic construction, voice leading, harmonic progression and form. Offered Fall only.

**MUSC 132 • Aural Theory I (1 unit)**

Prerequisite: Basic Musicianship II (MUSC 106) or placement by examination.

Co-requisite: Music Theory I (MUSC 132). This course is designed to develop skills in sight singing, rhythm performance, rhythmic and harmonic dictation using simple diatonic melodies and harmony. Class meets two hours per week. Offered Fall only.

**MUSC 136 • Music Theory II (3 units)**

Prerequisite: Music Theory I (MUSC 131) or placement by examination. Co-

requisite: Aural Theory II (MUSC 137). The continued study of music theory through analysis and four-part-writing, including non-chord tones, diatonic seventh chords, secondary dominants and modulation. Offered Spring only.

**MUSC 137 • Aural Theory II (1 unit)**

Prerequisite: Aural Theory I (MUSC 132) or placement by examination. Co-

requisite: Music Theory II (MUSC 136). This course is a continuation of Aural Theory I (MUSC 132) in the development of sight singing and dictation skills. Class meets two hours per week. Offered Spring only.

**MUSC 145A • Class Piano III (1 unit)**

Prerequisite: Class Piano II (MUSC 105B) or placement by examination.

Techniques of performance, note reading, and basic musicianship in successive levels with specific emphasis on passing a piano proficiency exam section. Class meets two hours per week. Lab fee. Offered Fall only.

**MUSC 145B • Class Piano IV (1 unit)**

Prerequisite: Class Piano III (MUSC 145A) or placement by examination.

Techniques of performance, note reading, and basic musicianship in successive

levels with specific emphasis on passing a piano proficiency exam section. Class meets two hours per week. Lab fee. Offered Spring only.

**MUSC 201 • Introduction to Music Education (2 units)**

An overview of the music teaching profession and its philosophical and practical application for K-12 schools. This course is required for the application for the Bachelor of Music with a major in Music Education degree. Offered Spring only.

**MUSC 202C • Introduction to Music (3 units)**

A liberal arts course designed to develop knowledge of music from the listener's point of view. This objective is accomplished by introducing the materials and forms of music and the periods of music history. This course satisfies the core curriculum Fine Arts requirement. No previous musical background is necessary. The lab fee provides concert tickets.

**MUSC 205A • Class Piano V: Keyboard Improvisation (1 unit)**

Prerequisite: Class Piano IV (MUSC 145B) or placement by examination. The identification of foundational concepts and principles of improvisation. Emphasis on a variety of styles including worship, jazz, gospel, and pop. With specific emphasis on passing a piano proficiency exam section. Class meets two hours per week. Lab fee. Offered Fall only.

**MUSC 208 • Fretboard Techniques (1 unit)**

Group guitar instruction open to all students with previous experience studying the guitar. Direct application of diatonic and chromatic harmony as they are relevant to the guitar fretboard, such as: chord voicing and positioning, scale proficiency, sight-reading in all positions, chord chart and lead sheet reading, progression and melody transposition, arranging and improvisation. Students will also create a resume and develop networking techniques. Music students wishing to be exempt from the course must pass the guitar proficiency exam. Class meets two hours each week.

**MUSC 219 • Vanguard Singers and Band (1 unit)**

Pre-requisite: Audition. A music ministry group whose primary function is to represent the University at local churches, schools and conventions. Includes



frequent weekend performances and an annual extended Summer tour. Study and performance of sacred choral literature of all styles with an emphasis on contemporary Christian music. Meets three hours each week. Open to members of the Concert Choir, Women's Chorus, or Concert Orchestra by audition and interview. Lab fee.

**MUSC 221 • Guitar Ensemble (1 unit)**

Study and performance of guitar ensemble literature from all musical periods. Meets two hours each week. Open to all students by audition. Meets the guitar music major ensemble requirement.

**MUSC 222 • Percussion Ensemble (1 unit)**

Study and performance of percussion ensemble literature from all musical periods. Meets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

**MUSC 223 • Jazz Ensemble (1 unit)**

Study and performance of jazz and big band literature. Performs at special concerts on and off campus; provides music at athletic events and other university functions. Meets three hours each week. Meets the BM Jazz Studies large ensemble requirement. Open to all students by audition.

**MUSC 228 • Introduction to Music Technology (1 unit)**

Prerequisite: Music Theory I (MUSC 131) or permission of instructor. This 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 software sequencing, editing and mixing, as well as notation. Top industry standard DAW (Digital Audio Workstation) and notation software are used. Lab fee.

**MUSC 231 • Music Theory III (3 units)**

Prerequisite: Music Theory II (MUSC 136) or placement by examination. Co-requisite: Aural Theory III (MUSC 232). Continued study of music theory through analysis and four-part writing including: mode mixture, chromatic non-harmonic tones, chromatically altered chords, dominant ninth, eleventh and thirteenth chords, distant modulations and chromatic linear harmony. Offered Fall only.

**MUSC 232 • Aural Theory III (1 unit)**

Prerequisite: Aural Theory II (MUSC 137) or placement by examination. Co-requisite: Music Theory III (MUSC 231). This course is designed to develop advanced skills in sight singing, rhythm performance, rhythmic and harmonic dictation using complex diatonic and chromatic melodies and harmony. Class meets two hours per week. Offered Fall only.

**MUSC 236 • Music Theory IV (3 units)**

Prerequisite: Music Theory III (MUSC 231) or placement by examination. Co-requisite: Aural Theory IV (MUSC 236). Study of harmony and form in the music of the 20th century, with an emphasis on post-tonal harmonic and motivic analysis, set theoretical and 12-tone analysis, and texture and timbre studies. In addition to detailed aural and visual analysis of representative scores, this course will examine how various styles and trends, such as Impressionism, Nationalism, new-Classicism, neo-Romanticism, Expressionism, Modernism, and Postmodernism to name just a few influenced the music of the 20<sup>th</sup> century. Offered Spring only.

**MUSC 237 • Aural Theory IV (1 unit)**

Prerequisite: Aural Theory III (MUSC 232) or placement by examination. Co-requisite: Music Theory IV (MUSC 236). This course is a continuation of Aural Theory III (MUSC 232) in the development of advanced sight singing and dictation skills. Class meets two hours per week. Offered Spring only.

**MUSC 238 • Introduction to Composition (1 unit)**

Prerequisite: Music Theory I (MUSC 131). This course is designed to provide opportunity for developing basic skills in the manipulation of musical materials in tonal, modal and post-tonal contexts. Original work modeled on analysis of representation scores, traditional and contemporary styles. Emphasis placed on composition for piano and solo voice/instrument with piano accompaniment. Students will have the opportunity to present a work at the Composition Recital. Lab fee. Offered Spring only.

**MUSC 240 • University Orchestra (1 unit)**

Instrumental ensemble for the study and performance of orchestral literature, including classics, spirituals, hymn/anthem arrangements and contemporary

Christian music. Performs at special concerts on and off campus; provides accompaniment for the University Concert Choir, including annual Spring tour. Meets three hours weekly. Open to all undergraduate and graduate students by audition and interview. Meets the music major ensemble requirement.

**MUSC 241 • Women's Chorus (1 unit)**

The study, rehearsal, and performance of SSA (A) choral literature representative of all periods of music, including standard classical repertoire, spirituals, folk songs, hymn/anthem arrangements, and contemporary music. Outside ministry opportunities involve representing Vanguard University performing church and school concerts, including a week-long tour. Meets three hours weekly. Meets the ensemble requirement for music majors and minors and is an elective course. Open to all women, undergraduate and graduate students, by audition and interview.

**MUSC 246 • Keyboard Sight Reading (1 unit)**

Prerequisite: Consent of instructor. The examination and development of sight reading procedures and skills. Emphasis on ability to read with musical understanding and adequate fluency at first sight.

**MUSC 250 • Concert Choir (1 unit)**

The study and performance of major choral literature representative of all periods of music, including standard classical repertoire, spirituals, folk songs, hymn/anthem arrangements, and contemporary Christian music. Frequent church and school concerts (up to two per month), with Spring public relations tour. Meets three hours weekly. Meets the ensemble requirement for music majors and minors and is an elective course. Open to all undergraduate and graduate students by audition and interview.

**MUSC 253 • Music in Global Cultures (2 units)**

A survey of music and literature primarily focusing on music in global cultures. Offered Fall only. Lab fee.

**MUSC 255 • Foreign Language Diction I (2 units)**

Designed for voice majors. Study and practice of English and Latin pronunciation. Offered Fall of odd years.

**MUSC 256 • Foreign Language Diction II (2 units)**

Designed for voice majors. The course includes the analysis, study and practice of German and French diction. Students learn and apply the International Phonetic Alphabet and its symbols to the transcription and reading of foreign language text. Offered Spring of even years.

**MUSC 267A • Woodwind Ensemble - Sax (1 unit)**

Study and performance of woodwind literature from all musical periods. Meets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

**MUSC 267C • Guitar Quartet (1 unit)**

Prerequisite: Faculty approval. Study and performance of woodwind literature from all musical periods. Meets two hours each week. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

**MUSC 270 • Introduction to Jazz Improvisation (2 units)**

Prerequisite: Faculty approval. Basic techniques in improvisation, beginning with simple question and answer phrases and progressing to extended solos. Development of modal and ii-V-I chord progressions through instrumental performance. Offered Fall only.

**MUSC 273 • Introduction to Conducting (1 unit)**

Prerequisite: Theory I (MUSC 131). An introduction to conducting patterns and techniques, with an emphasis on providing experience in conducting hymns and songs for worship. Focus will be on providing basics in leading the choral and instrumental rehearsal.

**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 (2 units)**

Prerequisite: MUSC 236. The study and writing of traditional contrapuntal forms in two, three and four parts, including two-part inventions, canons and fuges. Offered Fall only.

**MUSC 309 • Foundations of Worship (3 units)**

Biblical and historical survey of worship. Theological survey in the Bible will include key worship passages, biblical models of worship and their contemporary counterparts and applications. Historical survey of worship including the practices of the Early Church through the twentieth century. Offered the Fall of even years.

**MUSC 311/EDUC 315 • Teaching Music in a Multicultural Setting (3 Units)**

Prerequisites: one or more of the following (Co-requisites) Music for Elementary Schools (MUSC 337), Secondary Instrumental Music Methods and Literature (MUSC 338) or Secondary Vocal Music Methods and Literature (MUSC 339). Students seeking to complete the subject matter program in Music must take this class as part of that program to ensure that they are integrating historical content with their pedagogical experience. 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 30 hour field work 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. Lab Fee.

**MUSC 312 • Woodwind Techniques (1 unit)**

Elementary instruction on woodwinds focusing on: tone production, techniques, and care of the instruments. An introduction to the teaching of the woodwind instruments. Offered Fall of even 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 the brass instruments. Offered Spring of even years. Lab fee.

**MUSC 319 • Vanguard Singers and Band (1 unit)**

Refer to MUSC 219 • Vanguard Singers and Band

**MUSC 321 • Guitar Ensemble (1 unit)**

Refer to MUSC 221 • Guitar Ensemble

**MUSC 322 • Percussion Ensemble (1 unit)**

Refer to MUSC 222 • Percussion Ensemble

**MUSC 323 • Jazz Ensemble (1 unit)**

Refer to MUSC 223 • Jazz Ensemble

**MUSC 325 • Music History and Literature I (3 units)**

Prerequisite: Bachelor of Music candidates or FINA 215C or consent of instructor. A survey of music history and literature from ancient times through the Baroque era (1750). Offered Fall only. Lab fee.

**MUSC 326 • Music History and Literature II (3 units)**

Prerequisite: Bachelor of Music candidates or FINA 215C or consent of instructor. A survey of music history from the Classical and Romantic eras (1750 – 1900). Offered Spring only. Lab fee.

**MUSC 327 • Music History and Literature III (2 units)**

Prerequisites: Bachelor of Music candidates or FINA 215C or consent of instructor. A survey of music history primarily focusing on the music of the twentieth century. Offered Fall only. Lab fee.

**MUSC 333 • String Techniques (1 unit)**

Elementary instruction in strings: tone production, techniques, and care of the instruments. This course is an introduction to the teaching of strings. Offered Fall of odd 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. Offered Spring of odd years. Lab fee.

**MUSC 337A • Music for Elementary Schools (Music Majors/Minors) (3 units)**

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 (3 units)**

(Liberal Studies/non-music majors)

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 and Literature (2 units)**

The course examines the purposes, curriculum, and methods of instrumental music education for secondary school. Study will relate to school instrumental organization, lesson plan development, and techniques of marching band development. Emphasis will be placed on the study of appropriate repertoire and materials available to establish a competitive school music program. Offered Fall of odd years.

**MUSC 339 • Secondary Vocal Music Methods and Literature (2 units)**

This course exams 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. Offered Fall of even years.

**MUSC 340 • University Orchestra (1 unit)**

Refer to MUSC 240 • University Orchestra

**MUSC 341 • Women's Chorus (1 unit)**

Refer to MUSC 241 • Women's Chorus

**MUSC 345 • Chamber Music Consortium (1 unit)**

Prerequisite: By audition and consent of instructor. Study and performance of repertoire for various mixed-ensembles, instrumental and/or vocal. Students will be assigned one or more compositions from various genres which will be studied in depth through weekly rehearsals and coaching sessions. All work will culminate in a final concert which will be video-taped for self-evaluation.

**MUSC 347 • Opera Scenes (1 unit)**

Prerequisite: By audition and consent of instructor. Preparation, study, and performance of operatic works and excerpts, culminating in a final, public performance. As an extension of the private studio, this course encourages students to take their performance to the next level by studying character development and stage movement as it relates to their individual scenes. Course may be repeated for credit. Offered Fall only. Lab fee.

**MUSC 350 • Concert Choir (1 unit)**

Refer to MUSC 250 • Concert Choir

**MUSC 351 • Piano Pedagogy I (2 units)**

Prerequisite: Six semesters of private piano at the college level or consent of the instructor. Survey of teaching methods and materials for beginning students. Study of learning styles, private studio procedures, and lesson planning. Includes observation of private and class piano and supervised experience teaching private lessons at the elementary level. Offered upon demand.

**MUSC 353 • Piano Pedagogy II (2 units)**

Prerequisite: Piano Pedagogy I or consent of the instructor. A continued study of methods and materials used in teaching intermediate level students. Includes observation of private and class piano and supervised experience teaching class piano. Offered upon demand.

**MUSC 355 • Guitar Literature (2 units)**

Prerequisite: Fretboard Techniques (MUSC 208). This course is the study of stylistic development in concert guitar literature, including solo, chamber and concerto repertoire from the 16th to 21st centuries. Offered Fall of odd years.

**MUSC 358 • Guitar Pedagogy (2 units)**

Prerequisite: Fretboard Techniques (MUSC 208). This course is designed to examine the historic and contemporary materials and techniques available for effectively teaching the guitar to students at all levels. The course surveys a wide range of method and studies, and examines the effectiveness of various pedagogical approaches to technique and interpretive analysis. Offered Spring of odd years.

**MUSC 367A • Woodwind Ensemble - Sax (1 unit)**

Refer to MUSC 267A • Woodwind Ensemble - Sax

**MUSC 367C • Guitar Quartet (1 unit)**

Refer to MUSC 267C • Guitar Quartet

**MUSC 373 • Choral Conducting (2 units)**

Prerequisite: Introduction to Conducting (MUSC 273). Practical experience in conducting techniques emphasizing the fundamentals and art of choral conducting

and expressive gestures. Topics to be addressed include: advanced conducting patterns, gestural technique and cues, repertoire for both school and church and choral rehearsal methods and procedures. Offered Fall only.

**MUSC 374 • Instrumental Conducting (2 units)**

Prerequisite: Introduction to Conducting (MUSC 273). Practical experience in conducting techniques emphasizing orchestra and band music. Experience in preparing and presenting orchestral/band scores as well as advanced instrumental score preparation, rehearsal methods and baton technique. Offered Spring only. Lab fee.

**MUSC 383 • Accompanying (2 units)**

Prerequisite: 4 semesters of Applied piano or instructor's approval. Study of the art of collaborative piano. Discussion of styles and performance of vocal and instrumental literature. Student will be assigned to accompany applied music lessons. Offered upon demand.

**MUSC 385 • Congregational Song (2 units)**

The study of congregational music used in corporate worship, including hymns, choruses and scripture songs. The course includes the historical development of hymns and the analysis of the literary, scriptural and theological content of congregational song. Offered upon demand.

**MUSC 382 • Instrumental Pedagogy (2 units)**

This course is designed for students to analyze applied studio teaching techniques in order to effectively teach instruments at all levels. Learning styles, private studio procedures, and lesson planning through analysis of various method books and materials are examined. Included observation of private studio instruction and supervised experience teaching private lessons. Offered upon demand.

**MUSC 384 • Instrumental Literature (2 units)**

This course is designed for students to gain a comprehensive knowledge of the solo repertoire written for the studied instrument. Includes stylistic development in concert literature, including solo, chamber and concerto repertoire from the 16<sup>th</sup> to 21<sup>st</sup> centuries. Offered upon demand.

**MUSC 400 • Form and Analysis (2 units)**

A study of musical forms and procedures composers have favored from the Baroque through the 19th century. Detailed aural and visual analysis of representative scores will be studied. Offered Spring only.

**MUSC 403• Instrumental Arranging (2 units)**

Prerequisite: Music Theory IV (MUSC 236) or consent of the instructor. A study of the instruments of the orchestra, scoring for various combinations and for full orchestra. Offered Fall only.

**MUSC/PLST 406C • Music and Worship (3 units)**

Prerequisite: Junior or Senior standing. An overview of the biblical foundations and historical developments of worship, which provide precedent for worship in the contemporary church. From this foundation, practical guidelines for effective biblical worship design and church music leadership will be explored. Students will develop a philosophy of worship as well as a personal reflection upon the developing synthesis of faith and their craft or area of study while at VUSC. This course fulfills the Core Curriculum Capstone requirement for Bachelor of Arts General Music majors. Offered Spring only.

**MUSC 408 • Music Ministry Administration (3 units)**

Prerequisite: Junior or Senior standing or Permission of Instructor. Practical elements of worship ministry, including leadership qualities, functioning on a church staff, designing and leading biblical worship, and effective leadership as a pastoral musician. Offered Fall of even years. Lab fee.

**MUSC 410 • Choral Arranging (2 units)**

Prerequisite: Music Theory IV (MUSC 236) and Introduction to Music Technology (MUSC 228). Arranging for choral ensembles with and without instrumental accompaniment in a variety of styles, including traditional, popular, and jazz. Offered Spring only.

**MUSC 411 • Creative Worship in the Contemporary Church (2 units)**

This course is designed to teach how to craft a theologically relevant service; overseeing the sound and media; clarifying the role of visuals; building the team

and managing rehearsals; working with the band; relating to pastor. Emphasis on skill development and student projects. Offered Fall of odd years.

**MUSC 420 • Vocal Pedagogy (2 units)**

Prerequisites: Six semesters of private voice instruction at college level or instructor's approval. Scientific exploration into the workings of the vocal mechanism and the technique of vocal production. A survey of common vocal faults, 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. Offered Spring of odd years.

**MUSC 424 • Song Literature (2 units)**

Prerequisite: Music History and Literature I and II (MUSC 325 and MUSC 326). A survey of song literature and performance practice for the solo voice from the Baroque to the Twenty-first century. Analysis of scores through recordings and live performances. Offered Fall of even years.

**MUSC 426 • Piano Literature I (2 units)**

Prerequisite: Six semesters of Applied piano or instructor's approval. Survey of standard keyboard repertoire, styles, historical development and performance practices, Baroque to the present. Offered upon demand.

**MUSC 428 • Piano Literature II (2 units)**

Prerequisite: Piano Literature I (MUSC 426) or instructor's approval. The study of solo piano literature and its historical styles, genres and performance practices with emphasis on composers' influences achieved through lecture, discussion, analysis and performance. Offered upon demand.

**MUSC 450 • Music Ministry Internship (1 unit)**

Prerequisite: Junior or Senior standing. Student is responsible to make arrangements and receive faculty approval of an internship site. Course approval notification will be submitted to the academic advisor prior to registration. Participation in an in-church experience for planning, leading, and evaluating

corporate worship. Particulars should give the student concrete experience in the student's major area of emphasis. Offered on a credit/fail basis only.

**MUSC 451 • Worship Leader Internship (1 unit)**

Prerequisite: Junior or Senior standing. Student is responsible to make arrangements and receive faculty approval of an internship site at which the student will work a minimum of ten hours per week. Course approval notification will be submitted to the academic advisor prior to registration. Participation in an in-church experience for planning, leading, and evaluating corporate worship, particularly in the area of music and the arts. Offered on a credit/fail basis only.

**MUSC 453 • Choral Methods and Literature (2 units)**

Prerequisite: Conducting (MUSC 331A). This course explores repertoire, as well as organization and administration of a choral program. Emphasis will be placed on choral time, blend, balance and intonation. Offered upon demand.

**MUSC 460 • Worship Guitar Practicum (1 unit)**

Practical guitar and instrumental leadership skills for worship. Primarily a performance course, but fundamental theory and philosophy will be explored as it pertains to the relevant playing styles. Lab fee.

**MUSC 462 • Music and Business (3 units)**

A study of the business aspects of the music industry including topics such as identification of the management team, the recording industry, songwriting and music publishing, touring, music merchandising and motion picture music. Offered Fall of even years.

**MUSC 470 • Special Topic (1-3 units)**

Prerequisite: Consent of the instructor. Study of a special topic in music. May be repeated for credit.

**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 491C • Research and Recital (2 units)**

Prerequisites: Music Department approval and minimum jury level 3 on primary instrument. Co-requisite: Enrollment in MUSI 402,412,422,492. Preparation and presentation of representative works on the primary instrument in a thirty minute solo recital. Also, includes independent research project specific to area of study and a reflection paper discussing the synthesis of faith and music within the academic journey. Final grade is given by a committee of the Department of Music faculty. This course fulfills the Core Curriculum Capstone requirement for the Bachelor of Arts in General Music with an emphasis in Applied Music and Bachelor of Music in Church Music and Music Education. Lab fee.

**MUSC 498C • Final Presentation for Worship Studies (2 units)**

Prerequisites: Worship Studies majors in final semester of church internship, having completed six consecutive semesters of applied music instruction, or by permission. Proposal for presentation must be submitted to the advisor the first month of the semester. Students may choose from a variety of presentation styles, including but not limited to 20-30 minute formal recital, film or media presentation, planning and leadership of service of worship music, coordination of worship art exhibit. Students will be required to submit a reflection on the project and a reflection paper discussing the synthesis of faith and music with the academic journey. This course fulfills the Core Capstone requirement for the Bachelor of Arts in Worship Studies. Lab fee.

**MUSC 499 • Faith, Life, and Worship Arts, with Seminar (2 units)**

This seminar course addresses issues related to obtaining a position and working within the context of a changing church organism. Topics vary, but will consistently address the resume and audition package, interviewing for a position, as well as the actuality of merging new ideas or technology (often conference content) with the real situation of a home church. Offered Spring of even years.

## **PRIVATE INSTRUCTION APPLIED COURSES**

**MUSI 100 • Recital Attendance (0 unit)**

Co-requisite: Lower Division Basic Instruction. Techniques of artistic performance explored through demonstrations, master classes, and recitals presented by selected students from music majors, faculty and guest artists. Recital and performance

attendance required. Offered on a Credit/Fail basis only.

MUSI 101 • Basic Voice Instruction – ½ hour (1 unit)

MUSI 111 • Basic Piano Instruction – ½ hour (1 unit)

MUSI 121 • Basic Guitar Instruction – ½ hour (1 unit)

MUSI 131 • Basic Organ Instruction – ½ hour (1 unit)

MUSI 191 • Basic Instrument Instruction – ½ hour (1 unit)

MUSI 102 • Basic Voice Instruction – 1 hour (1 unit)

MUSI 112 • Basic Piano Instruction – 1 hour (1 unit)

MUSI 122 • Basic Guitar Instruction – 1 hour (1 unit)

MUSI 132 • Basic Organ Instruction – 1 hour (1 unit)

MUSI 192 • Basic Instrument Instruction – 1 hour (1 unit)

Co-requisite: Recital Attendance (MUSI 100). Private instruction open to all students offering studies in the basics of the specific instrument technique. Material of increasing difficulty as student develops. Minimum 3 hours practice per week. Private instruction and practice fee.

MUSI 200 • Recital Attendance (0 unit)

Co-requisite: Lower Division Applied Instruction. Techniques of artistic performance explored through demonstrations, master classes, and recitals presented by selected students from music majors, faculty and guest artists. Recital and performance attendance required. Offered on a Credit/Fail basis only.

MUSI 201 • Applied Voice Instruction – ½ hour (1 unit)

MUSI 211 • Applied Piano Instruction – ½ hour (1 unit)

MUSI 221 • Applied Guitar Instruction – ½ hour (1 unit)

MUSI 231 • Applied Organ Instruction – ½ hour (1 unit)

MUSI 291 • Applied Instrument Instruction – ½ hour (1 unit)

MUSI 202 • Applied Voice Instruction – 1 hour (2 units)

MUSI 212 • Applied Piano Instruction – 1 hour (2 units)

MUSI 222 • Applied Guitar Instruction – 1 hour (2 units)

MUSI 232 • Applied Organ Instruction – 1 hour (2 units)

MUSI 292 • Applied Instrument Instruction – 1 hour (2 units)

Co-requisite: Recital Attendance (MUSI 200). Private instruction for Music Majors and Minors offered with material and performance of increasing difficulty as student develops. Minimum 3-6 hours practice per week. Private instruction and practice fee.

MUSI 300 • Recital Attendance (0 unit)

Co-requisite: Upper Division Basic Instruction. Refer to MUSI 100 • Recital Attendance

MUSI 301 • Basic Voice Instruction – ½ hour (1 unit)

MUSI 311 • Basic Piano Instruction – ½ hour (1 unit)

MUSI 321 • Basic Guitar Instruction – ½ hour (1 unit)

MUSI 331 • Basic Organ Instruction – ½ hour (1 unit)

MUSI 391 • Basic Instrument Instruction – ½ hour (1 unit)

MUSI 302 • Basic Voice Instruction – 1 hour (1 unit)

MUSI 312 • Basic Piano Instruction – 1 hour (1 unit)

MUSI 322 • Basic Guitar Instruction – 1 hour (1 unit)

MUSI 332 • Basic Organ Instruction – 1 hour (1 unit)

MUSI 392 • Basic Instrument Instruction – 1 hour (1 unit)

Co-requisite: Recital Attendance (MUSI 300). Private instruction open to all students offering studies in the basics of the specific instrument technique. Material of increasing difficulty as student develops. Minimum 3 hours practice per week. Private instruction and practice fee.

MUSI 400 • Recital Attendance (0 unit)

Co-requisite: Upper Division Applied Instruction. Refer to MUSI 200 • Recital Attendance

MUSI 401 • Applied Voice Instruction – ½ hour (1 unit)

MUSI 411 • Applied Piano Instruction – ½ hour (1 unit)

MUSI 421 • Applied Guitar Instruction – ½ hour (1 unit)

MUSI 431 • Applied Organ Instruction – ½ hour (1 unit)

MUSI 491 • Applied Instrument Instruction – ½ hour (1 unit)



MUSI 402 • Applied Voice Instruction – 1 hour (2 units)

MUSI 412 • Applied Piano Instruction – 1 hour (2 units)

MUSI 422 • Applied Guitar Instruction – 1 hour (2 units)

MUSI 432 • Applied Organ Instruction – 1 hour (2 units)

MUSI 492 • Applied Instrument Instruction – 1 hour (2 units)

Co-requisite: Recital Attendance (MUSI 400). Private instruction for Music Majors and Minors offered with material and performance of increasing difficulty as student develops. Minimum 3-6 hours practice per week. Private instruction and practice fee.

## PRIVATE INSTRUCTION PERFORMANCE COURSES

MUPF 202 • Performance Voice Instruction – 1 hour (2 units)

MUPF 212 • Performance Piano Instruction – 1 hour (2 units)

MUPF 222 • Performance Guitar Instruction – 1 hour (2 units)

MUPF 232 • Performance Organ Instruction – 1 hour (2 units)

MUPF 292 • Performance Instrument Instruction – 1 hour (2 units)

Prerequisite: Acceptance into the Bachelor of Music with a major in a Performance degree plan. Co-requisite: Recital Attendance (MUSI 200). Hour private instruction. In consultation with instructor, minimum 5 practice hours required per week. Private instruction and practice fee.

MUPF 391 • Junior Recital and Research (1 unit)

Music Department approval and minimum jury level 3 on primary instrument. Co-requisite: MUPF 402, 412, 422, 432 or 492. For Bachelor of Music degree candidates with a major in performance. Preparation and presentation of representative works on the primary instrument in a thirty-minute solo recital. Also includes independent research culminating in detailed program notes. Final grade is given by a committee of the Department of Music faculty. Lab fee.

MUPF 402 • Performance Voice Instruction – 1 hour (2 units)

MUPF 412 • Performance Piano Instruction – 1 hour (2 units)

MUPF 422 • Performance Guitar Instruction – 1 hour (2 units)

MUPF 432 • Performance Organ Instruction – 1 hour (2 units)

MUPF 492 • Performance Instrument Instruction – 1 hour (2 units)

Prerequisite: Acceptance into the Bachelor of Music with a major in a Performance degree plan. Co-requisite: Recital Attendance (MUSI 400). Hour private instruction. In consultation with instructor, minimum 5 practice hours required per week. Private instruction and practice fee.

MUPF 491C • Senior Recital and Research (2 units)

Prerequisites: Music Department approval after attaining a minimum of level 4 in the Performance Applied instruction. Co-requisite: MUPF 402, 412, 422, 432 or 492. For Bachelor of Music degree candidates with a major in performance. Preparation and presentation of representative works on the primary instrument in a forty-five-minute solo recital. Also includes independent research culminating in detailed program notes, a research paper on a special topic related to the recital program and a reflection paper discussing the synthesis of faith and music within the academic journey. Final grade is given by a committee of the Department of Music faculty. This course fulfills the Core Curriculum Capstone requirements for the Bachelor of Music in Performance and Jazz Studies degrees. Lab fee.

## APPLIED COMPOSITION COURSES

MUTC 201 • Composition Instruction – ½ hour (1 unit)

Prerequisite: Introduction to Music Technology (MUSC 228) and Introduction to Composition (MUSC 238). Co-requisite: Recital Attendance (MUSI 200). Private composition study designed to develop skills, experience and fluency in the manipulation of musical materials in tonal, modal and post-tonal contexts. Original work inspired by the study and analysis of representative scores, traditional and contemporary styles. Students are required to have at least one piece performed each semester on the scheduled composition recital. A minimum of five hours per week additional preparation time is required. Lab fee.

MUTC 202 • Composition Instruction – 1 hour (2 unit)

Prerequisite: Introduction to Music Technology (MUSC 228) and Introduction to Composition (MUSC 238). Co-requisite: Recital Attendance (MUSI 200). Private composition study designed to develop skills, experience and fluency in the manipulation of musical materials in tonal, modal and post-tonal contexts. Original work inspired by the study and analysis of representative scores, traditional and contemporary styles. Students are required to have at least one piece performed

each semester on the scheduled composition recital. A minimum of five hours per week additional preparation time is required. Lab fee.

**MUTC 349 • Advanced Music Technology (1 unit)**

Prerequisite: Introduction to Music Technology (MUSC 228) or instructor consent. Advanced sequencing techniques, orchestral and commercial music simulation, advanced editing and automated mixing, virtual instrument editing and advanced music notation and arranging. Also includes an introduction to synchronization using SMPTE time code and QuickTime video for film-scoring projects. Top industry standard DAW (Digital Audio Workstation) and notation software are used. Lab fee.

**MUTC 401 • Composition Instruction – ½ hour (1 unit)**

Prerequisite: Introduction to Music Technology (MUSC 228) and Introduction to Composition (MUSC 238). Co-requisite: Recital Attendance (MUSI 200). Private composition study designed to develop skills, experience and fluency in the manipulation of musical materials in tonal, modal and post-tonal contexts. Original work inspired by the study and analysis of representative scores, traditional and contemporary styles. Students are required to have at least one piece performed each semester on the scheduled composition recital. A minimum of five hours per week additional preparation time is required. Lab fee.

**MUTC 402 • Composition Instruction –1 hour (2 unit)**

Prerequisite: Introduction to Music Technology (MUSC 228) and Introduction to Composition (MUSC 238). Co-requisite: Recital Attendance (MUSI 200). Private composition study designed to develop skills, experience and fluency in the manipulation of musical materials in tonal, modal and post-tonal contexts. Original work inspired by the study and analysis of representative scores, traditional and contemporary styles. Students are required to have at least one piece performed each semester on the scheduled composition recital. A minimum of five hours per week additional preparation time is required. Lab fee.

**MUTC 491C • Research and Recital in Composition (2 units)**

Prerequisites: Bachelor of Music Composition majors and Music Department approval. Co-requisite: MUTC 402. The Senior Recital in applied composition is a

presentation (at least thirty minutes of music) of compositions for different media written during residency, with the student participating as performer or conductor in at least one piece. Also includes independent research culminating in detailed program notes, a research paper on a special topic related to the recital program and a reflection paper discussing the synthesis of faith and music within the academic journey. Final grade is given by a committee of the Department of Music faculty. This course fulfills the Core Curriculum Capstone requirement for Bachelor of Music in Composition candidates. Lab fee.

## **JAZZ STUDIES COURSES**

**MUJZ 236 • Jazz Theory (2 units)**

Prerequisite: Theory Placement. The study of basic concepts of jazz melody, harmony, rhythm and form. Includes the study of jazz notation, chord progressions, chord voicing, chord relationships, voice-leading, jazz harmonization, chord-scale relationships, improvisational devices, and song forms. Offered Fall of even years.

**MUJZ 336 • Advanced Jazz Theory (2 units)**

Prerequisite: Jazz Theory (MUJZ 236). The study of advanced concepts of jazz melody, harmony, and form. Analysis of music by jazz masters such as Thad Jones, Bob Brookmeyer, Bob Mintzer, Thelonious Monk, Duke Ellington, and John Coltrane. Includes introduction to many great improvisers through analysis and performance of solo transcriptions and composition in representative styles. Offered Spring of odd years.

**MUJZ 345 • Jazz and Commercial Music Arranging (2 units)**

Prerequisite: Music Theory IV (MUSC 236) or consent of instructor. Scoring for the jazz and commercial music idioms. Writing for small group and full jazz ensemble. Use of existing melody and applying it to various sized ensembles studied. The study of ranges of instruments and vocals found within jazz and commercial music genres. Offered Spring of even years.

**MUJZ 355C • Jazz Music History (3 units)**

A study of the evolution of American jazz music from its roots in Africa to the present day. Presents development of various musical styles, forms, improvisations, significant musical concepts and major figures from the past,

present and future of jazz and commercial music. Includes an introduction to world music elements. This course satisfies the Core Curriculum Fine Arts requirement. Lab fee provides for concert tickets.

**MUJZ 370 • Jazz Improvisation Styles and Analysis (2 units)**

A study of the evolution of American jazz music from its roots in Africa to the present day. Presents development of various musical styles, forms, improvisations, significant musical concepts and major figures from the past, present and future of jazz and commercial music. Includes an introduction to world music elements. Attendance of 3 concerts required. This course satisfies the Core Curriculum Fine Arts requirement. Offered Spring of even years. Lab fee.

**MUJZ 437 • Jazz Pedagogy and Literature (3 units)**

Prerequisite: Jazz and Commercial Arranging (MUJZ 345) and Jazz Music History (MUJZ 355C). Organization and management of school jazz programs. Course addresses rehearsal techniques, improvisation, repertoire and conducting. Offered upon demand.

## DEPARTMENT OF PSYCHOLOGY

Karen J. Hummel, Ph.D., Chair

*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 students' 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 **49 units**

#### Survey of the Field **12 units**

PSYC 103C	General Psychology*	3 units
PSYC 320	Developmental Psychology	3 units
PSYC 332	Abnormal Psychology	3 units
PSYC 345	Theories of Personality	3 units

#### Research Component **10 units**

PSYC 220C	Researched Writing for Psychology Majors*	3 units
Or ENGL 220C	Researched Writing	
PSYC 265C	Introduction to Statistical Methods*	3 units
PSYC 381	Research Methods in Psychology	4 units

#### Psychological Perspectives **15 units**

Cognitive:	PSYC 449: Cognitive Psychology	3 units
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Behavioral:	PSYC 350: Theories & Principles of Learning	4 units
	or PSYC 420: Behavior Modification	3 units
Biological:	PSYC 340: Biological Psychology	3 units
Sociocultural:	PSYC 324: Social Psychology	3 units
Spiritual:	PSYC 477C: Psychology and Christianity	3 units

**Application 3 or more units**

PSYC 460	Field Practicum	3 units minimum
or both		
PSYC 474	Psychological Research I	
and PSYC 475	Psychological Research II	8 units
	(with permission of the instructor)	

**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 324	Social Psychology	3 units
PSYC 331**	Diversity Issues in the Helping Professions	3 units
PSYC 335	Social and Psychological Aspects of Aging	3 units
PSYC 346	Human Sexuality	3 units
PSYC 350	Theories and Principles of Learning	4 units
PSYC 352	Culture and Psychology	3 units
PSYC 355	Survey of Human Services	3 units
PSYC 370	Psychology of Work	3 units
PSYC 420	Behavior Modification	3 units
PSYC 434	Group Dynamics	3 units
PSYC 443	Sport Psychology	3 units
PSYC 450	Psychology Teaching Internship	3 units
PSYC 460	Field Practicum	3 units
PSYC 462**	Counseling Theories	3 units
PSYC 463**	Counseling Methods	3 units
PSYC 470	Special Topics	3 units
PSYC 474	Psychological Research I	4 units
PSYC 475	Psychological Research II	4 units

\*Course fulfills Core requirements

\*\* Students considering graduate work in counseling psychology or clinical psychology are strongly encouraged to take the indicated courses.

An exit survey and Major Field Test are required of all graduating seniors. The Major Field Test is an objective, end-of-program test designed to assess the mastery of concepts, principles, and knowledge expected of students at the conclusion of the psychology major.

**Psychology Minor 21 units**

PSYC 103C	General Psychology	3 units
PSYC 320	Developmental Psychology	3 units
PSYC 332	Abnormal Psychology	3 units
PSYC 265C	Intro to Statistical Methods	3 units

Electives in Psychology 9 units

One of the following is recommended as one of the electives:

PSYC 420	Behavior Modification	3 units
PSYC 449	Cognitive Psychology	3 units

Twelve of the 21 units must be taken at Vanguard University.

**PSYCHOLOGY COURSES**

**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.

**PSYC 220C • Researched Writing for Psychology Majors (3 units)**

Prerequisites: PSYC 103C, ENGL120C, and declared psychology major.

This course focuses on the process of writing in APA style. Students will be taught how to read and comprehend research in psychology and to write research papers from a place of understanding the context, process, and audience for research writing. This course also serves as an introduction to the major, informing students of scholastic expectations and of opportunities within their undergraduate experience. Additionally, students will be guided in thinking about

and moving toward future educational and career pursuits. Must be passed with a “C” (not “C-”) or better to fulfill the core curriculum requirement. Prerequisite for Research Methods. Satisfies ENGL 220C core requirement.

**PSYC/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, deviation and dispersion, hypothesis testing, statistical fallacies, correlation, and topics in probability. Students majoring in Accounting, Anthropology, Psychology, Social Science, or Sociology must take PSYC/MATH/SOCS 265C to fulfill the core curriculum requirement in mathematics.

**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/CFST/YLST 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). The course is recommended early in the major and is a prerequisite for other psychology courses.

**PSYC/YLST 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/SOC 324 • Social Psychology (3 units)**

Prerequisites: PSYC 103C or SOC 100C. 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 331 • Diversity Issues in the Helping Professions (3 units)**

Prerequisite: PSYC 103C. Exposes students to the psychological literature relevant to becoming more culturally sensitive to diverse ethnic populations and other forms of diversity. It addresses the unique changes required to the traditional psychological counseling theories and counseling practices that are associated with helping individuals from diverse backgrounds. The course is applicable to students who intend to work with, minister to, or do clinical counseling with people of diverse ethnic and cultural backgrounds. Lab fee.

**PSYC 332 • Abnormal Psychology (3 units)**

Prerequisites: PSYC 103C and PSYC 320. A study of sociocultural, spiritual, emotional, cognitive, and behavioral deviations with regard to description, patterns of development, measurement, and treatment methods.

**PSYC/SOC 335 • Social and Psychological Aspects of Aging (3 units)**

Prerequisite: PSYC 103C or SOC 100C. An interdisciplinary and cross-cultural perspective on human aging. The physiology of aging and its psychological ramifications are explored, as is the sociology and spirituality of the older adult in contemporary society.

**PSYC 340 • Biological Psychology (3 units)**

Prerequisite: PSYC 103C. This course is an introduction to the concepts of biological psychology. Beginning with a basic understanding of brain structures, students will gain an understanding of how brain structure relates to brain function and to behavior. Topics covered include brain structure, neuronal communication, drugs and hormonal influences on the brain, visual sensation and perception, sleep and waking states, sexual behavior, brain lateralization, language, and psychological disorders.

**PSYC 344/SOC 345 • Family Violence (3 units)**

Prerequisite: PSYC 103C or SOC 100C. 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.

**PSYC 345 • Theories of Personality (3 units)**

Prerequisites: PSYC 103C and PSYC 320. A review and critical evaluation of the major personality theories and their supporting evidence.

**PSYC/ANTH/SOC 346 • Human Sexuality (3 units)**

Prerequisites: SOC 100C or PSYC 103C (preferably both), completion of NSCI 210/L Empirical World or other lab science, and junior or senior standing. Six units of upper division psychology or sociology recommended. An overview of human sexual anatomy, physiology, gender identity, sex role development and expression, modes of sexual expression, sexual deviation, the meaning of sexuality within relationships, and ethical consideration.

**PSYC 350 • Theories and Principles of Learning (4 units)**

Prerequisites: PSYC 103C and declared psychology major. A survey of theory and research in learning and examination of the applications of principles of learning to contemporary settings. Among the topics covered are Pavlovian learning, operant learning, observational learning, generalization and discrimination, schedules of reinforcement, and aversive control.

**PSYC 352 • Culture and Psychology (3 units)**

Prerequisite: PSYC 103C. Culture and Psychology will cover the nature of culture and its applications to understanding human functioning. Students will examine cultural influences on thought, emotion, behavior, and relationships through exploring their own and other domestic and international cultures.

**PSYC 355/SOC 355 • Survey of Human Services (3 units)**

Prerequisite: PSYC 103C or SOC 100C. Survey of Human Services 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 and the significance of a Christian worldview in human services are also examined.

**PSYC 359 • Educational Psychology (3 units)**

Prerequisite: PSYC 103C. A study of the application of psychological theories and principles to education and teaching. Among the topics covered are learning, motivation, individual differences, classroom evaluation, and classroom control.

**PSYC 370 • Psychology of Work (3 units)**

Prerequisite: PSYC 103C. Psychology of Work examines the role of psychology in enhancing well-being and productivity of working individuals and performance of organizations that employ them. Issues concerning both individual and group functioning are discussed: employee selection, matching jobs and individuals, training, performance evaluation, productive and counterproductive behavior in organizations, stress, leadership and organizational development. Furthermore, all of these issues are considered in the context of multilevel cultural influences, from organizational cultures to demands due to globalization.

**PSYC 381 • Research Methods in Psychology (4 units)**

Prerequisites: PSYC 103C, PSYC 220C or ENGL 220C, and PSYC/SOCS/MATH 265C. An introduction to qualitative and quantitative research methods in psychology, including experimental, quasi-experimental, and correlation approaches. Students will learn to think critically about research, assessing threats to internal and external validity. Students will consider ethical issues in research and will learn to design and conduct research, including searching the literature, using SPSS to analyze data, and writing formal research reports using APA style.

**PSYC 420 • Behavior Modification (3 units)**

Prerequisite: PSYC 103C. An examination of 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.

**PSYC 434 • Group Dynamics (3 units)**

Prerequisite: PSYC 103C and consent of the instructor. Group Dynamics explores the various stages of groups, including pre-group assessment and screening of group members, group development, the initial stage, the transition stage, the working stage, and the final stage of groups. Students will be introduced to different types of groups. Ethical and multicultural issues as they apply to groups are examined. This course incorporates experiential learning processes where students learn about group processes through participation in an ongoing class experiential group. Each student will attend one group meeting of an ongoing secular group in the community and one group meeting of an ongoing Christian

group in the community. Students taking this class are asked to be committed to group participation.

**PSYC 440 • History and Systems of Psychology (3 units)**

Prerequisites: PSYC 103C and PSYC 320. A survey of the origin, development and decline of each major school of psychology from the ancient period to modern times, giving attention to the social and intellectual milieu from which the new approaches to the scientific study of humans emerged.

**PSYC/KINE 443 • Sport Psychology (3 units)**

Prerequisite: PSYC 103C. 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.

**PSYC 446 • Psychological Testing (3 units)**

Prerequisites: PSYC 103C and PSYC/SOCS/MATH 265C. An examination of basic principles of construction, administration, scoring interpretation, and the use of psychological tests, including problems related to reliability and validity. The course also surveys the major types of psychological tests, with emphasis on group instruments.

**PSYC 449 • Cognitive Psychology (3 units)**

Prerequisite: PSYC 103C and PSYC 340. Addresses the study of human cognitive processes including perception, memory, problem solving, thinking, and hemispheric specialization. Cognitive aspects of psychological and learning disorders are also addressed.

**PSYC 450 • Psychology Teaching Internship (1-4 units)**

Prerequisites: Consent of the instructor and department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. Psychology Teaching Internship provides the student with the opportunity to assist an instructor in planning and conducting a course and/or laboratory sessions. The course may be repeated for a maximum of eight units.

**PSYC 460 • Field Practicum (1-4 units)**

Prerequisite: PSYC 103C, PSYC 320, and PSYC 332. 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 from 1-4 units and may be repeated for credit. Thirty hours of field experience will be required for each credit hour. This course is controlled by the instructor and all field sites must be approved by the professor. The course instructor and the university manage the course requirements and responsibilities, 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.

**PSYC 462 • Counseling Theories (3 units)**

Prerequisites: PSYC 103C, PSYC 320, and PSYC 332. An examination of the personhood of the counselor, the major theoretical counseling models, and the dynamics of effective behavioral change. The integration of biblical principles in counseling theories is introduced.

**PSYC 463 • Counseling Methods (3 units)**

Prerequisites: PSYC 103C, PSYC 320, and PSYC 332. The Counseling Methods course is an introduction to basic skills used in the helping professions including interviewing, listening skills, and basic therapeutic techniques as applied to adults, children, and families. The course also covers the personal life of the counselor and the process of professional development. In addition, students will be introduced to a range of special topics which may include, but are not limited to, grief, trauma, positive psychology and art therapy.

**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: PSYC/SOCS/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 paper. The APA-formatted paper will include literature review, methodology, results, and discussion. The research paper or poster will be submitted for presentation at either an undergraduate or 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, body, and soul; the nature of human freedom; Christian prayer; conversion; and the relationships between people's attitudes and their behavior. This course fulfills the Core Curriculum Capstone requirement for Psychology majors.

**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.

## DEPARTMENT OF RELIGION

April Westbrook, Ph.D., Chair

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*The Department 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.*

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The Department of Religion houses both the Biblical Studies and Leadership Studies disciplines as part of the College, and serves both undergraduate and graduate programs within the Professional Studies.

The curriculum for the religion major is administered through concentrations in Biblical Studies, Christian Formation and Discipleship, Intercultural Studies, Pastoral Leadership Studies, and Youth Leadership Studies. An additional option for religion majors is not to select a particular concentration, thereby choosing any religion electives for the major.

All Religion majors are expected to make satisfactory academic progress toward graduation. In addition to the requirements established by the university, the Department of Religion requires that all of its majors maintain a minimum G.P.A. of 2.0 in all major course work as part of their minimum requirement for graduation.

### Religion Major Core Requirements **38 units**

BINT 270	Research Methods for the Study of Scripture	3 units
BLAN 101	Introduction to Biblical Languages	3 units
ICST 272	A Theology of Church Mission	2 units
ICST 288	Theology in an Intercultural Context	3 units
NT 462	Selected Themes in New Testament Theology	3 units
OT 472	Selected Themes in Old Testament Theology	3 units
PHIL 201	Introduction to Philosophy	3 units
PLST 310	Introduction to Christian Leadership	2 units
PLST 312	Introduction to Pastoral Care	2 units



PLST 314	Introduction to Preaching and Teaching	2 units
PLST 420	Disciplines of the Spiritual Life	3 units
THEO 318	Systematic Theology I	3 units
THEO 320	Systematic Theology II	3 units
THEO 499C	Theology and Ministry in a Post-Christian Context	3 units

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      29 units**

Choose one of the following sets (8 units):

BLAN 201	Beginning Greek I	4 units
BLAN 202	Beginning Greek II	4 units
OR		
BLAN 204	Beginning Hebrew I	4 units
BLAN 205	Beginning Hebrew II	4 units
Upper Division OT/NT/BINT Electives		6 units
CHIS Elective		3 units
Upper Division NT Elective		3 units
Upper Division OT Elective		3 units
Upper Division PHIL/THEO Elective		6 units

### **Christian Formation and Discipleship Studies Concentration Requirements      32 units**

CFST 101	Introduction to Christian Formation and Discipleship	2 units
CFST 102	Introduction to Intercultural Studies	2 units

Choose two of the following courses (4 units):

CFST 322	Christian Formation of Children	2 units
CFST 324	Introduction to Youth Ministry	2 units
CFST 326	Adult Formation and Discipleship	2 units
CFST 430	Management in Christian Organizations	3 units
CFST 461	Integrative Field Studies	3 units
Upper Division OT/NT/BINT Elective		3 units

CHIS Elective	3 units
Upper Division NT Elective	3 units
Upper Division OT Elective	3 units
Upper Division PHIL/THEO Electives	6 units

### **Intercultural Studies Concentration Requirements      32 units**

ICST 102	Introduction to Intercultural Studies	2 units
ICST 320	Culture Change	3 units
or any ICST Elective		
ICST 345	Intercultural Communication	3 units
ICST 461	Integrative Field Studies	3 units
ICST 485	Current Issues in Mission Studies	3 units
Upper Division OT/NT/BINT Elective		3 units
CHIS Elective		3 units
Upper Division NT Elective		3 units
Upper Division OT Elective		3 units
Upper Division PHIL/THEO Electives		6 units

ANTH 102C is recommended as the social science elective in the core curriculum.

One course in a biblical language and PLST 460 are recommended as electives.

Religion majors with a concentration in Intercultural Studies can also minor in Cultural Anthropology. Please see appropriate catalog section under the Anthropology major.

### **Pastoral Leadership Studies Concentration Requirements      32 units**

PLST 102	Introduction to Intercultural Studies	2 units
PLST 425	Narrative and Expository Preaching	3 units
PLST 430	Management in Christian Organizations	3 units
PLST 440	Pastoral Care and Counseling	3 units
PLST 461	Integrative Field Studies	3 units
Upper Division OT/NT/BINT Elective		3 units
CHIS Elective		3 units
Upper Division NT Elective		3 units
Upper Division OT Elective		3 units

Upper Division PHIL/THEO Electives 6 units

### Youth Leadership Studies

#### Concentration Requirements 33 units

YLST 102	Introduction to Intercultural Studies	2 units
YLST 324	Introduction to Youth Ministry	2 units
PLST 425	Narrative and Expository Preaching	3 units
YLST/PLST 430	Management in Christian Organizations	3 units
YLST 432	Care and Counsel of Youth	2 units

or any YLST Elective

YLST 461	Integrative Field Studies	3 units
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Upper Division BINT/NT/OT Elective	3 units
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CHIS Elective	3 units
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Upper Division NT Elective	3 units
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Upper Division OT Elective	3 units
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Upper Division PHIL/THEO Electives	6 units
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### Religion Major with No Concentration

#### Requirements 32 units

Any Upper Division Religion Electives	14 units
Upper Division OT/NT/BINT Elective	3 units
CHIS Elective	3 units
Upper Division NT Elective	3 units
Upper Division OT Elective	3 units
Upper Division PHIL/THEO Electives	6 units

### Religion Minor

Students in other majors can complete a minor in Religion by completing a minimum of 20 units in courses that are approved by the Department of Religion.

Religion courses taken at Vanguard as part of the university core curriculum requirement 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 Religion for pertinent information and the necessary application forms. Denominational Polity (PLST 449) is recommended as one unit toward fulfilling the pastoral ministries requirement in the programs of those students planning to apply for ministerial credentials with the Assemblies of God.

### Ministerial Internship Programs and Practica

The Department of Religion is committed to provide field education experiences that integrate conceptual aspects of ministry with the practice of ministry in local churches, hospitals, mission opportunities, inner-city ministries, and other parachurch organizations. Goals for field education include spiritual formation, mentoring relationships, theological reflection, and specific training in ministry skills that provide the framework for such integration.

There are two academic programs designed to provide these integrative experiences:

1. PLST 450 Ministerial Internship Program (3-12 units) is a structured field experience designed for students who wish to have an in-depth exposure to the practice of ministry within a local church under the supervision of a pastor and religion faculty member.
2. PLST 460 Practicum (1-3 units) is intended for students who are currently involved in a particular ministry and wish to receive credit for guided reflection and supervision of that experience by the on-scene administrator and religion faculty member.

The deadline for admission in the Ministerial Internship Program for the Summer or Fall semester is April 15 of the preceding Spring semester. For the Spring semester, the deadline is November 15 of the preceding Fall semester. The deadline for a practicum is the first week of the semester. Application forms are available in the Department of Religion office.

## **BIBLICAL INTERPRETATION COURSES**

**BINT 270 • Research Methods for the Study of Scripture (3 units)**

Prerequisite: BLAN 101 and NT 101C. An introductory examination of biblical exposition for ministry which includes an understanding of the theological foundations for preaching, an acquaintance with the basic secondary materials used in biblical interpretation, and an overview of the procedures of biblical exegesis. Core requirement for the religion major offered every semester.

**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. A study of the Greek, Roman, and Jewish backgrounds of the New Testament is made in order to give the New Testament student an understanding of the world of Jesus and the early church. Extensive readings in representative texts from the New Testament period, including the Dead Sea Scrolls.

**BINT 470 • Special Topics (1-3 units)**

Prerequisite: Consent of the instructor. Study in a special topic in the field of Biblical interpretation. May be repeated for credit.

**BINT 476 • Old Testament Backgrounds (3 units)**

Prerequisites: OT 201C, NT 101C, and one additional upper division course in Old Testament. An exploration of Egyptian, Babylonian, Assyrian, and Persian backgrounds to the Old Testament, designed to provide the student with an understanding of the Old Testament world.

**BINT 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and the Chair. May be repeated for credit.

## **BIBLICAL LANGUAGES COURSES**

**BLAN 101 • Introduction to Biblical Languages (3 units)**

An introduction to the Greek and Hebrew languages which prepares students to do basic lexical and grammatical research in both print and digital media. Core requirement for the religion major and prerequisite to BINT 270. Offered every semester.

**BLAN 201, 202 • Beginning Greek I, II (4, 4 units)**

Prerequisite: BLAN 101 or permission of the instructor. A two-semester course of instruction in the grammar of the Greek New Testament. BLAN 201 or demonstrated proficiency serves as prerequisite to BLAN 202. By the end of the second semester the student should be translating portions of the Greek New Testament. Offered alternate years.

**BLAN 204, 205 • Beginning Hebrew I, II (4, 4 units)**

Prerequisite: BLAN 101 or permission of the instructor. Foundation in the basics of Hebrew morphology, vocabulary, and syntax. Exercises in reading, writing, and speaking. Three hours of lecture, two of laboratory per week. BLAN 204 or demonstrated proficiency serves as prerequisite to BLAN 205. Offered alternate years.

**BLAN/NT 301, 302 • Intermediate Greek I, II (3, 3 units)**

Prerequisites: BLAN 201, BLAN 202 or demonstrated proficiency. An advanced course in New Testament Greek. The student begins a translation and exegesis of the Gospel of John along with an intensive, systematic review of grammar and syntax from an advanced Greek grammar.

**BLAN/OT 306, 307 • Intermediate Hebrew I, II (3, 3 units)**

Prerequisites: BLAN 204, BLAN 205 or demonstrated proficiency. Review and consolidation of grammar and syntax. Extensive reading in the narrative portions of the Old Testament for style and vocabulary. Offered alternate years.

**BLAN/NT 401, 402 • Advanced Greek I, II (2, 2 units)**

Prerequisites: BLAN/NT 301, BLAN/NT 302 or demonstrated proficiency. Reading and exegesis of Greek New Testament passages, selected to acquaint the

student with the distinctive styles of the various authors of the New Testament. Some reading in the Apostolic Fathers and the Septuagint is also included.

BLAN/OT 406, 407 • Advanced Hebrew I, II (2, 2 units)

Prerequisites: BLAN/OT 306, BLAN/OT 307 or demonstrated proficiency. Syntactical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered on demand.

BLAN/OT 446, 447 • Semitic Languages I, II (3, 3 units)

Prerequisites: Approval of the 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, and Ugaritic. More than one language may be offered for credit. May be taken for elective credit only.

BLAN 480 • Individual Studies (1-3 units)

Prerequisite: Consent of the instructor and the Chair. May be repeated for credit.

## **CHRISTIAN FORMATION AND DISCIPLESHIP STUDIES COURSES**

CFST 101 • Introduction to Christian Formation and Discipleship (2 units)

Recommended Prerequisite: NT 101C, 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. Offered every fall.

CFST 291, 292, 293 • Special Topic (1, 2, 3 units)

Study in a special topic in philosophy. May be repeated for credit.

CFST/ICST/YLST 305 • Evangelism (3 units)

A study of the nature, scope, and imperatives of evangelism in the church. Scriptural mandates and models for evangelism are examined, and personal skills in evangelism are developed.

CFST/YLST/PSYC 320 • Developmental Psychology (3 units)

Prerequisite: PSYC 103C. Explores human development through the biological, behavioral, cognitive, sociocultural, and spiritual perspectives in a lifespan approach (from conception through death).

CFST 322 • Christian Formation of Children (2 units)

Recommended 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)

Recommended Prerequisite: CFST 101. A 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 326 • Adult Formation and Discipleship (2 units)

Recommended 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 recreation and camping for both Christian and secular fields of employment.

CFST/YLST 350 • Christian Family Development (3 units)

Recommended Prerequisite: CFST 101 or permission of the instructor. A study of the Christian family, including marriage, child training, and discipline; the relationship between the home and the church in Christian education; and the development of a family-oriented church ministry.

**CFST/PSYC 359 • Educational Psychology (3 units)**

Prerequisite: PSYC 103C. A study of the application of psychological theories and principles to education and teaching. Among the topics covered are learning, motivation, individual differences, classroom evaluation, and classroom control.

**CFST/PLST/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.

**CFST/PLST/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.

**CFST/EDUC 441 • Philosophy and Organization of Christian Schools (1 unit)**

A study of the philosophy of Christian education with an emphasis on a comparison to that used in public, pluralistic education. Also an introduction to the goals, founding, function, and organizational structure of pre-, elementary, and secondary schools. (Meets ACSI credential requirement.)

**CFST/PLST 445 • Lay Ministry Development (3 units)**

A study of the untapped potential resident in the laity of the church with emphasis on developing strategies for lay renewal and equipping for active participation in the mission of the church. The effect of the clergy-laity dichotomy will be explored.

**CFST/ICST/PLST/YLST 461 • Integrative Field Studies (3 units)**

Prerequisite: PLST 310, PLST 312, and PLST 314. Highly Recommended: PLST 450 or PLST 460. 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. For graduating seniors only.

**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)**

A survey of the missionary activities of the church from biblical times to the present, especially emphasizing the development of modern missions.

**CHIS/HIST 340 • Late Roman and Byzantine Empires (3 units)**

Beginning in the late third century, this course covers the major people, 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/HIST 352 • American Religious History (3 units)**

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.

**CHIS/HIST 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 400C • 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 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 Pentecostalism and its place in the past century, the increasingly global sweep of the Church, and the relative decline of the European role in Christianity. The last 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)**

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)**

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.

**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 Chair. 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 STUDIES COURSES**

**ICST 102 • Introduction to Intercultural Studies (2 units)**

Recommended Prerequisite: NT 101C and OT 201C. 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.

**ICST 272 • A Theology of Church Mission (2 units)**

Prerequisite: : NT 101C and THEO 103C or THEO 101C. 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 a diverse cultural milieu. Core requirement for the religion major offered every fall.

**ICST 288 • Theology in an Intercultural Context (3 units)**

Prerequisite: NT 101C and THEO 103C or THEO 101C. A study of worldview theories and concepts in the context of intercultural studies. Major worldviews are mapped out geographically in order to investigate transcultural universals and divergences. The relationship between worldviews and theology in formulating contextual understandings of ministry will be examined. Core requirement for the religion major offered every fall.

**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/CFST/YLST 305 • Evangelism (3 units)**

A study of the nature, scope and imperatives of evangelism in the church. Scriptural mandates and models for evangelism are examined, and personal skills in evangelism are developed.

**ICST/CHIS 310 • History of the Expansion of Christianity (3 units)**

A survey of the missionary activities of the church from biblical times to the present, especially emphasizing the development of modern missions.

**ICST/ANTH/SOC 320 • Social and Culture Change (3 units)**

Prerequisite: ANTH 102C; SOC 100C recommended. 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 change at the personal level.

**ICST/ANTH 322 • Ethnographic Perspectives (3 units)**

Prerequisite: ANTH 102C. Examines family life, religious belief, social and economic organization, politics and genders from 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 Westerners. Course will stress appreciation for and comprehension of ethnography as both a research method and genre of writing.

**ICST/ANTH/HIST 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, ethnicity, family structure, political organization, technology, social structure, ethnopsychology, 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.)

**ICST 345 • Intercultural Communication in Ministry (3 units)**

Prerequisite: ICST 102. A study of the processes of communicating the gospel interculturally. Special attention is given to the development of attitudes and tools that will enable effective communication interculturally.

**ICST/ANTH 358 • World Religions (3 units)**

Prerequisite: ANTH 102C or SOC 100C. A comparison of the major non-Christian religions, with emphasis on their cultural origins, elements, forms, and symbols, and the role of religion as an institution in such societies.

**ICST/SPAN 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 areas such as research in Latin America South, a comparison of the Caribbean and Latin America, social movements, and the shifting roles of missionaries. Current issues such as politics, media, gender, and trends will be analyzed.

**ICST 450 • Intercultural Internship (3-12 units)**

Intercultural Internship is designed to integrate conceptual aspects of ministry with in-depth exposure to the practice of ministry within specific intercultural contexts. The internship experience is intended for students who wish to receive credit for guided reflection and supervision of a missions oriented experience by the on-scene supervisor/missionary and religion faculty member. Specific internship modules may also be taken during two, three, or four semesters. A maximum number of twelve units may be taken for internship credit.

**ICST/CFST/PLST/YLST 461 • Integrative Field Studies (3 units)**

Prerequisites: PLST 310, PLST 312, and PLST 314. Highly Recommended: PLST 450 or PLST 460. 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.

**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 milieu 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 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and the Chair. May be repeated for credit.

**ICST 485 • Current Issues in Mission 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. This course is required for students in the in the Intercultural Studies elective.

**ICST 490 • Seminar in Intercultural Ministry (3 units)**

Prerequisite: Consent of the instructor. Mutual 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 to all upper division courses in New Testament. A close study of the New Testament text, examining the foundations of Christianity within its historical contexts, 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, 302 • Intermediate Greek I, II (3, 3 units)**

Prerequisites: BLAN 201, BLAN 202 or demonstrated proficiency. An advanced course in New Testament Greek. The student begins a translation and exegesis of the Gospel of John along with an intensive, systematic review of grammar and syntax from an advanced Greek grammar.

**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. A critical examination of the assumptions, history, methods, and conclusions of the so-called, "Quest of the Historical Jesus." We then interpret the data about Jesus against the history and culture of late Second Temple Judaism, followed by an examination of the meaning of Jesus' life and work.

**NT 315 • The Gospel of Mark (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. The meaning and message of the Gospel of John and I, II, and III John, including introductory studies concerning authorship, date, location, and occasion for the writings. Involves 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 Bible study methods and resources and giving attention to background considerations in the biblical history of Jewish worship.



**NT 330 • General Epistles (3 units)**

Prerequisite: NT 101C. James, I and II Peter, and Jude—their contents, interpretation, distinctive teachings, and significance to the canon of the New Testament.

**NT 340 • The Acts of the Apostles (3 units)**

Prerequisite: NT 101C. Exegesis of the Book of Acts with consideration of critical problems, alerting the student to basic issues in the history and theology of Luke-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 Corinthian Letters; NT 348 Prison Epistles: Ephesians, Philippians, Colossians, Philemon; NT 349 Pastoral and Thessalonian Epistles: I and II Timothy, Titus, I and II Thessalonians.

**NT/BLAN 401, 402 • Advanced Greek I, II (2, 2 units)**

Prerequisites: NT/BLAN 301, NT/BLAN 302 or demonstrated proficiency. Reading and exegesis of Greek New Testament passages, selected to acquaint the student with the distinctive styles of the various authors of the New Testament. Some reading in the Apostolic Fathers and the Septuagint is also included.

**NT/OT 420 • Apocalyptic Literature (3 units)**

Prerequisites: NT 101C, OT 201C. Daniel, certain Intertestamental literature, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

**NT/PLST 446 • Parables for Preaching (3 units)**

Prerequisite: NT 101C. 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.

**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/THEO 462 • Selected Themes in New Testament Theology (3 units)**

Prerequisite: NT 101C, THEO 103C or THEO 101C. An advanced course for the study of important theological concepts of the New Testament. The focus will be twofold: the orthodox understanding of major doctrines in the light of their first-century environment, and the development of a basic methodology that will guide the student in the practice of theological interpretation of the New Testament. Core requirement for the religion major offered every spring.

**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 • Synoptic Gospels (3 units)**

Prerequisites: NT 101C. 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.

**NT 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and the Chair. May be repeated for credit.

**NT/OT/THEO 482 • Biblical Theology of Love, Sex, Marriage, and Family (3 units)**

Prerequisites: NT 101C, OT 201C, and a basic course in theology. An explanation of the biblical attitudes assumed toward love, sex, marriage, and the family.

**NT/OT/THEO 486 • Biblical Theology of Power, Wealth, and Prosperity (3 units)**

Prerequisites: NT 101C, OT 201C, 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 to all upper division courses in Old Testament. An introductory study of the literature of the Old Testament, with a view toward appreciation of its content and historical development, with emphasis on theological themes such as creation, election, and redemption.

OT 291, 292, 293 • Special Topic (1, 2, 3 units)

Study of a special topic relating to the Old Testament. May be repeated for credit.

OT/BLAN 306, 307 • Intermediate Hebrew I, II (3, 3 units)

Prerequisites: BLAN 204, BLAN 205 or demonstrated proficiency. Review and consolidation of grammar and syntax. Extensive reading in the narrative portions of the Old Testament for style and vocabulary. Offered alternate years.

OT 310 • Psalms (3 units)

Prerequisite: OT 201C. A study of selected Psalms, especially noting the structure, language, meaning, authorship, and historic 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: OT 201C. Studies in the lives and literature of the Hebrew prophets. The following courses in the prophets will be scheduled: OT 330 Isaiah 1-39, OT 331 Isaiah 40-66, OT 332 Jeremiah, OT 333 Ezekiel, and OT 334 Minor Prophets.

OT 341-345 • Pentateuch (3 units)

Prerequisite: OT 201C. An examination of the historical and legal formulations in Genesis through Deuteronomy in light of recent archaeological finds and critical research. The following courses will be included: OT 341 Genesis, OT 342 Exodus, OT 343 Leviticus, OT 344 Numbers, and OT 345 Deuteronomy.

OT/BLAN 406, 407 • Advanced Hebrew I, II (2, 2 units)

Prerequisites: OT/BLAN 306, OT/BLAN 307 or demonstrated proficiency. Syntactical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered on demand.

OT/NT 420 • Apocalyptic Literature (3 units)

Prerequisites: NT 101C, OT 201C. Daniel, certain Intertestamental literature, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

OT/BLAN 446, 447 • Semitic Languages I, II (3, 3 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, and Ugaritic. More than one language may be offered for credit. May be taken for elective credit only.

OT/ICST 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.

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/THEO 472 • Selected Themes in Old Testament Theology (3 units)

Prerequisite: NT 101C, OT 201C, THEO 103C or THEO 101C, and BINT 270. An exploration of the meaning of, and limits for, biblical theology, together with

the works of certain prominent scholars in the area; and of selected motifs in the Old Testament. Core requirement for the religion major offered every fall.

**OT 474 • Old Testament Ethics (3 units)**

Prerequisites: OT 201C, NT 101C, 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 origin 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 Chair. May be repeated for credit.

**OT/NT/THEO/WMST 482 • Biblical Theology of Love, Sex, Marriage, and Family (3 units)**

Prerequisites: NT 101C, OT 201C, 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/NT/THEO • 486 Biblical Theology of Power, Wealth, and Prosperity (3 units)**

Prerequisites: NT 101C, OT 201C, and 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 291,292,293 • Special Topic (1, 2, 3 units)**

Study of a special topic in pastoral leadership. May be repeated for credit.

**PLST 310 • Introduction to Christian Leadership (2 units)**

An introduction to a theology of leadership through the development of a healthy interior life; an understanding of a situational approach to leadership; and knowledge of the leader's role in the corporate vision, spirituality, and mission of the Christian community. Core requirement for the religion major offered every semester.

**PLST 312 • Introduction to Pastoral Care (2 units)**

Prerequisite: NT 101C, OT 201C, THEO 103C or THEO 101C. An introduction to a theology of care and counsel as a central focus of leadership—lay and vocational—in the mission and ministry of the Christian community. Core requirement for the religion major offered every spring.

**PLST 314 • Introduction to Preaching and Teaching (2 units)**

Prerequisite: NT 101C, OT 201C, THEO 103C or THEO 101C, and BINT 270. An introduction to the proclamation mission of communicating the gospel through teaching and preaching. Core requirement for the religion major offered every semester.

**PLST/SOC 349 • Religion and Society (3 units)**

Prerequisites: SOC 100C or ANTH 102C. The social structural approach to the study of religion, with particular emphasis on American society. Examines personal religious experience and expressions, structural forms, systemic relationships between religious systems and other social subsystems.

**PLST/MUSC 406C • Music and Worship (3 units)**

Prerequisite: Junior or Senior standing. An overview of the biblical foundations and historical developments of worship, which provide precedent for worship in the contemporary church. From this foundation, practical guidelines for effective biblical worship design and church music leadership will be explored. Students will develop a philosophy of worship as well as a personal reflection upon the developing synthesis of faith and their craft or area of study while at VUSC. This course fulfills the Core Curriculum Capstone requirement for Bachelor of Arts General Music majors.

**PLST/COMM 414 • 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/THEO 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 an existential and intellectual understanding of the problem of suffering. Sources for the investigation of the mystery of suffering will include scripture, theology, philosophy and literature.

**PLST 420 • Disciplines of the Spiritual Life (3 units)**

Prerequisite: NT 101C, OT 201C, and THEO 103C or THEO 101C. 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. Core requirement for the religion major offered every fall.

**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/YLIST 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/YLIST 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.

**PLST/THEO 432 • 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 225 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, or other types of special problems.

**PLST/CFST 445 • Lay Ministry Development (3 units)**

A study of the untapped potential resident in the laity of the church with emphasis on developing strategies for lay renewal and equipping for active participation in the mission of the church. The effect of the clergy-laity dichotomy will be explored.

**PLST/NT 446 • Parables for Preaching (3 units)**

Prerequisite: NT 101C. 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.

**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 religion faculty member. Specific internship modules may also be taken during two, three, or four semesters. A maximum number of twelve units may be taken for internship credit. Note: Application forms are available in the Department of Religion office.

**PLST 460 • Practicum (1-3 units)**

Prerequisite: Approval of the Department Chair. A learning 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-scene administrator and the religion faculty member. May be repeated for credit. Note: Application forms are available in the Department of Religion office.

**PLST/CFST/ICST/YLST 461 • Integrative Field Studies (3 units)**

Prerequisite: PLST 310, PLST 312, and PLST 314. Highly Recommended: PLST 450 or PLST 460A 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 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and the Chair. 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.

## PHILOSOPHY COURSES

**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 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. This course does not fulfill a core curriculum requirement. Core requirement for the religion major offered every semester.

**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 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, limits, 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/THEO 467 • Beauty and the Christian Life: Theology and Aesthetics (3 units)**

Prerequisite: THEO 103C or THEO 101C. An exploration of the category of beauty as it is variously addressed within the Bible, historic and contemporary Christian theology, and philosophy. These sources will be considered so that students may begin developing their own constructive theology of beauty.

**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, embracing 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, 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. Students majoring in Religion (any concentration) must take THEO 103C 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)**

This course surveys the history of philosophical worldviews and life 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 postmodernity 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. Emphases 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 318 • Systematic Theology I: Theology, Anthropology, Christology, Soteriology (3 units)**

Prerequisite: NT 101C, OT 201C, THEO 103C or THEO 101C. Using Scripture and the church's historic theological wisdom, this course is a study of God's nature, the Trinity, creation, humankind as Imago Dei, the fall, Jesus Christ's person and salvific work, and the elements of salvation including justification, sanctification and glorification. Core requirement for the religion major offered every semester.

**THEO 320 • Systematic Theology II: Pneumatology, Ecclesiology, Eschatology (3 units)**

Prerequisite: NT 101C, OT 201C, THEO 103C or THEO 101C. Using Scripture and the church's historic theological wisdom this course is a study of the Holy Spirit's person, work, and gifts, the church's nature and vocation, and the last things, including the resurrection, final judgment, and new creation. Core requirement for the religion major offered every semester.

**THEO/ENGL 389 • C.S. Lewis Seminar I (3 units)**

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 — the theological task. It is the assumption of this course that the conceptual categories of narrative are irreducible to other forms of thought and that they therefore represent a domain of knowledge, which possesses its own independent validity. Put differently, the think in 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 sensitivities necessary to understand this important dimension of religious expression.

**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 an

existential and intellectual understanding of the problem of suffering. Sources for the investigation of the mystery of suffering will include scripture, theology, philosophy and literature.

**THEO/PLST 432 • 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.

**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 454 • Historical Theology I (1-3 units)**

An investigation of the system of doctrine 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 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 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.

**THEO/NT 462 • Selected Themes in New Testament Theology (3 units)**

Prerequisite: NT 101C, THEO 103C or THEO 101C. An advanced course for the study of important theological concepts of the New Testament. The focus will be twofold: the orthodox understanding of major doctrines in the light of their first-century environment, and the development of a basic methodology that will guide the student in the practice of theological interpretation of the New Testament. Core requirement for the religion major offered every spring.

**THEO/ICST/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 milieu 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 culture, assessing the Christian's relationship to society, particularly in regard to social practices and values.

**THEO/PHIL 467 • Beauty and the Christian Life: Theology and Aesthetics (3 units)**

Prerequisite: THEO 103C or THEO 101C. An exploration of the category of beauty as it is variously addressed within the Bible, historic and contemporary Christian theology, and philosophy. These sources will be considered so that students may begin developing their own constructive theology of beauty.

**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/OT 472 • Selected Themes in Old Testament Theology (3 units)**

Prerequisites: NT 101C, OT 201C, THEO 103C or THEO 101C. An exploration of the meaning of, and limits for, biblical theology, together with the works of certain prominent scholars in the area; and of selected motifs found in the Old Testament. Core requirement for the religion major offered every fall.

**THEO 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and the Chair. May be repeated for credit.

**THEO/OT/NT 482 • Biblical Theology of Love, Sex, Marriage, and Family (3 units)**

Prerequisite: NT 101C, OT 201C, and a basic course in theology. An explanation of the biblical attitudes assumed toward love, sex, marriage, and the family.

**THEO 485 • Modern Religious Movements (1-3 units)**

Prerequisite: THEO 103C. The history and doctrines of recent sects and cults on the fringe of American Christianity.

**THEO/OT/NT 486 • Biblical Theology of Power, Wealth, and Prosperity (3 units)**

Prerequisite: NT 101C, OT 201C, and a basic course in theology. An exploration of the biblical attitudes assumed toward power and weakness, wealth and poverty, prosperity and suffering.

**THEO/ENGL 489 • C.S. Lewis Seminar II (3 units)**

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)**

Required of all religion majors during the senior year. This capstone course explores the changing role of pastoral, theological, and ethical reflection and practice in the contemporary context of shifting social realities. Particular attention is paid to the role of Pentecostalism within this matrix. Core requirement for the religion major offered every semester.

## **Youth Leadership Studies Courses**

**YLST 291, 292, 293 • Special Topic (1, 2, 3 units)**

Study of a special topic in youth leadership. May be repeated for credit.

**YLST/CFST/ICST 305 • Evangelism (3 units)**

A study of the nature, scope, and imperatives of evangelism in the church. Scriptural mandates and models for evangelism are examined, and personal skills in evangelism are developed.

**YLST/CFST/PSYC 320 • Developmental Psychology (3 units)**

Prerequisite: PSYC 103C. Explores human development through the biological, behavioral, cognitive, sociocultural, and spiritual perspectives in a lifespan approach (from conception through death). The course is recommended early in the major.

**YLST/PSYC 321 • Adolescent Psychology (3 units)**

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.

**YLST/CFST 324 • Introduction to Youth Ministry (2 units)**

A 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.

**YLST/CFST 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 recreation and camping for both Christian and secular fields of employment.

**YLST/CFST 350 • Christian Family Development (3 units)**

Prerequisite: CFST 102 or permission of the instructor. A study of the Christian family, including marriage, child training and discipline; the relationship between the home and the church in Christian education; and the development of a family-oriented church ministry.

**YLST 422 • Preaching and Teaching in Youth Context (2 units)**

Prerequisite: PLST 314 and 324. A study of how the gospel is communicated to adolescents. Attention will be paid to speaking to youth in large and small group settings and the need to contextualize communication in the youth culture. Talks to youth groups during the semester will be given and evaluated.



**YLST/PLST/CFST 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.

**YLST/CFST/PLST 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.

**YLST 432 • Care and Counsel of Youth (2 units)**

Prerequisite: PLST 312 and 324. An examination of psychological, cultural and developmental obstacles encountered by young people and a review of the methodologies, principles, and strategies for counseling youth.

**YLST 455 • Current Issues in Youth Ministry (3 units)**

An exploration of adolescent development, culture, and socialization as an integration point for effective youth ministry. Discussion of current issues in youth ministry will serve to provide students with foundations necessary for contemporary youth ministry.

**YLST 460 • Practicum (1-3 units)**

Prerequisite: Approval of the Chair. A learning experience which integrates classroom theory with practice through assigned responsibilities in local churches, mission fields, or other appropriate ministries under supervision by both the on-scene administrator and the religion faculty member. May be repeated for credit. Note: Application forms are available in the Department of Religion office.

**YLST/CFST/ICST/PLST 461 • Integrative Field Studies (3 units)**

Prerequisite: PLST 310, PLST 312, and PLST 314. Highly Recommended: PLST 450 or PLST 460A 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.

**YLST 470 • Special Topic (1-3 units)**

Prerequisite: Consent of the instructor. Study of a special topic in youth leadership. May be repeated for credit.

**YLST 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and the Chair. May be repeated for credit.

**YLST 490 • Seminar in Youth Leadership Studies (3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in youth leadership studies of particular relevance to upper division religion majors. May be repeated for credit.

## DEPARTMENT OF SPANISH

Karen Lee, Ph.D., Chair

### (MAJOR SUSPENDED FOR 2015-2016)

*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, prospective graduates must pass an achievement and proficiency exam. The exam will cover areas of reading, speaking, writing, listening, literature, and culture.

Spanish majors are required to complete at least fifty-three units in the major; forty-five 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 **53 units**

<b>Language Proficiency Core*</b>		<b>16 units</b>
SPAN 203	Intermediate Spanish	4 units
SPAN 204	Intermediate Spanish II	4 units
SPAN 303	Advanced Spanish I	4 units
SPAN 304	Advanced Spanish II	4 units
SPAN 101*	Beginning Spanish	4 units
SPAN 102*	Beginning Spanish II	4 units

\*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 and Literature Preparation Core **12 units****

SPAN 365	Curso Panorámico de Latinoamérica	
Or SPAN 366	Civilization and Culture of Spain	3 units
SPAN 453	Language, Culture and Linguistics	3 units
Any course in Latin American Literature		3 units
Any course in Spanish Literature		3 units

### **Capstone **3 units****

SPAN 499	Capstone in Spanish	3 units
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### **Culture and Language Participation and Application Core **16 units****

SPAN 380	CINCEL Semester Abroad	1 unit
CINCEL Courses (See description below)		15 units

### **Upper Division Electives **6 units****

To complete the Spanish major, six additional units of upper division Spanish will be required. The six units may be chosen from any upper division courses offered in culture, language, civilization, or literature.

### **Summary of the Spanish Major Requirements**

Language Proficiency Core	16 units
Culture and Literature Preparation Core	12 units
Capstone in Spanish	3 units
Culture and Language Participation and Application Core	16 units
Upper Division Electives	6 units

## CINCEL

The CINCEL Program (Centro de Investigaciones Cultural 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 commitment and interest in the Spanish language at Vanguard University before going to CINCEL.

Motivation will be as important as actual previous achievement, since the CINCEL staff are accustomed to working with students at all levels. The program features home-stay with select host families, and an academic program of courses. 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. For the purpose of assessment, students will take a proficiency test 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 Vanguard University Major (8 or 16 units) or Minor (no more than 8 units). Students will receive no credit for CINCEL unless currently enrolled as full-time students at Vanguard University. Non-Spanish majors or minors may earn elective units providing they have previous clearance from their own department and the Spanish Department. Students must have completed the intermediate level (SPAN 203-204) or the equivalent.

### **CINCEL Courses (8, 16 units)**

*(Note: The lesser unit values refer to courses in the 8-week Summer trimester for students pursuing the Minor in Spanish).*

SPAN 380	CINCEL Semester Abroad	1 unit
SPAN 382	Spanish Grammar, CINCEL	2, 5 units
SPAN 384	Spanish Conversation, CINCEL	2, 4 units
SPAN 386	Spanish Phonetics, CINCEL	2, 4 units
SPAN 388	Spanish Practicum, CINCEL	1, 2 units

Advanced students, if recommended by CINCEL, may take one or more of the following courses:

SPAN 481	Literature of Latin America, CINCEL	2 units
SPAN 483	Composition, CINCEL	2 units
SPAN 485	Translation, CINCEL	2 units

### **Additional Coursework at CINCEL**

Any student desiring to take extra units of study while at CINCEL must receive written approval in advance from the Spanish Department, and have academic and financial registration completed for the units before going to CINCEL. To be

counted as Spanish units, such extra units must be taught in Spanish with Spanish readings, and not novels in English translation, for example.

### **Spanish Minor**

Twenty-one units in Spanish will comprise the minor. Courses should be chosen in consultation with an advisor in the Spanish Department. It is recommended that Spanish Minors complete eight units at CINCEL or another approved language immersion experience that entails college-level coursework. Spanish Minors are required to take the Spanish Placement Exam and complete at least 6 units of Spanish-language study (or the transfer unit equivalent). Approved Spanish Language transfer units, including AP Spanish units, may be accepted in lieu of the Spanish Placement Exam. Note: A score on the Spanish Placement Exam does not award units.

### **Spanish Major: Teaching Emphasis**

Students desiring to complete the Spanish Subject Matter Program for a California Teaching Credential must complete the requirements for the Spanish major plus SPAN 315/EDUC 315.

### **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. Prepares students for SPAN 102.

**SPAN 102 • Beginning Spanish II (4 units)**

Prerequisite: SPAN 101 or consent of the instructor. Continues to develop fluency in speaking, pronunciation, reading, writing, and listening.

**SPAN 203 • Intermediate Spanish I (4 units)**

For students who have completed SPAN 101 and 102 or equivalent. Continues to develop fluency in all areas at a more advanced level.

**SPAN 204 • Intermediate Spanish II (4 units)**

Prerequisite: SPAN 203 or consent of the instructor. Continuation of SPAN 203.

**SPAN 291, 292, 293, 294 • Special Topics (1, 2, 3, 4 units)**

Study of special topic 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/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 subject matter program in Spanish must take this class as part of that program to ensure that they are integrating Spanish content with their pedagogical experience. 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 30

hour field work 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. Lab fee.

**SPAN 330 • Literature of Latin America (3 units)**

The study of past and present Latin American authors with emphasis on theme, background, heritage, and culture.

**SPAN 335 • Spanish Conversation and Composition (3 units)**

Review and practice of fundamentals of Spanish grammar. Practice in writing essays and summaries in Spanish. Further refinement of speaking and listening skills.

**SPAN 345 • Spanish Tutorial (1 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 the classes and will be assigned three to four students each semester to tutor. CR/NC, with permission of Spanish faculty advisor.

**SPAN 365 • Curso Panorámico de Latinoamérica (3 units)**

Prerequisite: Consent of the instructor. Portrays a brief historical view of Latin America through themes rather than pure history. Some topics will be explored more for the insights they offer into Hispanic culture, while others will be for the interest they might have for class members. The course is taught in Spanish.

**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)**

A 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 words, questions, and sentences related to each profession.

**SPAN 380 • CINCEL Semester Abroad (1 unit)**

The CINCEL Program (Centro de Investigaciones Cultural 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/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 areas such as research in Latin America South, a comparison of the Caribbean and Latin America, social movements, and the shifting roles of missionaries. Current issues such as politics, media, gender, and trends will be analyzed.

**SPAN 382 • Spanish Grammar, CINCEL (2 or 5 units)**

A study of the major challenges in Spanish grammar, including the verb system, areas of contrast with English, and lexical/semantic issues.

**SPAN 384 • Spanish Conversation, CINCEL (2 or 4 units)**

Intensive conversation with supportive written language practice. Emphasis is placed on vocabulary acquisition and idiomatic expressions.

**SPAN 386 • Spanish Phonetics, CINCEL (2 or 4 units)**

Study of the Spanish sound system, underlying concepts of Spanish speech production and applications to pronunciation.

**SPAN 388 • Spanish Practicum, CINCEL (1 or 2 units)**

Supervised field work in the Spanish-speaking community.

**SPAN 452 • 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 course work along with the travel and tour. Units are computed according to the duration of the tour, one unit per week. A maximum 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)**

Prerequisite: ANTH 102C. 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'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.

**SPAN 458 • La Lingüística Española (3 units)**

Prerequisite: CINCEL and at least one other upper division course taught in Spanish. In-depth study of the Spanish sound system, phonology, morphology, dialectology, syntax, semantics, lexicon, and historical and modern contrastive analysis. Conducted in Spanish. Offered every other year. La Lingüística Española is required for the Subject Matter Program in Spanish.

**SPAN 460 • Field Practicum (1-4 units)**

Prerequisite: Span 304, junior or senior standing or consent of the instructor. Supervised field work of at least three hours per week among Spanish churches, schools, clinics, hospitals, businesses, etc. Students meet weekly with supervisors.

A log of personal experience is maintained. CR/NC, for Spanish majors only with permission of Spanish faculty advisor.

**SPAN/ICST/THEO 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 milieu of popular culture and beliefs, the functions of the Catholic church, current movements within Catholicism, evangelical influences, and Pentecostal growth.

**SPAN 470 • Special Topics (1-4 units)**

Prerequisite: Consent of the instructor. Study of special topic 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 481 • Literature of Latin America, CINCEL (2 units)**

Study of Latin American literature and authors. Emphasis is placed on literary analysis.

**SPAN 483 • Composition, CINCEL (2 units)**

Study and practice of various writing techniques.

**SPAN 485 • Translation, CINCEL (2 units)**

Study and practice of translation and interpretation. Students experience a variety of situations in order to develop confidence and fluidity in interpretation.

**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 world view, and service to the Spanish-speaking community.

## DEPARTMENT OF THEATRE ARTS

Susan K. Berkompas, M.F.A., Chair

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*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, design, technical theatre, production, theatre 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.*

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The Department of Theatre Arts offers a Theatre Arts degree with the following concentrations: Performance/Directing, Technical/Design, or Musical Theatre. A Theatre Minor is also offered.

The Theatre degree requires a total of 124 units. This consists of 34 Theatre Core units, 30-31 Concentration units depending on concentration, 49 Core Curriculum units, and 11-10 elective units depending on concentration. Choosing from the lists of suggested electives provides a more intensive training experience. However, these units may be taken in any discipline. A Theatre minor requires 23 units. Please note that all Acting courses must be taken at Vanguard to fulfill Theatre major requirements. Acting courses taken at other institutions may transfer as electives.

NOTE: Students have three fewer Core Curriculum units to complete because Theatre History I or II/THEA 202C-204C fulfills the three unit University Fine Arts Core Curriculum requirement. The total number of units required for graduation remains 124 units.

### Theatre Arts Major Core Requirements 34 units

THEA 106	Beginning Set Construction	1 unit
or THEA 110	Beginning Costume Construction	
or THEA 116	Beginning Scenic Painting*	
THEA 200C	Introduction to Theatre	3 units

THEA 202C	History of Theatre I	3 units
THEA 204C	History of Theatre II	3 units
THEA 239	Makeup Design	3 units
THEA 306	Intermediate Set Construction	1 unit
or THEA 316	Intermediate Scenic Painting*	
or THEA 317	Intermediate Costume Construction	
THEA 309	Costume Design	3 units
THEA 315	Scenic Design	3 units
THEA 320	Lighting Design	3 units
THEA 324	Theory and Criticism	3 units
THEA 360	Dramatic Literature: Script Analysis	3 units
or THEA 442	Playwriting	
THEA 386	Junior Project	1 unit
THEA 450	Theatre Internship	2 units
THEA 495C	Senior Project	2 units

\* *Technical/Design concentration majors may not use Beginning and Intermediate Scenic Painting to fulfill these requirements.*

### **Performance/Directing Concentration 30 units**

THEA 107	Acting I	3 units
THEA 126	Beginning Voice and Speech	2 units
THEA 132A/B, 232A/B	Theatrical Performance I, II	4 units
THEA 332A/B, 432A/B	Theatrical Performance III, IV	
THEA 135	Beginning Theatre Movement	2 units
THEA 207	Acting II	3 units
THEA 272	Playing Shakespeare	3 units
THEA 307	Acting III	3 units
THEA 310	Improvisation	2 units
or THEA 321	Acting/Directing for the Camera	
THEA/KINE 338C	Stage Combat	2 units
THEA 339	Industry Insiders	3 units
THEA 430	Directing for Theatre	3 units

### **Theatre Requirements 64 units**

### **Suggested Electives—11 units minimum**

THEA 108A/B, 208A/B	Theatrical Production I, II	1 unit
THEA 308A/B, 408A/B	Theatrical Production III, IV (1-2 units per production)	
THEA 244	Beginning Musical Theatre Audition	3 units
THEA 252	Producing/Theatre Management	3 units
THEA 263	Prop Building/Design	3 units
THEA 310	Improvisation	2 units
or THEA 321	Acting/Directing for the Camera	
THEA 323	Sound Design	2 units
THEA 326	Intermediate Voice and Speech	2 units
THEA 335	Intermediate Theatre Movement	2 units
THEA 340	Period Styles for Theatre Design	3 units
THEA 343	Character Acting for Comedy	3 units
THEA 344	Intermediate Musical Theatre Audition	3 units
THEA 350	Stage Management	3 units
THEA 415	Career Directions and Your Daily Bread	3 units
THEA 426	Advanced Voice and Speech	2 units
THEA 428	Digital Design for Theatre	3 units
THEA 435	Advanced Theatre Movement	2 units
THEA 444	Advanced Musical Theatre Audition	3 units
THEA 451	Theatre Teaching Internship	1-2 units

### **Technical/Design Concentration 31 units**

THEA 102C	Introduction to Acting	3 units
THEA 108A/B, 208A/B	Theatrical Production I, II	6 units
THEA 308A/B, 408A/B	Theatrical Production III, IV (1 unit per production)	
THEA 116	Beginning Scenic Painting	1 unit
THEA 252	Producing/Theatre Management	3 units
THEA 256/ART 275	Drawing and Rendering	3 units
THEA316	Intermediate Scenic Painting (taken 2 times at 1 unit)	2 units
THEA 323	Sound Design	2 units
THEA 340	Period Styles for Theatre Design	3 units

THEA 350	Stage Management	3 units
THEA 428	Digital Design for Theatre	3 units
THEA 472	Portfolio Preparation	2 units
<b>Total Theatre Requirements</b>		<b>65 units</b>

**Suggested Electives—10 units minimum**

THEA 126	Beginning Voice and Speech	2 units
THEA 132A/B, 232A/B	Theatrical Performance I, II	1 or 2 units
THEA 332A/B, 432A/B	Theatrical Performance III, IV	
THEA 135	Beginning Theatre Movement	2 units
THEA 244	Beginning Musical Theatre Audition	3 units
THEA 263	Prop Building/Design	3 units
THEA 272	Playing Shakespeare	3 units
THEA 326	Intermediate Voice and Speech	2 units
THEA 335	Intermediate Theatre Movement	2 units
THEA/KINE 338C	Stage Combat	2 units
THEA 344	Intermediate Musical Theatre Audition	3 units
THEA 415	Career Directions and Your Daily Bread	3 units
THEA 451	Theatre Teaching Internship	1-2 units

**Musical Theatre Concentration 31 units**

Musical Theatre Concentration majors are strongly encouraged to take private voice lessons through the Music Department.

MUSI 100	Recital Attendance	0 unit
MUSI 101	Basic Voice I	1 unit
THEA 107	Acting I	3 units
THEA 132A/B, 232A/B	Theatrical Performance I, II	
THEA 332A/B, 432A/B	Theatrical Performance III, IV (1-2 units per role)	4 units
THEA/KINE 133C	Musical Theatre Dance I	1 unit
THEA 134	Musical Literacy for Theatre	2 units
THEA 135	Beginning Theatre Movement	2 units
THEA 207	Acting II	3 units
THEA 220	Musical Theatre Vocal Technique	3 units

THEA 244	Beginning Musical Theatre Audition	3 units
THEA 307	Acting III	3 units
THEA 339	Industry Insiders	3 units
THEA 344	Intermediate Musical Theatre Audition	3 units
<b>Total Theatre Requirements</b>		<b>65 units</b>

**Suggested Electives—10 units minimum**

MUSC 105-245	Class Piano I-VIII	1 unit
THEA 125	Beginning Voice and Speech	2 units
THEA 272	Playing Shakespeare	3 units
THEA 310	Improvisation	2 units
or THEA 321	Acting/Directing for the Camera	
THEA/KINE 338C	Stage Combat	2 units
THEA 343	Character Acting for Comedy	3 units
THEA 360	Dramatic Literature: Script Analysis	3 units
or THEA 442	Playwriting	
THEA 433	Musical Theatre Dance II	1 unit
THEA 444	Advanced Musical Theatre Audition	3 units
THEA 451	Theatre Teaching Internship	1-2 units

**On the Campus of Orange Coast College**

DANCE A101	Modern Dance 1	1 unit
DANCE A102	Modern Dance 2	1 unit
DANCE A110	Ballet 1	1 unit
DANCE A120	Jazz Dance 1	1 unit
DANCE A121	Jazz Dance 2	1 unit
DANCE A125	Tap 1	1 unit
DANCE A126	Tap 2	1 unit
DANCE A143	Jazz Dance 3-4	1 unit
DANCE A144	Ballet 3-4	1 unit
DANCE A145	Modern Dance 3-4	1 unit
DANCE A146	Tap 3-4	1 unit
DANCE A162	Advanced Dance Composition	3 units



See Orange Coast College for Dance class descriptions. Dance classes may only be repeated as stated in the OCC catalog.

[http://www.orangecoastcollege.edu/academics/divisions/visual\\_arts/dance/Course+Descriptions.htm](http://www.orangecoastcollege.edu/academics/divisions/visual_arts/dance/Course+Descriptions.htm).

## Theatre Minor Requirements **23 units**

A minor in Theatre requires 23 units. Those wishing to minor in Theatre must meet with the department chair to plan the coursework. Coursework consists of courses from the theatre core, performance/directing concentration, and tech/directing concentration requirements.

### THEATRE ARTS COURSES

#### THEA 102C • Introduction to Acting (3 units)

Introduces students to the art and craft of creating believable characters for the stage using various theatre games and improvisations leading into scene work and monologues. Also covered is the history of contemporary styles. The course is specifically designed for majors with a Technical/Design concentration, minors, and non-majors who wish to gain skills in speaking in front of large groups. This course satisfies the Fine Arts Core Curriculum requirement for non-majors. Lab Fee.

#### THEA 106 • Beginning Set Construction (1 unit)

Participation in the construction and assembling of mainstage and/or showcase sets including painting and various techniques utilized in set design. Repeatable up to two units. Lab Fee.

#### THEA 107 • Acting I (3 units)

Theory and practice in the art of creating believable characters for stage, focusing on the Michael Chekhov method, with additional work in Stanislavski and Uta Hagen techniques covering observation, sensory awareness, applied imagination, ensemble work, theatre exercises, and scene work. This course is for declared Theatre majors. Those with a Technical/Design concentration, non-majors, and Theatre minors take THEA 102C: Introduction to Acting. All required acting courses must be taken in residence at Vanguard University and may not be transferred in. Lab Fee.

#### THEA 108A/B, 208A/B, 308A/B, 408A/B • Theatrical Production I, II, III, IV (1 unit)

Participation on a production team for mainstage shows/showcase week. Teams include, but are not limited to: sets, lighting, sound, costumes, makeup/hair, management, and front of house.

#### THEA 110 • Beginning Costume Construction (1 unit)

Participation in the construction of costumes and costume accessories for mainstage/showcase productions. Appropriate sewing and patterning techniques will be demonstrated and practiced. Lab fee.

#### THEA 116 • Beginning Scenic Painting (1 unit)

Participation in the painting of the sets for mainstage productions. Students will be introduced to a variety of painting techniques. In addition to the scheduled meeting time, an additional 3 hours of arranged lab is required. Repeatable up to 2 units. Lab fee.

#### THEA 126 • Beginning Voice and Speech (2 units)

Developing voice production and speech using techniques that allow the freeing of one's natural voice concentrating on breathing, relaxation, articulation, and language through the use of class exercises and monologues. Some dialect study.

#### THEA 132A/B, 232A/B, 332A/B, 432A/B • Theatrical Performance I, II, III, IV (1-2 units each)

Prerequisite: Audition. Majors and minors must enroll for one or two units at a time. The course requires participating in mainstage theatrical production including a thorough study of the play, the development of the character in rehearsal, and the performance of the role. Lab fee.

#### THEA/KINE 133C • Musical Theatre Dance I (1 unit)

An introduction to dance for musical theatre. Dance styles covered will include tap, jazz, and musical theatre movement. This course fulfills the KINE 146C Activity Core Curriculum requirement.

**THEA 134 Musical Literacy for Theatre (2 units)**

Prerequisite: Theatre Major or Minor; MUSC 105A Class Piano I or successful completion of a proficiency exam. Instructs musical theatre students in the fundamental skills necessary for creating musical theatre competency including, but not limited to: finding their pitch, basic keyboard skills, sight singing, rhythm, and musical theatre song analysis and structure.

**THEA 135 • Beginning Theatre Movement (2 units)**

An introduction to the study of stage movement. Includes exercises and techniques to insure flexibility, meaningful aesthetic stage movement, and physicality utilizing the Laban and Alexander techniques.

**THEA 200C • Introduction to Theatre (3 units)**

An introduction to the study of theatre with focus on its history, 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 Fine Arts core curriculum. Lab fee.

**THEA 202C • History of Theatre I (3 units)**

An intensive study of theatre history – its literature, practitioners, and environs – from the Ancient Greeks through the French Neo-classical period. Readings, discussions, attendance at plays, and critiques of performances are required. This course fulfills 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 environs – from the Restoration to modern. Readings, discussions, attendance at plays, and critiques of performances are required. This course fulfills the Fine Arts core curriculum requirement. Lab fee.

**THEA 207 • Acting II (3 units)**

Prerequisite: THEA 107. An in-depth study of characterization utilizing the Stanislavski system, and Uta Hagen's and Sanford Meisner's techniques of acting. This course is for Theatre majors only. Theatre minors may enroll with permission

of instructor. All required acting courses must be taken in residence at Vanguard University and may not be transferred in. Lab Fee.

**THEA 220 • Musical Theatre Vocal Technique (3 units)**

This course will cover a range of techniques used to develop the musical theatre voice. Areas included are breathing techniques and appropriate vocal exercises to increase range, enhance color, and enrich the beauty of the voice. Musical theatre repertoire will be used to explore aspects of the interaction of the vocal, physical, and mental aspects of performing in musicals. An emphasis will be placed on healthy and connected singing as well as performance techniques for musical theatre. Lab fee.

**THEA 239 • Makeup Design (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 old age, fantasy, and special effects makeup. Lab fee.

**THEA 244 • Beginning Musical Theatre Audition (3 units)**

An in-depth practicum class focusing on the preparation of audition pieces for musical theatre. Students will learn how to identify songs appropriate for their range and the production, and will study the techniques involved in song interpretation. Permission of instructor is required for non-Musical Theatre Concentration majors. Lab fee.

**THEA 252 • 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 class examines the business side of running a theatrical event including budgets and fundraising. Lab fee.

**THEA 256 or ART 275 • 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.

**THEA 263 • Prop 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. Lab fee.

**THEA 272 • Playing Shakespeare (3 units)**

Prerequisite: THEA 107. An intensive actor's workshop which covers textual analysis, speaking prose and verse, scene study, shaping speeches, and building a character from the works of William Shakespeare. All required acting courses must be taken in residence at Vanguard University and may not be transferred in.

**THEA 291, 292, and 293 • Special Topics (1-3 units)**

Study of a special topic in an area of theatre. Repeatable up to 9 units.

**THEA 306 • Intermediate Set Construction (1 unit)**

Participation in the construction and assembling of the mainstage and/or showcase sets including painting and various techniques used in set design. Repeatable up to two units. Lab fee.

**THEA 307 • Acting III (3 units)**

Prerequisite: THEA 207. A practical study of various period movement, manners, and acting styles, including but not limited to: Elizabethan, Restoration, Regency, and Victorian. This course is for Theatre Majors only. Theatre minors may enroll with permission of instructor. All required acting courses must be taken in residence at Vanguard University and may not be transferred in. Lab Fee.

**THEA 309 • Costume Design (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. Lab fee.

**THEA 310 • Improvisation (2 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 315 • 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. The student is required to serve arranged lab hours as part of the scenic crew for one of the three mainstage productions within the Fall semester. Lab fee.

**THEA 316 Intermediate Scenic Painting (1 unit)**

Participation in the painting of the sets for mainstage productions. Students will be introduced to a variety of painting techniques. In addition to the scheduled meeting time, an additional 3 hours of arranged lab is required. Repeatable up to 2 units. Lab fee.

**THEA 317 • Intermediate Costume Construction (1 unit)**

The course consists of participation in the construction of costumes and costume accessories for mainstage/showcase productions. Appropriate sewing and patterning techniques will be demonstrated and practiced. Lab fee.

**THEA 320 • Lighting Design (3-4 units)**

Introduction to the principles, theories, and equipment employed by the designer for the stage. Areas of investigation include history, technology, and script analysis. Detailed studio attention is given to the theory and practice of design for mainstage productions. The student is required to serve arranged lab hours as part of the lighting crew for one of the three mainstage productions within the Fall semester. Lab fee.

**THEA 321 • Acting/Directing for the Camera (2 units)**

Prerequisite: THEA 107. 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 323 • Sound Design (2-3 units)**

The design and integration of live and recorded digital sound into production as indicated by directors' conceptualization approaches.

**THEA 324 • 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 326 • Intermediate Voice and Speech for the Actor (2 units)**

Prerequisite: THEA 126. Continues developing voice production and speech using techniques that allow the freeing of one's natural voice, concentrating on breathing, relaxation, articulation, and language through the use of class exercises and monologues. Some dialect study.

**THEA 335 • Intermediate Theatre Movement (2 units)**

Prerequisite: THEA 235. A continuation of the study of stage movement. The course includes exercises and techniques to insure flexibility, meaningful aesthetic stage movement, and physicality utilizing the Laban and Alexander techniques.

**THEA/KINE 338 • Stage Combat (2 units)**

This course introduces basic stage techniques in unarmed combat including falls, rolls, chokes, punches and kicks, advancing to broad sword combat using scenes from classical or contemporary works, and applying these techniques with special attention to safety. Lab fee. Satisfies the Core Curriculum's Lifetime Fitness and Wellness (Activity) unit.

**THEA 339 • Industry Insiders (3 units)**

Prerequisite: Junior or Senior standing. Course focuses on the skill and materials necessary to find employment as a performer. Topics covered include auditioning, securing representation, finding a business manager, and getting the most useful headshots. 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 343 • Character Acting for Comedy (3 units)**

Prerequisite: THEA 107. This course will focus on creating believable characters for comedy using applied imagination, ensemble work, improvisation games, and in-depth exploration of building and communicating a character. All required acting courses must be taken in residence at Vanguard University and may not be transferred in.

**THEA 344 • Intermediate Musical Theatre Audition (3 units)**

Prerequisite: THEA 244. A continuing in-depth practicum class focusing on the preparation of audition pieces for musical theatre. Students will explore a wider range of pieces to identify songs appropriate for their range and production requirements and will continue to study the techniques involved in song interpretation. Permission of instructor required for non-Musical Theatre Concentration Majors. Lab fee.

**THEA 350 • Stage Management (3 units)**

The study of how to become a successful stage manager. Students will learn organizational, interpersonal, and publicity skills. Students also will learn how to manage actors and scheduling, work with the directors, and oversee the production for stage as well as television/film. Lab fee.

**THEA/ENGL 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 scripts 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, and assistant stage management. Repeatable up to four units.

**THEA 415 • Career Directions and Your Daily Bread (3 units)**

Exploration of techniques to market your skills, knowledge, and abilities to the entertainment business. Students will learn how to network, create a contact

database, write a resume, and conduct a job search. Topics include: developing a career plan, the Christian in today's entertainment business, balancing work and life, and portfolio presentation techniques. Activities include: résumé critiques, mock job interviews, and research techniques. Lab fee.

THEA 426 • Advanced Voice and Speech (2 units)

Prerequisite: THEA 326. Continues developing voice production and speech using techniques that allow the freeing of one's natural voice, concentrating on breathing, relaxation, articulation, and language through the use of class exercises and monologues. Individual coaching and additional dialect study.

THEA 428 • Digital Design for Theatre (3 units)

Advanced theatre design and technical production through the use of various computer programs such as Vectorworks, Renderworks, and Painter to aid in drafting and rendering in the various technical disciplines: costume, scenic, lighting, and makeup design.

THEA 430 • Directing for Theatre (3 units)

Prerequisites: THEA 107, 207, 309, 315, and 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 433 • Musical Theatre Dance II (1 unit)

Instruction in dance for musical theatre. Dance styles covered will include tap, jazz, and musical theatre movement among others.

THEA 435 • Advanced Theatre Movement (2 units)

Prerequisite: THEA 335. A continuation of the study of stage movement focusing on individual strengths and weaknesses. It will include exercises and techniques to insure flexibility, meaningful aesthetic stage movement, and physically utilizing the Laban, Alexander, and other techniques.

THEA 442/ENGL 442 • Playwriting (3 units)

Development of playwriting techniques as applied to the stage. The student will be required to develop and write a one-act stage play.

THEA 444 • Advanced Musical Theatre Audition (3 units)

Prerequisite: THEA 344. A continuing in-depth practicum class focusing on the preparation of audition pieces for musical theatre. Students will prepare a portfolio of pieces to use in professional auditions. Non-Musical Theatre Concentration Majors may only enroll with permission of instructor. Lab fee.

THEA 450 • Theatre Internship (1-2 units)

Prerequisite: This must be arranged the previous semester and must be approved by the student's advisor and the professor of record. Freshmen and Sophomores may not take this course without approval of the department chair. To fulfill the course requirements, the student is to serve a **minimum 150 hours for the 2 unit** internship with a department-approved professional theater. May be repeated up to 3 units. Theatre majors are required to take 2 units. An additional unit may be taken as an elective unit. Minimum hours required per unit will vary by internship and will be approved by the professor of record.

THEA 451 • Theatre Teaching Internship (1-2 units)

Prerequisite: Junior standing with a GPA of 3.0 or above with approval of the department chair. Regular hours each week and/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory sessions. This course may be repeated for a maximum of three units. This course does not fulfill the THEA 450 Theatre Internship requirement.

THEA/ENGL 455 • Shakespeare (3 units)

Reading Shakespeare's major works of drama and poetry within the historical and cultural context of the Renaissance.

THEA 470 • Special Topics (1–3 units)

Prerequisite: Consent of the instructor. Study of a special topic in the area of theatre. May be repeated for credit.

THEA 472 • Portfolio Preparation (2 units)

Prerequisite: Junior or Senior standing. Course focuses on the skills and materials necessary to create the type of portfolio required to find employment as a

technician/designer. Topics covered include the different types of portfolios and knowing which one to use when, creating additional content, and how to integrate the Christian walk and faith with employment in the entertainment industry.

**THEA 480 • Individual Studies (1-3 units)**

Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

**THEA 495C • Senior Project (2 units)**

The Senior Project demonstrates the student's proficiency in and ownership of the outcomes of the Theatre curriculum. The project is presented to the campus community on-site during the regular department production calendar and includes a journal of the process. Project areas include performance, directing, design, management, script writing, and producing. The student will submit a reflection paper on the integration of faith and theatre with their academic journey, including insights gained from the senior project. This course and paper fulfills the Vanguard University Capstone requirement. Project by approval of Senior Project Coordinator and Department Chair. Lab fee.



# SCHOOL FOR GRADUATE AND PROFESSIONAL STUDIES

Andrew Stenhouse, Ed.D., Dean of the School for Graduate and Professional Studies

## GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

Jerre L. White, Psy.D., Director

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*Equipping 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.*

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### Academic Foundation

The academic foundation for the Graduate Program in Clinical Psychology is an intellectual understanding that God expects our best. Therefore, we strive to be consistent in the excellence and quality of the academic regime. Vanguard University is accredited by the WASC Senior College and University Commission (WSCUC).

Successful completion of the Master of Science in Clinical Psychology degree will prepare students for numerous options. The degree fulfills all academic requirements that are set forth by the California Board of Behavioral Sciences for licensure as a Marriage and Family Therapist (MFT). The program also offers additional coursework for students interested in dual licensure as both an MFT and a Licensed Professional Clinical Counselor (LPCC). With this additional coursework, the degree also fulfills all academic requirements that are set forth by the California Board of Behavioral Sciences for both licenses.

Students desiring the MFT license or dual licensure with LPCC must complete additional internship hours after graduation and successfully pass the state licensing exams.

The degree will also allow a competitive application to doctoral programs in clinical psychology, marriage and family therapy, counseling and education.

### 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 humankind. The redeeming compassion of God infuses grace, 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 side of life despite the reality of human brokenness.

### Professional Foundation

The professional foundation for the Graduate Program in Clinical Psychology is a practical understanding of the ethical, legal, economic and educational requirements necessary in order to pursue a clinical, counseling, or academic career. The graduate experience is designed not only to help students learn more about psychology in order to fulfill their desire to counsel people in need, but also to begin their own professional development. The curriculum is designed to enable students to work in secular as well as religious settings.

## ADMISSIONS INFORMATION

### Application Process and Deadlines

Applications and information about graduate program admission may be obtained from the Graduate and Professional Studies Admissions Office:

- Phone: (714) 966-5499 main or (877) 669-8872 toll free
- Email: [gpsadmissions@vanguard.edu](mailto:gpsadmissions@vanguard.edu)
- For deadlines and to apply: <http://www.vanguard.edu/sgps>

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 each



application. Finalists will be invited for an onsite or telephone interview. All applicants are evaluated without regard to race, gender, age, political affiliation, national origin or disabling conditions.

The completed application form, along with all supporting documents, should be submitted to the Graduate and Professional Studies Admissions Office.

Please contact Graduate and Professional Studies Admissions directly or refer to our website for specifics regarding application deadlines and acceptance notification for both our Fall and our limited Spring admissions.

## **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 a cause for disciplinary action if committed by one already holding the license. Please contact the licensing board in the state in which you plan to license for clarification of how a conviction may affect licensing. 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 and Reference Forms
- 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
- Theories of Personality or Counseling Theories

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. It is required that all prerequisite courses have been completed within the last seven years with a grade of B or better.

## **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 design. 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.

## **TUITION SCHOLARSHIPS**

### **Grad Academic Scholarship**

Available to graduate students who are enrolled at least half time demonstrating a 3.5 or higher GPA. If the Cumulative GPA is below all academic categories, the student will no longer be eligible for an academic award in subsequent years.

## **GRADUATE PSYCHOLOGY SERVICES**

The Graduate Program in Clinical Psychology is housed in a facility designed exclusively for our graduate students and with graduate learning in mind. The building includes offices for the program administrative staff and faculty; comfortable classrooms appropriate for adult learners; state of the art child play therapy training room; adult therapy training 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, and a collection of psychology and counseling references including books and journals.

## **ACADEMIC POLICIES**

### **Credit Hour Policy**

A semester credit hour is defined as the quantity of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates the amount of work required by one hour (minimum 50 minutes) of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or one semester, or an equivalent quantity of work over a term of different length (intensive, accelerated, online courses, etc.).

An equivalent quantity of work may also be achieved by other academic activities established by the University, including internships, laboratory work, practica, studio work, and any other academic work leading to the award of credit hours. With regard to clinical or laboratory hours, the appropriateness of a clinical hour may be based on each program's specialty accreditation agency criteria, within the context of program and institutional learning outcomes.

This is in line with the Department of Education's Policy #600.2.

### **Registration**

Registration dates are specified on the calendar at the beginning of this catalog. Students will receive credit only for those courses in which they are formally registered. No registration is complete until tuition and fees have been paid or a satisfactory arrangement has been made with the Office of Accounting Operations. Late fees may be charged to students who do not complete the registration process prior to the published deadlines.

It is important to maintain active status in a degree program. To do this, the student will register for one or more courses or file a "leave of absence" for each inactive semester. If the student neglects to register or file, he or she will be required to apply for re-admission.

Students may register for courses up to two weeks after the start of a semester with the permission of the Program Director, student's academic advisor and professors. The University reserves the right to refuse late registrations.

Students may not receive credit for concurrent enrollment at any other institution without prior approval by the Program Director. Further, the University reserves the right to cancel any scheduled course that has inadequate enrollment.

### **Class Schedule Changes**

Students are responsible for the classes selected at registration. Changes may be made online during designated Online Registration time periods, and thereafter only by contacting the department and/or filing of an add/drop form in the Office of the Registrar. There is no automatic dropping of courses resulting from a student's failure to attend class sessions. Grade given for class depends upon date of official drop.

A class dropped during the first two full weeks of a semester 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 "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a

"WP"; however the student must be earning a minimum grade of "C+" in the course to warrant a "WP."

All classes added after the second full week of classes must be approved by the instructor and the Director.

For those courses that are offered on an unusual calendar, withdrawals received in the Office of the Registrar prior to the end of the first eighth of the total number of class hour sessions offered in the course will have no entry made on the transcript; withdrawals received prior to the end of the second quarter of the total number of class hour sessions will receive a "W" on the transcript; withdrawals received prior to the last class hour session will receive a grade of "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP."

## **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. Such admission is at the discretion of the Graduate Program in Clinical Psychology. Move to Regular Standing will be considered after all undergraduate course prerequisites are completed with a letter grade of "B" or better and/or after demonstrating the ability to do graduate level work by completing nine (9) units with a "B" or better letter grade in each course.

After successfully meeting the requirements for Regular Standing, students will be moved to Regular Standing. If they have failed to successfully meet the requirements, they will be recommended for dismissal.

### **Probationary Standing**

Students are placed in Probationary Standing for academic and/or for professional/clinical reasons. Students may be in Probationary Standing for one semester only. If after one semester of Probationary Standing the student is not able 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.

### 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 both a cumulative and current grade point average of 3.0 or greater the following semester. If after one semester of Probationary Standing the student is not able to obtain a grade point average of "B" or better (3.0) they will be recommended for dismissal. The likelihood of dismissal significantly increases if the student has received one or more grades of "C" or below.

Students on academic probation may not register for more than six units during the probation period. A student's official transcript may reflect academic probation following any full semester in which a student's current or cumulative grade point average drops below a "B" average (3.0). This academic standing will remain in place 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 GPA's are raised to 3.0 or higher.

### 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 practicum related 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 are required to complete the admissions process for acceptance by the University and submit a Certification of Finances form to confirm sufficient financial resources to cover tuition and related expenses (fees, books, living expenses, and return fare home). Also, one year tuition, health insurance and fees must be deposited with the University before a Certificate of Eligibility (for non-immigrants “F-1” Student Status — form I-20) is issued. International students must maintain nine (9) graduate level credits of non-repeatable courses each semester and renew the I-20 forms annually for any travel outside of the United States.

All students need to be fluent in English to follow course lectures and complete their written assignments. The Graduate Program in Clinical Psychology might require documentation for fluency in English. Such tests as TOEFL and/or TSE might be required for international students whose first language is not English. A minimum score of 550 is normally expected on the written version and a minimum score of 79 is normally expected for the internet based version. A (slightly) lower score may be accepted if accompanied by documentation of a successful evaluation from an English as a Second Language program (ESL) here in the United States.

### **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.

### **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 Veterans Resource Center. Vanguard University is a

full Yellow Ribbon Institution. The Yellow Ribbon application can be downloaded at the Veterans resource center homepage <http://www.vanguard.edu/veterans/>. In addition, the veteran must submit a certified copy of their separation papers (Form DD-214), along with their Certificate of Eligibility and any appropriate application form(s). For details, or to obtain a hard copy of the Yellow Ribbon application, please visit Vanguard University Veterans Resource Center.

Vanguard University recognizes and uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations when applicable to a servicemember's program. Veterans accepted into the College or the Professional Studies will be awarded one physical education unit (to a maximum of 8 units) for every six months of active service completed, provided an honorable discharge was received as indicated on Form DD-214. Vanguard University grants up to 30 units for certain types of military experience and educational training. The Veteran must provide an official Military Transcript to the Office of the Registrar, who on an individual basis, grants any additional units.

To claim full GI Education Benefits, it is the students' responsibility to request certification with the Veterans Resource Center each semester. The student must indicate their semester's enrollment on an Enrollment Status Form. To obtain a hard copy of the Enrollment Status Form, please visit Vanguard University Veterans Resource Center or <http://www.vanguard.edu/veterans/>.

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. Students who are placed on probation or fail to make academic progress towards graduation risk having their VA benefits denied or delayed.

- 2.00 (C average) The College
- 2.00 (C average) Professional Studies
- 2.67 (B- average) M.T.S. degree in the Graduate Program in Religion
- 3.00 (B average) M.A., M.S., or MSN degree in the Graduate programs

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.

## Grading System

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+	Unsatisfactory	2.33

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.

F	Failing	0.00
P	Passing	Not Applicable
W	Withdrawal	Not Applicable
WP	Withdrawal Passing	Not Applicable
WF	Withdrawal Failing	0.00
CR	Credit	Not Applicable
INC	Incomplete	Not Applicable
CE	Continuous Enrollment	Not Applicable

A grade point is a numerical value assigned to a letter grade. Each unit of a grade of "A" is assigned four (4) grade points. Each unit of a grade of "B" is assigned three (3) grade points, et cetera. Thus, for example, a three unit course with a grade of B is assigned a total of nine (9) grade points. A grade point average (GPA) is determined by dividing the total number of grade points by the number of credits attempted for which grade points have been assigned.

The term "current grade point average" refers to the GPA earned in the last semester of enrollment. The term "cumulative grade point average," on the other hand, refers to the average of the total grade points accumulated divided by the

total of all graduate credits attempted in the University. The cumulative GPA is calculated and entered on the transcript of the students' academic record at the end of each full semester. While courses may be transferred from other graduate institutions, grade point averages are determined only on the basis of courses completed at VU.

## Incomplete Work

Incomplete Policy: Student initiates request. If approved, faculty specifies requirements and student and faculty together sign petition on bottom. This document is turned in with the course grade. 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 problems, computer problems, etc.

*All incomplete work is due 90 days from the last day of that semester. (Fall semester work must be submitted by the 2<sup>nd</sup> Friday of the following March, Spring semester work must be submitted by the 1<sup>st</sup> Friday of August, and Summer term work must be submitted by the 2<sup>nd</sup> Friday of November.) Failure to complete and submit the required work on time will result in a permanent grade commensurate with the completed work at that point.*

## Grade Requirements

Since graduate courses generally require more time than undergraduate courses, students should enroll for a reasonable course load for 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 either placed on Probationary Standing or dismissed from the program.

Any grade below "B-" is below minimal performance (unsatisfactory) in the program and indicates that improvement is required in order to complete the M.S. degree. 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. For any course that does not meet minimal performance, students are required to repeat the course with a satisfactory grade as soon as the

course is offered in subsequent terms. Students who receive a grade which is below a “B-” will be required to meet with the Director to determine whether or not they should continue in the program. A second course grade that is below a “B-” may result in being recommended for dismissal. If multiple courses are below minimal performance the student will be prohibited from registering for any other courses in the program until the courses are repeated with a satisfactory grade. A course cannot be repeated in the program more than twice.

### **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 their 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. Instructors are under no obligation to accept late or additional work.

### **Grade Dispute Procedure**

Students who wish to dispute a grade assigned by an instructor must file a petition with the Director of the program. Both the student and instructor will have opportunity to present their case. The appeal process could include additional review by the Dean of Graduate and Professional Studies and ultimately the Provost, whose decision is considered final.

### **Appeals Procedure**

A student seeking a variance from any stated academic policy should consult with the department. Academic Policy Exception Request forms are available online or in the Office of the Registrar. The final appeal in all student academic matters is to the Provost, who serves as the chief academic officer of the university.

### **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-legal

standards, demonstrating reasonable maturity in professional interpersonal contacts, and remaining free of personal-emotional behaviors that could constitute a reasonable threat to the welfare of the public to be served. If a situation of concern arises in regards to these issues either in departmental or practicum 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 these issues through personal therapy. If required, the student must see a licensed Psychologist, Marriage and Family Therapist, Professional Clinical Counselor, 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 partly on satisfactory performance in clinical training. If satisfactory performance is not maintained students may be placed on Professional/Clinical Probation or dismissed from the program. In order to assess performance, 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 in the opinion of the Director of Clinical Training, evaluations indicate that a student’s clinical and/or professional activities have exposed, are exposing, or indicate future likelihood of exposing one or more clients to significant risk of harm, the student will immediately be dismissed from the program. When dismissal is considered, reasonable 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 Policy**

Students who find it necessary to interrupt the regular sequence of enrollment are expected to file notice of an official "Leave of Absence." Forms are obtained from the Program Office. Time spent on leave of absence is included in the five-year time limit for graduate course work.

Any student granted a leave during the add/drop period (as outlined in the University Catalog) for the semester will be dropped from any classes that the student is enrolled in. If the leave is granted after 75% of the semester the student may, with faculty approval, receive an Incomplete for one or more courses. If an Incomplete is not deemed appropriate, a grade of "W" will be issued. No refund of charges will be made for courses in which an Incomplete is given. No credit is earned for any course in which a "W" is issued. Refunds, if any, will be granted based upon the University's refund policy as found in the University course catalog.

### **Withdrawal from the Program**

Students contemplating withdrawal from the program must arrange a meeting with the Program Coordinator. If a student finds it necessary to withdraw from the program during a regular academic term, an official withdrawal from all classes is necessary. A withdrawal becomes official upon presentation of an appropriately completed and signed "Notice of Intent to Withdraw" form to the Office of the Registrar. 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 "Refund Policies," Costs and Payment Policies sub-section of the Financial Information section) will be observed in cases of official withdrawal from the Graduate Program in Clinical Psychology. Students who fail to withdraw officially will automatically be given a grade of "F" (failure) by the professors for each class, thereby leading to possible future problems when applying for readmission or 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, that 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 reapply to the program a minimum of two years after dismissal. The applicant must repeat the admissions process with Graduate Admissions. An additional letter must be included with the application, which 1) addresses the causes for dismissal, 2) states the reasons for requesting re-admittance, and 3) includes any other information deemed relevant by the applicant. Additional information or documentation may be required if applicable. The application will be considered with the regular admissions pool.

## **PROGRAM POLICIES**

### **Advising and Mentoring**

Graduate students are assigned a faculty advisor who will assist them throughout their time in the program in academic, clinical and professional aspects of their education and serve as chair for Advancement to Candidacy and Exit Project committees. The academic advising process, which is done in conjunction with the Director, Program Office, and faculty advisor, will assist the student in the planning of academic 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-to-one attention and interaction.

## Student Load

Full-time. A full-time academic load at the graduate level is nine (9) unit hours or more per semester, pending 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.

## Personal Disclosure

Looking at one's personal information, history and relationships is an integral part of clinical training. Some disclosure of such information is required in the admission process, course work and/or 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 course work. Prior to graduation students must complete 30 sessions of individual, couples, family and/or group therapy, and must begin those sessions within their first semester of the program.

- Therapists must be licensed as a Psychologist, Marriage and Family Therapist, Clinical Social Worker, or Professional Clinical Counselor.
- Only psychotherapy groups fulfill this requirement. Groups created for the purpose of being a psycho-educational, marriage/pre-marital, support group, 12 step programs, or other non-psychotherapy formats 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.

- Individual, couples and family sessions are to be at least 45 minutes in length; group therapy sessions are to be at least 90 minutes in length.
- Personal therapy requirement will be considered to be fulfilled when the student submits a completed and signed Personal Therapy Record form(s) which indicates the required number of therapy sessions have been completed.
- Therapy sessions must be in person (versus online).
- Therapy requirement may be fulfilled through multiple therapists.
- Therapy sessions must be accrued concurrent with enrollment in the program.
- Professors and other professionals involved with the graduate psychology program may not provide therapy for students.

## Practicum Experience

Degree requirements include the placement in a clinical practicum site(s) and completion of 225 clinical hours with a minimum of 150 face-to-face client contact hours. In compliance with state requirements, students must be concurrently enrolled in a practicum course (PSYG626, PSYG726 or PSYG727) while gaining clinical hours. Hours of experience gained as a student may also be applied to licensing requirements for Marriage and Family Therapists in the state of California.

Students interested in licensure as an LPCC must complete a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups. For LPCC licensure, hours of experience gained as a student are not applied to licensing requirements.

Practicum hours can be used to meet both degree/MFT and LPCC requirements.

## 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 course work automatically advances a student to candidacy for the Master of Science Degree. Advancement to Candidacy occurs at the end of



the semester in which all required course work has been completed or by permission of the committee.

To be eligible to apply for Advancement to Candidacy students must:

- Be a student in Regular 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 Advancement to Candidacy during the semester the student is scheduled to advance. Forms for this purpose are available in the Program Office.
- 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.
- Be recommended for advancement by their faculty advisor.

The results from the Advance to Candidacy process will be used to determine 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. Necessary research skills, professional attitudes, value priorities and qualities of mind to 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 case presentation. The Comprehensive Project course, along with the Program Director and/or student's faculty advisor, will provide specific information about the project. Completion of the Comprehensive Project course will be during 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.

## 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 is calculated into that five (5) year limit. Any exceptions to the limit must be approved by the Director of the Graduate Program in Clinical Psychology.

## 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 60 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 residence of five academic semesters.
3. Successful completion of a minimum of 225 clinical hours at approved practicum placements with a minimum of 150 face-to-face client contact hours.
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 other graduation requirements, the student may be required to register for PSYG 799: Continuing Registration until all graduation requirements have been met.

### LPCC Option

While not degree requirements, students interested in pursuing licensure as a LPCC must also complete:

1. Successful completion of an additional 5 semester units with a grade point average of "B" (3.0), and with no more than one (1) course grade of "C+" counting toward the degree.

2. Successful completion of a minimum of 280 face-to-face hours at approved practicum placements (practicum hours can be used to meet both degree/MFT and LPCC requirements).

### 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 their requirements by the projected date of completion are required to file again in a later semester.

### Awarding of Degree

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

## GRADUATION COURSE REQUIREMENTS

Course Requirements		60 units*
PSYG 601	Clinical Foundations I	3 units
PSYG 603	Advanced Psychopathology	3 units
PSYG 604	Ethical and Legal Issues	3 units
PSYG 605	Family Psychotherapy	3 units
PSYG 613	Research Methodology	1 unit
PSYG 614	Advanced Developmental Psychology	3 units
PSYG 615	Child and Adolescent Psychotherapy	3 units
PSYG 616	Psychodynamic Theory and Treatment	3 units
PSYG 617	Cognitive-Behavioral Theory and Treatment	3 units
PSYG 618	Current Psychotherapy Topics	1 unit
PSYG 626	Professional Skills in Clinical Practice	3 units
PSYG 704	Addictive Behaviors	3 units
PSYG 710	Psychotherapy and Diversity	3 units
PSYG 711	Violence, Abuse and Trauma	2 units
PSYG 712	Psychology, Theology and Spirituality	3 units

PSYG 716	Couples Psychotherapy	3 units
PSYG 717	Group Psychotherapy	3 units
PSYG 720	Clinical Psychopharmacology	2 units
PSYG 724	Psychosocial Stressors and Mental Health	3 units
PSYG 725	Psychological Testing	3 units
PSYG 726	Case Conceptualization	3 units**
PSYG 765	Comprehensive Project	3 units

*\*An additional 1.5-3.5 units may be required if minimum levels of proficiency as determined by the Clinical Foundations course and Advance to Candidacy are not met.*

*\*Concurrent enrollment in a practicum course (PSYG626, PSYG726 or PSYG727) is required while gaining clinical hours, which may require additional units.*

*\*If all coursework has been completed and graduation is pending completion of other degree requirements, the student may be required to register for PSYG 799: Continuing Registration until all graduation requirements have been met.*

*\*\*Course offered for 1.5 units, must be taken twice.*

## LPCC Option Course Requirements

Course Requirements		5 units*
PSYG 660	Career Development	3 units
PSYG 711	Violence, Abuse and Trauma	+1 unit
PSYG 720	Clinical Psychopharmacology	+1 unit

*\*In addition to degree course requirements.*

## SAMPLE CURRICULUM SCHEDULES

### Two Year Track

#### First Year

FALL SEMESTER	13 UNITS	SPRING SEMESTER	13 UNITS
Clinical Foundations I	3	Family Psychotherapy	3
Advanced Developmental Psychology	3	Child and Adol. Psychotherapy	3
Advanced Psychopathology	3	Psychodynamic Theory & Trtmt	3
Ethical and Legal Issues	3	Professional Skills in Clin. Practice	3
Current Psychotherapy Topics	1	Research Methodology	1

#### SUMMER SEMESTER 7-12 UNITS

Psychotherapy and Diversity	3
Clinical Psychopharmacology	2-3
Violence, Abuse and Trauma	2-3
Career Development (optional)	3

#### Second Year

FALL SEMESTER	13.5 UNITS	SPRING SEMESTER	13.5 UNITS
Cognitive-Behavioral Theory & Trtmt	3	Addictive Behaviors	3
Psychological Testing	3	Psychosocial Stressors/Mntl Hlth	3
Couples Psychotherapy	3	Group Psychotherapy	3
Psychology, Theology & Spirituality	3	Comprehensive Project	3
Case Conceptualization	1.5	Case Conceptualization	1.5

### Three Year Track

#### First Year

FALL SEMESTER	9 UNITS	SPRING SEMESTER	9 UNITS
Clinical Foundations I	3	Family Psychotherapy	3
Advanced Psychopathology	3	Child & Adol. Psychotherapy	3
Ethical and Legal Issues	3	Addictive Behaviors	3

#### SUMMER SEMESTER 5-6 UNITS

Psychotherapy and Diversity	3
Clinical Psychopharmacology	2-3

#### Second Year

FALL SEMESTER	9 UNITS	SPRING SEMESTER	9 UNITS
Advanced Developmental Psychology	3	Psychodynamic Theory & Trtmt	3
Couples Psychotherapy	3	Professional Skills in Clin. Practice	3
Psychology, Theology & Spirituality	3	Group Psychotherapy	3

#### SUMMER SEMESTER 3-7 UNITS

Violence, Abuse and Trauma	2-3
Research Methodology	1
Career Development (optional)	3

#### Third Year

FALL SEMESTER	8.5 UNITS	SPRING SEMESTER	7.5 UNITS
Cognitive-Behavioral Theory & Trtmt	3	Psychosocial Stressors/Mntl Hlth	3
Psychological Testing	3	Comprehensive Project	3
Case Conceptualization	1.5	Case Conceptualization	1.5
Current Psychotherapy Topics	1		

## CLINICAL PSYCHOLOGY COURSES

#### 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 I (3 units)

Clinical and theoretical foundations of the field of clinical psychology are presented with an emphasis on Client-Centered therapy and the development of beginning level skills. Course includes supervised experience which will be used in assessing eligibility for trainee status.

#### PSYG 603 • Advanced Psychopathology (3 units)

Socio-cultural, spiritual, emotional, and behavioral deviations of human behavior in adults are explored. Child and adolescent psychopathology is introduced. Course emphasizes the DSM, etiology, differential diagnostic skills, evidence based treatment and an understanding of cultural differences in the expression and assessment of pathology.

**PSYG 604 • Ethical and Legal Issues (3 units)**

Exploration of the legal and ethical issues pertinent to the field of psychology. The roles and responsibilities of the practitioner are evaluated emphasizing the application of ethical standards to clinical work in varied settings.

**PSYG 605 • Family Psychotherapy (3 units)**

Examination of the intervention techniques, evidence based practices, and major theories of Marriage and Family Therapy. Application of each theory is evaluated for cultural appropriateness, legal and ethical considerations, working with the severely mentally ill and their families, and use within community mental health services.

**PSYG 611 • Clinical Foundations II (1-3 units)**

Prerequisite: PSYG 601. This class offers additional training of basic clinical skills with an emphasis on facilitating the capacity for empathic listening, reflection, and skills necessary for building, monitoring, and maintaining a therapeutic alliance.

**PSYG 613 • Research Methodology (1 unit)**

Overview of behavioral science statistics focusing on how to conduct research, to be an educated consumer of research and to apply research findings to clinical practice.

**PSYG 614 • Advanced Developmental Psychology (3 units)**

An in-depth exploration of human development through the neurobiological, behavioral, socio-cultural, cognitive, and spiritual perspectives with an emphasis on attachment and clinical application.

**PSYG 615 • Child and Adolescent Psychotherapy (3 units)**

The clinical application of theory, assessment and treatment for children and adolescents is examined. Legal and ethical concerns, therapeutic interventions, diversity, socio-economic factors and development are addressed.

**PSYG 616 • Psychodynamic Theory and Treatment (3 units)**

Prerequisites: PSYG 603 and PSYG 604. A study of the theories and processes of therapy based on the psychodynamic modality. Emphasis is placed on understanding a client's internal dynamics. Application is made in relation to theoretical and DSM diagnoses, assessment and treatment of individuals as well as an understanding how this approach can be utilized in multiple settings and with multiple populations.

**PSYG 617 • Cognitive-Behavioral Theory and Treatment (3 units)**

Prerequisites: PSYG 603 and PSYG 604. A study of the theories and processes of therapy based on the cognitive-behavioral modality. Focus is placed on how belief systems interface with behavior and emotion. Application is made in relation to theoretical diagnosis, assessment and treatment of individuals, particularly with anxiety based or related conditions.

**PSYG 618 • Current Psychotherapy Topics (1-3 units)**

Study of a current topic within the field of psychotherapy. May be repeated for credit.

**PSYG 620 • Clinical and Professional Development (1-3 units)**

Prerequisites: PSYG 626. This class offers additional training of clinical skills, psychopathology, diagnoses, legal and ethical issues, report writing, treatment planning, and case conceptualization.

**PSYG 626 • Professional Skills in Clinical Practice (3 units)**

Prerequisites: PSYG 601, PSYG 603, PSYG 604, and an additional three units from any course(s) in the Graduate Program in Clinical Psychology. Documentation, case report writing, and treatment planning are taught while students are concurrently placed in a field practicum. Students learn how to create professional documents for community mental health settings, legal systems and private practice while developing their clinical skills.

**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/or 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 655 • Research Assistantship (1-4 units)**

Open to students with the approval of the instructor and director. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The student carries out supervised research activities. These credits do not count toward degree requirements.

**PSYG 660 • Career Development (3 units)**

A study of current theories and processes regarding career development including decision-making models; interrelationships between work, family and other factors; and multicultural considerations in career development. Application is made to clinical practice; how to assess interest and ability; and how to access occupational, educational, and professional resources.

**PSYG 670 • Special Topics (1-3 units)**

Prerequisite: 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 regarding the etiology, diagnosis, treatment, and prevention of the spectrum of addictive behaviors are taught, with an emphasis on alcohol and substance abuse.

**PSYG 710 • Psychotherapy and Diversity (3 units)**

Class focuses on developing the student's sensitivity, increased self-awareness, understanding and respect for the diversity of human beings and examines how issues of diversity are related to the therapeutic process. Emphasis is placed on enhancing cultural competency.

**PSYG 711 • Violence, Abuse and Trauma (2-3 units)**

Theoretical, legal and ethical understanding of abuse, trauma and crisis is explored by examining prevention, intervention, assessment, treatment and clinical application. Child Abuse, Domestic Violence and Family Violence are emphasized.

**PSYG 712 • Psychology, Theology and Spirituality (3 units)**

Explores the integration of psychology, theology, and spiritual formation and how it effects the mental health of the client. Consideration given to the role of the therapist and the therapeutic relationship with an emphasis on the Christian faith.

**PSYG 716 • Couples Psychotherapy (3 units)**

Theories of couple therapy are examined, including evidence based practices, emotionally focused therapy, systems theory, couple assessment, and therapeutic interventions.

**PSYG 717 • Group Psychotherapy (3 units)**

A study of the theories and processes of therapy based on the group modality. Focus is placed on the concepts of the primary therapeutic factors, stages, interventions, critical incidents and diversity. Application is made to group dynamics and development of clinical skills.

**PSYG 720 • Clinical Psychopharmacology (2-3 units)**

Prerequisite: PSYG 603. Overview of current research and use of psychotropic medications for the spectrum of disorders as described in the DSM are presented. Ethical, legal, and scope of practice issues are included.

**PSYG 724 • Psychosocial Stressors and Mental Health (3 units)**

Prerequisites: PSYG 603 and PSYG 604. Examination of the unique theoretical and clinical components related to working with minors, the elderly, and issues related to pregnancy, death and dying. Students are trained to work within the public mental health system and with the severely mentally ill. Placement within the legal system, housing and healthcare alternatives will be explored.

**PSYG 725 • Psychological Testing (3 units)**

Prerequisites: PSYG 613, PSYG 626. Basic testing skills are developed and psychometric theory is emphasized. Students are trained in the administration, scoring, interpretation and application of resulting data. Culturally appropriate use of assessment tools is included.

**PSYG 726 • Case Conceptualization (1.5 units)**

Prerequisite: PSYG 626. In-depth processing of clinical casework with emphasis on case conceptualization, etiology, diagnosing both theoretically and according to the DSM, treatment planning and prognosis. Case management and use of supervision are discussed with emphasis on appropriate referrals. Concurrent field placement is required for this course.

**PSYG 727 • Practicum (0.5-1.5 units)**

Prerequisites: PSYG 626 and permission of professor. Practicum placement management and oversight. Concurrent field placement is required for this course.

**PSYG 730 • Applied Methods and Analysis of Research (1-3 units)**

This class applies knowledge of research design and statistics to psychosocial research. Actual research will be designed and carried out. These credits do not count toward degree requirements.

**PSYG 765 • Comprehensive Project (3 units)**

Prerequisites: Final semester or by permission of professor. This comprehensive class assists the student in the synthesis of knowledge gained over the span of the graduate program for the purpose of furthering professional identity and competency. This class is completed during the final semester of coursework. Exit Project is completed and field placement is required concurrently with this course.

**PSYG 799 • Continuing Registration (1-4 units)**

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 Master's degree requirements. PSYG 799 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).

## GRADUATE PROGRAM IN EDUCATION

Jerry Ternes, Ed.D., Director

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*Providing a supportive, reflective learning community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower ALL students to reach their highest potential. This program integrates vibrant Christian faith with all facets of learning and life.*

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### History of the Graduate Program in Education

In 1967, 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 re-designated a Master of Arts (M.A.) in Education. In Spring 2009, the credential received reaccreditation from the California Commission on Teacher Credentialing of the SB2042 multiple and single subject credential program. Students have the option of applying credential course work toward a Master's degree. Five options are offered in the Master of Arts in Education: M.A. and Preliminary Credential, M.A. with Preliminary Credential, and Christian Education Leadership, M.A. and Christian Education Leadership, M. A. in Education, Induction option, and M. A. 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 WASC Senior College and University Commission (WSCUC). The University has approval from the California Commission on Teacher Credentialing for the offering of Multiple and Single Subject teaching credentials with EL Authorization.

### Institutional Affiliations

Vanguard University is a member of the Association of Independent California Colleges and Universities (AICCU) and is one of 91 members of the Council for Christian Colleges and Universities (CCCU) which was founded in 1976 to serve and strengthen Christian liberal arts colleges and universities.

Through the Graduate Program in Education, Vanguard University is affiliated with the California Council on Teacher Education (CCTE), the Association of Christian Schools International (ASCI), Christian Educators Association International (CEAI), the California Association of Colleges of Teacher Education (CACTE), the State of California Association of Teacher Education (SCATE), the California Educational Placement Association (CEPA), and the Credential Counselors and Analysts of California (CCAC).

### APPLICATION INFORMATION

Applications and information about graduate program admission may be obtained from the Graduate and Professional Studies Admissions Office:

- Phone: (714) 966-5499 main or (877) 669-8872 toll free
- Email: [gpsadmissions@vanguard.edu](mailto:gpsadmissions@vanguard.edu)
- For deadlines and to apply: <http://www.vanguard.edu/sgps>

### ACADEMIC POLICIES

#### Academic Advisors

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

#### Academic 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 credential or M.A. degree who are admitted without reservation are granted regular standing in the Graduate Program in Education. Students enrolled in credential course work may be eligible

to apply their credential course work toward the Master of Arts in Education degree, depending on admission requirements. To qualify for regular standing in the credential and/or degree program, all admission and program requirements must be satisfied. Please refer to the specific program for a list of admission requirements. Relationship of regular standing and GPA admission requirement:

Regular standing for M.A. degree admission requires a 3.0 GPA or higher

Regular standing for credential admission requires a 2.7 GPA or higher

**Provisional Standing.** Students who intend to obtain a credential and/or M.A. degree who have not fully met all the requirements of the specific program may be eligible for provisional standing. Please refer to the admission and program requirements of the specific program. Students with a cumulative undergraduate GPA of 2.7-2.9 may be admitted into the M.A. 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 or 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 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.
2. Student must complete the first thirteen 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 or basic credential may be granted student-at-large standing. A student-at-large is not officially admitted into the graduate program; the student completes an abbreviated application form for authorization to enroll in upper division and/or graduate course work. A student-at-large must officially apply to the Graduate Program in

Education if he/she 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 M.A. degree program. The University and its Graduate Program are not obligated legally or morally, however, to accept a student-at-large into degree status.

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's status. Auditors attend class with no obligations to participate actively in the work. Students seeking auditor's status must complete an abbreviated admission form. Audit fees are required for each class in which audit students enroll. These classes are 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 finances form showing sufficient financial resources to pay the expenses of the graduate program, including tuition, fees, books, living expenses, and return fare home. Also, one year's tuition and living costs must be deposited with the University before a Certificate of Eligibility (for non-immigrants "F-1" Student Status - form I-20) is issued. International students must maintain 9 graduate level units of non-repeatable courses each semester and renew the I-20 forms 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 TOEFL and/or TSE may be required of students whose first language is not English. A minimum score of 550 or higher on the written version, 213 or higher on the computer-based version, or 79 or higher on the internet version 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 regular load is 6-12 unit hours, depending upon specific program requirements.

**Spring Semester**—This semester normally is scheduled from mid-January to mid-May. A regular load is 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 Term**—The Summer term is scheduled from mid-May through mid-July.

The Vanguard University Graduate Program in Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. The program is further subject to change as prescribed by the California Commission on Teacher Credentialing (CTC). According to CTC regulations, the institution has an obligation to public schools to deny admission or dismiss candidates who are unsuited to be teachers. The institution reviews each credential 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.

## Credit Hour Policy

A semester credit hour is defined as the quantity of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates the amount of work required by one hour (minimum 50 minutes) of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or one semester, or an equivalent quantity of work over a term of different length (intensive, accelerated, online courses, etc.).

An equivalent quantity of work may also be achieved by other academic activities established by the University, including internships, laboratory work, practica, studio work, and any other academic work leading to the award of credit hours. With regard to clinical or laboratory hours, the appropriateness of a clinical hour may be based on each program's specialty accreditation agency criteria, within the context of program and institutional learning outcomes.

This is in line with the Department of Education's Policy #600.2.

## PROGRAM POLICIES

### Program Changes

Students are responsible for the classes selected at registration. Changes may be made online during designated Online Registration time periods, and thereafter only by contacting the department and/or filing of an add/drop form in the Office of the Registrar. There is no automatic dropping of courses resulting from a student's failure to attend class sessions. Grade given for class depends upon date of official drop.

A class dropped during the first two full weeks of a semester 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 "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP"; however the student must be earning a minimum grade of "C+" in the course to warrant a "WP."

For those courses that are offered on an unusual calendar, withdrawals received in the Office of the Registrar prior to the end of the first eighth of the total number of class hour sessions offered in the course will have no entry made on the transcript; withdrawals received prior to the end of the second quarter of the total number of class hour sessions will receive a "W" on the transcript; withdrawals received prior to the last class hour session will receive a grade of "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP."

## Withdrawal From the Program

Students contemplating withdrawal from the Graduate Program in Education must first have a conference with the Program Coordinator. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, he or she must officially withdraw from all classes. Students must procure an “Application for Official Withdrawal” form from the Registrar’s Office, complete the form, including the required signatures, 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 readmission. 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 nine to twelve (9-12) unit hours or more per semester, depending on specific program requirements. Full-time credential students should be enrolled in thirteen units during the first semester of the teacher preparation course work, and 12 units during the second semester of student teaching. Outstanding credential students may enroll in up to sixteen (16) unit hours upon the counsel of the academic advisor. Credential students may not enroll for more than sixteen (16) unit hours in a regular semester without the approval of the Director of the Graduate Program in Education.

## Course Numbering System

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

500 level = credential and/or M.A. students

600 level = M.A. students only

No more than six unit hours (or nine units for the M.A. Induction option) of equivalent and applicable graduate course work with a “B” or better grade may be transferred in and applied toward the M.A. degree. The Director of the Graduate Program in Education must approve all unit transfers prior to admission into the M.A. 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 program must maintain a “B” (3.0) GPA. A “D” grade is not acceptable in any of the course work in the sequence. No more than one “C+” or “C” grade will be acceptable in credential course work. Courses may not be taken on a “pass/fail” or “credit/no credit” basis, with the exception of student teaching. “Credit” will be granted for student teaching based on an overall evaluation of “B-” or better.

Students in the Master’s Degree Program must maintain a “B” (3.0) grade point average in all program course work. All M.A. core courses must be completed with a grade of “B-” or above. A “D” grade is not acceptable in any of the course work in the sequence. Courses may not be taken on a “pass/fail” or “credit/no credit” basis.

Students are expected to gauge the course load for each semester so that they will achieve a minimum of a “B” grade in each course attempted. Any grade below “B” is considered below minimal performance and indicates improvement is needed if the student expects to complete the program. If the student receives a second grade that is below a “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 credential or 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). Exceptions or extensions to this policy are made only with the approval of the Director of the Graduate Program in Education.

### **Incomplete Work**

Incomplete Policy: Student initiates request. If approved, faculty specifies requirements and student and faculty together sign petition. This document is turned in with the course grade. 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 problems, computer problems, etc.

*All incomplete work is due 90 days from the last day of that semester. (Fall semester work must be submitted by the 2nd Friday of the following March, Spring semester work must be submitted by the 1st Friday of August, and Summer term work must be submitted by the 2nd Friday of November.) Failure to complete and submit the required work on time will result in a permanent grade commensurate with the completed work at that point.*

### **Academic Deficiencies**

If a student has provisional standing due to coursework deficiencies, they may still enroll in graduate classes. However, all deficiencies must be removed 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 deny admission or 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 Credential Study**

All work for the preliminary credential must be completed in five years. Time spent on leave of absence is counted in the five year time limit for the credential. A credential student who interrupts the sequence of study may be subject to changes in requirements when returning, particularly CTC credentialing modifications.

### **Time Limits on Graduate Study**

All work for the Master's degree must be completed within seven years from the time of official admission into the Graduate Program in Education. Time spent on leave of absence is counted in the seven-year time limit for the M.A. degree.

### **Leave of Absence Policy**

Credential and/or M.A. students who find it necessary to interrupt the regular sequence of enrollment are required to file notice of an official leave of absence to ensure proper communication between the student and the Graduate Education Office. The forms for this purpose are available in the Graduate Education Office. Time spent on leave of absence is counted in the seven-year time limit for graduate course work. Students may file for a two-consecutive-semester leave in one application. Students who interrupt their program 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 Readmission). If the request for a leave of absence is denied, the student will be required to reapply. Any credential student who interrupts the sequence of study may be subject to changes in requirements when returning, particularly CTC requirements. Credential students who have requirements to complete (course assignments, testing, or probation-related stipulations) will be required to enroll in EDUG 599 for continuous enrollment status. Degree bound students who have completed the M. A. Core courses must be enrolled in EDUG 699 for continuous enrollment status. When considering a leave of absence, degree bound students must plan to be officially enrolled in EDUG 610 or EDUG 699 in the semester in which they intend to submit their application for graduation.

Any student granted a leave during the add/drop period (as outlined in the University Catalog) for the semester will be dropped from any classes that the student is enrolled in. If the leave is granted after 75% of the semester (or class) the student may, with faculty approval, receive an Incomplete for one or more courses. If an Incomplete is not deemed appropriate, a grade of “W” will be issued. No refund of charges will be made for courses in which an Incomplete is given. No credit is earned for any course in which a “W” is issued. Refunds, if any, will be granted based upon the University's refund policy as found in the University course catalog.

### **Medical Leave of Absence Policy**

The University recognizes that students may experience a physical or mental health medical situation that significantly limits their ability to function successfully or safely in their role as students. In such situations, students should consider requesting a medical leave, which permits students to take a break from University life and their studies, so that they may receive treatment and later return to the University with the opportunity to achieve their academic and co-curricular goals.

A request for a medical leave of absence must be made with the Disability Services Office. Each medical leave request is individualized, and handled on a case-by-case basis, based on the needs of the student. Upon exit and reinstatement to the University, the student must have adequate medical documentation from a licensed health care or mental health care provider. A medical leave can be granted for up to two consecutive semesters.

### **Compassionate Leave of Absence Policy**

A compassionate leave of absence request may be made and considered for compelling reasons for students who find it necessary to interrupt their studies temporarily. A compassionate leave may be taken for circumstances related to the care of a seriously ill parent, child or spouse, financial or academic difficulties, or other situations that may prevent the student from continuing in classes. A request for a compassionate leave of absence must be made with the Disability Services Office. Each compassionate leave request is individualized, and handled on a case-by-case basis, based on the needs of the student.

### **Re-Entry from a Leave of Absence**

Credential and/or M.A. students who have filed an official withdrawal or leave of absence must submit a Readmission Application when they are ready to resume enrollment. If the student's application is accepted, he/she will be held responsible for 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 application is denied, he/she will be required to reapply through the Graduate and Professional Studies Admissions Office.

### **Readmission**

Credential and/or M.A. students who have been absent from the program for one or more semesters, and did not file an official withdrawal form or leave of absence, are considered withdrawn from the program and must reapply through the Graduate and Professional Studies Admissions 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 changes due to CTC and legislative action.

### **Transfer of Credits/Units**

Students transferring from an accredited graduate program may transfer a maximum of six unit hours (or nine units for the M.A. Induction option) when the courses transferred are equivalent and have direct applicability to the students' program design. Only courses with a grade of “B” (3.0), or higher will be considered for transfer toward the M.A. 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 course work 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.

## M.A. Degree Course Requirements

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

1. Advancement to M.A. Candidacy.
2. Successful completion of an approved program with a minimum cumulative grade point average of "B"(3.0), and with no more than one course grade of "C+" or "C". All M.A. Core courses must be completed with a grade of "B-" or above.
3. The filing of all the necessary forms in accordance with the time table provided by the Graduate Education Office.
4. Successful completion of all degree requirements within the maximum time limits allowed (seven 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 or Summer session in which the graduation requirements were met.

## Graduation Requirements

1. Be accepted into the Graduate Program in Education with regular standing by having all deficiencies, if any existed at the time of admission, removed.
2. Make application for advancement to candidacy upon completion of EDUG 605, 606, and no less than four calendar months before the expected date of graduation. Forms for this purpose are available in the Graduate Education Office.
3. Achieve a cumulative grade point average of 3.0 or higher on all 500- and 600-level graduate course work required for the degree with no more than one (1) course grade of "C+" or "C". All M.A. 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 M.A. 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 Master's degree. Degree bound students must be officially enrolled in EDUG 610 or EDUG 699 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. Graduate students who have passed the CBEST exam are eligible for daily and long-term substitute teaching in public schools throughout the county. Orange County is home to 26 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 PROGRAM

The Graduate Program in Education offers a Teacher Education Program and a Master of Arts Program. Eligible students may apply their credential 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 1970. The program is dedicated to a highly personalized approach to teacher education and graduate training. Candidates travel as a cohort, 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 and the Preliminary Single Subject with EL Authorization. Eligible credential candidates may apply their course work toward a Master of Arts in Education degree with additional graduate study. Students interested in the degree program should apply for M.A. degree standing from the onset. Please refer to the 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 teaching credential and/or 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 deny admission and 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.

### 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.
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation addressing potential success in a teacher education program.
5. A cumulative grade point average of 2.7 or above in all undergraduate work 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 status. 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 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.
  - Student must complete the first required thirteen graduate units of the program with a grade point average of 3.5 or higher.
  - Student will meet with the Coordinator and/or Director for a progress evaluation conference.
  - The B.A. grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.
6. Verification of taking the CBEST (California Basic Educational Skills Test) by presenting test registration or passing scores 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. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).
8. 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 is required. See the Graduate Program in Education office for details.

**Subject Matter Requirements for the Preliminary Multiple or Single Subject Credential:**

1. Multiple Subject Credential: Submit verification of a passing score report for the three multiple subject 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 an application to the Graduate Program in Education.
2. 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 on the CSET examination. Subject Matter Preparation or the CSET should be completed 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.

A student who otherwise meets admission requirements may be considered for provisional standing to the Program on a case-by-case basis prior to passing the CSET exam. The student recognizes that the CBEST and CSET must be passed before they can proceed to advanced student teaching. If the student does not successfully pass the required tests by the completion of 500 sequence

methodology courses, the student will not continue on to advanced student teaching, but will enroll in EDUG 599, and engage in test preparation of their own arrangement. When the appropriate test is passed within the required five year time frame for completion of the credential, the student may proceed with advanced student teaching.

**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 with a grade of a B or higher.

ANTH/ENGL 453: Language, Culture and Linguistics (3 units) Preferably taken as an undergraduate senior, but may be completed concurrently with the 500 series by petition. Must be completed with a grade of a B or higher.

A student with otherwise excellent qualifications may be permitted to take one or both of these prerequisite courses concurrently with methodology coursework, at the discretion of the Candidate Performance Assessment Committee.

MATH/PSYC/SOCS 265C: Introduction to Statistical Methods (3 units) is strongly recommended for M.A. students.

**PROFESSIONAL COURSEWORK REQUIRED FOR THE PRELIMINARY MULTIPLE/SINGLE SUBJECT WITH EL AUTHORIZATION**

<b>Professional Course Work</b>		<b>13 units</b>
EDUG 500	Mission Statement Development	.5 units
EDUG 501	Assessing Socio/Cultural Diversity	.5 units
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 units
EDUG 510	Deductive Methods	1 unit
EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 units
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 520	Classroom Management	1 unit

EDUG 522	Politics and Ethics	.5 units
EDUG 543	Language Acquisition for the Elementary Student	1 unit
or EDUG 544	Language Acquisition for the Secondary Student	1 unit
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 Classrooms and Instruction (Elementary only)	1 unit
or EDUG 551	Literacy in the Content Areas (Secondary only)	1 unit
EDUG 558	Preparing to Teach Special Populations	.5 units
EDUG 584	Beginning Student Teaching	2 units
EDUG 500-584 (13 units) are generally taken during the first semester of the teacher preparation program.		

## Student Teaching

### EDUG 584 • Beginning Student Teaching (2 units)

Candidates must complete Beginning Student Teaching concurrently 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 candidate during Advanced Student Teaching in the second semester. Class time will be scheduled for Teaching Performance Assessment (TPA) task instruction.

### EDUG 585 • Advanced Student Teaching (10 units)

Prerequisite: Satisfactory completion of initial professional coursework, GPA of 3.0 or higher in first 13 units of credential coursework (no more than one “C” grade), subject matter examinations, portfolio and beginning student teaching. During the second semester candidates will complete two additional units of professional coursework and ten units of student teaching. Coursework listed below and a Student Teaching Seminar will be completed during one three-hour block on Wednesdays:

EDUG 521	Parent and Community Relations	.5 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 559	Creating a Supportive and Healthy Environment for Student Learning	.5 units

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 two seven 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 for a complete high school or middle school semester. Multiple Subject candidates will teach a full day, five days a week. The Preliminary Credential requires that the candidate complete a continuous student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a credentialed master teacher and in the subject matter area that will appear on the student’s credential. A 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 Candidate Performance Assessment Committee at the time of the interview. The department will make an effort to accommodate that preference, with no guarantee. Once classes have begun and arrangements 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 three 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 Student Teaching Coordinator for additional information.

**Additional Preliminary Credential Requirements:**

- 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 reading courses.
- TPA (Teacher Performance Assessment)  
TPA Tasks 1-4 must be passed prior to applying for the Preliminary Credential. Tasks 1 and 2 are taken during the Beginning Student Teaching Semester. Tasks 3 and 4 are taken during the Advanced Student Teaching semester. Passing of either TPA Task 1 or 2 is required in order to proceed to Advanced Student Teaching.
- CPR
- Technology Proficiency – meet by EDUC 330, Technology Proficiency Screening, or course equivalency.
- U.S. Constitution: met by POLS 155C, equivalent or by test

See Student Teaching Coordinator for specific details.

**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. Candidates who earned their preliminary credential after 2003 and prior to June 2010, are teaching in a private school, and do not have access to an Induction program may be eligible to complete the fifth year clear credential requirements. See the Credential Analyst for eligibility.

**MASTER OF ARTS PROGRAM IN EDUCATION**

Students may pursue one of five options:

- Master of Arts in Education and EL Authorization Preliminary Credential
- Master of Arts in Education, Preliminary Credential and Christian Education Leadership
- Master of Arts in Education, Christian Education Leadership
- Master of Arts in Education, Induction
- Master of Arts in Education, Teacher Leadership

Each M.A. option is designed to fulfill a specific professional goal and provide graduate training to support professional excellence and instructional leadership. All M.A. Core course work is project based, focusing on the teacher-as-researcher and action research models. Regular standing in the specific degree option is required for enrollment in the M.A. Core (EDUG 605-610).

**Grade Requirements for the Master of Arts in Education:**

A “B” (3.0) grade point average must be maintained in all credential and Master’s degree course work. All M.A. Core courses must be completed with a grade of “B-” or above. No more than one “C” or “C+” grade earned in the credential or certificate course work 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.

**MASTER OF ARTS IN EDUCATION, PRELIMINARY CREDENTIAL**

The Master of Arts in Education with the Preliminary Credential is designed for students interested in pursuing a Preliminary Teaching Credential and applying their graduate course work 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-seven units are required for the Master of Arts in Education and Preliminary Credential.

### **Admission Requirements for the M.A./Preliminary Credential Program**

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with corresponding fee.
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 course work is required for regular standing admission in the degree program, or a student with a cumulative grade point average of 2.7-2.9 in all undergraduate work is eligible for admission with provisional standing. 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,

- or -

A student with a cumulative undergraduate GPA of 2.5-2.69 may be admitted with provisional standing on a Probationary status. Upon completion of the following three conditions, the student will be eligible for regular standing:

- a. To make up for academic deficiencies, student must complete an additional 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 thirteen 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 taking the CBEST (California Basic Educational Skills Test) by presenting test registration or passing scores 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. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).

8. Acceptance admissions 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. See the Graduate Program in Education office for details.

### **Subject Matter Requirements for the Preliminary Multiple or Single Subject Credential:**

1. Multiple Subject Credential: Submit verification of a passing score report for the three multiple subject 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 an application to the Graduate Program in Education. Students must have attempted at least one CSET subtest prior to attending full-time classes in the credential program. If attending the credential part-time, in order to proceed to EDUG 584, Beginning Student Teaching placement, students must have the CBEST passed and one CSET subtest passed.
2. 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 on the CSET examination. Subject Matter Preparation or 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 an application to the Graduate Program. Students must have attempted at least one CSET subtest prior to attending full-time classes in the credential program. If attending the credential part-time, in order to proceed to EDUG 584, Beginning Student Teaching placement, students must have the CBEST passed and one CSET subtest passed.

A student who otherwise meets admission requirements may be considered for provisional standing to the Program on a case-by-case basis prior to passing the CSET exam. The student recognizes that the CBEST and 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 500 sequence methodology courses, the student will not continue on to advanced student teaching, but will enroll in EDUG 599, and engage in test preparation of their own arrangement. When the appropriate test is passed within the required five year time frame for completion of the credential, the student may proceed with advanced student teaching.

### Prerequisites for the M.A./Preliminary Credential

EDUC 315: Teaching in a Multicultural Setting (3 units) should be completed prior to beginning the 500 series with a grade of a B or higher.

ANTH/ENGL 453: Language, Culture and Linguistics (3 units) Preferably taken as an undergraduate senior, but may be completed concurrently with the 500 series by petition. Must be completed with a grade of a B or higher.

A student with otherwise excellent qualifications may be permitted to take one or both of these prerequisite courses concurrently with methodology coursework, at the discretion of the Candidate Performance Assessment Committee.

MATH/PSYC/SOCS 265C: Introduction to Statistical Methods (3 units) is strongly recommended for M.A. students.

## Program Requirements for the M.A. /Credential Program

### Professional Course Work 13 units

EDUG 500	Mission Statement Development	.5 units
EDUG 501	Assessing Socio/Cultural Diversity	.5 units
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 units
EDUG 510	Deductive Methods	1 unit

EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 units
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 520	Classroom Management	1 unit
EDUG 522	Politics and Ethics	.5 units
EDUG 543	Language Acquisition for the Elementary Student	1 unit
or EDUG 544	Language Acquisition for the Secondary Student	1 unit
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 Classrooms and Instruction (Elementary only)	1 unit
or EDUG 551	Literacy in the Content Areas (Secondary only)	1 unit
EDUG 558	Preparing to Teach Special Populations	.5 units
EDUG 584	Beginning Student Teaching	2 units

### Student Teaching

#### EDUG 584 • Beginning Student Teaching (2 units)

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 candidate during Advanced Student Teaching in the second semester. Class time will be scheduled for Teaching Performance Assessment (TPA) task instruction.

#### EDUG 585 • Advanced Student Teaching (10 units)

Prerequisite: Satisfactory completion of initial professional coursework, GPA of 3.0 or higher in first 13 units of credential coursework (no more than one "C" grade), subject matter examinations, portfolio and beginning student teaching. During the second semester candidates will complete two additional units of professional coursework and ten units of student teaching. Coursework listed

below and Student Teaching Seminar will be completed during one three-hour block on Wednesdays.

EDUG 521	Parent and Community Relations	.5 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 559	Creating a Supportive and Healthy Environment for Student Learning	.5 units

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 two seven 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 for a complete high school or middle school semester. Multiple Subject candidates will teach a full day, five days a week. The Preliminary Credential requires that the candidate complete a continuous student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a credentialed master teacher and in the subject matter area that will appear on the student's credential. A 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 Candidate Performance Assessment Committee at the time of the interview. The department will make an effort to accommodate that preference, with no guarantee. Once classes have begun and arrangements 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 three 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 Student Teaching Coordinator for additional information.

#### **Additional Preliminary Credential Requirements:**

- 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 reading courses.
- TPA (Teacher Performance Assessment)  
TPA Tasks 1-4 must be passed prior to applying for the Preliminary Credential. Tasks 1 and 2 are taken during the Beginning Student Teaching Semester. Tasks 3 and 4 are taken during the Advanced Student Teaching semester. Passing of either TPA Task 1 or 2 is required in order to proceed to Advanced Student Teaching.
- CPR
- Technology Proficiency – meet by EDUC 330, Technology Proficiency Screening, or course equivalency.
- U.S. Constitution: met by POLS 155C, equivalent or by test.

Credential requirements may change at any time during a student's program based on CTC changes and/or legislative action.

#### **M.A. Core Requirements**

**12 units**

Prerequisites:	Completion of required 500 series. Consent of Director. Candidate must be a regular standing degree student.	
EDUG 605	Current Issues in Education	2 units
EDUG 606	Introduction to Educational Research	4 units
EDUG 609	Curriculum Design and Teaching	2 units
EDUG 610	Assessment and Evaluation	4 units

EDUG 605 should be taken as the first course of the M.A. Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the M.A. Core. EDUG 609 may be taken concurrently with EDUG 610.

## **MASTER OF ARTS IN EDUCATION, PRELIMINARY CREDENTIAL AND CHRISTIAN EDUCATION LEADERSHIP**

The Master of Arts with Preliminary Credential and Christian Education Leadership is intended for the individual who wants to combine a California Preliminary Multiple or Single Subject Credential with additional graduate training in Christian Organizational Management and Leadership, for a Master of Arts in Education. This program includes nine credits of graduate work from the Leadership Studies component of the M.A. Program in Religion. A total of forty-six units are required for the Master of Arts in Education with a Preliminary Credential, and Christian Education Administration Emphasis.

### **Admission Requirements for the M.A./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.
  3. Official transcripts of all undergraduate and graduate courses.
  4. Three letters of recommendation addressing potential success in a teacher preparation program.
  5. A cumulative grade point average of 3.0 or above in all undergraduate course work is required for regular standing admission in the degree program.
- or -
- A candidate with an undergraduate grade point average of 2.7-2.9 may be eligible for degree admission with provisional standing. Upon completion of the first required twelve graduate units of the program with a GPA of 3.5 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 thirteen 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.

The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.

6. Verification of taking the CBEST (California Basic Educational Skills Test) by presenting test registration or passing scores 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. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).
8. 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. See the Graduate Program in Education office for details.

### **Subject Matter Requirements for the Preliminary Multiple or Single Subject Credential:**

1. 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 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.

2. Single Subject Credential: Submit verification of completion of a CTC approved Subject Matter Preparation Program in an academic field or submit a passing score report for the appropriate subject on the CSET examinations. Subject Matter Preparation or the CSET should be verified prior to review 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.

A student who otherwise meets admissions requirements may be considered for provisional standing to the Program on a case-by-case basis prior to passing the CSET exam. The student recognizes that the CBEST and CSET must be passed before they can proceed to advanced student teaching. If the student does not successfully pass the required tests by the completion of the 500 sequence methodology courses, the student will not continue on the advanced student teaching, but will enroll in EDUG 599, and engage in test preparation of their own arrangement. When the appropriate test is passed within the required five year time frame for completion of the credential, the student may proceed with advanced student teaching.

### **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 with a grade of a B or higher.

ANTH/ENGL 453 • Language, Culture and Linguistics (3 units) Preferably taken as an undergraduate senior, but may be completed concurrently with the 500 series by petition. Must be completed with a grade of a B or higher.

A student with otherwise excellent qualifications may petition to take one or both of these prerequisite courses concurrently with methodology coursework, at the discretion of the Candidate Performance Assessment Committee.

MATH/PSYC/SOCS 265C • Introduction to Statistical Methods (3 units) is strongly recommended for M.A. students.

### **Program Requirements for the M.A./Preliminary Credential and Christian Education Leadership**

#### **Professional Course Work 13 units**

EDUG 500	Mission Statement Development	.5 units
EDUG 501	Assessing Socio/Cultural Diversity	.5 units
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 units
EDUG 510	Deductive Methods	1 unit
EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 units
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 520	Classroom Management	1 unit
EDUG 522	Politics and Ethics	.5 units
EDUG 543	Language Acquisition for the Elementary Student	1 unit
or EDUG 544	Language Acquisition for the Secondary Student	1 unit
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 Classrooms and Instruction (Elementary only)	1 unit
or EDUG 551	Literacy in the Content Areas (Secondary only)	1 unit
EDUG 558	Preparing to Teach Special Populations	.5 units
EDUG 584	Beginning Student Teaching	2 units

EDUG 500-584 (13 units) are generally taken during the first semester of the teacher preparation program.

## Student Teaching

### EDUG 584 • Beginning Student Teaching (2 units)

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 candidate during Advanced Student Teaching in the second semester. Class time will be scheduled for Teaching Performance Assessment (TPA) task instruction.

### EDUG 585 • Advanced Student Teaching (10 units)

Prerequisite: Satisfactory completion of initial professional coursework, GPA of 3.0 or higher in first 13 units of credential coursework (no more than one “C” grade), subject matter examinations, portfolio and beginning student teaching. During the second semester candidates will complete two additional units of professional coursework and ten units of student teaching. Coursework listed below and a Student Teaching Seminar will be completed during one three-hour block on Wednesdays.

EDUG 521	Parent and Community Relations	.5 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 559	Creating a Supportive and Healthy Environment for Student Learning	.5 units

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 two seven 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 for a complete high school or middle school semester. Multiple Subject candidates will teach a full day, five days a week. The Preliminary Credential requires that the candidate complete a continuous student teaching experience in a multicultural, multilingual

environment. All assignments must be completed under the supervision of a credentialed master teacher and in the subject matter area that will appear on the student’s credential. A 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 Candidate Performance Assessment Committee at the time of the interview. The department will make an effort to accommodate that preference, with no guarantee. Once classes have begun and arrangements have been made for beginning student teaching observation 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 three 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 Student Teaching Coordinator for additional information.

### Additional Preliminary Credential Requirements:

- 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 reading courses.
- TPA (Teacher Performance Assessment)  
TPA Tasks 1-4 must be passed prior to applying for the Preliminary Credential. Tasks 1 and 2 are taken during the Beginning Student Teaching Semester. Tasks 3 and 4 are taken during the Advanced Student Teaching semester. Passing of either TPA Task 1 or 2 is required in order to proceed to Advanced Student Teaching.
- CPR
- Technology Proficiency – meet by EDUC 330, Technology Proficiency Screening, or course equivalency.
- U.S. Constitution: met by POLS 155C or equivalent, or by test.

See Student Teaching Coordinator for specific details.

Credential requirements may change at any time during a student's program based on changes of legislative action by the CTC.

### **Christian Education Leadership Requirements      9 units**

Nine units may be chosen from the following courses with the consent of the Director:

CLSG 623	Marketing in Christian Organizations	3 units
CLSG 632	Team Building and Conflict Management	3 units
CLSG 646	Leadership and Character Development	3 units

Other electives from the Graduate Religion Leadership courses, with approval.

### **M.A. Core Requirements      12 units**

Prerequisite: completion of all required 500 and Christian Education Leadership series course work; consent of Director. Regular standing is required prior to enrolling in the M.A. Core.

EDUG 605	Current Issues in Education	2 units
EDUG 606	Introduction to Educational Research	4 units
EDUG 609	Curriculum Design and Teaching	2 units
EDUG 610	Assessment and Evaluation	4 units

EDUG 605 must be taken as the first course of M.A. Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the M.A. Core. EDUG 609 may be taken concurrently with EDUG 610.

## **MASTER OF ARTS IN EDUCATION AND CHRISTIAN EDUCATION LEADERSHIP**

The Master of Arts in Education and Christian Education Leadership is intended for the individual who wants to pursue career advancement in private education and/or administration. The focus is to integrate professional training in curriculum and Christian Organizational Management and Leadership for a Master of Arts degree. This program includes nine credits of graduate work from the Leadership Studies component of the M.A. Program in Religion. Students in this program will not be eligible for a California teaching credential. A total of thirty-three units are required for the Master of Arts in Education and Christian Education Administration.

### **Admission Requirements for the Master of Arts and Christian Education Leadership Program:**

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with corresponding fee.
3. Official transcripts of all undergraduate and graduate courses.
4. Two years of full-time successful teaching experience in a private and/or public school.
5. Three letters of recommendations reflecting a successful track as a teacher and potential success in a graduate program in Christian Education Administration.
6. A cumulative grade point average of 3.0 or above in all undergraduate work is required for regular standing admission in the degree program.  
- or -  
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 2.5-2.69 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 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 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.

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).

MATH/PSYC/SOCS 265C Introduction to Statistical Methods is strongly recommended for M.A. students.

### **Program Requirements for the M.A./Christian Education Leadership:**

#### **Curriculum Preparation 12 units**

ANTH/ENGL 453	Language, Culture, and Linguistics	3 units
EDUG 500	Mission Statement Development	.5 units
EDUG 501	Assessing Socio/Cultural Diversity	.5 units
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 units
EDUG 510	Deductive Methods	1 unit
EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 units
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 540	Cross-Cultural Studies for Educators	3 units

#### **Christian Education Leadership Requirements 9 units**

Nine units may be chosen from the following courses with the consent of the Director:

CLSG 623	Marketing in Christian Organizations	3 units
CLSG 632	Team Building and Conflict Management	3 units
CLSG 646	Leadership and Character Development	3 units

Other electives from the Graduate Religion Leadership courses, with approval.

#### **M.A. Core Requirements 12 units**

Prerequisite: completion of required 500 series and Christian Education Leadership course work; consent of the Director. Regular standing required prior to enrolling in M.A. Core.

EDUG 605	Current Issues in Education	2 units
EDUG 606	Introduction to Educational Research	4 units
EDUG 609	Curriculum Design and Teaching	2 units
EDUG 610	Assessment and Evaluation	4 units

EDUG 605 must be taken as the first course of the M.A. Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the M.A. Core. EDUG 609 may be taken concurrently with EDUG 610.

Optional: Candidate may be eligible for the Preliminary Multiple or Single Subject credential by completing EDUG 520-558 and EDUG 584, 585 (and meeting other program requirements). Please see the Program Coordinator for an individualized plan. By adding these courses, the candidate insures eligibility for a California teaching credential.

## MASTER OF ARTS IN EDUCATION, INDUCTION

The Master of Arts in Education, Induction is designed for teachers who are participating in a district-based Induction program either as new teachers or as support providers. This M.A. 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 M.A. with eight additional courses offered at Vanguard University. A total of 33 units are required for the M.A. in Education Induction.

### Admission to the M.A. in Education, Induction:

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with corresponding fee.
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. A valid 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 or above in previously completed post-baccalaureate graduate credential course work (no less than 15 units) is required for regular standing admission in the degree program, or 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 course work with a 3.5 GPA or higher, the student will be eligible for regular standing 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).

## Course Requirements for the M.A. in Education, Induction

### Induction

**6 to 9 units**

Prerequisite: Admission to the Program

#### YEAR 1

EDUG 591a	Professional Reflection and Practice	1 unit
EDUG 591b	Professional Reflection and Practice	1 unit
EDUG 591c	Professional Reflection and Practice	1 unit

#### 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

### M.A. Electives

**12 to 15 units**

Electives will be selected from one area of emphasis and with approval of the Director.

1. English Learner Emphasis 12 units  
Courses to be determined with advisor and with the Director's approval
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 12 units  
Courses to be determined with advisor and with the Director's approval

### 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	2 units
EDUG 610	Assessment and Evaluation	4 units

## MASTER OF ARTS IN EDUCATION, TEACHER LEADERSHIP

The Master of Arts in Education, Teacher Leadership is designed for fully credentialed teachers who wish to enhance their leadership abilities by pursuing an M.A. in Education. This M.A. in Education option allows teachers to transfer in up to 6 units of graduate level credit from another accredited institution of higher education. A total of 30 units are required for the M.A. in Education, Teacher Leadership.

### Admission to the M.A. in Education, Teacher Leadership:

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with corresponding fee.
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation, including two letters from the school site.
5. A valid 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 or above in previously completed post-baccalaureate graduate credential course work (no less than 15 units) is required for regular standing admission in the degree program, or 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 course work with a 3.5 GPA or higher, the student will be eligible for regular standing 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).

### Course Requirements for the M.A. in Education, Teacher Leadership:

#### M.A. Electives

**6 units**

Prerequisite: Admission to the Program

Up to six units of graduate education study transferred in from another institution, or six units of graduate electives to be completed at Vanguard University.

#### M.A. 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	2 units
EDUG 610	Assessment and Evaluation	4 units

## GRADUATE EDUCATION 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 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 30 hour field work 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 required prerequisite for the VU Multiple and Single Subject Preliminary credential with EL Authorization.

**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 or linguistics, emphasizing the utility of such knowledge for educators. 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 required prerequisite for the VU Multiple and Single Subject Preliminary credential with EL Authorization.

**EDUG 500 • Mission Statement Development (.5 units)**

Teaching candidates will take the first step in developing a reflective professional classroom philosophy. Candidates will evaluate their philosophical bias related to the classroom. This reflection will result in the development of a "Mission Statement" which will guide the individual's professional development and instructional integrity.

**EDUG 501 • Assessing Socio/Cultural Diversity (.5 units)**

Individuals will become familiar with the cultural and individual diversity of the school community. The individual will complete a comparative study of their worldview, including cognitive and affective preferences, in relation to those of their prospective students. The 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.). Working with their cohort faculty leader and expert practitioners, students will begin developing lessons focusing on particular subject matter disciplines, integrating appropriate content standards.

**EDUG 507 • Assessing Student Learning (.5 units)**

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. To this end, candidates are introduced to the principles of sound assessment, including matching appropriate assessment methods (selected response, essay, performance assessment and personal communication) with achievement targets (knowledge, skills, understanding, products, and dispositions).

**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 models of instruction, candidates will develop lesson plans which enhance students' critical thinking skills. The inductive discovery activities will be compared with deductive methodology.

**EDUG 512 • Cooperative Methods (.5 units)**

After a lecture or a discovery activity, students need the opportunity to independently apply the information presented by the teacher. One of the most effective ways for students to apply the new information is in cooperative groups. Teachers will learn to organize and facilitate cooperative groups and competitive teams. The lesson adaptations will include: logistical consideration, activity development and directions, 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 units)**

Parent involvement in the classroom has been demonstrated to improve student rapport, classroom management and cognitive outcomes. This course helps teachers to communicate effectively during parent conferences and parent meetings. A major focus of the course will be to develop mechanisms to partner with parents by forming volunteer systems representative of the culturally diverse classroom.

**EDUG 522 • Politics and Ethics for Teachers (.5 units)**

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 in-depth anthropological perspectives. This course will explore the definition of culture, its mechanisms for adaptation, acculturation, and assimilation. This course will foster an appreciation of cultural diversity as a product of cross-cultural contact, raise issues for teaching within a multicultural classroom, and demonstrate appropriate

responses, communication techniques and strategies suited to educating those with differing world view ideologies.

**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 of Christian philosophy is 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. Emphases include vocabulary development and assessment.

**EDUG 544 • Language Acquisition for the Secondary Student (1 unit)**

This course focuses on how to move middle and high school students who are non-English speakers into and through English language literacy. Teacher candidates will read and discuss first and second language acquisition theories and the various programs appropriate for students at each level of fluency. 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)**

Single subject candidates learn to adapt the 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 text for comprehension, adjusting assignments, and classroom discourse, 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. Theories, 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)**

Single subject candidates focus on theories and methods which enhance learning across the curriculum for middle and high school students. The course assists candidates in developing teaching methods that ensure that students are successfully comprehending course content, accessing long-term memory, taking effective notes, and communicating learning concepts. Candidates will learn to teach to the strength of each personality type. Candidates also learn the basics of explicit reading instruction at the secondary level. Materials fee.

**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 classroom resources and 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)**

Single subject candidates learn to write lesson plans for middle and high school students in their particular subject matter area 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 558 • Preparing to Teach Special Populations in the General Education Classroom (.5 units)**

Preparing to Teach Special Populations 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. Each candidate learns to create a positive, inclusive climate of instruction for all special populations in the general classroom.

**EDUG 559 • Creating a Supportive and Healthy Environment for Student Learning (.5 units)**

Creating a Supportive and Healthy Environment for Student Learning prepares candidates with basic knowledge, skills and strategies for creating healthy and supportive learning environments in elementary and secondary schools. Candidates also revisit issues related to how 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 565 • Use of Computers in the Classroom (2 units)**

A study of the nature and use of computers in the educational process. An emphasis is placed on Computer Assisted Instruction (CAI) and the selection of software with a "hands on" approach to the use of word processing, spreadsheets, and other programs that are of assistance to educators or are currently used with students in K-12 classrooms. This course meets the CCTC standards for the level 1 technology requirement.

**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 during the professional 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 demonstrate the ability to implement the instructional program for English Language Development. Each candidate will demonstrate the ability to implement adopted instructional programs and the development of academic language, comprehension, and knowledge in the core academic curriculum that promote students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each candidate will be familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students and diagnose their needs. Each candidate will use knowledge of his/her students' backgrounds, experiences, family structures, cultures, and languages in planning instruction and supporting individual student learning. This course meets the CTC standards for the Professional Clear Credential requirement for SB 2042 preliminary credentials candidates who do not have access to a district induction program.

**EDUG 573 • Advanced Study of Health for Educators (1 unit)**

This course provides a basic understanding of the candidate's role of 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 for learning. The California Health Framework grade level content, methods, and processes for teaching health education are studied. Candidates have opportunities to show evidence of selected Teacher Performance Expectations through class activities and assignments. California Ed Code and federal law relating to health, safety, and parents' rights are presented.

This course meets the CTC standards for the Professional Clear Credential requirement for SB 2042 preliminary credentials candidates who do not have access to a district induction program.

**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 meets the CTC standards for the Professional Clear Credential requirement for SB 2042 preliminary credentials candidates who do not have access to a district induction program.

**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 revising standards-based lessons and units using technology. Teachers are introduced to the process of designing and planning lessons and units that integrate the key elements of content standards, activities, technology resources and assessments. This course meets the CTC standards for the Professional Clear Credential requirement for SB 2042 preliminary credentials candidates who do not have access to a district induction program.

**EDUG 584 • Beginning Student Teaching (2 units)**

Beginning Student Teaching provides candidates with an opportunity to observe, practice, and validate the methods and curriculum they are studying in their professional coursework. During their first full semester in the program, candidates complete Beginning Student Teaching consisting of a minimum of three hours a week (45 hours a semester) at a school site, preferably working with a master teacher who will supervise the candidate during Advanced Student Teaching in the second semester. Candidates support their master teacher in all aspects of classroom work as assigned, tutor individual students, work with small groups, teach sample lessons, complete classroom-based course assignments, submit assignments and reflect on experiences with their faculty cohort leader, and

complete a Professional Portfolio related to their experience. Class time will be scheduled for TPA instruction. Additional course fee.

#### EDUG 585 • Advanced Student Teaching (10 units)

Prerequisite: Satisfactory completion of initial professional coursework, GPA of 3.0 or higher in first 13 units of credential coursework (no more than one “C” grade), subject matter examinations, portfolio and beginning student teaching.

Advanced Student Teaching provides candidates with an opportunity to observe, practice, and validate the methods and curriculum they are learning in the professional coursework. Candidates teach in diverse classroom settings, with opportunities to instruct students with diverse backgrounds and levels of skill development under the guidance of a master teacher. Candidates will demonstrate teaching competence in a classroom setting in relation to the standards set by the California Commission on Teacher Credentialing. Candidates will document their instructional planning, lesson presentation, assessment, management, and networking skills in their Professional Portfolio. The Professional Portfolio, begun during their Beginning Student Teaching semester, will be due after sixteen weeks of Advanced Student Teaching.

Advanced Student Teaching will be completed concurrently with EDUG 521, EDUG 559 and EDUG 545/546 during the Fall or Spring semesters. Single Subject candidates will complete their student teaching in grades 7-12. Multiple Subject candidates will complete their student teaching experience in two seven 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 for a complete high school or middle school semester. Multiple Subject candidates will teach a full day, five days a week. The Preliminary Credential requires that the candidate complete a continuous student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a credentialed master teacher and in the subject matter area that will appear on the student’s credential. A 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 teaching fee per unit is charged at the time of registration.

#### 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 CFASST Events 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 CFASST Events 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 professional growth directly related to SB 2042 completion requirements and CFASST. 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 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 prior academic achievement of their students. This data will be used to develop short and long term instructional plans that are also 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 CFASST 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 to date. They will participate in the district's colloquium by sharing a selection of significant work with colleagues. This course is taken by teachers in their final semester of state approved induction and while completing CFASST 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 SB 2042 completion requirements and CFASST. 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 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/or university supervisor. Continuous registration ends when the candidate is formally recommended for Advanced Student Teaching or withdraws from the program. EDUG 599 will carry a grade of "CE" (Continuing Enrollment) until are 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 current trends in curriculum, teaching practice, and school organization and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

**EDUG 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 to develop skills in interpreting research designs and research literature.

**EDUG 609 • Curriculum Design and Teaching (2 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 considered. The role of teachers and others in curriculum decision making 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 (4 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 explored varied strategies of instruction, culminating in the identification and study of fifteen models of teaching. Students will examine

relationships among theories of learning and instruction, as well as various instructional alternatives.

**EDUG 612 • Theories of Learning and Teaching (3 units)**

This course examines 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-led learning community. The literature on professional development and reviews of modern professional development programs along with practical guidance will be covered in this course.

**EDUG 670 • Special Topics (1-3 units)**

Special topics in education; curriculum, 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 prospectus of the proposed study and secure an appropriate sponsoring faculty member to supervise and evaluate the study. Up to a maximum of six credits of individual

study may be applied toward degree requirements. Permission of the Director of the Graduate Program in Education.

**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. (Fee equivalent to one unit hour 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 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 structures 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 M.A. in Religion.

**CLSG 632 • Team Building and Conflict Management (3 units)**

An exploration of team building as integral to preventing conflict and the role of conflict in healthy team formation. Participants will examine the nature of conflict, how it develops within individuals, relationships, and organization as well as the methods for managing conflict effectively.

**CLSG 646 • Leadership and Character Development (3 units)**

An exploration of the interior life of the leader in order to understand how character, spirituality and personal ethics of the leader influence interpersonal relationships and the public roles of leadership in the workplace.

## TEACHER ADVANCEMENT PROGRAM

Sylvia Kane, Ed.D, Chair

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*Increasing teacher effectiveness by offering courses that build new knowledge and develop teaching skills.*

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The Graduate Program in Education's Teacher Advancement Program's (TAP) courses are designed to provide current teachers with continuing education to increase their knowledge and effectiveness in the classroom. Vanguard University and TAP have partnered with College Credit Connection (CCC) to provide a wide variety of learning formats to teachers. The courses are graduate level and may be eligible for salary advancement units. The Teacher Advancement Program is a non-degree seeking program and courses may not transfer to another institution of higher education for credit. TAP's courses are offered through a variety of instructional formats and delivery methods, including videos and DVDs, traditional face-to-face, online platforms, post-conference and CEU practicum, and independent study. Face-to-face courses generally last from five to seven class periods and are offered in various locations throughout the United States. A wide range of topics and courses are available on the CCC website offering various learning formats, course intervals, timing and delivery methods. Courses are taught by highly qualified instructors with educational and professional backgrounds in teaching and learning. Teachers who hold a bachelor's degree are eligible to enroll in TAP courses. Additional information about the TAP program can be found at <http://www.CollegeCreditConnection.com>.

### Academic Calendar

The Teacher Advancement Program operates on a year round, three semester basis (Fall, Spring and Summer). Courses begin at various intervals throughout the year. Students may enroll at <http://www.CollegeCreditConnection.com> by following the "Enroll" link on any page. Check the current course schedule for any pre-registration requirements.

The Teacher Advancement Program follows the same semester end dates as the traditional undergraduate college. TAP start dates for each semester always begin the following day after the end of each traditional undergraduate college semester.

## Teacher Advancement Program Academic Policies

### Student-at-Large Classification and Course Load

All TAP students are classified student-at-large. A Student-at-large earns academic credit for work completed successfully, but is not considered a degree-seeking student at Vanguard University. TAP courses are further classified as Professional Development courses. A student enrolled in at least six (6) units within a semester is considered half-time; a student enrolled in at least twelve (12) units within a semester is considered full-time.

### Plagiarism

Webster's Dictionary defines plagiarism as the act of taking the writings of another person and passing them off as one's own. Plagiarism, cheating, or copying others work is a serious issue and will not be tolerated.

Plagiarism includes, but is not limited to, submitting 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); copying text from a fellow student, utilizing prewritten articles and/or papers written by another individual; using someone else's words or ideas without crediting that person, with or without the permission of the original writer to use his/her ideas. All material borrowed verbatim must be put in quotation marks and credited appropriately, regardless of the source. Students are responsible for submitting their own work. Plagiarism and cheating can result in a failing grade for assignments and/or the entire class grade.

If students suspect that their work has been plagiarized by another student, they should immediately contact the instructor so action can be taken.

### Course Attendance

Due to the content of TAP courses and the emphasis on participatory learning, students must show active participation (as defined in the syllabus). Students in the face-to-face learning format are expected to report to each class session and complete the work required. Students in the face-to-face learning format who are absent for more than one class session or the equivalent of one class period will be dropped from the course and no tuition refund will be given.

Concurrent enrollment in any face-to-face course that overlaps another face-to-face course session is prohibited. For more information, please see the Frequently Asked Questions (FAQ) section at <http://www.CollegeCreditConnection.com>.

## Incomplete Grades

Faculty may assign a grade of “I” (Incomplete) to students when they warrant additional time to complete coursework due to situations beyond their control (i.e. serious illness, accident, or death of a family member). If approved, incomplete work for TAP students must be completed no later than thirty (30) days following the final class session. If the incomplete work is not completed within the prescribed period of time the student will automatically receive a failing grade and the grade will be placed on the permanent record of the student. Instructors are under no obligation to assign an incomplete grade or offer make up assignments. Request for exceptions or extensions to the thirty (30) day limitation must be submitted in writing to the CCC’s Director of Education.

Note: An Incomplete 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, difficulty with the English language, computer problems, etc.

## Grade Change Policy

Grades submitted by instructors to the Office of the Registrar are considered final. TAP students who believe a grade was assigned in error must contact the instructor of the course to review their records. Submission of a grade change to the Office of the Registrar can be made by the instructor no later than two semesters following the term in which the grade was originally assigned. Requests for exceptions to this policy must be submitted in writing to the Chair of TAP. Instructors are under no obligation to accept late or additional work.

## Grade Appeal Policy

A student wishing to contest a grade should first seek an explanation in writing from the course instructor assigning the grade. If the instructor is unable to provide supporting material related to the issued grade or if a mutually acceptable

resolution cannot be reached between the student and instructor, a written appeal may be made to the CCC Director of Education. The CCC Director will review the case and, if possible, discuss the issue with both the instructor and student. The CCC Director will make every effort to reach a mutually satisfactory resolution for the grade appeal by conferring with the student and instructor. Appeals must be initiated no later than thirty (30) days following the last day of the semester in which the grade was assigned.

## Course Sections

A student may take up to four sections of the same course number for face-to-face courses designated ABCD. Students are responsible for knowing which section of the course they are taking and to complete the Registration and Enrollment Agreement accordingly. Any mistakes on the student’s transcript due to the enrolling in the incorrect section will result in a corrected transcript at a cost to be assessed to the student.

For more information on course descriptions, please see the All Courses section at <http://www.CollegeCreditConnection.com>.

## Transcripts

An unofficial transcript for each course completed will be emailed to students at the email address designated on their Registration and Enrollment Agreement. Students should allow 2-4 weeks after the class has ended to receive their unofficial transcript. Students who currently owe tuition funds to Vanguard University and/or CCC will have a hold placed upon their transcripts until their account is settled. There may be additional processing time for students who pay their tuition by a personal or corporate check. For more information, please see the FAQ section at <http://www.CollegeCreditConnection.com>.

Students may request an Official Transcript through the Registrar’s Office. There is a minimal fee per transcript. Allow 7 working days for processing. Transcripts may be ordered through the Registrar’s Office by completing the Transcript Request Online Form at <http://www.vanguard.edu/registrar/transcript/>.

Students requesting an Official Transcript earlier than the 2-4 week timeframe are recommended to contact the TAP office to ensure the complete recording of current courses and grades to their record. Official transcripts needing to be resent may be subject to an additional transcript fee.

### **Academic Disqualification**

TAP students are subject to immediate academic disqualification if it has been determined the student does not currently hold a minimum of a Bachelor of Arts degree with an accredited university.

## **Teacher Advancement Program Drop and Refund Policy**

### **Drop Policy**

Students wishing to drop their course must do so in writing. Students must complete a Drop Form and contact the CCC office in writing of their intent to drop a course and include the following information in their drop request: course number, location of the course, the course dates and full name and contact information. Please complete a Drop Form which can be accessed through the website <http://www.CollegeCreditConnection.com>. Unless written notification is received the student will remain officially registered in the course listed on their enrollment agreement and will be financially and academically responsible. All drops will be processed using the date when the student's written notification is received by the CCC office.

Students who email their drop request are advised to make a copy of the email with date and time stamp as well as receiver confirmation (if possible). Students should also confirm with the CCC office the following business day, via phone, that the email request to drop was received. If the written request to drop is made via mail, the student must ensure the request is mailed in enough time to reach the CCC office before the beginning course date. Neither Vanguard University nor CCC are responsible for drop requests sent via email that are not routed correctly and result in non-receipt of the request by the CCC office. For face-to face courses, students should also contact their course coordinator to notify them of their intent to drop a given course.

If a face-to-face class is currently in session, students must have the course coordinator sign the form and send it to the CCC Office. Students who have pre-registered for the class, may send the form to College Credit Connection, 2331 Honolulu Avenue, Suite H, Montrose, CA 91020. The form may also be faxed to: 818- 279-0567. Upon receipt, CCC will review and process any applicable refunds. For more information, please see the FAQ section at <http://www.CollegeCreditConnection.com>.

### **Non-Payment Policy**

Students whose payment does not clear will be contacted by the CCC office to provide a new payment method. Payment methods accepted are PayPal, electronic checks, money orders, and/or cashier's checks. All transcripts will be held for an account that has an outstanding balance. If a student fails to provide payment in a timely manner, CCC will turn the account over to a collection specialist, and the student will not be allowed to register for any additional course until the balance is paid in full.

### **Refund Policy**

Tuition refunds may be made for withdrawal/cancellation when a written notice is filed with the CCC office. Refunds will be based on the date of receipt by the CCC office according to the tuition refund schedule. For more information, please refer to the Refund Policy listed in the FAQ section at [www.CollegeCreditConnection.com](http://www.CollegeCreditConnection.com).

Refunds will be mailed within 30 days after CCC receives written notification of the cancellation. Once the student has notified CCC and has been advised in writing of the receipt of their notice, students may request their refunds from the CCC website: <http://www.CollegeCreditConnection.com>.

If CCC or Vanguard University cancels or discontinues a course, a full refund of all charges will be applied. Material fees are non-refundable after the first class meeting.

## GRADUATE PROGRAM IN NURSING

Mary Wickman, RN, Ph.D., Director

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*Equipping nurse leaders and educators for a life of leadership and service by providing a challenging program of study, guided professional development, and integrated faith based learning within a dynamic and supportive learning environment.*

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## MASTER OF SCIENCE IN NURSING

### EDUCATIONAL LEADERSHIP

#### MSN Description

The purpose of the Master of Science in Nursing Degree is to offer a dual track program for the working, baccalaureate prepared nurse. Emphasis will focus on the development of both theoretical knowledge and practical skills in the areas of nursing/patient/staff education and leadership. In lieu of a thesis, the student will complete a faith-based thesis project that addresses a geographical health need. All courses are offered in an online or hybrid format except for practica. The Program consists of 40-42 units that can be completed in a minimum of six semesters.

#### Program Goals

1. Critical thinking
2. Cultivation of character
3. Development of professional skills
4. Life of compassionate nursing leadership
5. Enhancement of patient health in complex healthcare systems

#### Student Learning Outcomes

1. Plan and manage budgets for a health care unit or agency.
2. Direct diverse groups of health care workers toward agency goal attainment.
3. Efficiently assess the health care needs of elderly clients.
4. Plan community-based projects.

5. Effectively use technology to provide and present health information to clients and students.
6. Conduct a health needs assessment for a given and specific population.
7. Develop, implement and evaluate a health care program or course.
8. Maintain legal and ethical guidelines in all aspects of nursing practice.
9. Prepare to assume senior leadership/management position in a healthcare setting.
10. Prepare to assume the role of educator in a variety of health care agencies or college settings.

### APPLICATION INFORMATION

Applications and information about graduate program admission may be obtained from the Graduate and Professional Studies Admissions Office:

- Phone: (714) 966-5499 main or (877) 669-8872 toll free
- Email: [gpsadmissions@vanguard.edu](mailto:gpsadmissions@vanguard.edu)
- For deadlines and to apply: <http://www.vanguard.edu/sgps>

### Application Checklist

All application documents must be submitted in one envelope and sent to the Graduate and Professional Studies Admission Office at 55 Fair Drive, Costa Mesa, CA 92626.

You may also apply on-line and send the documents under separate cover:

1. \$45 application fee
2. Completed admission application
3. Photograph of applicant (passport size or larger)
4. Two professional reference forms and letters
5. Official transcripts from all colleges and universities including nursing program
6. Copy of California Registered Nurse (RN) license. License must be current and clear.
7. Evidence of all required immunizations/titers and physical exam report
8. Copy of Basic life Support (BLS) certificate.
9. Statement of Purpose (250 words)
10. Professional resume

11. Background check and immunization tracker system (contracted by the university)

### **Admission Requirements for MSN program**

1. A clear and current license to practice as a RN in the State of California. A current copy of the license must be submitted in the admission packet.
2. An earned baccalaureate degree from an accredited college or university. The baccalaureate degree can be in Nursing or in another discipline.
3. One year of experience as a RN in the last 5 years.
4. A minimum Grade Point Average (GPA) of 3.0 on a 4.0 scale in all baccalaureate course work.
5. Completion of a college level elementary statistics course.
6. Completion of the Vanguard University application to Graduate Education.
7. Official transcripts from each college/university, school of nursing attended.
8. Two professional letters of recommendation. No personal letters of recommendation will be accepted.
9. A copy of the candidate's professional resume.
10. A 250 word typed Statement of Purpose.
11. Evidence of all required immunizations and report of a current physical exam (within one year of program application).
12. A copy of a basic life support certification (BLS).
13. An interview with the MSN Coordinator or Director of Nursing.
14. All documents must be submitted in one envelope and sent to the Graduate Admission Office prior to scheduling an admission interview.
15. Background check and immunization tracker system

**NOTE:** Graduates of foreign schools must have their transcripts evaluated prior to the beginning of the admission process. A list of acceptable agencies can be obtained from the Vanguard University Registrar's Office. Candidates, for whom English is a second language, must also be evaluated via TOEFL.

### **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 design. A

transfer request must be approved by the Director of the Nursing Program prior to admission.

## **ACADEMIC POLICIES**

### **Credit Hour Policy**

A semester credit hour is defined as the quantity of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates the amount of work required by one hour (minimum 50 minutes) of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or one semester, or an equivalent quantity of work over a term of different length (intensive, accelerated, online courses, etc.).

An equivalent quantity of work may also be achieved by other academic activities established by the University, including internships, laboratory work, practica, studio work, and any other academic work leading to the award of credit hours. With regard to clinical or laboratory hours, the appropriateness of a clinical hour may be based on each program's specialty accreditation agency criteria, within the context of program and institutional learning outcomes.

This is in line with the Department of Education's Policy #600.2.

### **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 both a cumulative and current grade point average of 3.0 or greater the following semester. If after one semester of Probationary Standing the student is not able to obtain a grade point average of a B (3.0) he/she 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.

## **Malpractice Insurance**

Each student must have basic malpractice insurance (\$1 million/\$3 million) before the beginning of the first practicum. This will occur during the third semester of the MSN program. Malpractice insurance is renewed yearly.

## **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 practicum related 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.

## **Grading System**

The Grading System is outlined in each MSN syllabus. The student is responsible for reviewing this information.

## **Incomplete Work**

The student initiates a request for a grade of Incomplete. If approved, faculty specifies the requirements and the student and faculty sign a petition. The document is turned in with the course grade. 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 problems, computer problems, vacations etc. The faculty will decide the date when the incomplete assignments must be turned in. Otherwise, the student will receive a failing grade.

## **Leave of Absence Policy**

Students who find it necessary to interrupt the regular sequence of enrollment are required to file notice of an official leave of absence to ensure proper communication between the student and the Graduate Nursing Office. The forms for this purpose are available in the Graduate Nursing Office. Students taking a leave of absence are not regarded as having permanently withdrawn from the University and need not apply for readmission through the Graduate Admissions Office. Time spent on leave of absence is counted in the five-year time limit for graduate course work. Students who interrupt their program 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 Catalog at the time enrollment is resumed. If the request for a leave of absence is denied, the student will be required to reapply.

Any student granted a leave during the add/drop period (as outlined in the University Catalog) for the semester will be dropped from any classes that the student is enrolled in. If the leave is granted after 75% of the semester (or class) the student may, with faculty approval, receive an Incomplete for one or more courses. If an Incomplete is not deemed appropriate, a grade of "W" will be issued. No refund of charges will be made for courses in which an Incomplete is given. No credit is earned for any course in which a "W" is issued. Refunds, if any, will be granted based upon the University's refund policy as found in the University course catalog.

## **Medical Leave of Absence Policy**

The University recognizes that students may experience a physical or mental health medical situation that significantly limits their ability to function successfully or safely in their role as students. In such situations, students should consider requesting a medical leave, which permits students to take a break from University life and their studies, so that they may receive treatment and later return to the University with the opportunity to achieve their academic and co-curricular goals.

A request for a medical leave of absence must be made with the Disability Services Office. Each medical leave request is individualized, and handled on a case-by-case basis, based on the needs of the student. Upon exit and reinstatement to the University, the student must have adequate medical documentation from a licensed health care or mental health care provider. A medical leave can be granted for up to two consecutive semesters.

## **Compassionate Leave of Absence Policy**

A compassionate leave of absence request may be made and considered for compelling reasons for students who find it necessary to interrupt their studies temporarily. A compassionate leave may be taken for circumstances related to the care of a seriously ill parent, child or spouse, financial or academic difficulties, or other situations that may prevent the student from continuing in classes. A request



for a compassionate leave of absence must be made with the Disability Services Office. Each compassionate leave request is individualized, and handled on a case-by-case basis, based on the needs of the student.

### Student Load

A full time academic load at the graduate level is nine (9) unit hours or more per semester, pending specific program requirements.

### 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. Time spent on leave is calculated into that five (5) year limit. Any exceptions to the limit must be approved by the Director of the Program.

## GRADUATION REQUIREMENTS

**Students pursuing the Master of Science in Nursing degree from Vanguard University are required to satisfy the following graduation requirements:**

1. Successful completion of the 40-42 units of course work included in the MSN program, with a minimum grade of "B" (3.0) GPA in all required course work, and within the allowed five (5) years limit.
2. Completion of the Community Thesis Project.
3. Submission of the bound thesis project report and project defense.
4. Settlement of all financial obligations to Vanguard University.
5. Completion of all Vanguard University forms necessary for graduation.

### 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 their requirements by the projected date of completion are required to file again in a later semester.

## MSN Curriculum Schedule

### FIRST YEAR

<b>First Semester</b>	<b>6 units</b>
CNSG 612                      Health Assessment for the CNS	2 units

NURS 501	Theoretical Frameworks of Leadership	2 units
NURS 506	Diversity, Social and Global Issues in Health Promotion and Disease Prevention (online)	2 units

### Second Semester

CNSG 617	Pathophysiology Concepts	2 units
NURS 516	Research Methodologies and Community Project Development I	3 units
NURS 526	Policies Effecting Health Delivery and Fiscal Systems (online)	2 units

### Third Semester

NURS 531	Assessing, Planning and Managing Budgets and Resources	2 units
NURS 536	Gerontology Care for Today and the Future	2 units
NURS 541	Management Practicum (55 hours practice and 5 hours seminar)	4 units

NOTE: All 500 courses are to be completed before beginning 600 level courses.

## SECOND YEAR

### Fourth Semester

NURS 610	Theoretical Frameworks of Education	2 units
NURS 615	Use of Technology in Patient and Student Education	2 units
NURS 620	Strategies for Effective Instructions	2 units

### Fifth Semester

NURS 625	Project Development II and Report	2 units
NURS 630	Curriculum and Program Development	2 units
NURS 635	Class/Course Preparation, Planning and Competency Evaluations	2 units

<b>Sixth Semester</b>		<b>7-9 units</b>
CNSG 621	Pharmaco-therapeutics for the CNS	2 units
NURS 640	Project Implementation, Final Written Report and Defense (individual meetings with faculty and on campus seminars)	1-3 units
NURS 650	Education Practicum (55 hours practice and 5 hours seminar)	4 units

## MSN COURSE DESCRIPTIONS

### CNSG 612 • Health Assessment for the CNS (2 units)

This advanced health assessment course focuses on the adult population spanning from young to older adults. It is designed to offer a comprehensive review of obtaining a complete health history and the physical assessment skills required for this patient population. An emphasis is placed on the relationship between physical assessment and health behaviors in conjunction with epidemiological, cultural, psychosocial, and spiritual needs of clients. Upon this foundation, the student will develop the necessary skills to assess and identify client problems and formulate appropriate and comprehensive plans of care.

### CNSG 617 • Pathophysiology Concepts for the CNS (2 units)

This graduate level course covers advanced principles of physiology and pathophysiology that are applicable across the lifespan. In-depth examination of pathophysiologic mechanisms that are responsible for human illness and disease will be utilized as framework for discussing common complex health problems encountered within major body systems. Alterations will be examined beginning at the cellular level with analysis of human responses to disease processes. Discussion of assessment, diagnosis and evidence-based management utilized in treatment of these health problems will be included.

### CNSG 621 • Pharmaco-therapeutics for the CNS (2 units)

This course is designed to prepare nurses for expert clinical practice using advanced theoretical and empirical knowledge of pharmacology that can be applied in the practice setting. The focus is on pharmacotherapeutics and pharmacokinetics including a discussion at the cellular response level. Content

will provide the advanced practice nurse the competencies necessary to work with patients, healthcare professionals, and communities of interest to improve clinical care in a safe and cost-effective manner.

### NURS 501 • Theoretical Frameworks of Leadership (2 units)

This course explores the theoretical underpinnings of leadership and management in nursing. Content includes leadership styles and attributes, interpersonal communications in effectively leading and collaborating with diverse populations, as well as, an explanation of the concept of “emotional intelligence.” Building a dynamic team to improve optimal quality care will also be articulated. Responsibilities of managers, such as, organizational management, appropriate delegation of responsibilities, the art of supervision, coaching for success and collaboration will be analyzed. The role of ethics and the law will be discussed as they apply to equity and fair treatment of all in the workplace.

### NURS 506 • Diversity, Social and Global issues in Health Promotion and Disease Prevention (2 units – online)

Students will have the opportunity to synthesize and analyze the impact of social and global issues on the perceptions of health; view of disease prevention and health promotion among culturally and socially diverse patient/client and aggregate populations. Health issues that affect populations across the globe will be explored in order for nurses to effectively advocate for change.

### NURS 516 • Research Methodologies and Community Development I (3 units)

Prerequisite: Statistics. This course is an exploration of both the research process and methodologies. The content includes both quantitative and qualitative designs. Emphasis will be placed on the first phase of the thesis project design and development. Students will have the opportunity to prepare the first three chapters of the project report.

### NURS 526 • Policies Effecting Health Delivery and Fiscal Systems (2 units – online)

The impact that policies exert on health care delivery will be analyzed in addition to how regulatory processes are developed and impact nursing practice. Emphasis on identifying factors, such as, technology, federal, and local policies that

influence development of and changes in health care systems. Students will have the opportunity to interpret various health policies and articulate how nurses can advocate for changes that enhance health. How policy-making proceeds will also be explored.

**NURS 531 • Assessing, Planning, and Managing Budgets and Resources (2 units)**  
Utilizing methods to assess fiscal and resource requirements, planning budgets, and managing systems will be reviewed and analyzed. Methods and instruments available to efficiently allocate resources will be discussed as well as the design of plans that decrease duplication of ineffective strategies and services. Business principles will be identified as potential guidelines in managing nursing units and agencies.

**NURS 536 • Gerontology Care for Today and the Future (2 units)**  
This course is designed to provide the graduate nursing student with a framework necessary to assess the health status of a growing gerontology population. Theories of aging, political, legal, and ethical dimensions effecting seniors, influences on disease prevention /health promotion, and care management will be explored and synthesized. Students will present the latest research data and the application to nursing practice.

**NURS 541 • Management Practicum (4 units)**  
Prerequisite: NURS 501. During this course, each student will choose a setting in which he/she will complete 55 hours in a management /leadership position. Each student will work with a preceptor who occupies either a formal leadership or management position. During this practicum, students will apply knowledge that was learned in earlier coursework. Seminars (5 hours) will also be scheduled by the faculty of record in order to direct and support students in achieving personal as well as course objectives.

**NURS 610 • Theoretical Frameworks of Education (2 units)**  
The goal of this course is to explore the theories of education, how a theoretical framework becomes the foundation for an effective teaching process, how to focus the educational offering on an aggregate (e.g. students, patients/families, staff, or other health care providers). There will be a review about how learning proceeds,

and how educators successfully apply principles of andragogy in the teaching / learning setting. In addition, the students will have the opportunity to discuss the legal and ethical issues surrounding the educational settings in today's culture.

**NURS 615 • Use of Technology in Patient and Student Education (2 units – online)**

The students will learn how to apply the most effective use of technological methods in order to effectively educate a defined aggregate. Students will be able to apply these skills by preparing a presentation. The use of various forms of technology will also be presented, including the preparation of audio-visuals (Power points, YouTube, videos, databases, etc.).

**NURS 620 • Strategies for Effective Instruction (2 units)**

In this course, effective teaching/learning modalities will be discussed and analyzed. Experiences with the patient simulators will provide opportunities to complete hands- on practice related to patient care. The course will assist students in assessing, planning, and implementing instructional sessions geared toward a particular aggregate while considering the learners age group, culture, readiness to learn, and barriers to learning.

**NURS 625 • Project Development II and Report (2 units)**

Prerequisite: NURS 516. This course constitutes the second phase of the thesis project preparation. The student will continue to develop the project and refine the project report. In addition, Phase II will prepare the student to implement the project.

**NURS 630 • Curriculum and Program Development (2 units)**

This course will provide guidelines in planning a patient teaching offering, an in-service, a course, or a complete curriculum. Discussion will surround the issues of planning a teaching event that focuses on the development of a presentation, description of the learning event, course objectives, content, resources/ audiovisuals, and evaluation plan.

**NURS 635 • Class/ Course Preparation, Planning, and Competency Evaluation (2 units)**

This course will assist the student to further refine the skills introduced in NURS 630. The students will articulate the process by which the learning needs and styles of an aggregate are assessed. Each student will then prepare and prepare a presentation with a chosen aggregate. In addition, the student will develop a brief evaluation instrument to analyze whether or not learning has occurred based on the stated objectives. The in-service or presentation will also be measured, via this evaluation, in terms of instructor effectiveness, content clarity, and relevance.

**NURS 640 • Project Implementation, Final Written Report and Defense (1-3 units)**

Prerequisites: NURS 516 and NURS 625. Project implementation, the completed written report and the defense make up the final phase of this thesis project. Variable unit course. The students will have the opportunity to present a synopsis of the project to faculty and classmates. The on-line portion of the course will provide on-going support and assistance from the faculty of record. The seminars will serve as a format for debriefing and project defense presentations. The project must be completed during this course.

**NURS 650 • Education Practicum (4 units)**

Prerequisite: NURS 610. This course provides the graduate students with practical application of education theories in college settings. Each student will have the opportunity to choose a preceptor and a setting in which to complete the course successfully. Students will be able to build educator skills by collaborating with a master teacher in order to assess the learning needs of a group, prepare a lesson plan, or assist with syllabi revisions, and teach a portion of a course to nursing students. Seminars (5 Hours) will also be scheduled by the faculty of record in order to direct and support students in achieving personal as well as course objectives.

**NURS 680 • Independent Study in Nursing (1-3 units)**

This course is designed to assist students who wish to experience a more in-depth understanding of a specific subject or to complete a scholarly endeavor (practice, internship, meta-analysis). A faculty member will be assigned to the student (s) in order to assist and direct the student toward meeting course objectives. In

collaboration with the faculty, the student will: 1. Identify area of interest through the statement of a problem or purpose; 2. Decide on a course of action by way of formulating goals and objectives; 3. Design a plan of action; and 4. Evaluate the plan once the objectives have been met.

## POST-MASTER'S CLINICAL NURSE SPECIALIST CERTIFICATE

The purpose of the Post-Master's Clinical Nurse Specialist (CNS) Certificate is to prepare the graduate for the professional role of an Adult-Gerontology CNS. The Program consists of 20 units that can be completed in five semesters.

### APPLICATION INFORMATION

Applicants for the CNS certificate option must have a completed master's degree in nursing. All other application and admission requirements and program policies are the same as indicated for the MSN program.

### CNS CURRICULUM SCHEDULE

#### FIRST YEAR

##### First Semester **4 units**

CNSG 612	Advanced Health Assessment for the CNS	2 units
CNSG 617	Pathophysiology Concepts for CNS Practice	2 units

##### Second Semester **4 units**

CNSG 621	Pharmaco-therapeutics for CNS Practice	2 units
CNSG 624	Preparation for CNS Role as Leader, Educator, and Clinician	2 units

##### Third Semester **4 units**

CNSG 627	Clinical Practicum I: Expert Clinical Practice and Education (minimum 167 hours of practice)	4 units
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#### SECOND YEAR

##### Fourth Semester **4 units**

CNSG 622	Clinical Practicum II: Research Competency in CNS Role (minimum 167 hours of practice)	4 units
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##### Fifth Semester

CNSG 637	Clinical Practicum III: Consultation and Clinical Leadership (minimum 167 hours of practice)	<b>4 units</b> 4 units
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### CNS COURSE DESCRIPTIONS

#### CNSG 612 • Health Assessment for the CNS (2 units)

This advanced health assessment course focuses on the adult population spanning from young to older adults. It is designed to offer a comprehensive review of obtaining a complete health history and the physical assessment skills required for this patient population. An emphasis is placed on the relationship between physical assessment and health behaviors in conjunction with epidemiological, cultural, psychosocial, and spiritual needs of clients. Upon this foundation, the student will develop the necessary skills to assess and identify client problems and formulate appropriate and comprehensive plans of care.

#### CNSG 617 • Pathophysiology Concepts for the CNS (2 units)

This graduate level course covers advanced principles of physiology and pathophysiology that are applicable across the lifespan. In-depth examination of pathophysiologic mechanisms that are responsible for human illness and disease will be utilized as framework for discussing common complex health problems encountered within major body systems. Alterations will be examined beginning at the cellular level with analysis of human responses to disease processes. Discussion of assessment, diagnosis and evidence-based management utilized in treatment of these health problems will be included.

#### CNSG 621 • Pharmaco-therapeutics for the CNS (2 units)

This course is designed to prepare nurses for expert clinical practice using advanced theoretical and empirical knowledge of pharmacology that can be applied in the practice setting. The focus is on pharmaco-therapeutics and pharmacokinetics including a discussion at the cellular response level. Content will provide the advanced practice nurse the competencies necessary to work with patients, healthcare professionals, and communities of interest to improve clinical care in a safe and cost-effective manner.

**CNSG 624 • Preparation for the CNS Role as Leader, Educator, and Clinician (2 units)**

This course introduces the student to a more comprehensive facet of roles assumed by the CNS. The content will include methods of educating patients and staff; methods of improving healthcare through quality improvement; management of employees; improvements in care via role modeling and staff coaching; and role of consultant to improve patient safety.

**CNSG 627 • Clinical Practicum I: Expert Practice & Education (4 units)**

There are five (5) required areas of competency that must be addressed for the CNS. These areas will be stressed in the Practica. They are: Expert clinical practice, education, research, consultation, and clinical leadership. The emphasis is on providing opportunities for the student to expand on existing nursing professional growth in order to promote the health and well-being of an identified aggregate. This course will include the Expert Clinical Practice and Education portion of the CA BRN requirements.\*

**CNSG 632 • Clinical Practicum II: Research Competency (4 units)**

There are five (5) required areas of competency that must be successfully completed for the CNS certificate. These areas will be stressed in the Practica. They are: Expert clinical practice, education, research, consultation, and clinical leadership. The emphasis is on providing opportunities for the student to expand on existing nursing professional growth in order to promote the health and well-being of an identified aggregate. This course will include the Research Competency role for the CNS.\*

**CNSG 637 • Clinical Practicum III: Consultation & Clinical Leadership (4 units)**

There are five (5) required areas of competency that must be successfully completed for the CNS certificate. These areas will be stressed in the Practica. They are: Expert clinical practice, education, research, consultation, and clinical leadership. The emphasis is on providing opportunities for the student to expand on existing nursing professional growth in order to promote the health and well-being of an identified aggregate. This course will include the Consultation and Clinical Leadership components of the CNS role.\*

\*Reference: Nursing Practice Act (1998). Clinical Nurse Specialists. Article 9, Chapter 6, Section 2838, Division 2 of the Business and Professional Code, 8.22.2-8.22.3. CNS regulations have been retrieved from the Nursing Practice Act (1998). For the Clinical Nurse Specialist. Article 9, Chapter 6, Section 2838, Division 2 of the Business and Professional Code, 8.22.2-8.22.3.

## GRADUATE PROGRAM IN ORGANIZATIONAL PSYCHOLOGY

Enriching the workplace by scientifically integrating psychology and organizational life

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*Preparing students for professional excellence, ethical leadership, and service to people and society through enhancing life in the workplace.*

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### ADMISSIONS CRITERIA

An earned baccalaureate degree from an accredited college or university is required. A major in Psychology is not required, however, there is a requirement of a minimum of four undergraduate psychology courses including General Psychology, Statistics, and Social Psychology, and one other relevant course (Industrial/Organizational Psychology, Research Methods, Psychological Testing, Theories of Personality, and Systems of Psychology are especially recommended). Comparable courses in relevant disciplines (e.g., Human Resources, Business, Sociology, and Communication) will be considered.

Prerequisite courses for the Graduate Program in Organizational 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. The Introduction to Statistics prerequisite must be completed within the past seven years with a grade of B or higher. It is expected that all other prerequisite courses have been completed with a grade of C or higher. Students receiving admission to graduate programs in psychology usually have an overall undergraduate grade point average of 3.0 or higher.

In the absence of prerequisite coursework, competency might be demonstrated through the Psychology Graduate Record Examination taken within the last three years with a score of 520 or above. The SGPS Admissions Office will determine the date by which this exam must be completed.

### ADMISSIONS REQUIREMENTS

Individuals interested in pursuing a Master degree in Organization Psychology at Vanguard University should submit the following:

**Application for Admission:** <http://www.vanguard.edu/sgps> or request additional information:

Graduate and Professional Studies Admissions Office:

- Phone: (714) 966-5499 main or (877) 669-8872 toll free
- Email: [gpsadmissions@vanguard.edu](mailto:gpsadmissions@vanguard.edu)
- For deadlines and to apply: <http://www.vanguard.edu/sgps>

**Application Fee.** A non-refundable application fee of \$45.00 is required. Submit cash or check (made out to Vanguard University).

**References.** Download the paper version of the Master of Science in Organizational Psychology (MSOP) Reference. Each applicant is required to secure two professional references as part of the application process. Please print the PDF version two times, one for each reference. A separate letter should accompany each reference form.

**Statement of Purpose (500 words).** In a concise and articulate essay, describe your reasons, including vocational goals, for pursuing a graduate degree at Vanguard.

**Professional Resume.** Please provide a detailed resume including all employment, training, education, and ministry experience.

**Official Transcripts.** Please request official transcripts from all of the colleges you have attended (including colleges you attend for pre-requisite course work). Submit application and supporting documentation. The completed application form, along with all supporting documents, should be submitted to the Graduate and Professional Studies Admissions Office.

Once all supporting information has been received and the application is complete, the Graduate Program in Organizational Psychology will review each application.

Finalists will be invited for an onsite or telephone/skype interview. All applicants are evaluated without regard to race, gender, age, political affiliation, national origin or disabling conditions.

### Transfer Policy

A student may transfer up to six units of graduate level course work that is comparable to required coursework within the program. In the event that comparable coursework has been completed at another regionally accredited institution, the student will not be required to complete the waived course(s) within the MSOP program.

### Program Learning Outcomes

Graduates of the M.S. in Organizational Psychology program will develop advanced competencies in organizational science and practice and will be able to:

**Core Knowledge of Human Behavior.** Apply fundamental knowledge of psychology to understanding of human behavior in organizations.

**Data, Critical Thinking, and Decisions.** Apply graduate level research, critical thinking, and data analysis skills to organizational decision making.

**Personnel Psychology and Decisions Proficiency.** Demonstrate and apply knowledge in personnel domains, which include 1) ethical, legal, and professional contexts, 2) measurement of individual differences, 3) criterion theory and development, 4) job and task analysis, 5) employee selection, 6) performance appraisal, 7) training and development.

**Organizational Psychology and Decisions Proficiency.** Demonstrate and apply knowledge in organizational psychology domains, which include 1) work motivation, 2) leadership 3) team dynamics, 4) attitudes, 5) organizational change and development.

**Integration of Faith and Learning.** Integrate learning with personal faith walk.

**Communication.** Demonstrate written and oral communication skills appropriate for organizational professionals.

**Cultural Competency.** Apply understanding of cultural dynamics to local and global contexts.

### Community Membership Expectations

The School for Graduate and Professional Studies at Vanguard University selects students based on academic record, the admissions interview, work experience, references, and willingness to comply with the standards and values of the university. It is expected that each individual who joins the academic community of Vanguard University will deepen his or her ethical commitment and understanding, strengthen his or her 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 will: (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 class 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.

Students who choose to disregard these expectations may be removed from the program regardless of academic performance.

### GRADUATION REQUIREMENTS

Students pursuing the Master of Science degree in Organizational Psychology from Vanguard University are required to satisfy the following graduation requirements:

1. Successful completion of 42 semester units in Graduate Organizational 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 residence of five academic terms.
3. Completion of Professional Development Project (Master’s Final Project).
4. The filing of all necessary forms in accordance with the timetable provided by School for Graduate and Professional Studies.
5. Successful completion within the maximum allowed time limit of three (3) 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. If all coursework has been completed and graduation is pending completion of other graduation requirements, the student may be required to register for PSOG 799: Continuing Registration until all graduation requirements have been met.

## Regular Standing

Students who intend to obtain a Master’s degree and who have met all admission requirements are granted regular standing in the program,. 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 their B.A. degree, but enter the program with academic deficiencies: They may lack some of the prerequisite undergraduate courses, their entering GPA is deficient, or their B.A. degree is from a non-regionally accredited institution.

Such admission is at the discretion of the Director of the Graduate Program in Organizational Psychology. Move to Regular Standing will be considered after all undergraduate course prerequisites are completed with a letter grade of “B” or better and/or after demonstrating the ability to do graduate level work by completing nine (9) units with a “B” or better letter grade in each course.

## 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 both a cumulative and current grade point average of 3.0 or greater the following semester. If after one semester of Probationary Standing the student is not able to obtain a grade point average of a B (3.0) he/she may be dismissed from the graduate program.

## 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 ability to prevent or foresee, and who has requested additional time to complete the course requirements. It is the responsibility of the student to obtain a “Petition for Incomplete Grade in a Graduate Course” form from the program office and to contact the course professor(s) as early as possible. Petitions are approved by the professor. The professor 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. (Fall semester work must be submitted by the 2nd Friday of the following March, Spring semester work must be submitted by the 1st Friday of August, and Summer term work must be submitted by the 2nd Friday of November.) Failure to complete and submit the required work on time will result in a permanent grade commensurate with the completed work at that point..

## Leave of Absence Policy

Students who find it necessary to interrupt the regular sequence of enrollment are required to file notice of an official leave of absence to ensure proper communication between the student and the Graduate Nursing Office. The forms for this purpose are available in the Graduate Nursing Office. Students taking a leave of absence are not regarded as having permanently withdrawn from the University and need not apply for readmission through the Graduate Admissions Office. Time spent on leave of absence is counted in the five-year time limit for graduate course work. Students who interrupt their program 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 Catalog at the time enrollment is resumed. If the request for a leave of absence is denied, the student will be required to reapply.

Any student granted a leave during the add/drop period (as outlined in the University Catalog) for the semester will be dropped from any classes that the student is enrolled in. If the leave is granted after 75% of the semester (or class) the student may, with faculty approval, receive an Incomplete for one or more courses. If an Incomplete is not deemed appropriate, a grade of "W" will be issued. No refund of charges will be made for courses in which an Incomplete is given. No credit is earned for any course in which a "W" is issued. Refunds, if any, will be granted based upon the University's refund policy as found in the University course catalog.

#### **Medical Leave of Absence Policy**

The University recognizes that students may experience a physical or mental health medical situation that significantly limits their ability to function successfully or safely in their role as students. In such situations, students should consider requesting a medical leave, which permits students to take a break from University life and their studies, so that they may receive treatment and later return to the University with the opportunity to achieve their academic and co-curricular goals.

A request for a medical leave of absence must be made with the Disability Services Office. Each medical leave request is individualized, and handled on a case-by-case basis, based on the needs of the student. Upon exit and reinstatement to the University, the student must have adequate medical documentation from a licensed health care or mental health care provider. A medical leave can be granted for up to two consecutive semesters.

#### **Compassionate Leave of Absence Policy**

A compassionate leave of absence request may be made and considered for compelling reasons for students who find it necessary to interrupt their studies temporarily. A compassionate leave may be taken for circumstances related to the care of a seriously ill parent, child or spouse, financial or academic difficulties, or other situations that may prevent the student from continuing in classes. A request

for a compassionate leave of absence must be made with the Disability Services Office. Each compassionate leave request is individualized, and handled on a case-by-case basis, based on the needs of the student.

#### **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 course work automatically advances a student to candidacy for the Master of Science Degree. Advancement to Candidacy occurs at the end of the first year of course work, upon successful completion of

1. PSOG 555: Human Resource Management examination at 70% or higher.
2. Satisfactory completion of the Professional Development Project outline prior to Wk. 3 of PSOG 605.

To be eligible to apply for Advancement to Candidacy students must:

1. Be a student in Regular Standing. If student previously had Provisional or Probationary Standing, all conditions or deficiencies which had led to such standing must have been rectified.
2. Complete application for Advancement to Candidacy during the semester the student is scheduled to advance.
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 for advancement by their faculty advisor.

The results from the Advance to Candidacy process will be used to determine whether the student displays:

1. Academic and professional competency in the program.
2. Preparation which constitutes a satisfactory foundation on which to complete the program.
3. A proposed course for professional development, which has sufficient merit to warrant approval.
4. Necessary research and analytical skills to justify continuation of study toward the Master of Science degree.

## Application for Graduation

An application for graduation must be obtained from and filed with the School for Graduate and Professional Studies 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 their requirements by the projected date of completion are required to file again in a later semester.

## Awarding of Degree

Degrees are formally awarded at the end of the Fall, Spring and Summer sessions. The degree is posted on the transcript as of 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.

## Vanguard University Credit Hour Policy

A semester credit hour is defined as the quantity of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates the amount of work required by one hour (minimum 50 minutes) of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or one semester, or an equivalent quantity of work over a term of different length (intensive, accelerated, online courses, etc.).

An equivalent quantity of work may also be achieved by other academic activities established by the University, including internships, laboratory work, practica, studio work, and any other academic work leading to the award of credit hours. With regard to clinical or laboratory hours, the appropriateness of a clinical hour may be based on each program's specialty accreditation agency criteria, within the context of program and institutional learning outcomes.

This is in line with the Department of Education's Policy #600.2.

## Adding or Dropping Courses

When circumstances necessitate changes in a course schedule, students are required to complete and file an Add/Drop form in the SGPS office.

Classes that are dropped prior to the second class meeting will not be entered on the transcript. Classes that are dropped following the second meeting and prior to the fifth meeting will be appear on the transcript with a grade of "W". Classes dropped following the fifth meeting will receive a grade of "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP."

The course professor(s) and program director must approve all courses added or dropped after the first day of the class. Seminar courses must be dropped prior to the beginning of the one-day seminar.

## Class Attendance

Because of the nature of this program, class-time is often an experiential laboratory environment, where small group exercises and activities are designed to simulate common workplace scenarios. Students cannot participate if they are not present. Therefore, attendance is required for each in class and online sessions. Points for class participation are awarded for *full* engagement and participation. Making up class participation points is not possible if a student misses the session. However, if students know in advance that they will be unable to attend a particular session, the professor may allow substitute assignments on a case-by case basis, provided they are arranged *prior* to the missed class. **Students missing more that 20% of the class (including online class participation) will not be allowed to continue and will need to retake the course.**

## Program Schedule Format

This MSOP program consists of three 15-16 week terms per year. Each term will include two seven-week classes and one one-day seminar. Each three-unit course has seven four-hour class sessions, seven two-hour online assignment and discussion sessions, as well as individual instruction from the instructor on final assignments as needed.

The six one-unit, one-day seminars include eight hours of instruction time as well as an approximate six to eight hours of individualized instruction throughout the term for the student's professional development project.

## GRADUATION COURSE REQUIREMENTS

### Course Requirements **42 units**

PSOG 505	Introduction to Psychology and Behavior in Organizations.	3 units
PSOG 515	Applied Research and Critical Analysis	3 units
PSOG 525	Leadership and Character Development	3 units
PSOG 535	Statistics for Organizational Decision-Making	3 units
PSOG 545	Advanced Social Psychology	3 units
PSOG 555	Managing Human Resources	3 units
PSOG 605	Organizational Ethics and Justice	3 units
PSOG 615	Performance Management and Employee Engagement	3 units
PSOG 625	Psychology of Leadership and Motivation	3 units
PSOG 635	Diversity and the Organization	3 units
PSOG 645	Stress and Health in Organizations	3 units
PSOG 655	Organizational Systems, Development and Change	3 units
PSOG 720	Professional Development Workshop: (Multiple Topics)	1 unit

### ORGANIZATIONAL PSYCHOLOGY COURSES

**PSOG • 505 Introduction to Psychology and Behavior in Organizations (3 units)**  
Provides graduate level systematic overview of science and theory of psychology as relevant to workplace applications, core principles and subfields of organizational psychology, and the role of personal values and worldview in science and practice of organizational psychology.

**PSOG • 515 Applied Research and Critical Analysis (3 units)**  
Focuses on development of students as competent consumers of information and foundational skills in conducting organizational inquiry to inform decision-making. Specific competencies include graduate-level skills in identifying, reading and summarizing quality research sources.

**PSOG • 525 Leadership and Character Development (3 units)**  
Explores the interior life of the leader as a person in order to understand how character, spirituality and personal ethics of the leader influence interpersonal relationships and the public roles of leadership in the workplace.

**PSOG • 535 Statistics for Organizational Decision-Making (3 units)**  
Focuses on the interpretation of descriptive and inferential statistics, reliability and validity of instruments, theoretical and methodological foundations of criterion development, and core considerations in development and interpretation of organizational surveys and in selecting research vendors and products.

**PSOG • 545 Advanced Social Psychology (3 units)**  
Examines the effect of social influences upon the development of personality and behavior patterns. Topics include socialization, attitude formation and change, communication, propaganda, roles and stereotypes, leadership and collective behavior.

**PSOG • 555 Managing Human Resources (3 units)**  
Examines the fundamentals of human resource management, including job assessment and analysis, strategic workforce planning, recruiting and onboarding, supervision and termination practices. Consideration will be given to current issues and employment law.

**PSOG • 605 Organizational Ethics and Justice (3 units)**  
Provides a thought provoking study of the ethical theories involved in evaluating issues and decision making. To accomplish this, the course focuses on contemporary ethical issues relevant to leadership from a Christian foundation. The goal is to learn how to integrate ethical models with contemporary concerns of leadership.

**PSOG • 615 Performance Management and Employee Engagement (3 units)**  
Applies motivation and attitude theories. Examines current topics in performance appraisal, including criterion development, rater training, appraisal effectiveness and feedback processes. A larger picture of performance management, attitudes,

engagement and individual and organizational success is discussed in the context of current research and best practices.

**PSOG • 625 Psychology of Leadership and Motivation (3 units)**

Reviews theories and research on motivation, specifying both the intrinsic and extrinsic determinants of worker motivation. The leadership process and its relation to motivation, group performance, workplace attitudes and climate are also analyzed.

**PSOG • 635 Diversity and the Organization (3 units)**

Addresses the processes involved in creating and maintaining a knowledgeable environment that equips all organizational participants to attain their full potential in pursuit of the enterprise's objectives. It is an approach that recognizes that organizations are made up of unique and valuable individuals that carry out particular functions. As members of organizations, each contributes diversity to the success of the organizational diversity.

**PSOG • 645 Stress and Health in Organizations (3 units)**

Research on influence of workplace environments on stress and health, and methods of creating healthy work environments are discussed.

**PSOG • 655 Organizational Systems, Development and Change (3 units)**

Examines the organization systematically to see how the whole is functioning, with the focus on how internal and external dynamics influence organizational productivity and health. Examines theories and research on change and organizational development within the context of the I-O specialist role as both change-agent and consultant. Topics include types of change, individual, group and organizational interventions, conflict management, team development, group decision making, and culture.

**PSOG • 720 Professional Development Workshops, 1-6 units (1 unit each)**

Six 8-hour workshops are held (3 per year) that present current trends in the field while providing students hands-on support for their own professional development.

## GRADUATE PROGRAMS IN RELIGION

Greg Austring, Ph.D., Director

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*Providing a graduate level education that comprises a covenantal learning community within the academy that fosters the passionate teaching and learning of scriptures, theology, spirituality and leadership for the purpose of transforming individuals, relationships and communities around the globe.*

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### Abbreviations used in this Section:

GPR — Graduate Programs in Religion

M.A.L.S. — Master of Arts in Leadership Studies

M.T.S. — Master of Theological Studies

### History of the Program

For almost 100 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 long 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 (M.T.S.) was added.

### SUMMARY OF ACADEMIC PROGRAMS

The Graduate Programs in Religion offers the following graduate degrees:

#### Master of Arts in Leadership Studies (M.A.L.S.)

The M.A.L.S. is an academic degree that emphasizes research competencies in the field of leadership studies. Admission requirements include a bachelor's degree in any field from a regionally accredited institution

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 42 units. If a student chooses a Directed Reading option, an additional 3 units are required.

#### 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, theological studies, 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.

This program requires 48 units of study, 16 courses, and the Integrative Seminar.

### APPLICATION INFORMATION

Applications and information about graduate program admission may be obtained from the Graduate and Professional Studies Admissions Office:

- Phone: (714) 966-5499 main or (877) 669-8872 toll free
- Email: [gpsadmissions@vanguard.edu](mailto:gpsadmissions@vanguard.edu)
- For deadlines and to apply: <http://www.vanguard.edu/sgps>

## 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 their B.A. degree, but enter the program with academic deficiencies: They may lack some of the prerequisite undergraduate courses, their entering GPA is deficient, or their B.A. degree is from a non-regionally accredited institution.

M.T.S and M.A.L.S. students accepted with provisional standing must complete the first 12 units of graduate level courses with grades of "B" (MALS) and "B-" (MTS) or above before receiving further consideration for regular standing in the GPR.

Students who qualify to move from provisional to regular standing should contact the GPR Office.

#### Student-at-Large Standing

Students who have earned a B.A. degree but who do not plan to earn the Master's degree may be granted special standing in the GPR. Students-at-Large may apply to the Graduate Admission Office for provisional standing in the degree program of their choice by completing the Student –at-Large application. However, the University and the GPR Office are not obligated to accept a student with special standing into regular degree standing.

Students who are currently in the senior year of their undergraduate studies and within 18 units of completing their Bachelor's degree program (including the VU general education religion requirements) may be granted Student-at-Large admission. Such students may enroll simultaneously in undergraduate and

graduate coursework while completing the requirements for the Bachelor's degree. When the Bachelor's degree is complete, students may apply for full admission into the Graduate Program. A maximum of sixteen (16) credit hours of graduate coursework may be applied toward the Master's degree requirements.

Students whose applications are in the process of approval may be allowed to matriculate temporarily as Students-at-Large. A maximum of two (2) courses taken in this way may be applied to the requirements of an academic degree.

An application form is available from the Graduate Admission Office for students applying for student-at-large standing.

#### Auditor Standing

Auditor standing is the classification for students who attend classes for personal enrichment rather than for academic credit, with no obligations to participate actively in the work. Audit courses do not earn units of credit. All students who audit any course will complete the audit form available in the Graduate Admission Office. Students who take audit courses exclusively and who are not enrolled in the degree program, will complete the application form. Audit students are welcome in any available course.

- Audited course are recorded on the student's transcript.
- Auditing Fee - The fee for auditing courses is one-half the rate of regular tuition.

#### International Students

International students are required to complete the admissions process for acceptance by the University and submit a Certification of Finances form to confirm sufficient financial resources to cover tuition and related expenses (fees, books, living expenses, and return fare home). Also, one year tuition, health insurance and fees must be deposited with the University before a Certificate of Eligibility (for non-immigrants "F-1" Student Status — form I-20) is issued. International students must maintain nine (9) graduate level credits of non-repeatable courses each semester and renew the I-20 forms annually for any travel outside of the United States.

In rare cases, international students may have difficulty obtaining documentation for their previous academic work. These students may be admitted to the program with the understanding that they cannot advance to candidacy until the proper documentation is either obtained or formally waived by action of the admissions committee.

All students need to be fluent in English to follow course lectures and complete their written assignments. The Graduate Admission Office might require documentation for fluency in English. Such tests as TOEFL and/or TSE might be required for international students whose first language is not English. A minimum score of 550 is normally expected on the written version and a minimum score of 79 is normally expected for the internet based version. A (slightly) lower score may be accepted if accompanied by documentation of a successful evaluation from an English as a Second Language program (ESL) here in the United States. Students who have not mastered English but are granted admission may need to enroll in English and composition classes and employ (at prevailing rates) an editor to assist in the completion of their written work.

## **Scheduling Patterns**

Many graduate students are adult learners who work full time. Therefore, GPR Office makes every attempt to schedule courses at times that will facilitate progress in the degree program. Most graduate courses are scheduled one evening per week, in 4 hour blocks for 8 weeks plus one Saturday for 8 hours. The Semester schedule allows for two modules of 8 week sessions (two courses). 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 late August and are divided into two modules of eight-week sessions which make earning six (6) units during the Summer semester possible.

### **Traditional Schedule**

The traditional schedule is organized in two semesters annually, Spring and Fall, as well as in Summer modules.

### **Cohort Scheduling**

In cohort 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.

### **Intensives**

Intensives are courses offered in compacted blocks of time. Sometimes intensives are scheduled on weekends, and sometimes in week-long blocks.

## **Credit Hour Policy**

A semester credit hour is defined as the quantity of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates the amount of work required by one hour (minimum 50 minutes) of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or one semester, or an equivalent quantity of work over a term of different length (intensive, accelerated, online courses, etc.).

An equivalent quantity of work may also be achieved by other academic activities established by the University, including internships, laboratory work, practica, studio work, and any other academic work leading to the award of credit hours. With regard to clinical or laboratory hours, the appropriateness of a clinical hour



may be based on each program's specialty accreditation agency criteria, within the context of program and institutional learning outcomes.

This is in line with the Department of Education's Policy #600.2.

## PROGRAM POLICIES

The following policies apply to all degrees offered in the Graduate Programs in Religion. Such policies govern the student's 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 or she is encouraged to express it to the Office of Graduate Programs in Religion. Every effort will be made to resolve the discrepancy. If the student is not satisfied, any formal decision made by the GPR Office 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. Taking more than nine (9) units per semester will require permission from the GPR Office.

## Program Grade Requirements

### M.A. Degree

In order to graduate, students must maintain a cumulative grade point average of at least "B" (3.0 on a 4.0 scale). 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. Courses with a "C-" and below may be repeated to improve the 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). 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. Courses with a "D" and below may be repeated to improve the 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 ability to prevent or foresee, and who has requested additional time to complete the course requirements. It is the responsibility of the student to obtain a "Petition for Incomplete Grade in a Graduate Course" form from the GPR Office and to contact with the course professor(s) as early as possible. Petitions are approved by the professor. The professor 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. (Fall semester work must be submitted by the 2<sup>nd</sup> Friday of the following March, Spring semester work must be submitted by the 1<sup>st</sup> Friday of August, and Summer term work must be submitted by the 2<sup>nd</sup> Friday of November.) 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 Director and the course professor(s).

## **Academic Deficiencies**

Students admitted with Provisional Standing due to a low GPA, must achieve a 2.67 cumulative GPA within the first 12 units of course work. Students who do not meet this requirement will not be eligible to register for courses.

## **Program Time Limits**

All work for the Master's degrees will be completed within eight (8) years for the from the date of entrance as degree-seeking student.

If additional time is needed to complete the requirements, approval from the Director must be obtained by filing a General Petition.

## **Adding or Dropping Courses**

When circumstances necessitate changes in a course schedule, students are required to complete and file an Add/Drop form in the GPR Office.

Classes that are offered throughout the entire semester and are dropped during the first two weeks of the semester are not entered on the transcript. Classes dropped subsequently and up to the end of the eighth week will appear on the transcript with a grade of "W." Classes dropped after the eighth week will receive a grade of "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP."

Eight week classes that are dropped prior to the second class meeting will not be entered on the transcript. Classes that are dropped following the second meeting and prior to the fifth meeting will appear on the transcript with a grade of "W". Classes dropped following the 6th meeting will receive a grade of "WF" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP."

The professor(s) and the student's academic advisor must approve all classes added after the first week of the class. Intensive courses and weekend only courses should be dropped by the end of the first day of classes for intensives, and by the end of the first weekend for weekend seminars.

## **Withdrawal from the Program**

Students contemplating withdrawal from the program must first have a conference with the Coordinator. If a student finds it necessary to withdraw during a regular academic term, he or she must officially withdraw from all classes. Students must procure a "Notice of Intent to Withdraw" form from the OGPR, complete the form, including the required signatures, and return the completed form to the OGPR. 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 readmission. 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 GPR.

## **Leave of Absence Policy**

Should personal matters prevent the student from taking any courses for up to one calendar year, he or she must complete a Leave of Absence form to maintain active standing in the program, and to avoid the inconvenience of readmission.

Even with one or more semesters on leave of absence, the limit of 8 years for the M.T.S. degrees still applies..

Any student granted a leave during the add/drop period (as outlined in the University Catalog) for the semester will be dropped from any classes that the student is enrolled in. If the leave is granted after 75% of the semester (or class) the student may, with faculty approval, receive an Incomplete for one or more courses. If an Incomplete is not deemed appropriate, a grade of "W" will be issued. No refund of charges will be made for courses in which an Incomplete is given. No credit is earned for any course in which a "W" is issued. Refunds, if any, will be granted based upon the University's refund policy as found in the University course catalog.

## Medical Leave of Absence Policy

The University recognizes that students may experience a physical or mental health medical situation that significantly limits their ability to function successfully or safely in their role as students. In such situations, students should consider requesting a medical leave, which permits students to take a break from University life and their studies, so that they may receive treatment and later return to the University with the opportunity to achieve their academic and co-curricular goals.

A request for a medical leave of absence must be made with the Disability Services Office. Each medical leave request is individualized, and handled on a case-by-case basis, based on the needs of the student. Upon exit and reinstatement to the University, the student must have adequate medical documentation from a licensed health care or mental health care provider. A medical leave can be granted for up to two consecutive semesters.

## Compassionate Leave of Absence Policy

A compassionate leave of absence request may be made and considered for compelling reasons for students who find it necessary to interrupt their studies temporarily. A compassionate leave may be taken for circumstances related to the care of a seriously ill parent, child or spouse, financial or academic difficulties, or other situations that may prevent the student from continuing in classes. A request for a compassionate leave of absence must be made with the Disability Services Office. Each compassionate leave request is individualized, and handled on a case-by-case basis, based on the needs of the student.

## Re-admission to the Program

If the student has been absent from the GPR for one or more semesters and does not have a current Leave of Absence form on file, he or she must submit an "Application for Re-admission" with the GPR Office. There is a fee for re-admission. Students must meet any new graduation requirements that have come into effect at the time of their re-admission. Students must also submit transcripts (if any) from other institutions while absent from VU.

## GRADUATION REQUIREMENTS

Overview: To complete a graduate degree program, students will need to successfully complete the specified coursework, choose and complete an exit option, and apply for graduation. The graduation requirements for these steps are as follows:

### STEP ONE: Coursework and Academic Standing

Successfully complete the core and elective courses for an approved program. "Successful completion" means achieving a minimum cumulative grade point average of 3.0 for the M.A. degree, or a grade point average of 2.67 for the M.T.S. degree. Also, no more than two course grades of C+ or C can count toward the M.A. degree, and no more than two course grades of C or C- can count toward the M.T.S. degree. Lastly, the student must have regular standing (rather than provisional), with all academic deficiencies resolved.

### STEP TWO: Choose Exit Option

The final stage of the degree program is the exit option, which allows the candidate to develop specialized expertise in an area of interest related to the academic program.

#### Students may complete the exit option in one of the following ways:

Option 1: RELG 693 Integrative Seminar (3 units)

Option 2: RELG 795 Directed Reading + RELG 791 Exit Option Design and Proposal (6 units)

Option 3: RELG 798 Master's Thesis + RELG 791 Exit Option Design and Proposal (6 units)

Students who choose Option 2 or Option 3, must obtain approval from appropriate faculty on the Exit Option Application and return it to the GPR Office by no later than the beginning of the semester in which the exit option will be completed.

### Guidelines for Integrative Seminar

The Integrative Seminar option is available to students who are enrolled in the M.T.S. and M.A.L.S. 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 RELG 693 Integrative Seminar (3 units).

### Guidelines for Directed Reading Option

In general, the directed reading option is an opportunity to explore a subject of interest. Research should be supported by at least 4,500 pages of scholarly reading, and the results are 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. Students should register for RELG 795 Directed Reading (3 units) AND RELG 791 Exit Option Design and Proposal: Leadership Studies (3 units)
2. Select a topic. The exit option design and proposal professor and/or academic advisor should be consulted as needed.
3. Select Faculty Committee Chair and begin to describe the research topic in prospectus form (as instructed in the exit option design and proposal course).
4. Select one other faculty reader after consulting with the Chair.
5. Complete the Exit Option Application and return it to the GPR Office.
6. Submit a copy of the approved prospectus with the GPR Office.
7. Submit the final draft of the synthesis paper to the Faculty reader and Chair. Deadlines for submission of the synthesis paper are available from the GPR Office.
8. Complete the directed reading in consultation with the Chair, and submit a copy of the final synthesis paper with the GPR Office.

### Guidelines for Thesis

A thesis is an intensive study of a subject relevant to the student's concentration. The project options allow one to study/survey, and contribute to some aspect of ministerial studies. Research for any option will be guided by three professors and formally written and defended. The average size of a thesis is approximately 100 pages.

*To Complete This Exit Option:*

1. Register for RELG 798 Masters Thesis (3 units) AND 791 Exit Option Design and Proposal (3 units)
2. Select a topic. The research methodology professor and/or academic advisor should be consulted as needed.
3. Select a faculty committee chair and clarify 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 Exit Option Application and return it to the GPR Office
6. File a copy of the approved prospectus with the GPR Office.
7. The completed thesis must be submitted at least three months prior to defense date. Deadlines for Defending the Thesis/Project are available from the GPR Office.
8. Defend the exit option when the committee agrees that it is complete enough to defend.

### STEP THREE: Application for Graduation

Students must file an application for graduation with the GPR Office by no later than the beginning of 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 GPR Office and the Registrar's Office. The degree is conferred 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 the necessary forms in accordance with the timetable provided by the GPR Office.
2. Successfully complete all degree requirements within the “maximum time” limits of eight (8) years.
3. If transferring any graduate coursework, submit official, original transcripts accompanied by proper certification from all transfer institutions.
4. Settle 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 RELG 799 • Continued Registration: Master’s Study (1) unit 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 accessible consultation with faculty.

# ACADEMIC PROGRAMS

## MASTER OF ARTS IN LEADERSHIP STUDIES (42 UNITS)

### Mission

The purpose of the MA in Leadership Studies is to inspire transformational leaders to serve their organizations, churches, and nonprofits within the global community. Integrating best practices of real-world leadership with theology, culture, ethics, and spirituality, students engage in a learning community that develops critical thinking, energetic participation, and the cultivation of long-standing networks.

### Program Learning Outcomes

- *Leadership practices:* Students will apply leadership principles and theory, theological reflection, and critical thinking skills in order to creatively impact organizations and their environments.

- *Intercultural competence:* Students will apply the intercultural and communication skills necessary to lead in partnership with people of other cultures and contexts.
- *Ethical decision making:* Students will analyze and apply tools of ethical reasoning and decision making to ethical dilemmas in specific contexts of leadership, life, and ministry.
- *Spirituality:* Students will formulate and present a theological framework of spirituality in relation to character development and the soul care of leadership.

## Admission Requirements for the M.A.L.S.

A student seeking the M.A. Degree in Leadership Studies must meet the following admission requirements:

1. Completion of a Bachelor’s degree from a regionally accredited college or university.  
 Exceptions: Applicants from an institution accredited by the Association for Biblical Higher Education, or from other institutions not accredited by a regional association, will be considered on an individual basis. If accepted, provisional standing will be applied. After completion of 12 units earning a grade of "B" or better in each course, the student may request transferring to regular standing.  
 Students in the senior year of their Bachelor’s degree can still apply. If admitted, provisional 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: If the GPA is below 3.0, the student's application may still be considered at the discretion of the Admissions Committee. If accepted, provisional status will be granted, requiring students 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.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 credit are to be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credit rests with the Registrar upon receipt of the recommendation of the Director. No courses with a grade lower than “B” (3.0) will be transferred toward the M.A. degree. No transfer credit can be granted for coursework used for a degree awarded by another institution. A minimum of 27 units at VU is required of all students in the M.A. 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 M.A.L.S.

The curriculum is composed of 11 required Leadership courses (33 units), 6 one unit Special Topic Workshops (6 units), and 1-2 Exit Option courses (3-6 units) depending on the Exit Option type chosen. Students choosing the Integrative Seminar (3 units) as the Exit Option will complete a total of 42 units. Students choosing the Directed Reading (3 units) or the Master’s Thesis (3 units) Exit Option instead of the Integrative Seminar will register in additional 3 units for the Exit Option Design and Proposal course, bringing the program total to 45 units.

## Course Requirements 33 units

The required courses develop a theological and theoretical framework for understanding leadership, mission and culture, and ethics in order to reflect theologically on what it means to be in authentic community and to examine the impact of mission in the community. The research course provides practical opportunity for students to learn how to conduct inquiry through a variety of methods that will be used in coursework and in the final exit option.

CLSG 601	History of Spirituality	3 units
CLSG 606	Spiritual Formation	3 units
CLSG 607	Spiritual Direction	3 units
CLSG 632	Team Building and Conflict Management	3 units
CLSG 638	Leadership and Global Issues	3 units
CLSG 642	Soul Care of Others	3 units

CLSG 646	Leadership and Character Development	3 units
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
<b>Special Topics</b>		<b>6 units</b>
CLSG 670	Special Topics: (Six 1 unit workshops)	6 units
<b>Exit Option</b>		<b>3-6 units</b>
RELG 693	Integrative Seminar	3 units <i>or</i>
RELG 791	Exit Option Design and Proposal	3 units <i>and</i>
RELG 795	Directed Reading	3 units <i>or</i>
RELG 791	Exit Option Design and Proposal	3 units <i>and</i>
RELG 798	Master’s Thesis	3 units

## MASTER OF THEOLOGICAL STUDIES (48 UNITS)

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, Theological Studies, 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, doctrine and mission.

The Theological Studies 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 contexts;
- Compare and evaluate prominent theological systems and movements in the twentieth century; and
- Discuss the major theological loci in sensitivity to biblical revelation, doctrinal developments in history, and contemporary contextual challenges.

The Leadership Studies objectives are to develop skills of ministry needed to facilitate the church's life as a fellowship of believers, as a worshipping community, as a prophetic witness and as an agent of redemption. Each student 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 roles of the minister (clergy and lay leader) as preacher, educator, caregiver and administrator in the life of the local church or para-church ministry; and
- Examine the larger cultural and social environment in which the church carries out its global mission.

### 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.

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 the first 12 units of graduate level courses with grades of "B" or above before receiving further consideration for regular standing in the GPR.

3. Prerequisites: Old Testament Survey and New Testament Survey. Students may submit portfolio for Faculty approval.

## Transfer Credit

Students in the M.T.S. 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 advancement to candidacy. Final decisions on matters of transfer credit rest with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B-" (2.67) is considered in transfer toward the M.T.S. degree. No transfer credit can be granted for coursework used for a degree awarded by another institution. A minimum of 36 units at VU is required of all students in the M.T.S. degree program.

## The Academic Program of the M.T.S.

This degree program requires 11 required courses (33 units), 4 elective courses (12 units) and the Exit Option Integrative Seminar (3 units). Students choosing the Directed Reading (3 units) or the Master's Thesis (3 units) Exit Option instead of the Integrative Seminar will register in additional 3 units for the Exit Option Design and Proposal course, which will be applied toward the 12 unit elective requirement. The program will consist of 48 total units.

## Core Course Requirements 33 units

These core courses embody specific, foundational readings, dialogue and research/writing instruction for each of the three areas of the degree. Students gain familiarity with the scope of each academic discipline enabling them to proceed with the second level of the program. These courses also introduce the student to the books of the Old Testament and New Testament, to the study of Christian theology and ethics, to the distinctive features of a Pentecostal/Charismatic theology of church leadership and mission, including its biblical foundations and moral responsibilities, and principles of leadership which include sermon preparation, administration, pastoral care and counseling, intercultural and urban ministry, and spirituality.

THOG 508	Theological Studies	3 units
OTG 508	Old Testament Exegesis	3 units
NTG 508	New Testament Exegesis	3 units
CLSG 741	Biblical Exegesis and Expository Preaching	3 units

THOG 557	Historical Theology	3 units
THOG 640	Systematic Theology	3 units
OTG 640	Kingdom of God in the old Testament	3 units
NTG 542	Theology of Jesus in the New Testament	3 units
CLSG 715	Church and Contemporary Moral Issues	3 units
CLSG 720	Theology and Theory of Leadership	3 units
THOG 645	Theology and Ministry in a Post-Modern Context	3 units

## Elective Course Requirements 12 units

The elective courses provide a broad base of interpretive skills in biblical interpretation, an understanding of Christian theology, and an introduction to the ministry and mission of the Christian church. The elective courses can be distributed between Biblical Studies, Theology and Leadership, or focused on any one of the three areas.

## Biblical Studies Electives

### Old Testament

OTG 503	Beginning Hebrew I	4 units
OTG 504	Beginning Hebrew II	4 units
OTG 631	Intermediate Hebrew I	3 units
OTG 632	Intermediate Hebrew II	3 units
OTG 574	Old Testament Ethics	3 units
OTG 670	Special Topics	1-3 units
OTG 680	Individual Study in Old Testament	3 units

### New Testament

NTG 503	Beginning Greek I	4 units
NTG 504	Beginning Greek II	4 units
NTG 631	Intermediate Greek I	3 units
NTG 632	Intermediate Greek II	3 units
NTG 546	Parables of Teaching	3 units
NTG 555	New Testament Ethics	3 units
NTG 670	Special Topics	3 units
NTG 680	Individual Study in New Testament	3 units



**Theology and Ethics**

THOG 670	Special Topics	3 units
THOG 680	Individual Study in Theology and Ethics	3 units

**Leadership Electives**

CLSG 601	History of Spirituality	3 units
CLSG 606	Spiritual Formation	3 units
CLSG 607	Spiritual Direction	3 units
CLSG 624	Change and Strategic Planning	3 units
CLSG 632	Team Building and Conflict Management	3 units
CLSG 646	Leadership and Character Development	3 units
CLSG 710	Mission and Culture in Theological Perspective	3 units
CLSG 670	Special Topics	1-3 units
CLSG 680	Individual Studies	3 units
CLSG 690	Seminar in Leadership Studies	3 units

**Field Education Electives**

FERG 510	Field Education in Student Ministries	1-12 units
FERG 515	Field Education in Church Administration	1-12 units
FERG 520	Field Education in Worship Leadership	1-12 units
FERG 525	Field Education in Family Life and Small Group Ministries	1-12 units
FERG 530	Field Education in Pastoral Leadership Ministries	1-12 units

**Exit Option**

RELG 693	Integrative Seminar	3 units <b><u>or</u></b>
RELG 791	Exit Option Design and Proposal	3 units <b><u>and</u></b>
RELG 795	Directed Reading	3 units <b><u>or</u></b>
RELG 791	Exit Option Design and Proposal	3 units <b><u>and</u></b>
RELG 798	Master's Thesis	3 units

**OLD TESTAMENT COURSE DESCRIPTIONS****500-Level Graduate Courses****OTG 503 • Beginning Hebrew I (4 units)**

An introduction to Hebrew grammar, vocabulary and syntax for the graduate student. Offered alternate years.

**OTG 504 • Beginning Hebrew II (4 units)**

A continuation of Beginning Hebrew I. Offered alternate years.

**OTG 508 • Old Testament Exegesis (3 units)**

This course is designed to acquaint the student with some of the methodological, cultural, literary and theological issues that facilitate and condition the study of the Old Testament and that will lay a foundation for further work in that field. The final project will be an exegesis of a passage of Old Testament scripture.

**OTG 574 • Old Testament Ethics (3 units)**

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 norms for ethical conduct as they are set forth both in edict, institution and deed in the literature of the Old Testament. (M.T.S. must have OT Life and Literature or its equivalent.)

**600-Level Graduate Only Courses****OTG 631 • Intermediate Hebrew I (3 units)**

Further study of grammar and syntax including extensive exegesis of the narrative portions of the Old Testament. Offered alternate years.

**OTG 632 • Intermediate Hebrew II (3 units)**

A continuation of Intermediate Hebrew I. Offered alternate years.

**OTG 640 • The Kingdom of God in the Old Testament (3 units)**

This course will focus on the following aspects of kingdom theology in the Old Testament: The theology of the kingship of Yahweh; the theology of human kingship in ancient Israel as it was ideally conceived; the rise of the monarchy- the

idealized Davidic kingship; the development of the monarchy as it actually materialized in Israel and in Judah and; the application of these theologies to life situations. Included will be a study of the theological values in the patriarchal journeys, together with the archeological backgrounds of the patriarchs; the contribution of genealogies; the competition from neighboring concepts of God and kingship, the people of Israel and their land.

**OTG 670 • Special Topics (3 units)**  
Study in a special topic in Old Testament.

**OTG 680 • Individual Study in Old Testament (3 units)**  
A study of a subject not addressed by a regular course that is initiated by the student through a written prospectus of the proposed study and the securing of an appropriate sponsoring faculty member to supervise and evaluate the study. Up to a maximum of four units may be applied toward the degree requirements.

**OTG 690 • Seminar in Old Testament (3 units)**  
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)**  
An investigation and evaluation of the basic critical problems of Old Testament interpretation which aims to acquaint the student with the more significant methodologies and personalities in contemporary scholarly studies.

## **NEW TESTAMENT COURSE DESCRIPTIONS**

### **500-Level Graduate Courses**

**NTG 503 • Beginning Greek I (4 units)**  
An introduction to Greek grammar, vocabulary and syntax for the graduate student. Offered alternate years.

**NTG 504 • Beginning Greek II (4 units)**  
A continuation of Beginning Greek I.

**NTG 508 • New Testament Exegesis (3 units)**  
This course surveys the basic issues in the interpretation of the New Testament and the academic disciplines that have been developed to address them. As such, it constitutes a basic introduction to exegetical method. The final project will be an exegesis of a passage of New Testament Scripture.

**NTG 546 • Parables for Preaching (3 units)**  
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.

**NTG 542 • Theology of Jesus in the New Testament (3 units)**  
A critical examination of the various interpretations of Jesus' nature and the nature of his work as they are found within the New Testament.

**NTG 555 • New Testament Ethics (3 units)**  
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.

### **600-Level Graduate Only Courses**

**NTG 631 • Intermediate Greek I (3 units)**  
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)**  
A continuation of Greek I. Offered alternate years.

**NTG 670 • Special Topics (3 units)**  
Study in a special topic in New Testament.

**NTG 680 • Individual Study in New Testament (3 units)**  
An individualized study initiated by the student who must develop a written prospectus of the proposed study and secure an appropriate sponsoring faculty

member to supervise and evaluate the study. A maximum of four units may be applied toward the degree requirements.

**NTG 690 • Seminar in New Testament (3 units)**

Mutual investigation of one topic in New Testament of particular relevance to graduate students in religion.

**700-Level Graduate Only Courses**

**NTG 710 • Current Issues in New Testament Studies (3 units)**

An investigation and evaluation of the basic critical problems of New Testament interpretation which aims to acquaint the student with the more significant methodologies and personalities in contemporary scholarly studies.

## **THEOLOGY AND ETHICS COURSE DESCRIPTIONS**

**500-Level Graduate Courses**

**THOG 508 • Theological Studies (3 units)**

This course is designed mainly to expose the student to the nature and task of theology, especially to the issue of theological method. Included in theological method will be how biblical themes are interpreted in light of tradition and social/cultural contexts. Also included will be an awareness of the major fields of theological study.

**THOG 557 • Historical Theology (3 units)**

An investigation of the system of doctrine of the Christian faith with attention to the lives of the framers of early Christian doctrine; exploration of the development of Christian theology and doctrine throughout the reformation period and 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.

**600-Level Graduate Courses**

**THOG 630 • Narrative Theology and Hermeneutics (3 units)**

This course explores the implications of narrative as a way of engaging in the theological task. Particular attention is given to narrative biblical interpretation, theology, and preaching. In addition, students will become aware of the use of narrative in emerging theological voices in cultures outside the West (and minority cultures within the West), especially in Pentecostal contexts.

**THOG 640 • Systematic Theology (3 units)**

This course will introduce the student to the major loci of systematic theology, including such major topics as God, Christology, Pneumatology, Soteriology, Ecclesiology, and Eschatology. Each topic will be explored with the biblical witness, historical developments, and current issues in mind. The goal will be to provide the student with a broad basis for advanced graduate-level work in systematic theology.

**THOG 645 • Theology and Ministry in a Postmodern Context (3 units)**

The cultural-linguistic turn, otherwise known as postmodernism, changes everything. This course aims to enable students to recognize the effect of post modernity on the twin tasks of doing theology and engaging in ministry. The goal will be to explore what it means to effectively contextualize the timeless message of God's work without accommodating it to the prevailing zeitgeist. Toward this end, students will evaluate various evangelical responses to postmodernism, explore what it means to do ministry in a missional rather than institutional manner, and examine the various ways in which evangelical churches have endeavored to reinvent themselves so as to minister effectively (make disciples, image the kingdom of God) in a postmodern, post-Christian context.

**THOG 670 • Special Topics (3 units)**

Study in a special topic in theology and ethics.

**THOG 680 • Individual Study (3 units)**

An individualized study initiated by the student who must develop a written prospectus of the proposed study and secure an appropriate sponsoring faculty

member to supervise and evaluate the study. Up to a maximum of three units may be applied toward the degree requirements.

## LEADERSHIP STUDIES COURSE DESCRIPTIONS

### 600-Level Graduate Only Courses

#### CLSG 601 • History of Spirituality (3 units)

An exploration of Spirituality throughout church history that includes examples from Orthodox, Roman Catholic, Protestant (including Pentecostal) traditions.

#### CLSG 606 • Spiritual Formation (3 units)

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 mysticism of the Holy Spirit into the prophetic radicalism 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 (3 units)

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 624 • Change and Strategic Planning (3 units)

An examination of change within congregations and religious organizations with a view toward understanding systematically the relationship between the organization and its environment. Alternate strategic planning, problem solving and program evaluation models will be explored in light of intentional mission and ministry.

#### CLSG 632 • Team Building and Conflict Management (3 units)

An exploration of team building as integral to preventing conflict and the role of conflict in healthy team formation. Participants will examine the nature of

conflict, how it develops within individuals, relationships, and organization as well as the methods for managing conflict effectively.

#### CLSG 638 • Leadership and Global Issues (3 units)

An understanding of leadership issues in intercultural contexts with a focus on the adaptation of best practices to local customs and culture. The course explores dimensions of social and organizational identities and examines how cultural perspective and context impact leadership decision-making. Intercultural skills will be improved through the analysis of case studies and participation in group activities.

#### CLSG 642 • Soul Care of Others (3 units)

A practical seminar that explores current trends in counseling and soul care, including Christian perspectives. The course will examine the relationship of the pastoral counselor to clinical therapists and other mental health care professionals, as well as provide the pragmatic integration of theological reflection with social science theory and practice.

#### CLSG 646 • Leadership and Character Development (3 units)

An exploration of the interior life of the leader in order to understand how character, spirituality and personal ethics of the leader influence interpersonal relationships and the public roles of leadership in the workplace.

#### CLSG 670 • Special Topics (1-3 units)

Study in a special topic in leadership studies.

#### CLSG 680 • Individual Study in Leadership Studies (3 units)

An individualized study initiated by the student who must develop a written prospectus of the proposed study and secure an appropriate sponsoring faculty member to supervise and evaluate the study. Up to a maximum of three units may be applied toward the degree requirements.

#### CLSG 690 • Seminar in Leadership Studies (3 units)

Mutual investigation of one topic in cross-cultural ministry of particular relevance to graduate students in leadership studies.

## 700-Level Graduate Only Courses

### CLSG 710 • Mission and Culture in Theological Perspective (3 units)

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)

This course seeks to develop a constructive Christian ethic as a 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)

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.

## FIELD EDUCATION COURSE DESCRIPTIONS

### 500-Level Graduate Only Courses

#### FERG 510 • Field Education in Student Ministries (1-12 units)

The course offers a supervised learning experience in a field based ministry setting. Students will be involved in a mentoring relationship with a leader engaged in student ministry as well as a faculty supervisor. Ministry development will be learned through constructing a theology of student ministries, combined with application of that theology through involvement in planning, administering and operating a student ministries program, regular mentoring sessions (both individual and group), reading an approved bibliography, writing reflective essays, and assessment of learning documented in a portfolio. A minimum of 125 hours

of 'time on task' per 3 unit course is required. The course may be repeated for credit for a maximum of 12 units.

#### FERG 515 • Field Education in Church Administration (1-12 units)

The course offers a supervised learning experience in a field based ministry setting. Students will be involved in a mentoring relationship with a leader engaged in Church Administration Ministries as well as a faculty supervisor. Ministry development will be learned through constructing a theology of church administration, combined with application of that theology through involvement in planning, administering and operating a church administration program, regular mentoring sessions (both individual and group), reading an approved bibliography, writing reflective essays, and assessment of learning documented in a portfolio. A minimum of 125 hours of 'time on task' per 3 unit course is required. The course may be repeated for credit for a maximum of 12 units.

#### FERG 520 • Field Education in Worship Leadership (1-12 units)

The course offers a supervised learning experience in a field based ministry setting. Students will be involved in a mentoring relationship with a leader engaged in Worship Leadership Ministries as well as a faculty supervisor. Ministry development will be learned through constructing a theology of church administration, combined with application of that theology through involvement in planning, administering and operating a Worship Leadership program, regular mentoring sessions (both individual and group), reading an approved bibliography, writing reflective essays, and assessment of learning documented in a portfolio. A minimum of 125 hours of 'time on task' per 3 unit course is required. The course may be repeated for credit for a maximum of 12 units.

#### FERG 525 • Field Education in Family Life and Small Group Ministries (1-12 units)

The course offers a supervised learning experience in a field based ministry setting. Students will be involved in a mentoring relationship with a leader engaged in Family Life and Small Group Ministries as well as a faculty supervisor. Ministry development will be learned through constructing a theology of Family Life and Small Group Ministries, combined with application of that theology through involvement in planning, administering and operating a Family Life and

Small Group Ministries program, regular mentoring sessions (both individual and group), reading an approved bibliography, writing reflective essays, and assessment of learning documented in a portfolio. A minimum of 125 hours of 'time on task' per 3 unit course is required. The course may be repeated for credit for a maximum of 12 units.

**FERG 530 • Field Education in Pastoral Leadership Ministries (1-12 units)**

The course offers a supervised learning experience in a field based ministry setting. Students will be involved in a mentoring relationship with a leader engaged Pastoral Leadership Ministries as well as a faculty supervisor. Ministry development will be learned through constructing a theology of Pastoral Leadership, combined with application of that theology through involvement in planning, administering and operating a Pastoral Leadership program, regular mentoring sessions (both individual and group), reading an approved bibliography, writing reflective essays, and assessment of learning documented in a portfolio. A minimum of 125 hours of 'time on task' per 3 unit course is required. The course may be repeated for credit for a maximum of 12 units.

## RELIGION COURSE DESCRIPTIONS

The following courses are offered on a CR/No Credit Basis.

### 600-Level Graduate Only Courses

**RELG 693 • Integrative Seminar (3 units)**

The Integrative Seminar is a classroom experience designed to help students reflect theologically on ministry experience by integrating what they have learned in graduate coursework with the practice of ministry.

**RELG 694 • Field Education (3 units)**

A field education experience with a qualified mentor approved by the Faculty Supervisor in Field Education. See the Graduate Religion Office for applications.

### 700-Level Graduate Only Courses

**RELG 788 • Research Methodology: Leadership Studies (3 units)**

An introduction to research and inquiry regarding leadership and religious organizations. Students will design and complete a mini research project that

includes: a problem statement, definition of terms, limitations and delimitations, literature review, description of research method, collection of data, data analysis and interpretation of data. Required for all M.A. students, and M.T.S. students who have chosen the thesis, project or directed reading option in the field of Leadership Studies. May be used as one elective M.T.S. course.

**RELG 791 • Exit Option Design and Proposal: Leadership Studies (3 units)**

The development of appropriate thesis and directed reading topics in the field of Leadership Studies, and the description of these topics in a formal proposal format. Students will meet with selected faculty and other students enrolled in each semester to research proposals until approved by faculty. After approval of the research proposal, students will continue to meet in this seminar to report progress on their research exit options. Required for all M.A. students, and M.T.S. students who have chosen the thesis or directed reading option in the field of Leadership Studies. May be used as one elective M.T.S. course.

**RELG 795 • Directed Reading (3 units)**

The development of a problem statement necessary to conduct a literature search in a given area. Written critiques, a summary reflection paper and meetings between the student and the directed reading mentor monitor the student's progress and mastery of research topic.

**RELG 798 • Master's Thesis (3 units)**

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 semester of completion. RELG 799 credits do not count toward M.A. or M.T.S. degree requirements.

## PROFESSIONAL STUDIES

Andrew Stenhouse, Ed.D., Dean of the School for Graduate and Professional Studies

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*The Professional Studies Programs at Vanguard University serve life-long learners throughout their educational journey. The structure and format of the degree programs makes it possible and manageable for working adults to finish their educational goals without sacrificing their careers and important responsibilities while still accomplishing their educational aspirations.*

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### GENERAL INFORMATION

In addition to graduate degrees, the School for Graduate and Professional Studies (SGPS) 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; and Religion, with an emphasis in Ministry and Leadership. The school also offers a Bachelor of Science in Nursing (BSN) degree for registered nurses (see RN to BSN major in this section for nursing specific prerequisites and admission requirements). A Certificate in Early Childhood Education, both an Associate of Arts and Bachelor of Arts in Early Childhood Education are offered online. All courses are offered either one night per week (6:00 p.m. to 10:00 p.m.) or online. Each course meets in accelerated 5 to 8-week formats and the on-campus courses generally meet once each week throughout the year. Small, dynamic classroom settings allow students the opportunity to share their personal and professional experiences in an academically stimulating environment of mutual respect, learning, and support whether on campus or online. Accomplished faculty bring both practical and academic acumen to the classroom. Moreover, each degree program has its own Student Success Coordinator. The Student Success Coordinator helps each student navigate through the various aspects of the university as well as assist each student in individual academic planning.

### Academic Calendar

Professional Studies Programs operate 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 Professional Studies office.

### Degree Program Registration and Orientation Date

Orientations are held approximately one week prior to the start of new cohort groups (online for the ECE degree programs). New Student Orientations are structured to help begin the process of acclimation to the university and develop an understanding of available university resources.

### ACADEMIC POLICIES

Please see the General Information section of this catalog for expanded information on institutional policies.

## ADMISSIONS INFORMATION

### Admission Requirements

- Demonstrate proof of minimum full-time work experience requirement (depending on program)  
OR  
Obtain approval for admission from the appropriate Chair via petition
- Proof of High School graduation/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 (official transcripts are sealed by the Registrar at the requested university and must be received from each institution attended, regardless of academic performance or granting of credit) and official entrance interview
- ECE applicants must complete the online assessment on the website: “Am I Ready for Online Courses?”

- Unique admission requirements for the RN to BSN program are found in the Nursing Program Description.

Students wishing to take upper division courses must meet the 57 unit prerequisite. Exceptions for starting upper division coursework with fewer than 57 units must be approved by the Chair of the desired degree program.

All applicants meeting the above-stated admission requirements will be considered by the Admission Committee. During the admission process, students will be informed of remaining requirements accompanied by a recommendation as to how these requirements can be completed.

## Application Process

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. Schedule an appointment with an Admissions Counselor to discuss transfer credits and degree requirements.
3. Send a Request for Official Transcript form to each college or university previously attended, regardless of credit granted or academic performance. High school transcripts are also required. Check with the Registrar from each institution for the appropriate transcript fee. An official, sealed transcript must be received from all institutions attended regardless of completion of courses.
4. Submit Personal and Professional Reference questionnaires, as required by program.
5. Submit the required admissions essay(s) and/or petitions.
6. Complete any required assessments.
7. After all required documents are received, an admissions interview will be scheduled with the appropriate Student Success Coordinator.

Application, Transcript Request, and Reference forms are available at <http://www.vanguard.edu/sps/>.

Completed application files are forwarded to the Admissions Committee for review. Students accepted into Vanguard will be notified of their acceptance status via letter.

The Admission Deadline for each cohort/group is two (2) weeks prior to the orientation date.

## Individualized Appointments

Prospective students meet with an Admissions Counselor 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
  - Payment schedules

Office hours are Monday-Thursday: 9 a.m.-6:00 p.m. and F: 8 a.m.–5 p.m. (Pacific Time).

## International Students

International students must complete the same admission process as other students and must submit:

### On-Campus Students

- Financial Certification. Vanguard University does not offer financial aid to international students. Therefore, applicants must provide satisfactory evidence that adequate funds are available to meet the financial obligations required at the time of enrollment. A Financial Statement and Affidavit form must be filled out and must include bank statements that show sufficient funds available to cover one year of tuition and expenses. The bank statement must be in U.S. dollars. Forms related to this process are available in the Admissions Office.
- Deposit: 70% of annual direct cost for the first year of attendance is required before registering for classes.



- English Proficiency: TOEFL (Test of English as a Foreign Language) – all international students whose native language is other than English are required to present scores for the TOEFL, a minimum of 60 college units (taught in English) or SAT/ACT scores.
- Appropriate Visa documentation: International student applying within the U.S. must submit copies of their visa, I-94, and if on a student visa, copies of their I-20 A-B Form.
- Transferring from another institution within the U.S.: To become eligible for transfer to VU from another American college, approval must be obtained from the previous school attended and the U.S. Immigration and Naturalization Service.
- Transferring from another institution outside of the U.S.: Transferring any units from a university or seminary overseas, all transcripts must be submitted to an agency that evaluates transcripts. All transcripts should be an English translation, and must be notarized by the U.S. Consul or notary, or another authority.
- Student Visa: F-1 International students must sustain full-time student status, maintaining a minimum of twelve (12) units each semester.
- Non Student Visa: Those currently in the U.S. on a visa other than an F-1 student visa (M-1, J-1, R-1, etc.) may take a maximum of eleven (11) per semester, attending classes only part-time.

#### **Distant Learning/Online Students**

- Financial Certification. Vanguard University does not offer financial aid to international students. Therefore, applicants must provide satisfactory evidence that adequate funds are available to meet the financial obligations required at the time of enrollment. A Financial Statement and Affidavit form must be filled out and must include bank statements that show sufficient funds available to cover one year of tuition and expenses. The bank statement must be in U.S. dollars. Forms related to this process are available in the Admissions Office.
- English Proficiency: TOEFL (Test of English as a Foreign Language) – all international students whose native language is other than English are required to present scores for the TOEFL, a minimum of 60 college units (taught in English) or SAT/ACT scores.

- Deposit: 70% of annual direct cost for the first year of attendance is required before registering for classes.

#### **Re-Admitting Students**

Students wishing to return to a Professional Studies program after withdrawing, being academically disqualified, or taking a leave of absence of one semester or more must submit a Re-Admit Application and the \$20.00 re-admit fee, along with official transcripts (sealed by the requested university) for any course work completed since leaving Vanguard. Students who apply for readmission will be reviewed by the Admissions Committee and the appropriate Chair. The decision to readmit 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. Readmitted students may be subject to new degree requirements. Should a student be denied re-admission, the respective department Chair in conjunction with the Dean of SGPS may place conditions on possible readmission.

#### **Admission Status**

##### **Auditors**

Students may attend class 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 obtained 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 course load to 9 units per term. In order to receive regular standing classification and continue enrollment, provisional students must attain a 2.0 grade point average in their first term of no less than part-time (at least 6 units) enrollment. If the Provisional student fails to do so, they will be subject to Academic Disqualification. Provisional students will be eligible for limited

financial aid (freshman level student loans only) for a maximum of twelve consecutive months. Select provisional students may be accepted under specific circumstances set forth by the respective department Chair. These provisions are at the discretion of the Chair in conjunction with the Dean of SGPS.

### **Regular-Standing Students**

Students who have fully met all the requirements for admission and have been accepted are considered regular-standing students. Students may not exceed an enrollment maximum of 18 units per semester.

### **Students-at-Large**

Student-at-Large classification is possible only for those students who are taking six units or less during any term and who are not seeking a degree or certificate from the School for Graduate and Professional Studies. Students-at-large earn academic credit for work completed successfully, but they are not considered degree-seeking students at Vanguard University. Students-at-large are not eligible to receive Financial Aid unless enrolled in at least six prerequisite units and have, prior to acceptance, applied to a graduate program. Federal Financial Aid standards will apply. Please contact the Graduate office and Professional Studies Admissions to discuss admittance as a Student-at-Large.

### **University Selection and Community Participation**

The School for Graduate and Professional Studies at Vanguard University selects students based on academic record, the admissions interview, work experience, references, and willingness to comply with the standards and values of the university. It is expected that each individual who joins the academic community of Vanguard University will deepen his or her ethical commitment and understanding, strengthen his or her 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 will: (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 class 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 is granted in semester units and each course is normally two to four units of credit.

### **Credit Hour Policy**

Professional Studies Programs are delivered in an accelerated format. Accelerated means that each three-unit course contains the equivalency of forty hours of instruction; but compressed into five weeks instead of the traditional fifteen weeks. This means that, attending class one night per week, a student can complete three courses in fifteen weeks instead of only one course. This also means that students essentially triple the pace of coursework, completing the same amount of work in one third of the time. This schedule is not for everyone. It is however, ideal for students who are highly motivated, self-directed, and extremely disciplined with their own time management. It is also expected that students will invest four hours outside of class for every contact hour.

(See Credit Hour Policy under ACADEMIC POLICIES: Office of the Registrar)

### **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 must submit an official transcript from each institution, regardless of credit granted. The Office of the Registrar will produce all official degree evaluations. Evaluations are completed as new transcripts are received. Once students have received an updated official evaluation or viewed in on their myVU portal, they may review and request clarification on anything they may find unclear or questionable. (Academic Evaluations produced by Educational Counselors/Recruiters, Student Success Coordinators or other individuals should be considered advisory and unofficial.)

## 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 their final upper division course to complete any outstanding general education or elective coursework needed to become a degree candidate (124 units). Students taking longer than 12 months will be required to complete any new upper division requirements in effect for their degree program. Students must complete the re-admission 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 printed on a monthly basis. Diplomas will not be issued to any student whose Vanguard account is not paid in full or whom Federal Perkins Loan is delinquent.

## Prior Learning Assessment

The School for Graduate and Professional Studies will only consider request of up to a maximum of 30 units of university undergraduate credit for non-traditional schooling, work or other life experiences that are approved by the appropriate academic department(s) at Vanguard University. The approval of the student request for such credit lies entirely within the academic department that is being petitioned for the credit. Neither SGPS nor any of its representatives have any authority to grant or promise university credit for “prior learning.” Furthermore, there is no guarantee that credit will be granted once the petition is submitted to

the academic department(s). Contact the SGPS Office for more information on the process and required fees.

## ACADEMIC INFORMATION

### Academic Dishonesty

Academic dishonesty, either cheating or plagiarism (presenting the words or opinions of others as one’s own work), is regarded as a serious violation of both the academic and moral standards of Vanguard University (VU). Dishonesty in any class assignment can result in: loss of credit for the assignment, loss of credit for the entire course, and referral to the Dean and/or 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 commits plagiarism if he/she submits as his/her own 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.
- A sequence of ideas transferred from another source which the student has not digested, integrated and reorganized, and for which he/she fails to give proper 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.

### Plagiarism

Please refer to the *Plagiarism Policy* in the *Academic Policies* section of this catalog.

## Computer Usage: Student Guidelines

(Excerpted from the Vanguard University Student Handbook)

### 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 even subversive ideas, so that the students 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 use maturity and self-discipline 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 Information Technology (IT) Department, therefore reserves the right to regulate or prohibit the access (such as by way of the Internet) to obscene, pornographic, and unlawful materials and the distribution of such materials over the campus network. Students using University computing and network resources are required 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 to cover the use of campus facilities and network resources and networks throughout the world to which electronic access has been provided by the University. Computing and network resources and user accounts are owned by the University and are to be used for university-related activities only. Computer equipment and accounts at VU should be used for legitimate instructional, research, and administrative or other approved purposes. In addition to these guidelines members of the VU community are expected to abide by all other published technology use policies.

### 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 Wireless
2. E-mail
3. Use of Internet
4. Priority over non-VU users and/or guests when using campus computer labs

5. Use of computers and printers in the campus computer labs
6. Use of electronic library resources

### Student Responsibilities

To protect the quality 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/or network which the university provides:

1. Student use of the campus network, the Internet, and e-mail 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 harassing.
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, password or e-mail account is prohibited. Never leave your terminal or PC logged on and unattended for more than a few minutes. Never write down your user ID and password. Change passwords frequently.
4. You must not intentionally seek information about, browse, copy, or modify a file belonging to another person, whether at 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 or observe 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 not 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, sounds or messages that could create an atmosphere of discomfort or harassment 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. Use of your network folder is a privilege for academic purposes. You are expected to stay within the space limits posted in the main lab.
11. You must not degrade computing or network performance in any way that will prevent others from meeting their educational or university business goals. Academic work by students takes precedence over personal usage.
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 VU computer equipment.
14. Equipment and supplies for VU labs should be treated with care. These items are purchased with student fees for lab use only. Anyone who abuses equipment or takes supplies from the labs will lose lab privileges and be charged the cost of repair or replacement. Anyone who steals equipment will be prosecuted under the law.
15. Members of the VU University 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.
16. Students are required to utilize their Vanguard email account for all university business including communicating with professors and staff.

## Computer Dishonesty 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 others 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 during the same semester is unacceptable, unless you have obtained the express permission of your professor(s). If you are not sure about your professor's policy on the use of papers for more than one class, be sure to ask rather than turn in your work based upon an assumption of what will be accepted.

2. Using material from another student's paper. Block copying allows the transportation of whole sections or paragraphs of one paper to be merged into another paper. Plagiarism is the use of someone else's words or ideas without crediting that person, with or without the permission of the original writer to use his/her ideas. All material borrowed verbatim must be put in quotation marks and credited appropriately, regardless of the source. All ideas borrowed and turned into your own words must also be credited appropriately. You are prohibited from transporting whole sections of text from one student's paper into another student's paper, regardless of how much revision is done to the copied material.
3. Two or more students handing in copies of the same research paper or assignment, with each student claiming individual credit for the 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 to others, or used on any machine outside of the computer labs, unless permitted under the terms of the software licenses between VU and the software manufacturers. Unauthorized copying is theft. Moreover, students with personal computers on campus are expected to not participate in software pirating 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 contents, and to examine files on the system which are connected to the network. Depending upon the seriousness of the offense, 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 have your computer privileges temporarily or permanently revoked.
4. You may lose credit for the assignment, test, or even the 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.

## **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 more than one class meeting (or more than five 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 extremely 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 SGPS. If the academic petition is approved, the student will be given a "W" (Withdrawal) in place of a failing grade. The student will still be required to retake the course.

## **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, settle unresolved financial obligations when due, or comply with the community participation standards listed earlier.

## **Drop Policy**

Students must notify their coordinator if they knowingly desire to drop a course (the course must be then taken at a later date). Dropping courses will have financial aid implications. Be sure to discuss the decision with your Student Success Coordinator and a Financial Aid Counselor.

Students absent from both week 1 and week 2 of class will be automatically dropped from the course with a full refund given.

Online Courses:

Note: For online ECE drop policy, see ECE section Early Childhood Education Drop and Refund Policy. Students who do not login to their online course by midnight of the second day of class, will be automatically dropped from the course with a full refund given.

\* Note: All students attending at least one week of class will not be dropped automatically from class; therefore, the standard refund policy will be upheld.

#### **Five to Seven Week Classes**

Prior to 2<sup>nd</sup> Class Meeting

After 2<sup>nd</sup> Class and Prior to 4<sup>th</sup>

After 4<sup>th</sup> class meeting

#### **Academic Action**

Complete drop off record

“W” recorded (Withdrawal)

“WF” recorded (Withdrawal Failing)

#### **Eight to Ten Week Classes**

Prior to 2<sup>nd</sup> Class Meeting

After 2<sup>nd</sup> Class and Prior to 5<sup>th</sup>

After 5<sup>th</sup> class meeting

#### **Academic Action**

Complete drop

“W” recorded (Withdrawal)

“WF” recorded (Withdrawal Failing)

(Refer to the Professional Studies Refund Schedule section for financial implications).

Students receiving a failing grade for a course must repeat the course again at their earliest convenience. The Student Success Coordinator will assist with the registration process for the repeated course. Prevailing tuition charges for the repeated course will be effective.

### **Grade Appeals**

No course grade may be appealed more than one year after the end of the academic term in which the grade was assigned.

A course grade may be appealed only on the basis of one or more of the following justifications:

1. Erroneous course grade assigned.
2. Assigned course grade based on capricious or prejudicial evaluation of course work.
3. Assigned course grade based on inconsistent or inequitably applied standards for evaluation.

A student wishing to contest a course grade should first seek an explanation

from the faculty members assigning the grade. If the faculty member approved a course grade change, the faculty member shall submit a grade change to the Office of the Registrar and shall provide a written notification of the decision to the student.

Should the faculty member be unavailable or if the explanation given is deemed unsatisfactory, the student may appeal to the appropriate academic administrator (Department Chair, Professional Studies Chair, Graduate Program Director). The academic administrator shall seek to reach a mutually satisfactory resolution of the matter by conferring with the student and the faculty member. If the faculty member does not respond to attempts for conferral, the academic administrator will resolve the matter in light of the evidence presented. If resolution is achieved and results in a course grade change, the academic administrator shall submit the grade change to the Office of the Registrar and shall provide a written notification of the decision to the faculty member and the student. Should the faculty member be the academic administrator, the student may appeal the course grade to the Dean of the College or the Dean of the School for Graduate and Professional Studies (SGPS).

Should a mutually acceptable solution of the matter not be reached by the academic administrator, the student may appeal the course grade to the Dean of the College or the Dean of the SGPS, who will review the case and seek to reach a mutually satisfactory resolution of the matter. If resolution is achieved and results in a course grade change, the Dean shall submit a grade change to the Office of the Registrar and shall provide a written notification of the decision to the faculty member, the academic administrator, and the student. Should the faculty member be the Dean, the student may appeal the grade to the Provost.

Should a mutually acceptable resolution of the matter not be reached by the Dean of the College or the Dean of the SGPS, the student may appeal the course grade to the Provost, who will review the case, approve or disapprove a grade change, submit (if necessary) a grade change to the Office of the Registrar, and provide a written notification of the decision reached to the

student, the academic administrator, and the appropriate Dean. The decision will not be subject to further appeal.

### Incompletes

Faculty may assign a grade of “I” (Incomplete) to students when they warrant additional time to complete coursework due to situations beyond their control (i.e. serious illness, accident, or death of a family member). They may only be awarded when the student’s grade would have otherwise been an “F”. Incomplete work must be made up no later than 30 days following the last day of class. If the work is not made up by this time a grade of “F” will automatically be assigned. Extensions to the 30 day limitation are made only with the approval of the Chair of the Program. Instructors are under no obligation to assign an Incomplete grade or to administer a make-up exam.

\* 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 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 their 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. Instructors are under no obligation to accept late or additional work.

### Grade Dispute Procedure

Students who wish to dispute a grade assigned by an instructor must file a petition with the Program Chair. Both the student and instructor will have opportunity to present their case. (See Grade Appeals).

### Course Repeat Policy

- Academic courses offered at VUSC are not repeatable unless specifically noted in the catalog. Those students who wish to retake a course due to a low or failing grade are permitted to register again for the same course

during any given semester. All grades will appear on the student’s permanent academic record (transcript). When a course is repeated, all grades will remain on the transcript, but only the higher grade is computed in the grade point average. In the case that grades are the same, only the most recent grade will be included in the G.P.A. Courses may not be repeated more than once.

### Grade Reports

Grades will be posted on each student’s private page of the online portal to the VU database. If a printed grade report is required by the student, they may print it out from the portal or may request a copy from the Office of the Registrar. A semester grade report may be requested or a complete academic transcript. Grades will not be given over the telephone.

### Grading System

Percentages	Letter Grade	Significance	Grade Point Average (GPA)
93-100%	A	Exceptional	4.00
90-92%	A-		3.67
87-89%	B+		3.33
83-86%	B	Good	3.00
80-82%	B-		2.67
77-79%	C+		2.33
73-76%	C*	Satisfactory	2.00
70-72%	C-		1.67
67-69%	D+		1.33
63-66%	D	Poor	1.00
60-62%	D-		0.67
0-59%	F	Failure	0.00
	WF	Withdrawal Failure	0.00
	W	Withdrawal	Not Applicable
	WP	Withdrawal Passing	Not Applicable
	Cr	Credit	Not Applicable
	I	Incomplete	Not Applicable
	P	Pass	Not Applicable
	Au	Audit	Not Applicable



\* Students are required to receive a “C” or better in their upper division writing course MILD 364, PSYD 367 or BUOM 377 in order to fulfill writing requirements for graduation. A student receiving a C- or lower must retake and complete the upper division writing course with a C or better to be granted his/her degree. NOTE: These upper division courses should be repeated as soon as possible.

## 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.
  - A. At least one-half of the major units must be completed at Vanguard.
  - B. At least 40 units of coursework must be upper division.
3. Have a cumulative grade point average of 2.0 or above for work taken at VU.
4. Complete the General Education Requirements (or transfer equivalents) as stated 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.

## Commencement Participation

Students desiring to participate in commencement ceremonies in May should be aware that they will be approved to “walk” only if they have no more than three courses to be completed during the summer immediately following commencement.

## 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 must complete a minimum of 45 units at Vanguard to have honors recorded on their transcript and diploma. Students who have completed, by the end of the Fall semester, no fewer than 36 units (bearing letter grades) at Vanguard may be eligible 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 3.500—3.699 will graduate cum laude. Those achieving a GPA of 3.700—3.899 will graduate magna cum laude. Those achieving a GPA of 3.900 and above will graduate summa cum laude.

## 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 in the Professional Studies programs may be accepted into the University’s chapter of the following honor societies:

- Psi Chi - Psychology
- Sigma Beta Delta - Business

## Academic Probation

“Academic Probation” is a term used to designate a period of close academic supervision, generally including reduced allowable activities, imposed to improve unsatisfactory academic performance. Students on academic probation may not register for more than twelve units during the probation period.

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

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

## Academic Disqualification

A student is subject to academic disqualification based on the guideline below.

- If after acquiring Probationary status the previous semester, the student earns a current GPA below “C” (2.0) in the subsequent semester.
- If after being accepted provisionally.

If the student’s current GPA is “C” average (2.0) or higher, but the cumulative remains below a “C” average (2.0), the student will remain on Academic Probation status until both the current and cumulative GPA are above a “C” average (2.0).

A disqualified student must submit the following in order to be considered for re-admission into the university:

1. An application for Re-Admission
2. The Re-Admission Fee
3. A petition explaining the previous academic performance and outlining the steps that have been taken to improve future academic performance
4. Official transcripts for any coursework completed since being disqualified from VU
5. Any other required items

After all re-admission items have been received, the Admissions Committee will, in consultation with the Program Chair of the student’s intended major, review the student’s file and render an admissions decision. This decision will be communicated to the student via letter. Decisions may be appealed to the Dean of SGPS and then to the Office of the Provost.

Students who have been readmitted to the program after a disqualification will be admitted on probation and 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 received a grade of “B” or better in each course taken during the probationary or disqualification term may enroll in the next term without petitioning. 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 their new term. Students in jeopardy of Immediate Disqualification should register for the next 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.

## Transcript Requests

Student requests for transcripts of their course work may be made through the website of the Office of Registrar at <http://www.vanguard.edu/registrar/transcript/>. A fee for each transcript is required, payable at the time of request. All records are withheld from students who have any outstanding financial obligations to the University or have defaulted on a Federal Perkins Loan. Transcripts will be issued only after all financial obligations are settled with the University. Transcript orders are generally sent within 5-7 business days. A rush order will be 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 the University, individuals eligible for veterans benefits may apply for benefits through the Veterans Resource Center. Vanguard University is a full Yellow Ribbon Institution. The Yellow Ribbon application can be downloaded at the Veterans resource center homepage <http://www.vanguard.edu/veterans/>. In addition, the veteran must submit a certified copy of their separation papers (Form DD-214), along with their Certificate of Eligibility and any appropriate application form(s). For details, or to obtain a hard copy of the Yellow Ribbon application, please visit Vanguard University Veterans Resource Center.

Vanguard University recognizes and uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of

learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations when applicable to a servicemember's program. Veterans accepted into the College or the Professional Studies programs will be awarded one physical education unit (to a maximum of 8 units) for every six months of active service completed, provided an honorable discharge was received as indicated on Form DD-214. Vanguard University grants up to 30 units for certain types of military experience and educational training. The Veteran must provide an official Military Transcript to the Office of the Registrar, who on an individual basis, grants any additional units.

To claim full GI Education Benefits, it is the students' responsibility to request certification with the Veterans Resource Center each semester. The student must indicate their semester's enrollment on an Enrollment Status Form. To obtain a hard copy of the Enrollment Status Form, please visit Vanguard University Veterans Resource Center or <http://www.vanguard.edu/veterans/>.

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. Students who are placed on probation or fail to make academic progress towards graduation risk having their VA benefits denied or delayed.

- 2.00 (C average) The College
- 2.00 (C average) The Professional Studies Programs
- 2.67 (B- average) M.T.S. degree in the Graduate Program in Religion
- 3.00 (B average) M.A., M.S., or MSN degree in the Graduate programs

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.

### **Military Spouse Programs**

Vanguard University participates in the Department of Defense MyCAA program. MyCAA offers courses and programs for military spouses focused on pursuing a certificate, license, or certification in a portable career field or occupation. Specific programs, registration, and educational planning is available on the MyCAA portal and Vanguard University website.

### **Withdraw Policy**

Students must notify their Student Success Coordinator if they intend to withdraw from a single course. Students must notify their Student Success Coordinator and the Office of the Registrar along with completing the "Notice of Intent to Withdraw" form if they intend to withdraw from all remaining courses in the semester. Students will be withdrawn per the date of notification. Date of notification and last date of attendance are recorded on the withdrawal form and submitted to the School for Graduate and Professional Studies, Financial Aid, Office of Accounting Operations, and the Office of the Registrar. See the Professional Studies Programs Refund portion of this catalog for prorated information.

### **Writing Standards**

Writing standards are introduced to all Professional Studies students in CORE 110: Vanguard Foundations of College Writing I. Students are expected to adhere to VU writing standards immediately.

At the very least, VU writing standards include:

- APA or MLA formats. These standards are further detailed in the writing courses for each major.
- Unless otherwise directed by the course instructor, all work submitted is to be typed and printed or submitted via learning management system.
- Title pages and plastic covers are not required unless requested by the course instructor.
- Only double spaced and typewritten work with a 10-12-point font will be accepted.
- Work should be submitted in black ink except when color graphs and documents are used.

### **Books and Materials**

Books required for courses are available from the Vanguard University Bookstore on campus. Students may also order books online by accessing <http://www.cbamatthews.com/vangu/>. Student curriculum guides are accessed online at <http://sps.vanguard.edu/curriculum>.

## COSTS AND PAYMENT POLICIES

### Application Fee

Minimum Payment Due - on or before admission deadline:

- Payment of \$50 Application Fee. (non-refundable)

### 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, room and board charges (if applicable), please refer to the current course schedule. The University reserves the right to change tuition, fees, room and board charges (if applicable) without advance notice, should conditions so warrant.

### Payment of Education Costs

Since the essential costs (tuition, fees, room, and board) are known in advance, students must make arrangements prior to registration to handle their account in accordance with university policies. The Vanguard University Financial Aid Office exists to assist the student in planning and procuring funds for educational costs. Students should pursue all forms of financial assistance through the Financial Aid Office.

### Financial Registration

Financial Registration is when a student must finalize their payment arrangements for each semester once they have completed academic registration. This may include submitting necessary documents for financial registration purposes and selecting a semester payment option. **All students are responsible for completing Financial Registration by the published deadlines despite the receipt of an invoice, billing statement, or payment reminder.** Refer to the online course schedules for dates.

Semester charges are payable on or before the published Financial Registration deadlines, as well as any previous semester balances. Financial aid from approved loans, scholarships, and other forms of student aid are permitted in order to reduce the total amount due. All such student aid is administered through the Financial Aid Office.

The University offers two semester payment options. Prior balances (all charges related to a previous semester) must be paid in full. Semester payment arrangements must be made prior to the published Financial Registration deadline:

**Option 1) Pay-In-Full:** Pay the full amount referenced on your MyBill account by the published Financial Registration deadline.

**Option 2) Semester Payment Plan:** Pay your semester balance referenced on your MyBill account interest free in 4 monthly installments. Students must enroll in a semester payment plan by the published Financial Registration deadline at the beginning of each semester. There is an enrollment fee each semester with this payment option.

\*All Vanguard students must sign a Financial Obligation Agreement with the Office of Accounting Operations by the published Financial Registration deadline. This document must be signed **ONLY ONCE** as long as the student is enrolled in consecutive semesters.

Please visit the Student Account Center on <http://www.vanguard.edu/services/student-center/> for more information regarding Financial Registration.

### Bookstore Charges

Books, printed notes, and other supplies required for courses offered may be purchased by students from the Vanguard University Library (see library website at <http://www.vanguard.edu/library/>). Purchases may be made with cash, check, or major credit cards. Students are unable to charge books and supplies to their student account.

## Unfulfilled Financial Obligation

If a student does not meet their financial obligation to the University as agreed upon in the Financial Obligation Agreement, the Office of Accounting Operations will place a financial hold on the student's account restricting all future registration, transcripts, and diploma. If the account remains delinquent for more than 90 days, the student is subject to placement with a third party collection agency and possible submission to the Franchise Tax Board (FTB) for interagency intercept collection. If the account is placed with a collection agency, a 10% annual interest fee will be added to the account as well as negative marks on the student's credit report.

## Transcripts

There is a minimal fee per transcript. For 24-hour service, additional fees may be charged. An official transcript will not be issued to, or on behalf of, any student who has an active financial hold on their account by the Office of Accounting Operations.

## Diplomas

A Diploma will not be issued to, or on behalf of, any student who has an active financial hold on their account by the Office of Accounting Operations.

## Employee reimbursement program (ERP)

This program is for students who receive tuition reimbursement from their employer. To qualify for this program your employer must agree to pay the university directly. Students must apply for ERP each semester if they want to receive the deferment. If students qualify, this program allows them to defer payment of the reimbursable portion of their tuition. Payment for the semester must be received in full no later than 4 weeks after the end of the semester. If payment is not received in accordance with this policy the student will be dropped from current semester without credit. This program is limited to reimbursable tuition costs only. Registration fees, course fees, student fees, and textbooks are the student's responsibility unless otherwise noted in the provided documentation from the employer. Students can obtain ERP documents by visiting the Office of Accounting Operations website: <http://www.vanguard.edu/services/student-center/forms/>

## Refund Policies

*The following refund policies apply to the Professional Studies programs. For traditional undergraduate and graduate refund policies, see the Undergraduate and Graduate catalog sections. For the Early Childhood Education refund policies, see the Early Childhood Education catalog sections.*

### Tuition Refunds

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

#### Five to Seven Week Classes

Prior to Week 2	100%
Prior to Week 3	50%
Prior to Week 4	25%
After Week 4	0%

#### Eight to Ten Week Classes

Prior to Week 2	100%
Prior to Week 4	50%
Prior to Week 5	25%
After Week 5	0%

#### Eight Week Classes (ONLINE)

Prior to 11:59 p.m. (PT) on Sunday of Week 2	100%
Prior to 11:59 p.m. (PT) on Sunday of Week 4	50%
Prior to 11:59 p.m. (PT) on Sunday of Week 5	25%
After 11:59 p.m. (PT) on Sunday of Week 5	0%

The refund schedules apply to all tuition, fees, room and board charges (if applicable). Students who withdraw or are expelled from the University may have their financial aid or a portion of their financial aid returned to the various aid programs. Any student who wishes to withdraw from the University must notify the SGPS Office or the Registrar's Office of their "intent to withdraw". The amount of financial aid returned for the student will be calculated based on this date. Federal aid will be returned based on the number of days the student attended/completed during the semester. 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 specific calculations.

\*Note: Students who are automatically dropped from courses will receive a full refund. Please see Drop Policy for more information.

## Other Fees

All other fees are refundable based on the tuition refund schedule previously listed.

## Student Account Credit Balances

Students who have a credit balance on their account are eligible to receive a credit balance disbursement. If a student has a Title IV credit on their account, then a disbursement will automatically be processed unless the student has authorized a hold on the funds until the end of the award/loan per.

Students who are expecting a credit balance disbursement have the option of receiving their disbursement via ACH Direct Deposit, which allows Vanguard University to electronically transfer funds into the student's checking or savings account designated by the student, or via paper check mailed to the primary home address on file. For instructions on how to sign up for ACH Direct Deposit, please visit the Student Account Center and select "eRefund" (visit <http://www.vanguard.edu/services/student-center/>).

## Office of Accounting Operations Information

Location:

1st Floor of the Scott Academic Center, Suite 131

Office Hours:

Monday- Friday, 8 a.m. to 5 p.m.

Cashier Hours:

Monday-Thursday, 8 a.m. to 6 p.m.; Friday, 8 a.m. to 5 p.m.

24 hour online bill payment: MyBill

24 hour secured drop box

Contact Information:

Email: [AccountsReceivable@vanguard.edu](mailto:AccountsReceivable@vanguard.edu)

Phone: (714) 966-5489

Fax: (714) 662-5233

Website: <http://www.vanguard.edu/services/student-center/>

## FINANCIAL AID

### Financial Aid Office

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*An education at Vanguard University is an excellent investment. We, the Financial Aid Office, are committed to counseling, advising, and educating our campus community with the utmost care. We provide students with the resources to make a Vanguard education financially attainable by balancing responsible stewardship of all Financial Aid funds with student-centered values.*

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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 Thursday from 8:00 a.m. to 6:00 p.m., and on 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 is available online at <http://www.vanguard.edu/financialaid/>.

### 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) by March 2. 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.

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 for the Professional Studies and Graduate programs are available online at <http://financialaid.vanguard.edu/>.

## Financial Aid Application Deadlines

The Priority Deadline for financial aid is March 2 of each year. Students applying by the Priority Deadline will be considered for all sources of financial assistance based on eligibility. Students applying after the 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 to cover tuition, fees, and room and board charges. Students attending both the Fall and Spring will receive financial aid 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.

## Financial Census Date Policy

In accordance with federal regulations, the Financial Aid Office will recalculate federal, state, and institutional student aid awards based on the enrollment status as of the published Census Date (15 day snapshot) by the Registrar's Office, which is typically the end of the 15th day of class for both Fall and Spring terms. (The Census Date for Summer enrollment and courses taught in modules will vary based on the length of the course(s) taken). Generally, this policy typically coincides with the end of the add/drop period for each semester. All federal, state, and institutional aid will be based upon the Census Date enrollment status.

After Census Date, students cannot request changes to the Federal Pell Grant, the Federal SEOG Grant, Institutional aid (including merit, need based and talent scholarships), the Cal Grant, Federal Work-Study, and the Federal Perkins Loan Program. Changes to Federal Direct Subsidized, Unsubsidized, and PLUS loan programs are allowed if a student wishes to decrease or decline loan(s), or, increase a loan if the student had previously declined a portion of or all of any one of these loans, as long as all other eligibility requirements are met. Eligibility for these federal programs may be affected by schedule changes after the Census Date for students in courses starting after Census Date or those who have had FAFSA information or corrections submitted after the Census Date. Please note that traditional undergraduate day students must be enrolled full-time (at least 12 credit hours) to receive institutional aid.

## Satisfactory Academic Progress

Students applying for financial aid must demonstrate satisfactory academic progress (SAP) in their degree program. Each student's entire academic history will be evaluated at the end of each semester, usually after the deadline for grades to be posted.

Qualitative Measure: All undergraduate financial aid recipients are required to maintain a minimum 2.00 Cumulative GPA. Please note that merit scholarships may require a higher minimum GPA in order to maintain eligibility. All graduate financial aid recipients are required to maintain a minimum 3.00 Cumulative GPA.

Quantitative Measure: Full time financial aid recipients must make progress toward a degree as follows:

Undergraduates = 24 units per academic year (12 units/term)

Graduates = 18 units per academic year (9 units/term)

Students who are enrolled less than full-time must complete the number of units for which financial aid was approved and funded.

*Please note: In order to graduate within four-years, full-time enrollment will need to consist of a minimum of 15.5 units per semester.*

**Maximum Time Frame for Completion:** A student may not receive federal aid for more than 150% of the normal time frame required to complete their degree program. For undergraduates that is a maximum of 186 total units (including repeated courses and units transferred into Vanguard) or 12 full-time semesters, whichever comes first. Students entering college for the first time are eligible for a maximum of four-years (eight semesters) of institutional aid. Transfer students are eligible for a maximum of three-years (six semesters) of institutional aid before eligibility is exhausted. Graduate and credential students have shorter time limits depending on program length.

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

**Incompletes (I):** For purposes of evaluating SAP, grades of incomplete count as attempted but not earned credit. Therefore, it will not be counted towards meeting the minimum GPA or credit completion and may qualify you for Financial Aid Warning or Suspension until the grade has been posted.

**Withdrawals (W, WP, WF, F):** If you withdraw from a semester in which you received financial aid, you still have used eligibility towards the maximum time frame limit for degree completion.

**Repeated Courses:** Repeated courses for which a satisfactory grade has been given will not count towards the completion of the quantitative measure of completing 24 units for the year; however, it will count towards the qualitative measure of meeting the minimum GPA requirement of a 2.0 and the time limit.

If you fail to meet minimum standards to maintain your financial aid eligibility (SAP), you will be placed on Financial Aid Warning for the following semester. While on Financial Aid Warning, you retain your financial aid eligibility and receive your normal financial aid awards. At the end of the warning semester you are expected to have brought your academic standing up to meet the minimum financial aid requirements. Failure to meet the minimum standards for a second

time will result in Financial Aid Suspension, (immediate termination) of financial aid eligibility. This includes all Federal, State and Institutional financial aid. Students completing the maximum number of semesters allowed for their degree program will be terminated from future financial aid. Students may appeal Financial Aid Suspension by completing the required appeal forms available in the Financial Aid Office.

If the Financial Aid Committee approves your appeal, you will be placed on Financial Aid Probation and your financial aid will be reinstated the following semester. The Financial Aid Committee may require benchmarks that are to be met before reinstatement will be granted beyond the initial semester. In all cases, if you successfully complete a semester while on Financial Aid Warning or Suspension AND meet both quantitative and qualitative SAP standards at the end of the semester, you will regain full eligibility for financial aid beginning with the subsequent semester (maximum time limits still apply).

## **Withdrawal and Return of Title IV Funds (R2T4) Policy**

Note: If you received financial aid an official or unofficial withdrawal will affect your current financial aid, your future financial aid eligibility, and your personal finances.

### ***How a withdrawal affects financial aid***

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals and leave of absences, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds. Institutional fund eligibility will be coordinated with the institutional refund policy.



Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- completely withdraws, or
- stops attending before completing the semester, or
- does not complete all modules (courses which are not scheduled for the entire semester or payment period for which he/she has registered at the time those modules began.), or,
- fails to earn a passing grade in any class

The order in which aid is returned is as follows:

- Unsubsidized Stafford
- Subsidized Stafford
- Perkins Loan
- PLUS Loan
- Pell Grant
- Supplemental Educational Opportunity Grant (SEOG)
- Other Title IV Assistance

Student loan borrowers are responsible for loan funds that did not get returned to the lender as a part of the Return of Title IV Funds; repayment begins according to the terms and conditions of the promissory note.

Once the return is calculated and aid is sent back to the Department of Education, in some cases students may still owe money to the school. Students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term. It is the responsibility of the student to make payment arrangement with the Office of Accounting Operations to pay any balance.

The University's tuition/fee refund policy is separate from the federal regulations to repay unearned aid. Whether or not a student receives a tuition/fee refund has no bearing on the amount he/she must repay to the federal aid programs.

### ***How the earned financial aid is calculated***

Vanguard is required to determine the percentage of Title IV aid "earned" by the student and to return the unearned portion to the appropriate aid programs.

Regulations require the Financial Aid Office to perform R2T4 calculations within 30 days from the date the school determines a student's complete withdrawal. The Financial Aid Office must then return the funds within 45 days of the calculation. The following formula is used to determine the percentage of unearned aid that has to be returned to the federal government:

The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).

The payment period for most students is the entire semester. However, for students enrolled in modules (courses which are not scheduled for the entire semester or term), the payment period only includes those days for the module(s) in which the student is registered. The percent unearned is equal to 100 percent minus the percent earned.

For students enrolled in modules: A student is considered withdrawn if the student does not complete all of the days in the payment period that the student was scheduled to complete. VU will track enrollment in each module (a group of courses in a program that do not span the entire length of the payment period combined to form a term) to determine if a student began enrollment in all scheduled courses. If a student officially drops courses in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on a change in enrollment status may still be required.

Students who provide written confirmation to the Financial Aid Office at the time of ceasing attendance that they plan to attend another course later in the same payment period are not considered to have withdrawn from the term. If the student does not provide written confirmation of plans to return to school later in the same payment period or term, VU considers the student to have withdrawn and begins the R2T4 process immediately. However, if the student does return to VU in the same term, even if they did not provide written confirmation of plans to do so, the student is not considered to have withdrawn after all and is eligible to receive the Title IV funds for which the student was eligible before ceasing attendance. The Financial Aid Office will then reverse the R2T4 process and provide additional funds that the student is eligible to receive at the time of return.

***Types of withdrawals***

For financial aid purposes there are two types of withdrawals: Official and Unofficial. An “official” withdrawal is one in which the student notifies the Registrar of their desire to withdraw from VU. An “unofficial” withdraw is one in which a student leaves without notifying the Registrar’s Office. Students who do not officially withdraw and pass no units (receive all grades of ‘F’) in a semester, are presumed to have unofficially withdrawn, unless the student provides the Financial Aid Office with documentation showing attendance through the end of the semester. Such documentation must be presented within 30 days of the end of the semester being evaluated. The return of aid for an unofficial withdrawal is calculated at the midpoint of the semester.

***Determination of the withdrawal date***

The withdrawal date used in the return calculation of a student’s federal financial aid is the actual date indicated on the official withdrawal form. If a student stops attending classes without notifying VU, the withdrawal date will be the midpoint of the semester or the last date of academic activity determined by VU. Additional documentation supporting the last date of academic activity may be provided by the student if they verify a later date of attendance than determined by VU.

***When a student fails to begin attendance***

If a student receives financial aid, but never attends classes, the Financial Aid Office must return all disbursed funds to the respective federal and institutional aid programs.

***When a student fails to earn a passing grade in any class***

If the student has not completely withdrawn but has failed to earn a passing grade in at least one class for the term, federal regulations require the school to determine whether the student established eligibility for financial aid. Eligibility is based on if the student attended at least one class or participated in any VU academic-related activity. If the school cannot verify that the student attended VU, all financial aid must be repaid to the federal and institutional programs. The student’s account will be charged and the student will be responsible for any balance due.

Students who are able to verify attendance beyond VU’s records may submit supporting documentation to the Financial Aid Office. The student must submit supporting documentation within 30 days from the last date of the term. Recalculations for aid eligibility will not be performed for documentation received after that date.

***Definition of an academic related activity***

Examples of VU’s academic-related activities include but are not limited to physically attending a class where there is an opportunity for direct interaction between the instructor and students.

Proof of participation:

- Exams or quizzes
- Tutorials
- Completion of an academic assignment, paper or project
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course
- VU required study group where attendance is taken

Note: The procedures and policies listed above are subject to change without advance notice based on changes to federal laws, federal regulations, or school policies. If changes are made, students must abide by the most current policy. The Federal Refund Policy (R2T4) is very encompassing and this is intended to be an overview of the policies and procedures that govern regulations pertaining to Title IV Refund (R2T4). For further guidance on R2T4 policies and procedures please contact the Financial Aid Office.

**DEGREE PROGRAMS****On-Campus 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, or fully online. Occasional Saturday meetings may be required. Students enrolled with a Major cohort receive a calendar for their cohort’s entire program of study. This allows students to plan

ahead. Students in General Education, Certificate Programs Associates' Degree and Special Interest classes may have various schedules from which to choose.

## **General Education Core and Elective Courses On-Campus and Online**

General Education Core and Elective Courses are offered each semester through the School for Graduate and Professional Studies. Students should register at the designated/published registration times for semester courses. Notification of courses is made available each term. Prior term tuition and fee balances must be paid in full to register. Additional financial aid must be approved through the Financial Aid Office. Each course extends 3-8 weeks in length. Additional lab fees may also be required. Students enrolled in at least 6 units may be eligible for Financial Aid.

## **GENERAL EDUCATION AND ELECTIVE COURSE DESCRIPTIONS**

### **ART 252 • 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 trip fees may apply. (meets Humanities/Fine Arts requirement)

### **BIOL 108 • Biology of Nutrition (4 units)**

The course emphasizes the biology of nutrition as applied to metabolic and physiologic principles underlying digestion and absorption of nutrients, chemical structure, and metabolism of nutrients, the biochemical role of nutrients in maintaining health, and the effects of over-and under-nutrition on health and on disease pathogenesis. The students will gain an understanding of the biology of macronutrients (carbohydrates, lipids, and proteins) and micronutrients (vitamins, minerals, and water). Weight management and dietary analysis will also be discussed. Laboratory activities provide real-world insight into the biology of nutrition and will assist students in understanding how proper nutrition can optimize body system functions. Lab fee required. (meets a Science/Lab requirement).

### **BIOL 205 • Principles of Human Physiology (4 units)**

Investigates the fundamental physiological processes in humans using a systems approach to student integrated functions. The course will explore the functions of the human body emphasizing homeostasis and integration at the biochemical, cellular, organ, and system levels. The systems studied will include nervous, cardiovascular, respiratory, renal, gastrointestinal, endocrine, reproductive, and immunity. Lab fee required. (meets Physiology requirement for RN to BSN students; meets Science/Lab requirement for all other students)

### **BIOL 209 • Principles of Microbiology (4 units)**

Elementary microbiology for students interested in understanding characteristics and activities of microorganisms and their relation to health and disease. The structure, nutrition, growth, control mechanisms, and genetics of bacteria, viruses, fungi, and protozoa are explored. Special emphasis is given to infectious diseases and the organisms that cause these diseases. While the course is directed toward students interested in careers in diverse fields of allied health and nursing, qualified students in other programs may be admitted. Previous study in the biological and health sciences is strongly recommended. Lab fee required. (meets Microbiology requirement for RN to BSN students; meets Science/Lab requirement for all other students)

### **BUOM/BUSN 440 • Entrepreneurship: Formation of New Ventures (3 units)**

The theory and practice of new venture development. Studies business opportunities from the point of view of the entrepreneur/manager rather than passive investor. Topics include strategic management, venture capital, and writing business plans.

### **CHEM 210 • Integrated Chemistry (4 units)**

This course is designed to give beginning students who have not had prior exposure to chemistry a basic overview in general, organic, biochemistry. The following topics will be surveyed: matter and energy, atomic theory, stoichiometry, nomenclature, the periodic table, atomic structure, gas, liquid and solid states, solutions, nuclear chemistry, functional groups, alkanes, alkenes, alcohols, ethers, aldehydes, ketones, amines, carboxylic acids, lipids, carbohydrates, amino acids, proteins, nucleic acids, metabolism and respiration, photosynthesis, transcription, translation, kinetics and DNA replication. Upon

completion of this integrated chemistry course, the student will have an understanding of basic principles paramount to the study of chemistry, a proficiency with stoichiometry (as it relates to the nursing discipline), writing and interpreting chemical formulas, nomenclature, and familiarity of the biochemical process of glycolysis, TCA cycle, photosynthesis, DNA replication, transcription and translation. In addition, the student should develop an appreciation for the importance of chemistry in other disciplines. Lab fee required. (meets Chemistry requirement for RN to BSN students; meets Science/Lab requirement for Professional Studies students)

**COMM 230 • Ethics in Film (3 units)**

Through in-class screenings, intensive 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 the ways in which filmmakers create meaningful ethical dilemmas; how the 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, person perception, and self-concept. (meets Humanities/Fine Arts requirement)

**CORE 110 • Vanguard Foundations of College Writing I (3 units)**

Covers reading comprehension, technology and writing, and sentence-level (grammar) and paragraph-level issues. The course focuses on process-driven revision and peer collaboration while emphasizing critical thinking skills. This required course prepares Professional Studies and ECE students for college-level writing and studies. Students may petition to test out of this required course if they possess proficient college level writing ability. (Meets elective credit requirement only; not applicable to English Composition requirement)

**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 routine experiences will

be discussed. Social, cognitive, physical, and sensory motor behavior patterns will be applied in theory and through observation in relation to the environment. A focus on 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. (meets elective credit requirement) \*Only available online.

**ECED 121 • Administration of Early Education Programs I (3 units)**

Application of the basic principles for the establishment, operation, supervision and evaluation of a preschool/ daycare program will be examined. This includes an overview and history of ECE programs, 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. (meets elective credit requirement) \*Only available online.

**ECED 123 • Administration of Early Education Programs II (3 units)**

Application of advanced principles for the ongoing operation, supervision and evaluation of a preschool/ daycare program will be examined. This includes an in-depth look into managing staff and personnel issues, along with public relations and board development. Parent partnership and operational policies will be discussed. Christian philosophy and development will be integrated. This meets the minimum licensing requirement for operating a licensed daycare program. (meets elective credit requirement) \*Only available online.

**ECED 139 • Adult Supervision and Mentoring (3 units)**

This course will cover the methods and principles of supervising adults who are teachers, assistants, or volunteers in early childhood classrooms. Emphasis is on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Though not required, ECED 101 and ECED 103 are recommended prior to taking this course. (meets elective credit requirement) \*Only available online.

**ECED 150 • Spiritual Formation of Young Children (3 units)**

This course will further students' own understanding and personal journey of spiritual formation and how that relates to the spiritual transformation of young children. The process of how the inner life is formed in young children towards an

intimate relationship with God will be discussed. Particular emphasis will be placed on relationship, experience, and practice of the spiritual disciplines that create the context for spiritual formation to occur. A systematic approach will be given that lays the foundation for regular practices in the classroom. The relationship between the church, home, and the early education program will be explored as the foundational environments where spiritual transformation is developed. \*Only available online.

**ECED 355 • Effective Christian-Based Learning Environments (3 units) Elective option**

This course will cover the principles that transform space into places that engage all domains of development for young children. Current knowledge and best practices will be discussed that relate to the environment of a Christ-centered early childhood classroom. Various learning materials for center-based instruction will be presented that support the program's outcomes across the developmental domains. Planning and preparation of the learning environment will be a part of this course, as well as teacher-child interactions that facilitate learning. Students will study space design and apply that knowledge in setting up spaces that foster optimum development. (meets elective credit requirement) \*Only available online.

**ECED 360 • Kingdom Education for Young Children (3 units) Elective option**

This course will study Biblical passages that deal with educating children from both the Old Testament and the New Testament. Specific examples will be given of the type of instruction adults should pass onto the next generation and the unique perspective that Jesus had of the value of young children. Examples of children in the Bible that held important positions or displayed advanced maturity will be discussed. The course will include accounts from the field of supernatural experiences children have or maturity they show beyond their age. Students will explore the aspect of childlikeness that Jesus gave attention to in relationship to the kingdom of God. Supportive research will be included that discusses a child's position and participation in the kingdom through Biblical passages and supporting literature. Activities such as prayer, worship, evangelism, and prophetic ministry will be examined in relationship to a child's personal relationship with God and potential ministry to others. (meets elective credit requirement) \*Only available online.

**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 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 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.

**EDUC 350 • Comprehensive Seminar in English (3 units)**

Prerequisites: Completion of all required English Composition GE courses (this course does not fulfill a GE requirement); passing of CBEST exam recommended. This course is a comprehensive overview covering the 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, Genres, and Interpretation of Texts.

**EDUC 355 • Comprehensive Seminar in Mathematics (3 units)**

Prerequisites: Completion of all required Math GE courses (this course does not fulfill a GE requirement); passing of CBEST exam recommended. This course is a comprehensive overview covering the 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 360 • 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 CBEST exam recommended. This course is a comprehensive overview covering the 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 370 • 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 CBEST exam recommended. This course is a comprehensive overview covering the 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 375 • 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 CBEST exam recommended. This course is a comprehensive overview covering the 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 380 • Comprehensive Seminar in Science (3 units)**

Prerequisites: Completion of all required Science GE courses (this course does not fulfill a GE requirement); passing of CBEST exam recommended. This course is a comprehensive overview covering the 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.

**ENGL 115 • Foundations of College Writing II (3 units)**

Exposition and argument at the college level. The course emphasizes academic writing conventions through the writing process, mechanics, revising and editing, with a specific emphasis on critical thinking and logical argumentation. Course must be passed with a “C” or better to enroll in ENGL 220 (meets English Composition requirement)

**ENGL 120 • 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” or better to enroll in ENGL 220. Students who have already received credit for the prior VU course ENGL 101: English Grammar and Composition or its equivalent cannot receive credit for this course. (meets English Composition requirement)

**ENGL 220 • Researched Writing (3 units)**

Interpretive and analytic writing, including several problem-solving research-based essays investigating topics related to class themes. The course emphasizes writing, revising and editing, reading, analytical skills, and computer technology (word processing, Internet research) and reinforces those skills learned in ENGL 115. Must be passed with a “C” or better to fulfill the core curriculum requirement. (meets English Composition requirement)

**ENGL 230 • Literary Perspectives (3 units)**

Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences. This course also covers the tools and concepts necessary to the understanding and interpretation of literature. Students engage in classroom discussion, write papers, and take a variety of quizzes and exams. (meets Humanities/Literature/Fine Arts requirement)

**ENGL 340 • Children’s Literature (3 units)**

This course is designed to acquaint students with all major genres of children’s literature as well as a variety of authors, illustrators and literary criticisms. Students will read and evaluate literature written especially for children with consideration of a moralistic viewpoint and biblical worldview. Course content emphasizes the selection and integration of valuable literature in the classroom and benchmarks learning through discussion, analysis, written essay and assignments. (meets Humanities/Fine Arts requirement)

**ENGL 350 • Creative Writing (3 units)**

Prerequisite: ENGL 115 or equivalent. Students learn and implement the basic techniques and theory specific to the three genres: fiction, poetry, and drama. Lecture and workshop combined. (meets Humanities/Fine Arts requirement)

**HIST 275 • Topics in American History (3 units)**

A study of five periods in American history emphasizing the development of a distinctive American culture.(meets Social Science requirement)

**HIST 356 • 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. (meets Social Science requirement)

**MATH 105 • Essential Mathematics (4 units)**

This course prepares students to understand the essential mathematical concepts in number sense, elementary algebra, sets of numbers, problem solving, ratios, proportions, percentages, and graphing linear equations and inequalities. The course is designed to introduce students to practical mathematical skills necessary for courses in business and statistics. Emphasis will be placed on the structural and logical foundations of business. (meets Elective requirement only; not applicable to Natural Science/Math requirement)

**MATH 106 • Business Math (4 units)**

This course applies the principles and practices of mathematics to everyday business problems and situations. The course prepares students to understand the mathematical and business concepts in problem solving, ratios and proportions, percentages, simple and compound interest, graphing linear functions, and inventory valuation. The course introduces students to common mathematical skills necessary for courses in business. (meets Natural Science/Math requirement)

**MATH 109 • Mathematics for Statistics (4 units)**

This course prepares students to understand the mathematical and statistical concepts in problem solving, critical thinking, ratios and proportions, algebraic equations, sets and logic, probability and statistics, including frequency of distribution, statistical graphs, measures of central tendency, and measure of position and dispersion. The course introduces students to common mathematical skills necessary for coursework in statistics. (meets Natural Science/Math requirement)

**MUSC 202 • 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 forms of music and the periods of music history. Lab fee. (meets Humanities/Fine Arts requirement)

**NT 101 • New Testament Survey (3 units)**

Prerequisite to all upper division courses in New Testament. A close study of the New Testament text, examining the foundations of Christianity within its historical contexts, and presenting the principles and tools of interpretation. (required for all Religion majors; meets Religion/Humanities requirement for all majors)

**OT 201 • Old Testament Survey (3 units)**

Prerequisite to all upper division courses in Old Testament. An introductory study of the literature of the Old Testament, with a view toward appreciation of its content and historical development, with emphasis on theological themes such as creation, election, and redemption. (required for all Religion majors; meets Religion/Humanities requirement for other majors).

**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 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. (meets Religion/Philosophy or Humanities requirement).

**POLS 155 • 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. (meets Social Science requirement)

**PSCI 215 • Fundamentals of Earth Science (4 units)**

Prerequisite: One year of elementary algebra. Earth science including physical and historical geology, meteorology, and descriptive astronomy; the economic, social, and philosophical aspects of the subject matter. Lab fee. (meets Natural Science/Math requirement)

**PSCI 216 • Fundamentals of Physical Science (4 units)**

Prerequisite: Three years of high school mathematics. This course in physical science presents materials 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 proper use of vocabulary words to understand and explain topics in the fields of mechanics, properties of matter, heat, sound, electricity and magnetism, and light. Classroom demonstrations and videos are used to assist the student in learning the everyday principles of nature. Lab fee. (meets Natural Science/Math requirement)

**PSYC 103 • 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. (meets Social Science requirement)

**PSYD 220 • Human Growth and Development (3 units)**

Prerequisite: PSYC 103C. An exploration of human development across the lifespan (from conception through death). Examines human development through the biological, behavioral, cognitive, sociocultural, and spiritual perspectives. (meets Social Science requirement)

**PSYD 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. (meets Social Science requirement)

**PSYD 352 • Industrial/Organizational Psychology (3 units)**

Prerequisite: PSYC 103C. Investigate how general psychological knowledge from the areas of personality, assessment, cognitive, and social psychology can be applied and further developed in organizational contexts. Issues such as matching jobs and individuals, training, performance evaluation, stress, leadership, and development are discussed in the context of multilevel cultural influences, from



organizational cultures to global business demands. (meets Social Science requirement)

**PSYD 465 • Field Education for Psychology Majors (1-5 units)**

Prerequisite: PSYD 460 Field Practicum (May be taken concurrently) and Consent of the Instructor. Students apply concepts learned in the major as a student intern/volunteer at a human services agency or research facility. This course allows students to earn credit for additional field experience beyond PSYD 460; 30 hours of field experience will be required for each credit hour. Students may register for from 1-5 units of credit.

**SOC 100 • 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)

**SOC 220 • Marriage and Family in a Social Context (3 units)**

This course provides students with a sociological perspective of marriage and family living. Themes include: the social construction of gender and the consequences for relationships and social institutions; intimacy in family relationships; communication, conflict and stress in the family; the realities of parenting; integrating work and family life; separation divorce and remarriage; later life families. (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 200 • 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 post-modernism 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 Humanities/Fine Arts requirement)

**THEO 101 • Foundations of Christian Life (3 units)**

An introduction to Christian faith and life, embracing 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 Religion/Humanities requirement)

**THEO 103 • 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/meets Religion/Humanities for all majors)

NOTE: Courses numbered 291, 292, 293, or 294 are lower division special topic courses.

## BUSINESS MAJOR WITH A CONCENTRATION IN ORGANIZATIONAL MANAGEMENT

### Admission Requirements:

- Demonstrate proof of at least 5 years of full-time work experience
- Proof of High School graduation/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 official entrance interview

The major in Business with a concentration in Organizational Management seeks to develop leaders who can think critically, communicate effectively, respond ethically, and lead confidently 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:

#### General Education Core Requirements **43 units**

Vanguard Foundations of College Writing I	3 units
English Composition*	6 units
Literature	3 units
Humanities/Fine Arts	6 units
Science (3) with Lab (1)	4 units
College Math	3 units
Science or Math	3 units
Philosophy/Religion	3 units
Social Sciences	12 units

\*English Composition courses must be passed with a "C" or better to fulfill the core curriculum requirement.

<b>Major units in Degree Program</b>	<b>51 units</b>
<b>Electives</b>	<b>30 units</b>
<b>Total units for B.A. Degree</b>	<b>124 units</b>

## BUSINESS (ORGANIZATIONAL MANAGEMENT) COURSE DESCRIPTIONS

NOTE: Required courses which resulted in a grade of F must be repeated. See BUOM 377 for only exception. Courses can only be repeated once.

### BUIS 457 • Management Information Systems (3 units)

Prerequisites: BUOM 377, BUOM 378 and GE Math completed (Business Math recommended). Introduction to the Fundamentals of computing technology and the knowledge required to sufficiently understand the management of information systems in business organizations. (Formerly BUIS 456 Computing Fundamentals and MIS).

### BUOM 316 • Business Law (3 units)

Prerequisites: BUOM 377 and BUOM 378. An examination of law and its development, courts and procedures, and basic legal principles, including business ethics, business crimes, product and service liability, warranty, business organization, insurance and property. (Formerly BUOM 315 Legal Aspects of the Business Process)

### BUOM 361 • Organizational Communication (3 units)

Prerequisites: BUOM 377 and BUOM 378. An examination of the formal and informal functions of organizations, including an analysis of an agency or organization based upon a system's 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 anger and resolving conflict help each student develop a model for effective relationships. (Formerly BUOM 360 Organizational Concepts and Communication)

### BUOM 372 • Organizational Behavior (3 units/BUOM majors; 4 units/BUIT majors)

Study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups and individuals. (Formerly BUOM 371 Group and Organizational Behavior)

**BUOM 377 • Business Writing (3 units)**

Prerequisites: GE English Composition requirements completed. 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. (Formerly BUOM 376 Business Writing for Professionals.) This course must be passed with a “C” or better to fulfill writing requirements for graduation. A student receiving a “C-” or lower must retake the course to earn the required grade for graduation.

**BUOM 378 • Research Methods (3 units)**

Prerequisite: BUOM 377. A course in conducting and applying research for managerial decision-making. Problem formulation, data collection, statistical analysis and interpretation of results are covered. (Formerly BUOM 375 Methods of Research and Analysis)

**BUOM 456 • Business Strategy (3 units)**

Prerequisite: All major requirements completed. 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 and Strategy)

**BUOM 464 • Principles of Management (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisites: BUOM 377 and BUOM 378. 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 be more effective. (Formerly BUOM 463 Principles of Management and Supervision)

**BUOM 470 • Special Topics (1-3 units)**

Prerequisite: Consent of the Instructor. Study of a special topic in business. May be repeated for credit.

**BUOM 471 • Principles of Marketing (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisites: BUOM 377, BUOM 378 and GE Math completed (Business Math recommended). An introduction to basic marketing theory and terminology. Students will analyze real-world cases exploring domestic and international marketing opportunities and problems, develop skills and confidence to identify and evaluate critical marketing data, and develop successful programs to solve business problems and capitalize on market opportunities. (Formerly BUOM 473 Marketing in a Global Economy).

**BUOM 472 • Managerial Economics (3 units)**

Prerequisites: BUOM 377 and BUOM 378 and GE Math completed (Business Math recommended). 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 economy in all organizations will be included.

**BUOM 475 • Financial Accounting (3 units)**

Prerequisite: GE Math completed (Business Math recommended). 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)**

Prerequisite: BUOM 377 and BUOM 378. 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)**

Prerequisites: BUOM 377 and BUOM 378. 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 government 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/BUOM majors; 4 units/BUIT majors)**

Prerequisite: BUOM 377 and BUOM 378. 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)**

Prerequisite: BUOM 377 and BUOM 378. A study of the nature of business from the perspective of the Christian faith.

**BUOM 482 • Managerial Accounting (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisite: GE Math completed (Business Math recommended). 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 484 • Financial Management (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisites: BUOM 377, BUOM 378, BUOM 475, BUOM 482, BUOM 472 and GE Math completed (Business Math recommended). This course enables professionals to apply financial management theory in real business situations ultimately aimed at actionable decision making. Topics include cash flow optimization, profit maximization, forecasting & budgeting, financial analysis, financing through debt or equity, valuation, and analyzing risk and return.

**BUOM 485 • Strategic Marketing Management (3 units)**

Prerequisites: BUOM 377, BUOM 378, BUOM 475, BUOM 482 and GE Math completed (Business Math recommended). This course takes a case study approach to the development of marketing strategy and plans. Group discussions, presentations, and written case analyses are used with emphasis on both quantitative and qualitative assessment of management issues. Focus is on critical thinking and application of concepts and techniques to problem identification, analysis, synthesis, and evaluation. It is recommended that students first complete college math and accounting. (Formerly BUOM 479 Marketing Strategies)

## BUSINESS MAJOR WITH A CONCENTRATION IN INFORMATION TECHNOLOGY MANAGEMENT

### Admission Requirements:

- Demonstrate proof of at least 5 years of full-time work experience, with 1-2 years experience in an IT related field
- Proof of High School graduation/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 official entrance interview

The major in Business with a concentration in Information Technology seeks to develop leaders who can successfully and ethically manage people, data, and technology in a global marketplace. The program helps students with IT-related work experience and knowledge to hone their communication and critical thinking skills, increase their effectiveness as business professionals, and be prepared for career advancement and the pursuit of a graduate degree.

### Degree Requirements:

<b>General Education Core Requirements</b>	<b>43 units</b>
Vanguard Foundations of College Writing I	3 units
English Composition*	6 units
Literature	3 units
Humanities/Fine Arts	6 units
Science (3) with Lab (1)	4 units
College Math	3 units
Science or Math	3 units
Philosophy/Religion	3 units
Social Sciences	12 units

\*English Composition course must be passed with a "C" or better to fulfill the core curriculum requirement.

<b>Major Units in Degree Program</b>	<b>48 units</b>
<b>Program Pre-requisites (BUOM 377 and BUOM 378)</b>	<b>6 units</b>
<b>Bachelor of Arts Electives</b>	<b>27 units</b>
<b>Total Units For BA Degree</b>	<b>124 units</b>

### BUSINESS (INFORMATION TECHNOLOGY) COURSE DESCRIPTIONS

BUIT 452 • Business Information Technology (4 units)

Prerequisite: GE Math completed. Introduction to the fundamentals of computing technology and the knowledge required to sufficiently understand the management of information technologies in business organizations.

BUIT 465 • Systems Design and Analysis (4 units)

Prerequisite: BUIT 452 and GE Math completed. This course focuses on the design, development, and management of large, complex systems required for commercial (and governmental) purposes. Special focus will be given to modern object-oriented design methodologies, and methodologies appropriate for Internet-based electronic commerce (e.g., UML and modern CASE tools).

BUIT 472 • Business Systems Networking and Information Security (4 units)

Prerequisite: BUIT 452, BUIT 465 and GE Math completed. This course focuses on the key technical and managerial issues relevant to effective development and use of data communications by organizations. Topics covered include basic concepts of data communication technology (data and voice), internet and intranet technologies, issues related to the operations and strategic use of the technology. Strong emphasis is placed on the proper use of terminology and current technologies.

BUIT 478 • Web-Based Computing, Networks and Electronic Commerce (4 units)

Prerequisite: BUIT 452, BUIT 465 and GE Math completed. Understand how the Internet, networks, computer hardware, client/server operating systems, browser and windows applications facilitate business processes. Develop web-based information systems using database and visual programming operations. Focus on the fundamentals of computer networks, protocols, TCP/IP and the Internet; introduction to electronic commerce and web application development (CGI scripting, Java and Java Script).

**BUIT 482 • Project Management (4 units)**

Prerequisite: BUIT 452, BUIT 465 and GE Math completed. Applications of systems theory and concepts, matrix organizational structures, PERT/CPM project modeling, and management information systems to the management of complex and critical projects.

**BUIT 486 • Advanced Topics – Next Generation Technologies (4 units)**

Prerequisite: All major requirements completed. This course explores a number of next generation technologies, the business drivers of technology-related decisions in firms, to stimulate thought on new applications for commerce (including disruptive technologies). The class will provide an overview of various emerging technologies and culminate in discussion of potential business impact of these technologies in the near future.

**BUOM 372 • Organizational Behavior (3 units/BUOM majors; 4 units/BUIT majors)**

Study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups and individuals. (Formerly BUOM 371 Group and Organizational Behavior)

**BUOM 464 • Principles of Management (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisite: BUOM 377 and BUOM 378. An overview of management and how leadership forms an integral part of planning, organizing, staffing, leading and controlling/evaluating. This is an examination of the field of management from the perspective of a manager wishing to be more effective. (Formerly BUOM 463 Principles of Management and Supervision)

**BUOM 470 • Special Topics (1-3 units)**

Prerequisite: Consent of the Instructor. Study of a special topic in business. May be repeated for credit.

**BUOM 471 • Principles of Marketing (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisites: BUOM 377, BUOM 378 and GE Math completed (Business Math recommended). An introduction to basic marketing theory and terminology. Students will analyze real-world cases exploring domestic and international marketing opportunities and problems, develop skills and confidence to identify and evaluate critical marketing data, and develop successful programs to solve business problems and capitalize on market opportunities. (Formerly BUOM 473 Marketing in a Global Economy).

**BUOM 478 • Organizational Ethics (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisite: BUOM 377 and BUOM 378. 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 482 • Managerial Accounting (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisite: GE Math completed (Business Math recommended). 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 484 • Financial Management (3 units/BUOM majors; 4 units/BUIT majors)**

Prerequisites: BUOM 377, BUOM 378, BUOM 482 and GE Math completed (Business Math recommended). This course enables professionals to apply financial management theory in real business situations ultimately aimed at actionable decision making. Topics include cash flow optimization, profit maximization, forecasting and budgeting, financial analysis, financing through debt or equity, valuation, and analyzing risk and return.

## EARLY CHILDHOOD EDUCATION MAJOR

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*The mission of the Early Childhood Education (ECE) is to train early education professionals within a Christian worldview.*

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The Early Childhood Education courses are taught online in an accelerated eight week format. Each semester consists of two eight-week sessions. Courses are taught by highly qualified instructors with educational and professional backgrounds in early childhood education. Christian philosophy and values are integrated throughout all classes. The early education classes at Vanguard University meet the formal requirements for Title 22 and Title V for the State of California. Additionally, they meet the formal educational training requirements for the Association of Christian Schools International (ACSI) Preschool Associate Credential (PAC), and Director's certificate.

### Costs and Payment Policies

Please refer to the *Costs and Payment Policies* previously listed in the Professional Studies catalog section.

### Early Childhood Education Drop and Refund Policy

#### Non-Attendance Drop Policy

Students who have not logged into their online class by Tuesday at 5 p.m. (PST) of the first week of class will be locked out of the course and denied access to the course due to non-attendance. Students who are denied access due to non-attendance must contact the SGPS office prior to Tuesday at 5 p.m. (PST) of the first week of class in order to receive a full refund. 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 SGPS Office before the third week of class. Please refer to the Drop Policy for further clarification.

#### Drop/Refund Policy

Students must contact the SGPS Office in writing of their intention to drop. Unless written notification is received the student will remain officially registered in the class/classes listed on their registration form and will be financially and academically responsible. Only those courses specified in the drop request will be dropped. Students who have registered for more than one session will be automatically dropped from the remaining sessions unless written notice is provided. If a student chooses to switch a class from one session to another, this is the same as dropping a class and the drop/refund policies will apply in this situation. The drop will be processed using the date the student's written notification is received by the SGPS Office.

Students who wish to drop must include the following information in their drop request: semester date and class/classes they wish to drop as well as their full name and contact information. Students who email their drop requests are advised to make a copy of the email with date and time stamp as well as receiver confirmation (if possible). Students should also confirm with the ECE Office the following VU working day, via phone, that the email request to drop was received. If the written request to drop is made via mail, the student must ensure the request is mailed in plenty of time for it to reach the ECE office before the beginning of the course session. Vanguard University is not responsible for drop requests sent via email that are routed incorrectly and result in non-receipt of the request by the SGPS Office.

\* Note: Drops initiated before 11:59 p.m. (PT) the Sunday prior to the Monday of the 2<sup>nd</sup> week of class will result in no academic consequence. Drops initiated during the 2<sup>nd</sup> week of class before 11:59 p.m. (PT) the Sunday prior to the Monday of the 5<sup>th</sup> week of class will result in a "W" (withdrawal) which will be reflected on the student's transcript. Drops made after 11:59 p.m. (PT) the Sunday prior to Monday of the 5<sup>th</sup> week of class will result in a grade of "WF."

#### Tuition Refunds

Official drops made before the course start date will be eligible for 100% tuition and course fees refunds. For all other drops, please see the following refund schedule. Students must notify the SGPS Office in writing (via email, fax or

registered mail) of their intention to drop. There are no refunds for application fees.

### **Eight Week Classes**

Prior to 11:59 p.m. (PT) on Sunday of Week 2	100%
Prior to 11:59 p.m. (PT) on Sunday of Week 4	50%
Prior to 11:59 p.m. (PT) on Sunday of Week 5	25%
After 11:59 p.m. (PT) on Sunday of Week 5	0%

### **Other Fees**

All other fees are refundable based on the tuition refund schedule previously listed.

The admissions requirements for B.A., A.A., and Certificate students are the same and are specified under Admissions Requirement

## **BACHELOR'S DEGREE (BA)**

### **Degree Requirements:**

<b>Total General Education Core Requirements</b>	<b>40 units</b>
Vanguard Foundations of College Writing I	3 units
English Composition*	6 units
Literature	3 units
Humanities/Fine Arts	6 units
Science (3) with Lab (1)	4 units
College Math	3 units
Science or Math	3 units
Religion	3 units
Social Sciences	9 units

\*English Composition course must be passed with a "C" or better to fulfill the core curriculum requirement.

<b>Electives</b>	<b>29 units</b>
<b>Major ECE Requirements</b>	<b>55 units</b>
<b>Total units for B.A. degree</b>	<b>124 units</b>

## **BA DEGREE COURSE DESCRIPTIONS**

### **ECED 100 • Cornerstone for ECE (3 units)**

This course provides an introduction to university life and online learning, and to the academic and social skills needed for success. Students will be introduced to the library and information literacy/research skills. The course management system and skills for successful online learning along with the integration of faith and learning through a Biblical worldview will be covered. Becoming a professional in the field of early education will be discussed. This course is required for all ECE degree-seeking students.

### **ECED 300 • Guiding the Young Child's Behavior (3 units)**

This course examines appropriate child guidance principles and practice. Positive teacher/child interactions along with guidance techniques will be examined. A Biblical emphasis will be placed on teaching self-regulation and self-control concepts that result in responsibility and ownership of behavior. Setting clear expectations and affirming positive behavior will be examined along with appropriate respect for authority and effective conflict resolution strategies. Classroom management techniques will be discussed. Parental involvement and school/family partnerships will be incorporated to serve children in their supporting environments.

### **ECED 305 • The Exceptional Child and the Inclusive Classroom (3 units)**

This course provides an overview of children with exceptional cognitive, physical, social, and/or emotional characteristics, including learning disabilities. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures. Assessment and screening strategies will be discussed to meet the educational needs of all students. A Biblical perspective of serving all children will be a part of the course, including rationale and strategies for honoring young children and families.

### **ECED 310 • Music and Movement for the Young Child (3 units)**

This course introduces concepts related to creativity in music and movement. Topics include a general survey of the basic elements of music and planning, designing, and implementing creative learning. Worship experiences and the



connection to music and movement will be explored, as well as the integration of these experiences into the curriculum to enhance spiritual development and all the learning domains. Basic systems of the body will be covered in relationship to movement and physical growth. Spontaneous and planned experiences, media, methods and materials, theoretical foundations and music appreciation will be studied.

**ECED 315 • Math and Science for the Young Child (3 units)**

This course reviews developmental theory and research about science and math education in the early childhood years. Early childhood educators will investigate the interrelationship of math and science, and explore an organized, sequential approach to creating a developmentally appropriate math and science curriculum for preschool children. Concepts of God as the creator and master designer will be presented as children construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to math and science.

**ECED 320 • Language and Literacy for Young Children (3 units)**

This course focuses on language and literacy development for young children. Students examine theories of language development, including theories of second language acquisition and the needs of English language learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Evaluation of God-honoring children's literature will be covered along with communicating with God through prayer. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

**ECED 325 • Creative Art for the Young Child (3 units)**

This course introduces the concepts related to creativity in art for young children. Topics include: concepts of creativity; art media, methods, and materials for creative activities; planning and preparation of art experiences; appreciation of children's art processes and products; developmental stages in art; and art appreciation. Art experiences in relationship to expressing concepts of God and spirituality will be integrated throughout the course. Emphasis is placed on the

development of art curriculum activities, basic teaching skills, guidance techniques, equipment and materials.

**ECED 330 • Early Foundations for Moral and Character Development (3 units)**

This course examines the role of educators in developing moral and ethical behavior in young children. Character traits will be defined and identified that are reflective of a Spirit-filled classroom. Students will explore different theories of moral development and identify knowledge, skills, and dispositions that can be integrated into the life of the classroom. Biblical principles of moral development will be studied along with strategies that integrate these concepts into the curriculum content. Students will examine early education centers for moral and character development curriculum content and a strategic plan will be developed to enhance moral development. Students will be challenged to be an effective role model and will identify their own personal strengths and growth areas. Developmentally-effective methods of instruction will be discussed, including the use of a variety of hands-on materials to reinforce concrete learning.

**ECED 338 • Advanced Administration of Early Childhood Education Programs (3 units)**

This course provides instruction on the advanced skills needed to manage and lead in Early Childhood Education settings. Students will develop skills in personal and professional self-awareness, fiscal management, facilities management, family support and educational programming. Special emphasis will be placed on management theory and decision making. Students will develop an understanding of their own leadership and management style.

**ECED 340 • Transitional Kindergarten Programs (3 units)**

This course examines transitional kindergarten programs in the private and public sector. An in-depth look at the developmental needs of 4-1/2- to 6-year-olds will be included. Aspects of current brain research on the connection of curriculum to targeted learning outcomes will be reviewed. Specific strategies for measuring developmental milestones for learning will be included, preparing early educators to adequately assess developmentally-effective progression. Aspects of creating effective transitions from preschool to kindergarten programs, including perceptions, expectations, and practices that build strong partnerships with families

and elementary schools, will be covered. Appropriate levels of instruction and developmentally-effective environments will be explored.

**ECED 345 • Advancing Early Childhood Programs through Technology (3 units)**

This course introduces the use of technology in the early education setting to enhance teaching, learning, and program support. Topics will include the use of technology in the classroom, the supportive use in administrative management, communication with families, teacher training, and marketing. Ethical issues surrounding the use of technology will be discussed along with the appropriate use of technology in the classroom. Upon completion, students should be able to apply technology-enhanced instruction, use a variety of technology resources, and demonstrate appropriate technology skills in educational environments.

**ECED 350 • Ministering to Parents and Families (3 units)**

This course emphasizes the significance of parents and families as the basic unit of society according to God's design. Significant issues surrounding the health of the family unit will be discussed. Topics included in this course will focus on the well-being of individuals and society supported by strong family units. Various parenting styles will be examined for understanding the family dynamics. Students will learn how to minister effectively through the integration of faith practices, prayer, God's word, and Biblical insight that will support a strong home life for young children. The importance of instilling Biblically-based values in the home and the supportive role of early education programs in supporting children and their families will be examined, including family education and advocacy.

**ECED 400 • Early Communication Skills and Literacy in Multilingual Communities (3 units)**

This course develops students' understanding of language development specific to the early years and the principles that govern this process. Language learning development will be studied as an important part of thinking and communicating as God's design for each child. Students will learn the distinct differences between language, competence, and performance as it relates to multicultural communities. The role of adults, peers, and siblings in fostering language development will be discussed. Students will explore specific strategies for working with multilingual families in meeting the functional needs of the child in the classroom setting to

maximize language development. Delays in the language process will be reviewed along with the necessary resources to help serve children at risk.

**ECED 405 • Advanced Curriculum Design and Development in Early Childhood Education (3 units)**

This course focuses on curriculum planning and design from a Biblical perspective for programs that serve young children. Issues and trends in curriculum development will be examined, along with the components of a philosophy of teaching and learning based on a school's foundational statements. The students will explore the sequenced components of a curriculum guide that support each learning domain, including student-based outcomes, goals, and benchmarks. Monthly and weekly guides along with lesson planning will be discussed and developed. The process of evaluating the planned instructional program will be covered as it relates to improving the curriculum and effectively achieving student learning outcomes. Learning outcomes will be integrated into this course as a foundation for curriculum development.

**ECED 410 • Leadership and Advocacy in Early Childhood Education (3 units)**

This course will focus on child and family advocacy, leadership, public policy, research, and advocacy initiatives in the field of early education. Students will analyze critical issues in early education from a Biblical-worldview and develop strategies for articulating positions and becoming change agents. Students will develop and implement a service-learning project to apply strategies for change. A professional code of ethics, integrating Biblical standards and principles, will be discussed.

**ECED 460 • Advanced Practicum I (3 units)**

This course is a supervised experience in working with young children in a classroom setting. The focus will be on the application of developmentally effective early childhood teaching theories, techniques, and skills. The emphasis will be on designing, implementing, and evaluating classroom experiences for young children. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course.

**ECED 465 • Advanced Practicum II (3 units)**

Students will complete 150 hours in an early childhood setting. The student will be evaluated by a mentor teacher in the classroom, as well as by the instructor and peers via video of the student in the classroom. This course will require 150 hours in an early childhood practicum site. The practicum site and mentor teacher must be approved by the instructor during Advanced Practicum I. Advanced Practicum I is a prerequisite for Advanced Practicum II.

**ECED 499 • Capstone for ECE BA Degree (4 units)**

This course will be the culmination of the students' coursework in early education for the baccalaureate degree. This course includes analysis and evaluation of current research in early education and the integration of faith and learning in the field. Students will demonstrate their competence and achievement of the program learning outcomes through the completion of the portfolio begun in the Cornerstone class, including personal reflections. Students will examine and evaluate their service learning experience from the Leadership and Advocacy class and analyze the issues related to teacher education, advocacy, policy, and working with families to further the spiritual and educational needs of young children. The next steps in professional development will be discussed and a plan for further growth as a professional in the early education field will be developed.

## ASSOCIATE'S DEGREE (AA)

### Degree Requirements:

<b>Total General Education Core Requirements</b>	<b>34 units</b>
Vanguard Foundations of College Writing I	3 units
English Composition*	6 units
Literature	3 units
Humanities/Fine Arts	6 units
Science (3) with Lab (1)	4 units
College Math	3 units
Science or Math	3 units
Spiritual Formation of Young Children	3 units
Social Sciences	3 units

\*English Composition course must be passed with a "C" or better to fulfill the core curriculum requirement.

**Major units in Degree Program**

**30 units**

**Total units for A.A. degree**

**64 units**

## AA DEGREE COURSE DESCRIPTIONS

**ECED 100 • Cornerstone for ECE AA Degree (3 units)**

This course provides an introduction to university life and online learning, and to the academic and social skills needed for success. Students will be introduced to the library and information literacy/research skills. The course management system and skills for successful online learning along with the integration of faith and learning through a Biblical worldview will be covered. Becoming a professional in the field of early education will be discussed. This course is required for all ECE degree-seeking students.

**ECED 101 • Child Growth and Development (3 units)**

This course covers the study of social, emotional, intellectual, physical, creative, and spiritual areas of development from conception through middle childhood 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 and Community/Socialization (3 units)**

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

**ECED 106 • Introduction to Curriculum (3 units)**

This class will provide an overview of the planning, preparation, and delivery of a developmentally appropriate curriculum for young children. The role of the teacher and the curriculum in supporting the development of the whole child will be analyzed. The class will cover the basic components and developmentally

appropriate implementation of curriculum across content areas. Though not required, completion of ECED 101 Child Growth and Development is recommended.

**ECED 108 • Principles and Practices of Teaching Young Children (3 units)**

This course presents an overview of the historical development and philosophies of early education. Students will examine the relationship among developmental theory, philosophy, and practice in early education with an emphasis on infants and toddlers. Students will explore a wide range of early childhood curriculum models. The ecological contexts and relationships affecting young children's development will be analyzed. This course includes a review of teaching strategies supporting all children's development. Though not required, completion of ECED 101 is recommended.

**ECED 126 • Teaching in a Diverse Society (3 units)**

This course will examine current issues facing the early education professional in understanding diversity as it impacts the classroom. In many early childhood classrooms there has been an increase in the number of children with racial, ethnic, linguistic, and cultural diversity, as well as the numbers of children with disabilities or developmental delays. This diversity brings many challenges, as well as many opportunities to educators. Factors of working with and supporting diverse populations of young children and their families will be discussed including relevant teaching methods and materials.

**ECED 132 • Early Education Practicum (3 units)**

This course is designed for the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills. Emphasis will be on designing, implementing, and evaluating classroom experiences for young children. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course. Fieldwork will be completed in the student's own classroom or by approval of the instructor. Students will videotape their teaching in order to be evaluated by the instructor and

fellow classmates. Though not required, ECED 101 and ECED 106 are recommended prior to taking this course.

**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 137 • Observation and Assessment (3 units)**

This course will offer opportunities for students to develop in-depth knowledge and skills as early childhood professionals with a focus on research, policy, and best practices in early childhood assessment and to link assessment to curriculum planning and program evaluation. Focus will be on students acquiring knowledge about informal and formal developmental screening assessment instruments for young children, how to select and how to use the appropriate one to determine initial information that will facilitate individual learning environments and strategies. Though not required, completion of ECED 101 and ECED 106 are recommended.

**ECED 150 • Spiritual Formation of Young Children (3 units)**

This course will further students' own understanding and personal journey of spiritual formation and how that relates to the spiritual transformation of young children. The process of how the inner life is formed in young children towards an intimate relationship with God will be discussed. Particular emphasis will be placed on relationship, experience, and practice of the spiritual disciplines that create the context for spiritual formation to occur. A systematic approach will be given that lays the foundation for regular practices in the classroom. The relationship between the church, home, and the early education program will be explored as the foundational environments where spiritual transformation is developed.

**ECED 299 • Capstone for ECE (3 units)**

This course will provide students the opportunity to integrate theories of child development, a Biblical worldview of young children, and principles of effective practice as a culmination of their learning at the associate's degree-level. Students will engage in field experience through the implementation of a project that will exhibit an integration of faith and learning. The project will demonstrate an application of students' knowledge of Biblically-based early education to their practice. An analysis and evaluation of the students' educational experiences across the curriculum will be reviewed and the comprehensive portfolio of the students' work samples and reflections will demonstrate competence and achievement of program learning outcomes. The next steps in professional development will be discussed and a plan for further growth as a professional in the early education field will be developed.

## EARLY CHILDHOOD EDUCATION CERTIFICATE

The Early Childhood Education certificate consists of 27 units. Transfer units are not accepted. Students who do not wish to pursue the Early Childhood Education certificate may still take individual courses.

Early Childhood Education students are from across the nation and world. It is not possible for us to guarantee which courses will meet each state's/country's formal training requirements in early education. It is up to the students to confirm with their local state licensing/accreditation agency which ECE courses will meet the formal training requirements. Students should confirm prior to registering with Vanguard University which courses meet the requirements for their state/country.

**Certificate****27\* units**

ECED 101	Child Growth and Development	3 units
ECED 103	Child, Family & Community and Socialization	3 units
ECED 106	Introduction to Curriculum	3 units
ECED 108	Principles and Practices of Teaching Young Children	3 units
ECED 126	Teaching in a Diverse Society	3 units
ECED 132	Early Education Practicum	3 units
ECED 135	Health, Safety and Nutrition for the Young Child	3 units
ECED 137	Observation and Assessment	3 units
ECED 150	Spiritual Formation for Young Children	3 units

*\*Students who do not have a strong English background may be required to complete 3 units of CORE 110 Vanguard Foundations of College Writing I.*

**Elective Courses**

ECED 109	Infant/Toddler	3 units
ECED 121	Administration of Early Education Programs I	3 units
ECED 139	Adult Supervision and Mentoring	3 units

## CERTIFICATE COURSE DESCRIPTIONS

### CORE 110 • Vanguard Foundations of College Writing I (3 units)

Covers reading comprehension, technology and writing, and sentence-level (grammar) and paragraph-level issues. The course focuses on process-driven revision and peer collaboration while emphasizing critical thinking skills. This required course prepares Professional Studies and ECE students for college-level writing and studies. Students may petition to test out of this required course if they possess proficient college level writing ability. (Meets elective credit requirement only; not applicable to English Composition requirement)

### ECED 101 • Child Growth and Development (3 units)

This course covers the study of social, emotional, intellectual, physical, creative, and spiritual areas of development from conception through middle childhood 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 and Community/Socialization (3 units)

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

### ECED 106 • Introduction to Curriculum (3 units)

This class will provide an overview of the planning, preparation, and delivery of a developmentally appropriate curriculum for young children. The role of the teacher and the curriculum in supporting the development of the whole child will be analyzed. The class will cover the basic components and developmentally appropriate implementation of curriculum across content areas. Though not required, completion of ECED 101 Child Growth and Development is recommended.

### ECED 108 • Principles and Practices of Teaching Young Children (3 units)

This course presents an overview of the historical development and philosophies of early education. Students will examine the relationship among developmental theory, philosophy, and practice in early education with an emphasis on infants and toddlers. Students will examine the relationship among developmental theory, philosophy, and practice in early education. Students will explore a wide range of early childhood curriculum models. The ecological contexts and relationships affecting young children's development will be analyzed. This course includes a review of teaching strategies supporting all children's development. Though not required, completion of ECED 101 is recommended.

### 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 routine experiences will be discussed. Social, cognitive, physical, and sensory motor behavior patterns will be applied in theory and through observation in relation to the environment. A focus on 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 121 • Administration of Early Education Programs I (3 units)

Application of the basic principles for the establishment, operation, supervision and evaluation of a preschool/ daycare program will be examined. This includes an overview and history of ECE programs, 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 132 • Early Education Practicum (3 units)

This course is designed for the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills. Emphasis will be on designing, implementing, and evaluating classroom experiences for young children. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young

children. Biblical perspectives will be integrated throughout the course. Fieldwork will be completed in the student's own classroom or by approval of the instructor. Students will videotape their teaching in order to be evaluated by the instructor and fellow classmates. Though not required, ECED 101 and ECED 106 are recommended prior to taking this course.

**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 137 • Observation and Assessment (3 units)**

This course will offer opportunities for students to develop in-depth knowledge and skills as early childhood professionals with a focus on research, policy, and best practices in early childhood assessment and to link assessment to curriculum planning and program evaluation. Focus will be on students acquiring knowledge about informal and formal developmental screening assessment instruments for young children, how to select and how to use the appropriate one to determine initial information that will facilitate individual learning environments and strategies. Though not required, completion of ECED 101 and ECED 106 are recommended.

**ECED 139 • Adult Supervision and Mentoring (3 units)**

This course will cover the methods and principles of supervising adults who are teachers, assistants, or volunteers in early childhood classrooms. Emphasis is on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Though not required, ECED 101 and ECED 103 are recommended prior to taking this course.

**ECED 150 • Spiritual Formation of Young Children (3 units)**

This course will further students' own understanding and personal journey of spiritual formation and how that relates to the spiritual transformation of young children. The process of how the inner life is formed in young children towards an intimate relationship with God will be discussed. Particular emphasis will be placed on relationship, experience, and practice of the spiritual disciplines that create the context for spiritual formation to occur. A systematic approach will be given that lays the foundation for regular practices in the classroom. The relationship between the church, home, and the early education program will be explored as the foundational environments where spiritual transformation is developed.

## NURSING PROGRAM – RN TO BSN

Mary Wickman, RN, Ph.D., Director of Nursing

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*Providing quality undergraduate and graduate nursing programs that promote academic excellence while integrating the values of truth, virtue, and service.*

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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 healthcare environment.

### Admission Requirements

Preferred overall 3.0 GPA (out of 4.0) – official transcripts required for verification

Minimum grade of “C” (2.0) on all degree requirements course work

Minimum grade of “C” (2.0) on all nursing coursework, preferred GPA of 3.0

One professional letter of reference from a manager, supervisor, or faculty.

Letters of reference from family members are not accepted.

Applicant's typed statement of purpose

Personal interview

Verification of valid California RN License or eligibility for licensure.

License must be current and clear.

Verification of current certification in CPR

One year work experience recommended

Background check (contracted by the university)

Evidence of all required immunizations/titers and physical exam report

### Dual Enrollment RN to BSN Option

The Dual Enrollment RN to BSN option is designed for students enrolled in a Community College who would like to begin working on their BSN while studying to obtain their RN license. All RN to BSN admission and curriculum requirements are applicable to the dual enrollment applicant except for RN licensure at admission. Verification of valid California RN licensure is required prior to NURS 420 • Community Health Nursing and Clinical Studies.

### Degree Requirements

**English Composition** **6 units**

**Humanities/Fine Arts** **6 units**

Communications (3)

Humanities (3)

**Science with lab** **16 units**

Human Anatomy (4)

Physiology/Human Biology (4)

Microbiology (4)

Chemistry (4)

**Statistics** **3 units**

**Philosophy/Religion** **3 units**

**Social Sciences** **9 units**

Psychology (3)

Sociology (3)

Elective (3)

**Total General Education Units** **43 units**

**Total Nursing Major Units (course descriptions follow)** **49 units\***

**Total Elective Units** **32 units**

**Total units needed for BSN degree** **124 units**

### \*Course Repetition

Students enrolled in the RN to BSN Program cannot repeat any more than 2 nursing major courses related to course failure or withdrawal. Any deviation from this policy requires Program Committee approval with a petition submitted to the Director of the Nursing Program.

### Malpractice Insurance

Each student must have basic malpractice insurance before the beginning of the Community Health practicum. This will occur during the last semester of the program.



## NURSING COURSE DESCRIPTIONS

### MATH/NURS 235 • Statistics for the Health Professions (3 units)

Limited to those enrolled in Health Sciences. Meets statistics prerequisite for NURS 405. This course introduces the conceptual background of statistical techniques and reasoning with an emphasis on application relevant to identifying outcomes. Provides a framework for understanding and applying commonly used data analysis techniques in health science research. Includes selecting, applying, and interpreting univariate and bivariate statistical methods in answering research questions from a health science perspective.

### NURS 305 • Nursing Theory and Professional Practice (4 units)

This course assists students with their transition into the role of a professional BSN prepared nurse. Special emphasis will be placed on the philosophy of Baccalaureate nursing education and critical thinking skills. Discussion and comparison of concepts will be applied to the practice of professional nursing. Integration of theory into subsequent course work and professional practice will be explored.

### NURS 310 • Information Technology in Nursing (4 units)

Students will be-introduced to computer applications in nursing and health care. They will develop computer literacy skills in the areas of information processing, computer technology, and issues related to privacy and confidentiality. Students are expected to share their findings with class members in presentation format. Computer laboratory experience will include an investigation of computer applications within nursing, focusing specifically on their use in nursing administration, research, clinical practice and education.

### NURS 315 • Writing and Critical Analysis of Health Related Issues (4 units)

This course focuses on critical thinking and research writing relevant to learning and practice in nursing. Includes self-assessment, collaborative learning, problem solving approaches, and clinical decision making. Applies critical analysis to health-related issues. Proper APA format will be emphasized and required for all written work.

### NURS 320 • Ethical Issues and Legal Aspects for Nursing and Healthcare (4 units)

This course introduces students to the analysis of ethical issues and dilemmas arising in nursing practice and healthcare systems. Emphasis is placed on values clarification, models for ethical decision making, consideration of relevant legal aspects, and related documents such as the Nursing Code of Ethics that guide professional practice. Woven throughout the ethical discussions is reference to the importance of Christian values and a Christian worldview in identifying and solving ethical issues that arise out of the practice of nursing.

### NURS 325 • Multi-Dimensional Assessment (4 units)

The purpose of this course is to provide the student with the opportunity to be equipped with skills necessary to do a multi-dimensional health assessment of their identified client. Emphasis is placed on the concepts of bio-psycho-social, spiritual, cultural, and community health care needs in performing the holistic examination of the individual. Additional emphasis will include the client's health care needs, levels of prevention and growth and development of the individual across the lifespan. Two hours of the required Child Abuse content for the Public Health Nurse certificate (PHN) will be included in this course.

### NURS 335 • Approaches to Health Promotion and Disease Prevention for Older Adults and their Families (4 units)

This course will assist students to develop the skills necessary to provide patient-centered care to older adults and their families. Discussions will focus on increasing respect and understanding about the complexities and variations of care in the geriatric population. Emphasis will be placed on both health promotion and disease prevention.

### NURS 405 • Nursing Research and Seminar (4 units)

Prerequisite: Statistics. 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 (4 units)**

This course presents knowledge of pathophysiology, using a systems approach, as applied to 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 coordinated with other courses in the nursing program.

**NURS 415 • Sociocultural Contexts of Diversity (4 units)**

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 concerted understanding of how cultural and social practices impact health both positively and negatively. This course is designed to help the student integrate diversity knowledge within the community health setting.

**NURS 420 • Community Health Nursing and Clinical Studies (5 units) \***

This course, through both classroom and clinical experience in community settings, will help the student develop skills in providing nursing care to individuals, families, and/or communities. Issues such as Child Abuse and family violence will be discussed. Ninety hours of clinical practice in public/community health settings are required to successfully complete this course. The remainder of the required Child Abuse content for the Public Health Nurse certificate (PHN) is included (5 hours). Two additional hours of Child Abuse content is covered in NURS 325 Multi-dimensional Assessment or NURS 420 Community Health.

*\*Note: There may be additional clinical/health requirements or updates that need to be submitted prior to beginning this course. All clinical/health requirements are to be uploaded in an immunization tracker system (contracted by the university).*

**NURS 425 • Education Theory and Process of Teaching in Nursing (4 units)**

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.

**NURS 430 • Leadership/Management in Professional Nursing (4 units)**

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 healthcare system.

## PSYCHOLOGY MAJOR WITH A CONCENTRATION IN HUMAN DEVELOPMENT

The major in Psychology with a concentration in Human Development seeks to enhance students' understanding of human nature with an emphasis on human development across the life span from both a secular world 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 others' research. The Psychology program prepares students for employment, especially in human service agencies, or for graduate study.

### Degree Requirements:

<b>Total General Education Core Requirements</b>	<b>40 units</b>
Vanguard Foundations of College Writing I	3 units
English Composition*	6 units
Literature	3 units
Humanities/Fine Arts	6 units
Science (3) with Lab (1)	4 units
College Math	3 units
Science or Math	3 units
New Testament Survey, Foundations of Christian Life, or Introduction to Theology	3 units
Philosophy	3 units
Social Sciences	9 units
*English Composition course must be passed with a "C" or better to fulfill the core curriculum requirement.	
<b>Major units in Degree Program</b>	<b>51 units</b>
<b>Electives</b>	<b>30 units</b>
<b>Total units for B.A. degree</b>	<b>124 units</b>

## PSYCHOLOGY (HUMAN DEVELOPMENT) COURSE DESCRIPTIONS

NOTE: Required courses which resulted in a grade of F must be repeated. See PSYD 367 for only exception.

### 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 fallacies, correlation and topics in probability. Students are advised to take Math 105 and Math 109 in preparation for this course.

### PSYD 340 • Biological Psychology (3 units)

Prerequisite: PSYD 366, PSYD 367. 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, with special emphasis on perception, sensory and motor functions, motivation, emotion, learning, and memory. Neurological impairment and disorders are examined. (Replaces PSYD 439 Physiological Psychology and Cognition)

### PSYD 366 • 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 367 • Writing and Research Skills (3 units)

Prerequisite: GE English composition course requirements completed. PSYD 366. Designed to introduce students to the advanced skills needed for academic writing in the social sciences. Students will also be introduced to advanced academic 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)**

Prerequisite: PSYD 366, PSYD 367. 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 to meet the requirements for Field Practicum.

**PSYD 370 • Childhood and Adolescence (3 units)**

Prerequisite: PSYD 366, PSYD 367. 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 role of peer groups are also examined.

**PSYD 372 • Adulthood and Aging (3 units)**

Prerequisite: PSYD 366, PSYD 367. 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)**

Prerequisite: PSYD 366, PSYD 367. Explores the institution of the family from a multigenerational developmental perspective. Psychological, socio-cultural, 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.

**PSYD 375 • Understanding Research Design (3 units)**

Prerequisite: PSYD 265, PSYD 366, PSYD 367. 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)**

Prerequisite: PSYD 366, PSYD 367. 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.

**PSYD 432 • Social and Cultural Psychology (3 units)**

Prerequisite: PSYD 366, PSYD 367. 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)**

Prerequisite: PSYD 366, PSYD 367. 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 work, leadership skills, and work with special populations are explored. Students are introduced to ethical issues, and multicultural issues that apply to group work.

**PSYD 436 • Abnormal Psychology (3 units)**

Prerequisite: PSYD 366, PSYD 367, PSYD 370. Studies deviations in human behavior from socio-cultural, spiritual, emotional, cognitive and behavioral perspectives with regard to description, patterns of development, measurement, symptoms, systems of classification, and treatment methods.

**PSYD 446 • Psychological Testing (3 units)**

Prerequisite: PSYD 265, PSYD 366, PSYD 367. 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.

**PSYD 449 • Cognitive Psychology (3 units)**

Prerequisite: PSYD 366, PSYD 367. Addresses the study of human cognitive processes including perception, memory, problem solving, thinking, and

hemispheric specialization. Cognitive aspects of psychological and learning disorders are also addressed.

**PSYD 460 • Field Practicum (3 units)**

Prerequisite: PSYD 366, PSYD 367, PSYD 368, PSYD 370, PSYD 436, and senior standing. Students apply concepts learned in the major as a student intern/volunteer at a human services agency or research facility. All practicum sites must be approved by the Field Practicum Coordinator for the PS Psychology major prior to beginning the practicum. Students accrue hours over the course of the program; hours must be completed by the start date of the course. Students will accrue a minimum of 90 hours for 3 units of course credit. Coursework includes a written and oral presentation.

**PSYD 462 • Counseling Theories (3 units)**

Prerequisite: PSYD 366, PSYD 367, PSYD 370, PSYD 436. Studies the various theoretical approaches to counseling, the personhood of the counselor, and ethical issues in clinical practice. Major counseling theories are introduced by covering key concepts, the nature of the therapeutic relationship, and techniques associated with each theory. The worldview underlying each theory is examined as it relates to a Christian worldview, and the integration of biblical principles in counseling theories is introduced.

**PSYD 470 • Special Topics (1-3 units)**

Prerequisite: Consent of the Instructor. Study of a special topic in psychology. May be repeated for credit.

**PSYD 477 • Psychology and Christianity (3 units)**

Prerequisite: PSYD 366, PSYD 367. Examines human nature from the perspective 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.

## RELIGION MAJOR WITH A CONCENTRATION IN MINISTRY AND LEADERSHIP

The Religion with a concentration in Ministry and Leadership major is designed for individuals who are involved in church or para-church activities, and who wish to gain knowledge to improve themselves personally and professionally and gain the skills to take a leadership role in their church or para-church community.

It is required of all Religion majors that they have completed: OT201: Old Testament Survey, NT101: New Testament Survey, and THEO103: Introduction to Theology, before beginning classes in the major.

### Degree Requirements:

<b>Total General Education Core Requirements</b>	<b>49 units</b>
Vanguard Foundations of College Writing I	3 units
English Composition*	6 units
Literature	3 units
Humanities/Fine Arts	6 units
Science (3) with Lab (1)	4 units
College Math	3 units
Science or Math	3 units
New Testament Survey	3 units
Old Testament Survey	3 units
Introduction to Theology	3 units
Social Sciences	12 units
*English Composition course must be passed with a "C" or better to fulfill the core curriculum requirement.	

<b>Major units in Degree Program</b>	<b>51 units</b>
<b>Electives</b>	<b>24 units</b>
<b>Total units for B.A. degree</b>	<b>124 units</b>

## **RELIGION (MINISTRY AND LEADERSHIP) COURSE DESCRIPTIONS**

NOTE: Required courses which resulted in a grade of F must be repeated. See MILD 364 for only exception.

### **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)**

Prerequisite: GE English composition course requirements completed. 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 requirements for graduation. 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 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 450 • Ministerial Internship Program (3-12 units)**

A learning experience integrating classroom theory with practical application through supervised service in a local church, hospital, mission field, or other appropriate setting. May be repeated up to a maximum of 12 units.

### **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)**

Prerequisites: MILD 367. A study of the theology and practice of preaching and teaching.

**MILD 466 • 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 468 • I Corinthians: The Church in an Urban Setting (3 units)**

An exegesis of I Corinthians in the contexts of the life of the apostle Paul and the developing urban church.

**MILD 470 • Special Topics (1-3 units)**

Prerequisite: Consent of the Instructor. Study of a special topic in religion. May be repeated for credit.

**MILD 472 • The New Testament and Contemporary Christian Issues (3 units)**

Exegesis and discussion of selected New Testament passages relevant to a variety of personal issues and contemporary life, including sexual ethics, gender roles, Christian parenting, divorce and remarriage, wealth and possession, and the problems of evil, death and dying.

**MILD 473 • Change Theory and Strategic Planning in Christian Organizations (3 units)**

An approach to ministry planning in which change theory is integrated with the human and structural dynamics which influence the development of corporate vision and mission processes, goals, assessment, strategy, and evaluation.

## PROFESSIONAL STUDIES MINORS

Guidelines for obtaining minors are indicated below. Students must meet with their Student Success Coordinator and 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.

### Business Minor Requirements

Twenty-one (21) units are required in accordance with the following guidelines. Courses should be chosen in consultation with the Student Success Coordinator for Business. Please refer to the course descriptions to see necessary prerequisites.

#### 18 units of the following or course equivalent:

BUOM 377	Business Writing	3 units
BUOM 378	Research Methods	3 units
BUOM 478	Organizational Ethics	3 units
or BUOM 481	Business Through the Eyes of Faith	
BUOM 472	Managerial Economics	3 units
or BUOM 475	Financial Accounting	
or BUOM 482	Managerial Accounting	
BUOM 471	Principles of Marketing	3 units
BUOM 485	Strategic Marketing Management	3 units

#### 3 units to be selected from the following or course equivalent:

BUOM 316	Business Law	3 units
or BUOM 476	Human Resource Management	
or BUOM 464	Principles of Management	

A minimum of 12 units must be taken at VU.

## Liberal Studies Minor Requirements

The Liberal Studies minor is designed to provide preparation for Vanguard University's teaching credentialing program and to provide tools of preparation for the required, Commission-approved examination called the California Subject Examination for Teachings: Multiple Subjects (CSET). Students are required to pass the CSET prior to their semester of advanced student teaching in a credentialing program. (Students should refer to the Graduate Program in Education for further information about pursuing a teacher 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 and 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 each of the three subtests. The multiple subject CSET exam is offered in a computer-based format at testing locations Mondays through Saturdays by appointment year round. 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) exam prior to enrollment in a teaching credential program.

The seminar courses listed for the Liberal Studies minor are correlated with the CSET subtests listed above and are designed to guide students in their preparation for the CSET. Per the catalog course descriptions, a student must complete all General Education requirements in a given subject matter prior to enrolling in the correlating seminar course.

In order to apply for a minor in Liberal Studies, a student must provide proof he/she has taken the California Basic Educational Skills Test (CBEST). In order to be granted the minor, a student must provide proof that she/he has passed the CBEST.

The following courses are required to meet the 21 unit requisite. A minimum of 12 units must be taken at VU.

EDUC 315	Teaching in a Multicultural Setting	3 units
EDUC 350	Comprehensive Seminar in English	3 units
EDUC 355	Comprehensive Seminar in Mathematics	3 units
EDUC 360	Comprehensive Seminar in Social Science	3 units
EDUC 365	Comprehensive Seminar in Science	3 units
EDUC 370	Comprehensive Seminar in Human and Physical Development	3 units
EDUC 375	Comprehensive Seminar in Visual and Performing Arts	3 units

## 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 Success Coordinator and/or Program Chair. Please refer to the course descriptions to see necessary prerequisites.

### Required courses (15 units):

PSYC 103	General Psychology (May be waived if student has taken PSYD 366 Survey of Human Behavior)
PSYD 220 or PSYD 370	Human Growth and Development Childhood and Adolescence
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 436	Abnormal Psychology
Remaining courses (6 upper or lower division units) should be chosen in consultation with the Student Success Coordinator for Psychology.	

### One of the following is recommended to fulfill one of the electives:

PSYD 420	Behavior Modification
PSYD 340	Biological Psychology

A minimum of 12 units must be taken at VU.



## **Religion Minor Requirements**

21 units are required in accordance with the following guidelines. Courses should be chosen in consultation with the Student Success Coordinator and/or program chair.

Minimum 15 units of upper division coursework.

Maximum 6 units of lower division coursework.

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.

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 Andrew Stenhouse, *Dean of the School for Graduate and Professional Studies*  
 Jonathan Allbaugh, *Dean of Spiritual Formation*

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(Name and year of initial faculty appointment)  
 ANNAS, AARON DANIEL, M.F.A. (2012) Assistant Professor of Cinema Arts.  
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 ARNOLD, DIXIE, Ed.D. (2004) Chair of the Liberal Studies Department and  
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Davey, Kirk, M.S., C.P.A.

Communication

Music

Photography

Psychology

Sociology

Business and Management

Communication

Kinesiology

Psychology

Clinical Psychology

Theatre Arts

Anthropology

Chemistry

Sociology

Religion

Kinesiology

English

Clinical Psychology

Business and Management

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Lapham, Sandra, M.A.	Graduate Education	Spady, Rebecca, M.A.	Graduate Education

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Tash, Constance, Ph.D.	Sociology
Taylor, Mason, B.S.	Chemistry
Terhorst, John, Ph.D.	Chemistry
Tsang, Mark, Ph.D.	Chemistry
Voigt, Darin, M.S.	Kinesiology
Walker, Lauren, M.S.	Kinesiology
Walton, William Reid, M.S., LMFT	Psychology
Weaver, Megan, M.F.A.	Communication
Wong, Tin Kin, Ph.D.	Mathematics
Woo, Peter, Ph.D.	Mathematics
Woodward, Leif, D.M.A.	Music
Woolworth, Jessica, M.B.A., C.P.A.	Business and Management
Young, Tim, Ed.D.	Religion

## STUDENT PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- 1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
  - Students should submit to the registrar, dean, head of the academic department, Vice President, or other appropriate Official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
  - Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official

responsible for the records, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

- If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
    - Disclosure without consent to University officials with legitimate educational interests is permitted. A University official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Campus Safety personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
    - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
    - Other exceptions that permit disclosure without consent are:
      - A. To authorized representatives of the Comptroller General of the United States; the Attorney General of the United States (for law enforcement purposes); the Secretary of the Department of Education of the United States; and state and local educational authorities.
      - B. To parents of dependent students, as defined in section 152 of the Internal Revenue Code of 1986.
      - C. To a parent or a legal guardian in connection with a health or safety emergency.



- D. To a parent or a legal guardian of a student regarding the student's violation of any Federal, State, or local law, or 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 20202-5920

The University may release public directory information concerning students. Such information includes, but is not limited to, the student's name, address, email address, student identification number, telephone listing, date and place of birth, major field of study, dates of attendance, class level, enrollment status (e.g., undergraduate or graduate; full-time or part-time; enrolled or withdrawn), 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 request not be released.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which education records and personally identifiable information (PII) contained in such records, including Social Security Number, grades, or other private information, may be accessed without the student's consent. First, Federal and State Authorities may allow access to student's records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal or state supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain and share without consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## GRIEVANCE RIGHTS AND PROCEDURE

Vanguard University subscribes to the principle of equal educational opportunity, regardless of gender (cf. Title IX of EDUCATION 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 Academic Affairs, who will work with the petitioner for a resolution of the problem. The President's Council of the University shall serve as ultimate board of appeal for such questions.

## **V.A. CERTIFICATION**

I hereby certify that this catalog is true and correct in content as required by DVB circular 2-76-84, Appendix P, Paragraph 6(a).

# INDEX

Academic Calendar		Admissions Information	
Early Childhood Education Program .....	8	Graduate Program in Clinical Psychology .....	207
Professional Studies .....	6	Graduate Program in Nursing (MSN) .....	254
The College and Graduate Programs .....	5	Graduate Program in Organizational Psychology .....	262
Academic Classification of Students		Nursing Program (BSN).....	327
Graduate Program in Education .....	222	Professional Studies .....	286
Academic Disqualification		Traditional Undergraduate Programs .....	15
Professional Studies .....	297	Advancement to Candidacy	
Traditional Undergraduate Programs .....	48	Graduate Program in Clinical Psychology .....	215
Academic Integrity and Dishonesty Policy.....	51	Graduate Program in Organizational Psychology .....	265
Academic Leave of Absence Policy		Affiliations, Institutional.....	12
Traditional Undergraduate Programs .....	46	Air Force Reserve Officer Training Corps (ROTC) Agreement.....	17
Academic Load		American Studies Program Courses .....	130
Graduate Program in Clinical Psychology .....	215	Anthropology & Sociology, Department of.....	73
Graduate Program in Education .....	225	Anthropology (Cultural) Major.....	74
Graduate Programs in Religion .....	272	Anthropology Courses .....	75
Traditional Undergraduate Programs .....	42	Appeals Procedure	
Academic Policies		Graduate Program in Clinical Psychology .....	213
Graduate Program in Clinical Psychology .....	209	Appeals Procedure	
Graduate Program in Education .....	222	Traditional Undergraduate Programs .....	50
Graduate Programs in Religion .....	270	Appeals Procedure	
Professional Studies .....	290	Teacher Advancement Program .....	251
Teacher Advancement Program.....	250	Appeals Procedure	
Traditional Undergraduate Programs .....	42	Graduate Programs in Religion .....	272
Academic Probation		Appeals Procedure	
Graduate Program in Clinical Psychology .....	210	Professional Studies .....	294
Graduate Program in Nursing .....	255	Application Calendar	
Graduate Program in Organizational Psychology .....	264	Traditional Undergraduate Programs .....	15
Professional Studies .....	296	Application for Graduation	
Traditional Undergraduate Programs .....	48	Graduate Program in Clinical Psychology .....	217
Academic Progress, Satisfactory .....	22, 302	Graduate Program in Education .....	228
Academic Services.....	39	Graduate Programs in Religion .....	275
Accounting Courses.....	92	Traditional Undergraduate Programs .....	49
Accounting Major .....	91	Applied Composition Courses .....	168
Accreditation .....	12	Applied Music Emphasis (General Music Major) .....	151
Adjunct Faculty .....	341	Art Courses .....	70
Administrators, University.....	337	Art Emphasis (Worship Studies Music Major).....	152
Admission, Notification of Application Decision.....	18	Art Minor .....	67

Associate's Degree		Certificate, Post-Master's Clinical Nurse Specialist	260
Early Childhood Education	322	Champions of Character Program	40
Athletics	40	Change of Class Schedule	45
Au Sable Courses	90	Chemistry Courses	101
Australia Studies Center Courses	57	Chemistry Major	99
Awarding of Degree		Chemistry Minor	100
Graduate Program in Clinical Psychology	217	Chemistry, Department of	98
Bachelor of Music	153	China Studies Program Courses	57
Biblical Interpretation Courses		Christian Education Leadership Courses	249
Undergraduate Religion	178	Christian Formation and Discipleship Studies (Religion Major)	176
Biblical Languages Courses		Christian Formation and Discipleship Studies Courses	179
Undergraduate Religion	178	Church History Courses	
Biblical Studies Concentration (Religion Major)	176	Undergraduate Religion	180
Biochemistry Major	100	Church Music Major	156
Biological Sciences Major	85	CINCEL (Spanish Major)	193
Biology Courses	86	Cinema Arts Emphasis (Worship Studies Music Major)	152
Biology Major	84, 86	Class Attendance	
Biology, Department of	84	Professional Studies	293
Board of Trustees	337	Teacher Advancement Program	250
Bookstore Charges		Traditional Undergraduate Programs	48
Professional Studies	299	Class Standing	48
Bookstore Charges	26	Classification of Students	
Business Administration Courses	93	Graduate Program in Clinical Psychology	210
Business Administration Major	91	Graduate Programs in Religion	270
Business Major (Information Technology)		Traditional Undergraduate Programs	18
Professional Studies	316	Clear Credential	232
Business Major (Organizational Management)		CLEP (Spanish Major)	194
Professional Studies	313	Clinical Psychology Course Requirements	217
Business Minor	92	Clinical Psychology Courses	218
Professional Studies	334	Clinical Psychology, Graduate Program	207
Calendar		Cohort Scheduling	
Early Childhood Education Program	8	Graduate Programs in Religion	271
Professional Studies	6	College Freshmen, First-Time	16
The College and Graduate Programs	5	Communication Courses	111
Campus and Buildings	12	Communication Emphasis (Worship Studies Music Major)	152
Campus Public Safety Department	30	Communication Major with a Concentration in Cinema Arts	109
Campus Recreation and Intramural Sports	32	Communication Major with a Concentration in Communication Studies	108
Capstone Course	66	Communication, Department of	107
Career Development Center	29	Community Colleges, Articulation Agreements	17
Centers, University	12	Composition Major	155
Certificate		Computer Usage Student Guidelines	
Early Childhood Education Certificate	324	Professional Studies	291

Concentration, definition of.....	38	Degree Requirements	
Conference Courses.....	43	Nursing Program (BSN).....	327
Core Courses.....	70	Traditional Undergraduate Programs.....	49
Core Curriculum.....	60	Degrees Granted.....	37
Core Curriculum Course Requirements.....	60	Department of Business and Management.....	91
Core Curriculum Courses.....	62	Diplomas	
Costs and Payment Policies		Professional Studies.....	300
Professional Studies.....	299	Diplomas.....	26
Costs and Payment Policies.....	25	Directed Reading Option, Guidelines for.....	275
Council for Christian Colleges & Universities.....	56	Disability and Learning Services.....	29
Counseling Center.....	29	Disqualification, Academic	
Course Articulation with California Community Colleges.....	17	Professional Studies.....	297
Course Numbering.....	38	Disqualification, Academic	
Course Repeat Policy		Traditional Undergraduate Programs.....	48
Professional Studies.....	295	Diversity Enhanced (DE) Courses.....	55
Traditional Undergraduate Programs.....	47	Diversity Focused (DF) Courses.....	54
Course Repetition		Diversity, University Statement on.....	11
Nursing Program (BSN).....	327	Diversity/Multicultural Exposure Course Requirement.....	53
Credentials, Ministerial.....	177	Dress, Student.....	34
Credentials, Single subject preparation.....	142	Drop Policy	
Credentials, Teacher.....	232	Early Childhood Education.....	318
Credit by Examination		Professional Studies.....	293
Professional Studies.....	290	Teacher Advancement Program.....	252
Credit by Testing and Extension.....	45	Dual Enrollment RN to BSN Option	
Credit Hour Policy		Nursing Program (BSN).....	327
Graduate Program in Clinical Psychology.....	209	Early Childhood Education	
Graduate Program in Education.....	224	Bachelor's Degree.....	319
Graduate Program in Nursing.....	254	Early Childhood Education Certificate.....	324
Graduate Programs in Religion.....	271	Early Childhood Education Major.....	318
Professional Studies.....	289	Education Costs, Payment of.....	25, 299
Traditional Undergraduate Programs.....	42	Education Courses.....	141
Cross Registration between Traditonal and SPS Programs.....	43	Education, Graduate Program.....	222
Cross-Registration between Traditonal and Professional Studies.....	43	Education, Master of Arts Program in.....	232
Cultural Anthropology (General) Minor.....	75	El Salvador Study Abroad Program.....	74
Cultural Anthropology Major.....	74	Emphasis, definition of.....	38
Cultural Anthropology Minor for Intercultural Studies.....	75	English Courses.....	120
Curriculum Schedule		English Major.....	119
Clinical Nurse Specialist.....	260	English Minor.....	120
Graduate Program in Nursing.....	256	English, Department of.....	119
Declaring a Major.....	50	English, Single Subject Matter Program in.....	142
Declaring a Minor.....	50	Enrollment Status Definitions.....	38
Degree Nomenclature.....	38	Exit Project	

Graduate Program in Clinical Psychology .....	216	Traditional Undergraduate Programs .....	46
Expenses, Educational .....	25, 299	Graduate Education Course Descriptions .....	242
Faculty Emeriti .....	341	Graduate Program in Clinical Psychology .....	207
Faculty, Adjunct .....	341	Graduate Program in Education .....	222
Faculty, Resident .....	337	Graduate Program in Nursing .....	253
Faith Confession .....	11	Graduate Program in Organizational Psychology .....	262
FERPA .....	343	Graduate Programs in Religion .....	269
Finance Courses .....	95	Graduate School Preparation in the Sciences or Mathematics .....	69
Financial Aid		Graduation Requirements	
Professional Studies .....	301	Graduate Program in Clinical Psychology .....	216
Traditional Undergraduate and Graduate Programs .....	21, 301	Graduate Program in Education .....	228
Financial Aid Sources .....	21, 301	Graduate Program in Nursing .....	256
Financial Aid, Application Deadlines .....	21, 302	Graduate Program in Organizational Psychology .....	263
Financial Aid, Applying for .....	21, 301	Graduate Programs in Religion .....	274
Financial Aid, Census Date Policy .....	21, 302	Professional Studies .....	296
Financial Aid, Disbursements .....	21, 302	Traditional Undergraduate Programs .....	49
Financial Aid, Withdrawal and Return of Title IV Funds (R2T4) Policy ..	23, 303	Grievance Rights and Procedure .....	344
Financial Information .....	21	Health Insurance .....	26
Financial Registration .....	25	High School Preparation .....	15
Food Services .....	30	History and Political Science Minor .....	125
Forensics .....	33	History and Political Science, Department of .....	124
General Information .....	9	History Courses .....	125
General Music Major .....	150	History of the University .....	9
Global Center for Women and Justice .....	13	History/Political Science Major .....	124
Grade Change Policy		Honors	
Professional Studies .....	295	Professional Studies .....	296
Teacher Advancement Program .....	251	Traditional Undergraduate Programs .....	48
Traditional Undergraduate Programs .....	47	Housing .....	31
Grade Change Policy		Humanities Courses .....	71
Graduate Program in Clinical Psychology .....	213	ID Card .....	30
Grade Dispute Procedure		Incomplete Work	
Graduate Program in Clinical Psychology .....	213	Graduate Program in Clinical Psychology .....	212
Professional Studies .....	295	Graduate Program in Education .....	226
Traditional Undergraduate Programs .....	47	Graduate Program in Nursing .....	255
Grade Requirements		Graduate Program in Organizational Psychology .....	264
Graduate Program in Clinical Psychology .....	212	Graduate Programs in Religion .....	272
Graduate Program in Education .....	225	Professional Studies .....	295
Graduate Programs in Religion .....	272	Teacher Advancement Program .....	251
Grading System		Traditional Undergraduate Programs .....	47
Graduate Program in Clinical Psychology .....	212	India Studies Center Courses .....	57
Graduate Program in Nursing .....	255	Individual Studies Courses .....	43
Professional Studies .....	295	Information Technology .....	41

Institutes, University.....	12	LPCC Option Course Requirements	
Institutional Affiliations.....	12	Graduate Program in Clinical Psychology .....	217
Institutional Values.....	10	Major, Declaring a .....	50
Integrative Seminar, Guidelines for.....	275	Major, definition of.....	38
Intercollegiate Athletics.....	40	Malpractice Insurance	
Intercultural Communication Emphasis (Communication Major).....	108	Nursing Program (BSN).....	327
Intercultural Studies Concentration (Religion Major) .....	176	Malpractice Insurance, Academic	
Intercultural Studies Courses .....	181	Graduate Program in Nursing .....	255
Interdisciplinary Studies .....	50	Management Courses.....	96
International Students		Marketing Courses .....	97
Graduate Program in Clinical Psychology .....	211	Marketing Major .....	92
Graduate Program in Education .....	223	Master of Arts in Education and Christian Education Leadership .....	239
Graduate Programs in Religion .....	270	Master of Arts in Education, Induction.....	241
Professional Studies .....	287	Master of Arts in Education, Preliminary Credential.....	232
Traditional Undergraduate Programs .....	18	Master of Arts in Education, Preliminary Credential and Christian Education	
Interpersonal/Organizational Communication (Communication Major) .....	109	Leadership.....	236
Jazz Studies Courses.....	169	Master of Arts in Education, Teacher Leadership.....	242
Jazz Studies Major .....	156	Master of Arts in Leadership Studies.....	276
Journalism Emphasis (Communication Major) .....	109	Master of Arts in Leadership Studies (M.A.L.S.) (Summary) .....	269
Judkins Institute for Leadership Studies .....	13	Master of Arts Programs in Education.....	232
Kinesiology Courses.....	134	Master of Science in Nursing.....	253
Kinesiology Major .....	131	Master Of Theological Studies .....	278
Kinesiology Minor.....	134	Master of Theological Studies (M.T.S.) (Summary) .....	269
Kinesiology, Department of.....	131	Mathematics Courses.....	145
Latin American Studies Program Courses .....	57	Mathematics Education Emphasis (Mathematics Major) .....	144
Leadership Studies, Master of Arts in.....	276	Mathematics Major .....	144
Leave of Absence Policy		Mathematics Minor.....	145
Graduate Program in Clinical Psychology .....	214	Mathematics, Department of.....	144
Graduate Program in Education .....	226	Mathematics, Single Subject Matter Program in .....	143
Graduate Program in Nursing .....	255	Meals.....	27
Graduate Program in Organizational Psychology .....	264	Medical Leave of Absence Policy	
Graduate Programs in Religion .....	273	Graduate Program in Education .....	227
Traditional Undergraduate Programs .....	45	Graduate Program in Nursing .....	255
Lewis Wilson Institute for Pentecostal Studies.....	13	Graduate Program in Organizational Psychology .....	265
Liberal Studies Major .....	139	Graduate Programs in Religion .....	274
Liberal Studies Minor		Traditional Undergraduate Programs .....	46
Professional Studies .....	335	Medical/Compassionate Leave of Absence Policy	
Liberal Studies, Department of.....	139	Graduate Program in Education .....	227
Library .....	39	Graduate Program in Nursing .....	255
Loan Agreements .....	26	Graduate Program in Organizational Psychology .....	265
Location .....	12	Graduate Programs in Religion .....	274
Los Angeles Film Studies Center (LAFSC) Courses.....	118	Traditional Undergraduate Programs .....	46

Middle East Studies Program Courses.....	59	Concentration in Piano.....	154
Military Spouse Programs		Concentration in Voice.....	154
Professional Studies.....	298	Performance/Directing Concentration (Theatre Arts Major).....	198
Ministerial Credentials.....	177	Philosophy Courses	
Ministerial Internship Programs and Practica.....	177	Undergraduate Religion.....	188
Minor, Declaring a.....	50	Physical Science Courses.....	105
Minors in the College.....	67	Plagiarism Policy.....	51
Mission and Identity Statement.....	9	Political Science Courses.....	128
Music Courses.....	158	Post-Master's Clinical Nurse Specialist Certificate.....	260
Music Education Major.....	155	Post-Production Emphasis (Communication Major).....	110
Music Majors.....	148	Pre-Dental Preparation.....	69
Music Ministry Emphasis (General Music Major).....	151	Pre-Health Sciences Preparation.....	69
Music Minor.....	157	Pre-Law Studies Minor.....	67
Music, Bachelor of.....	153	Preliminary Multiple/Single Subject Credential, with EL Authorization embedded.....	229
Music, Department of.....	148	Pre-Medical Preparation.....	69
Musical Organizations and Events.....	33	Pre-Professional Preparation in the College.....	69
Musical Theatre Concentration (Theatre Arts Major).....	199	Pre-Professional Preparation in the Natural Sciences.....	69
National Association of Intercollegiate Athletics (NAIA).....	40	Pre-Veterinary Preparation.....	69
Natural Science Courses.....	71	Privacy Rights.....	343
New Testament Courses		Private Instruction Applied Courses.....	166
Undergraduate Religion.....	183	Private Instruction Performance Courses.....	168
Newspaper.....	32	Probation, Academic	
Nursing Program – RN to BSN.....	327	Professional Studies.....	296
Nursing, Graduate Program.....	253	Probation, Academic	
Nursing, Master of Science in.....	253	Graduate Program in Clinical Psychology.....	210
Off Campus Study Programs.....	55	Graduate Program in Nursing.....	255
Office of Disability and Learning Services.....	39	Graduate Program in Organizational Psychology.....	264
Old Testament Courses		Traditional Undergraduate Programs.....	48
Undergraduate Religion.....	185	Production Emphasis (Communication Major).....	110
Organizational Psychology Course Requirements.....	267	Professional Studies.....	286
Organizational Psychology Courses.....	267	Program Policies	
Organizational Psychology, Graduate Program.....	262	Graduate Program in Clinical Psychology.....	214
Oxford Summer Program Courses.....	59	Graduate Program in Education.....	224
Part-time Students		Graduate Programs in Religion.....	272
Traditional Undergraduate Programs.....	42	Psychology (Human Development) Minor	
Pass/Fail Courses.....	43	Professional Studies.....	335
Pastoral Leadership Studies Concentration (Religion Major).....	176	Psychology Courses.....	171
Pastoral Leadership Studies Courses.....	186	Psychology Major.....	170
Payment Policies.....	25	Psychology Major (Human Development)	
Performance		Professional Studies.....	330
Concentration in Guitar.....	154	Psychology Minor.....	171
Concentration in Instrument.....	155		



Public Relations Emphasis (Communication Major).....	108	Spanish, Department Of.....	193
Readmission		Special Class Enrollment Options.....	43
Graduate Program in Clinical Psychology .....	214	Statement on Diversity.....	11
Graduate Program in Education .....	227	Student Account Credit Balances	
Graduate Programs in Religion .....	274	Traditional Undergraduate and Graduate Programs .....	27
Professional Studies .....	288	Student Classification in VU's Traditional Undergraduate Programs .....	18
Traditional Undergraduate Programs .....	17	Student Government and Student Organized Programming .....	32
Refund Policies		Student Handbook.....	35
Professional Studies .....	300	Student Honor Societies.....	49
Professional Studies .....	300	Student Life and Services .....	29
Traditional Undergraduate and Graduate Programs .....	27	Student Life, Undergraduate .....	31
Refund Policy		Student Organizations .....	32
Early Childhood Education .....	318	Student Privacy Rights.....	343
Refunds, Room and Board.....	27	Student Records, Release of .....	49
Registrar.....	42	Teacher Education Program.....	229
Registration		Technical/Design Concentration (Theatre Arts Major) .....	198
Traditional Undergraduate Programs .....	42	The College.....	67
Registration, Financial .....	25	Theatre Arts Courses.....	200
Religion Major.....	175	Theatre Arts Emphasis (Worship Studies Music Major) .....	152
Religion Major (Ministry and Leadership)		Theatre Arts Major.....	197
Professional Studies .....	332	Theatre Arts, Department of .....	197
Religion Major with No Concentration .....	177	Theatre Minor .....	200
Religion Minor.....	177	Theological Studies, Master Of .....	278
Professional Studies .....	336	Theology Courses	
Religion, Graduate Programs.....	269	Undergraduate Religion .....	189
Responsibility of Membership.....	33	Time Limits	
Room .....	27	Graduate Program in Clinical Psychology .....	216
Rules, Restraints, and Responsibilities .....	34	Graduate Program in Education .....	226
Scholar's Semester in Oxford Courses .....	59	Graduate Programs in Religion .....	273
School for Graduate and Professional Studies .....	207	Transcripts	
Screenwriting Emphasis (Communication Major) .....	111	Professional Studies .....	300
Second Bachelor's Degree.....	50	Transcripts .....	26
Selective Admission .....	15	Transfer of Credits	
Single Subject Matter Programs .....	142	Early Childhood Education Certificate .....	324
Social Life.....	34	Graduate Program in Clinical Psychology .....	208
Social Science Courses .....	71	Graduate Program in Education .....	227
Sociology Courses .....	80	Graduate Program in Organizational Psychology .....	263
Sociology Major .....	79	Graduate Programs in Religion (M.A.L.S.) .....	277
Sociology Minor .....	79	Graduate Programs in Religion (M.T.S.) .....	279
Spanish Courses.....	194	Traditional Undergraduate Programs .....	16
Spanish Major.....	193	Transfer Students	
Spanish Minor.....	194	Traditional Undergraduate Programs .....	16

Tuition Refunds		Graduate Program in Clinical Psychology .....	211
Traditional Undergraduate and Graduate Programs .....	27	Professional Studies .....	297
Tutorial and Math Learning Centers .....	29	Traditional Undergraduate Programs .....	44
Uganda Studies Program Courses .....	59	Veterans Resource Center .....	30
Undergraduate Religion		Withdrawal	
Biblical Interpretation Courses .....	178	Graduate Program in Clinical Psychology .....	214
Biblical Languages Courses .....	178	Graduate Program in Education .....	225
Biblical New Testament Courses .....	183	Graduate Programs in Religion .....	273
Church History Courses .....	180	Professional Studies .....	298
Old Testament Courses .....	185	Traditional Undergraduate Programs .....	46
Philosophy Courses .....	188	Women's Studies Minor .....	68
Theology Courses .....	189	Women's Studies Courses .....	72
Youth Leadership Courses .....	191	Worship Leadership Emphasis (Worship Studies Music Major) .....	153
Unfulfilled Financial Obligation		Worship Studies Music Major .....	151
Professional Studies .....	300	Writing Center .....	40
V.A. Certification .....	345	Yearbook .....	32
Values, Institutional .....	10	Youth Leadership Studies Concentration (Religion Major) .....	177
Vanguard Sundance Program .....	117	Youth Leadership Studies Courses	
Vanguard University Programs .....	55	Undergraduate Religion .....	191
Veterans Benefits			