



2002 - 2004

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# The University

*Máximo Rossi, Jr., Ph.D., Provost/Vice President for Academic Affairs*

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

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## GENERAL INFORMATION

### Overview

Vanguard University of Southern California (VUSC) is a private, coeducational, comprehensive university of liberal arts and professional studies that believes its Pentecostal/charismatic Christian community provides a supportive and challenging environment in which to pursue 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. VUSC is a community that encourages individual integrity and responsibility in accordance with biblical Christianity and its social and ethical implications.

As a small community—over 2,000 within the student body, faculty, staff, and administration—the University offers a student-instructor relationship of a personal nature. The student/faculty ratio is 16:1. Most classes are small, which allows opportunity for academic inquiry and the personal interaction which is invaluable for learning.

### History

During the summer of 1920, Harold K. Needham, D. W. Kerr, and W. C. Pierce opened a school to prepare Christian workers for the various ministries of the church. The new institute, Southern California Bible School, moved from Los Angeles to 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, the Graduate School, and the School for Professional Studies.

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

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

## **Institutional Vision**

The vision that guides the VUSC community is rooted in the University's heritage as an institution of the Pentecostal tradition which was birthed out of the Azusa Street Revival in Los Angeles, California, at the turn of the twentieth century. From its inception, the movement generated a 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 VUSC 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 VUSC community forward toward its mission and educational targets and goals. Within this Christian context of inclusiveness, the University aims to provide a quality educational experience marked by the pursuit of truth, the cultivation of character, and the desire for service.

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

## **TRUTH**

As members of the VUSC community we strive to . . .

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

## **VIRTUE**

As members of the VUSC community we endeavor to . . .

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

## **SERVICE**

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

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

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

## **Faith Confession**

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

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 of Southern California is a member of and accredited by the Western Association of Schools and Colleges (WASC), the regional accrediting body for liberal arts colleges and universities in California. WASC offices are located at 985 Atlantic Avenue, Suite 100, Alameda, CA, 94501; phone (510) 748-9001. The teacher training program for instruction in multiple subject and single subject, with a Cross-Cultural Language and Academic Development (CLAD) emphasis, has been approved by the California Commission for Teacher Preparation and Licensing. The University is endorsed by the Commission of Christian Higher Education of the General Council of the Assemblies of God.

## **Institutional Affiliations**

Vanguard University of Southern California is a member of the Association of Independent California Colleges and Universities and is one of 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.

## **Academic Degrees Granted**

The University offers academic degrees through its three schools: the College, the Graduate School, and the School for Professional Studies.

The College offers twenty-two majors, with Bachelor of Arts degrees in the following areas: Accounting; Business Administration; International Business with an Anthropology Minor; Marketing; Communication with concentrations in Communication Studies or Cinema and Digital Broadcast Media Production; Music with emphases in Music Education, Music Ministry, or Performance; Theatre; Liberal Studies (education); English; Spanish; Religion with concentrations in Biblical Studies, Christian Formation and Discipleship, Intercultural and Urban Studies, Pastoral Leadership, or Youth Leadership; Cultural Anthropology; History and Political Science; Psychology; Sociology; and Social Science. In addition, Bachelor of Science degrees are offered in: Athletic Training; Biology with emphases in Botany and Ecology, Education, or Pre-Medical Studies; Chemistry; Exercise & Sports Science with concentrations in Pre-Physical Therapy, Sports Science, or Teaching/Coaching; Mathematics; and, Management Information Systems.

The Graduate School offers post-baccalaureate degrees in the following areas: Master of Science degree in Clinical Psychology with a Marriage and Family Therapy Emphasis; Master of Arts in Education with either a CLAD Emphasis Credential, CLAD Certificate, Credential, Christian Education Administration, or Christian Education Administration; the Master of Arts in Religion with either a Biblical Studies or Leadership Studies concentration; and, the Master of Theological Studies.

The School for Professional Studies currently offers the Bachelor of Arts degree in three areas: Business with a concentration in Organizational Management; Religion with a concentration in Ministry and Leadership; and, Psychology with a concentration in Human Development. In addition, Bachelor of Arts and Bachelor of Science degrees are offered in Management Information Systems.

### ***PNEUMA: The Journal of the Society for Pentecostal Studies***

Vanguard University of Southern California houses the editorial office of *Pneuma: The Journal of the Society for Pentecostal Studies*. The Society for Pentecostal Studies was founded in 1970 as an international organization of scholars working within the Pentecostal and charismatic traditions, or interested in aspects of these traditions from the vantage point of scholarly research. In the Spring of 1979, the Society published the inaugural issue of *Pneuma*. From 1993 to 1999, Dr. Murray Dempster served as Editor of the journal, and Dr. Augustus Cerillo, Jr. as the Book Review Editor. Dr. Jerry Camery-Hoggatt served as Managing Editor of the Journal from 1995 to 1999. Dr. Frank D. Macchia became Editor of the Journal with the Fall 2000 issue. His wife, Verena Macchia, became Managing Editor. Beginning with the Spring 2002 issue, Brill Publishers (Netherlands) will begin to produce and to market *Pneuma* worldwide. *Pneuma* has also become accessible electronically through the American Theological Library Association along with the top 50 journals in religion in the US. The editorial office at Vanguard University allows students to work in volunteer journalism and provides a unique opportunity for interested students to keep up with the cutting edge of Pentecostal and charismatic scholarship.

### **Location**

Vanguard University of Southern California is located forty miles southeast of Los Angeles in Costa Mesa at the intersection of Highway 55 (Costa Mesa Freeway) and Fair Drive. Due to its location, students can avail themselves of the libraries, museums, and other cultural 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 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 Music Administration Building, the Music Recital Hall, the Lyceum Studio Theatre, the Science Building with laboratories for the physical and biological sciences, the Gymnasium, the Dining Commons, the Student Activities Building, and six residence facilities: Balboa Hall, Catalina Hall, Huntington Hall, Laguna Hall, Newport Hall, and the Lido Apartments. Vanguard Centre, in close proximity to the University campus, also provides an opportunity for student housing.

## UNIVERSITY ACADEMIC SERVICES

### The O. Cope Budge Library

*Alison English, Head Librarian*

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

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The library was constructed in 1963 to house a growing collection of educational and resource literature. The collection presently consists of more than 135,500 volumes and includes 1,053 periodical titles. The library houses a specialized Pentecostal Collection, a Rare Book Collection, a Spanish Collection, the Morris Pike Drama Collection, and the Helenclair Lowe Collection of choral music. Also included in the library holdings are music CDs, record albums, tapes, microfiche, microfilm, and other materials.

In addition, local area public libraries, university libraries, and community college libraries are also available for student usage, usually with the purchase of a library card.

### The Writing Center

*Karen Lee, Director*

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*MISSION: 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. The Writing Center endeavors to assist students with improving their grammatical skills as well as their critical command of content and rhetorical structure. The Writing Center is committed to integrating faith and learning in a Christ-centered environment.*

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The Writing Center provides knowledge of current writing instruction methodology for the student tutorial staff. The Writing Center endeavors to develop 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 as well as Christian spiritual development through a ministry focus in the student staff members.

The Writing Center houses a specialized library of contemporary literature and reference books for the edification of the Vanguard community. The Writing Center is located on the second floor of the Lido Apartments, above the Division of Literature and Modern Languages.

## Intercollegiate Athletics

Robert Wilson, Athletic Director

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*MISSION: The Intercollegiate Athletic Department 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 athletic excellence as well as promotes good sportsmanship. Along with the specific sports instruction, the department is committed to providing the student athlete with the knowledge and discipline to impact his/her world through a lifetime of service to Christ.*

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

## Information Technology

Jay Knobel, IT Director and CISO

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*MISSION: The Information Technology (IT) department is a service-oriented office dedicated to providing technical resources and assistance to the VUSC 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 infrastructure with a fiber optic backbone. Each dorm room is equipped with two data ports. In order for students to access the VUSC network from their dorm room, they must provide their own personal computer, including a professionally installed Ethernet card. A detailed packet with instructions outlining how to connect personal systems to the VUSC network are provided. Students who need additional assistance logging onto the network may contact the Help Desk at ext. 411 or by e-mail at [HelpDesk@vanguard.edu](mailto:HelpDesk@vanguard.edu).

The campus phone system is also maintained by the IT Department. Students must set up an individual phone account with Resicom in order to make off-campus phone calls. Questions regarding student phone accounts should be directed to Resicom at ext. 492 or by e-mail to [service@resicomcorp.com](mailto:service@resicomcorp.com). Voice mail boxes are available to students living in the campus dormitories through the IT Help Desk. Instructions for usage will be provided.

The IT Department supports and maintains several computer labs located throughout the campus. The main computer lab, located in Smith 121, is equipped with numerous state-of-the-art computer systems as well as places for notebook connectivity. Each computer is connected to the VUSC network and has Internet and printer access. The main lab is normally available for student use twenty-four hours a day. In order to use the computer labs, students must present their Student ID's to the lab monitor and have obtained a user login from the IT Department as outlined below.

Every student has the option of receiving a VUSC Internet E-mail address and login to the campus network. Students must first sign a Consent and Waiver Form, available in the IT Department, agreeing to abide by the "Student Guidelines for Computer Usage" as outlined in the Student Handbook. Failure to comply with these standards may result in the loss of computer lab and campus network computing privileges. Serious cases of misuse will be investigated by the IT Department and turned over to the Vice President of Student Affairs for further action.

## 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, VUSC 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 VUSC 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 Bryan S. Smith Institute for World Mission and Leadership**

*Doug Petersen, Ph.D., Director*

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

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

### **The Center for Peacemaking and Reconciliation**

*Jeff Hittenberger, Ph.D., and Phillip Robinette, Ph.D., Co-Directors*

School shootings. Ethnic conflict. Interpersonal violence. War.

People find themselves separated from God and at odds with one another. Each generation experiences the devastating consequences.

The mission of The Center for Peacemaking and Reconciliation (CPAR) is to provide leadership and support to peacemaking and reconciliation efforts in schools, churches, communities, and other organizations facing the challenges of human conflict and brokenness. CPAR's mission is rooted in the mission of Jesus Christ, who came to reconcile people to God and to one another. "Blessed are the peacemakers, for theirs is the Kingdom of heaven," he said. This mission is also rooted in the historic association of Vanguard University with the global pentecostal movement, birthed in a multiracial mission in Los Angeles in which social conflicts were transcended by God's loving presence. The university through CPAR offers leadership in and support to peace-

making and reconciliation efforts through its assets of scholarship and research, faculty and students, and its association with other organizations with similar mission.

Specifically, CPAR offers resources and activities such as the following: curriculum related to peacemaking and reconciliation, and assistance in the design of such curriculum; workshops for churches on peacemaking and reconciliation in their communities, focused on meeting the needs of children and teens so as to reduce the potential for violence; workshops for teens (middle and high school) on peacemaking and reconciliation in their communities and schools; workshops for university students on peacemaking and reconciliation; mediation services for communities, schools, and organizations; guidance for schools and communities seeking to reduce violence and other forms of conflict; and theological and spiritual resources for peacemaking and healing.

The core values of CPAR include: to be scholarly through the critical application of Scripture and the utilization of academic disciplines; to be committed as a faith-based Center to preparing leaders for reconciliation and peacemaking with the skills to utilize community-based assets, skills, resources and organizations; to be connected with church and community organizations within the host region to cooperatively bring about church development, social transformation, and community revitalization; to be a responsible steward of its resources and to work for the common good; to be in partnership with institutions, networks and organizations of the region whose mission is to conduct research and training for the purpose of promoting reconciliation and peacemaking in the social context of Southern California; and to partner with organizations, schools, and churches promoting reconciliation in international contexts.

## **The Center for Urban Studies and Ethnic Leadership**

*Jesse Miranda, Ph.D., Director*

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

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

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

## **The Center for Women's Studies**

*Sherilyn Benvenuti, Ph.D., and Elizabeth Dermody Leonard, Ph.D., Co-Directors*

The Center for Women's Studies has been established to serve the special needs of women in their places of ministry, work, the academy and the home. Because of the inclusion of women into leadership positions within early Pentecostal history, this Center located on the Vanguard campus offers a unique opportunity to provide a historical and biblical continuum to encourage and educate women of faith.

Of special interest to the Center is the issue of family violence. In the U.S., domestic violence affects at least 4 million women and more than 3 million children annually. Surprisingly, research indicates that incidents of family violence commonly occur within Christian families who are involved in a local church. It is, therefore, imperative that the Center focus upon this issue in ways that will provide the wherewithal to: explore the prevalence and forms of family violence in evangelical Christian homes; discuss the relationship between incidents of domestic violence, beliefs regarding submission, and patriarchal family structures and practices; investigate what opportunities currently are available for women to disclose their victimization and what reactions follow disclosure; reveal how Christian battered women define abusive experiences within their Christian belief system; and utilize the findings of this research to inform and to train church leaders how to confront and deal with family violence issues.

## **The Costa Rica Studies Center and CINCEL (Centro de Investigacion y Estudios Culturales)**

*Doug Petersen, Director of CRSC*

*Gary Miller, Director of CINCEL*

The Costa Rica Studies Center (CRSC) in San Jose, Costa Rica, established in 1989 under the auspices of Vanguard University, provides graduate level courses and research opportunities for students and scholars who pursue advanced study and research with a distinctly Latin American focus. CRSC offers classes leading to the MA degree in Religion with a concentration in Leadership Studies. The Margaret S. Smith Library, housed at the Costa Rica Study Center, has assembled a collection of 10,000 books that include rare and hard to find texts on Latin American history, culture and religion. CINCEL (Centro de Investigacion y Estudio Culturales), the CRSC's counterpoint located adjacent to The Costa Rica Studies Center, offers Spanish language acquisition and collaborates with Vanguard University to allow its students to take a semester abroad at CINCEL as a part of their requirements for a major in Spanish, or a minor in other academic disciplines.

## **The Institute for Leadership Studies**

*Martin Lorenzo Harris, Ph.D., Roger Heuser, Ph.D., Doug Petersen, Ph.D.,*

*Norman Shawchuck, Ph.D., Co-Directors*

The Institute for Leadership Studies (ILS) fosters the study and practice of leadership and holistic mission.

Embracing self-organizing principles and technological resources, ILS promotes research and publications; sponsors interdisciplinary colloquia, forums, visiting lecturers, retreats and holistic mission training endeavors. These opportunities are designed to encourage collaborative publishing of books, major treatises, essays and action papers aimed toward fostering joint learning and publishing efforts related to the interests of scholars and practitioners.

ILS offers an interdisciplinary team of scholars and practitioners whose members serve both as academicians as well as leaders in the religious and corporate world. Fellows of the Institute have long-established relationships with a variety of networks. By combining the assets of these relationships, ILS is equipped to serve others through consultation, networking and partnerships.

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

*Augustus Cerillo, Jr., 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 of lectureships, seminars and roundtables; encouraging undergraduate and graduate study in Pentecostalism by awarding stipends to scholars in residence; publishing a newsletter, 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.

# The College

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

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## **EDUCATIONAL TARGETS AND GOALS**

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

### **Intellectual Engagement**

Students will . . .

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

### **Spiritual Formation**

Students will . . .

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

### **Professional Excellence**

Students will . . .

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

### **Aesthetic Expression**

Students will . . .

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

### **Responsible Stewardship**

Students will . . .

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

### **Sociocultural Responsiveness**

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures;
- develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society; and
- celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

## ACADEMIC CALENDAR, 2002-2003

### Fall Semester 2002

Aug	11	Financial Registration Deadline for Fall Student Athletes Only, Sunday
	15	Financial Registration Deadline, Thursday
	16	Late Financial Registration Begins, Friday (\$30.00 Late Registration Fee)
	24	Residence Facilities Open for New Students, Saturday
	24 – 27	Welcome Week 2002: New Student Orientation, Saturday-Tuesday
	26	Freshmen Assessment Day, Monday
	26, 27	Late On-Campus Registration, Monday & Tuesday
	28	Classes Begin, Wednesday
30	Last Day to Financially Register or Be Dropped From Classes, Friday	
Sept	2	Labor Day Holiday (Offices Closed), Monday
	3	Late Enrollment Fee Begins, Tuesday (\$100.00 + \$30.00 Late Registration Fee)
	6	Last Day to Enroll for a Full Load, Friday
	13	Last Day to Add New Courses, Friday
	27	Last Day to Drop a Course without It Appearing on Transcript, Friday
Oct	14	Columbus Day Holiday (Offices Closed), Monday
	25	Last Day to Drop a Course without Academic Penalty, Friday
Nov	11 – 12	University Pre-VU, Monday-Tuesday
	12 – 16	Homecoming, Tuesday-Saturday
	18 – 22	Continuing Students' Academic Registration for Spring 2003 Semester, Monday-Friday
	28, 29	Thanksgiving Holiday (Offices Closed), Thursday & Friday
Dec	9	Last Day of Regular Classes, Monday
	10 – 13	Final Examinations, Tuesday-Friday
	23 – 27	Offices Closed for Christmas Holiday, Monday-Friday

### Spring Semester 2003

Jan	1	New Year's Day Holiday (Offices Closed), Wednesday
	11	Residence Facilities Open by Appointment Only, Saturday
	13	Residence Facilities Open for New and Returning Students, Monday
	13, 14	New Student Orientation, Spring 2003, Monday & Tuesday
	13, 14	Academic Registration, Monday & Tuesday
	14	Financial Registration Deadline, Tuesday
	15	Classes Begin, Wednesday
	15	Late Financial Registration Begins, Wednesday (\$30.00 Late Registration Fee)
	17	Last Day to Financially Register or Be Dropped, Friday
	20	Martin Luther King, Jr. Holiday (Offices Closed), Monday

	21	Late Enrollment Fee Begins, Tuesday (\$100.00 + \$30.00 Late Registration Fee)
	24	Last Day to Enroll for a Full Load, Friday
	31	Last Day to Add New Courses, Friday
Feb	14	Last Day to Drop a Course Without It Appearing on Transcript, Friday
	17	Presidents' Day Holiday (Offices Closed), Monday
Mar	14	Last Day to Drop a Course without Academic Penalty, Friday
	17 – 21	Spring Recess, Monday-Friday
April	18	Good Friday Holiday (Offices Closed)
	20	Easter Sunday
	21 – 25	Continuing Students' Academic Registration for Summer 2003 and Fall 2003, Monday-Friday
May	5	Last Day of Class, Monday
	6-9	Final Examinations, Tuesday-Friday
	9	Baccalaureate, Friday
	10	Commencement, Saturday

### **Summer Sessions 2003**

May	12 – 30	Session I
May	26	Memorial Day Holiday (Offices Closed), Monday
June	2-20	Session II
June	23-July 11	Session III
July	4	Independence Day Holiday (Offices Closed), Friday

## ACADEMIC CALENDAR, 2003-2004

### Fall Semester 2003

Aug	12	Financial Registration Deadline for Fall Student Athletes Only, Sunday
	15	Financial Registration Deadline, Friday
	18	Late Financial Registration Begins, Monday (\$30.00 Late Registration Fee)
	23	Residence Facilities Open for New Students, Saturday
	23 – 26	Welcome Week 2003: New Student Orientation, Saturday-Tuesday
	25	Freshmen Assessment Day, Monday
	25, 26	Late On-Campus Registration, Monday & Tuesday
	27	Classes Begin, Wednesday
	29	Last Day to Financially Register or Be Dropped From Classes, Friday
Sept	1	Labor Day Holiday (Offices Closed), Monday
	2	Late Enrollment Fee Begins, Tuesday (\$100.00 + \$30.00 Late Registration Fee)
	5	Last Day to Enroll for a Full Load, Friday
	12	Last Day to Add New Courses, Friday
	26	Last Day to Drop a Course without It Appearing on Transcript, Friday
Oct	13	Columbus Day Holiday (Offices Closed), Monday
	24	Last Day to Drop a Course without Academic Penalty, Friday
Nov	10 – 11	University Pre-VU, Monday-Tuesday
	11 – 15	Homecoming, Tuesday-Saturday
	17 – 21	Continuing Students' Academic Registration for Spring 2004 Semester, Monday-Friday
	27, 28	Thanksgiving Holiday (Offices Closed), Thursday & Friday
Dec	8	Last Day of Regular Classes, Monday
	9 – 12	Final Examinations, Tuesday-Friday
	22 – 26	Offices Closed for Christmas Holiday, Monday-Friday
	25	Christmas Day (Offices Closed), Thursday

### Spring Semester 2004

Jan	1	New Year's Day Holiday (Offices Closed), Thursday
	10	Residence Facilities Open by Appointment Only, Saturday
	12	Residence Facilities Open for New and Returning Students, Monday
	12, 13	New Student Orientation, Spring 2004, Monday & Tuesday
	12, 13	Academic Registration, Monday & Tuesday
	13	Financial Registration Deadline, Tuesday
	14	Classes Begin, Wednesday
	14	Late Financial Registration Begins, Wednesday - \$30.00 Fee
	16	Last Day to Financially Register or Be Dropped, Friday

	19	Martin Luther King, Jr. Holiday (Offices Closed), Monday
	20	Late Enrollment Fee Begins, Tuesday (\$100.00 + \$30.00 Late Registration Fee)
	23	Last Day to Enroll for a Full Load, Friday
	30	Last Day to Add New Courses, Friday
Feb	13	Last Day to Drop a Course Without It Appearing on Transcript, Friday
	16	Presidents' Day Holiday (Offices Closed), Monday
Mar	12	Last Day to Drop a Course without Academic Penalty, Friday
	15 – 19	Spring Recess, Monday-Friday
April	9	Good Friday, No Classes (Offices Closed)
	11	Easter Sunday
	12 – 16	Continuing Students' Academic Registration for Summer 2004 and Fall 2004, Monday-Friday
May	3	Last Day of Class, Monday
	4 – 7	Final Examinations, Tuesday-Friday
	7	Baccalaureate, Friday
	8	Commencement, Saturday

Summer Sessions 2004

May	10 – 28	Session I
May	31	Memorial Day Holiday (Offices Closed), Monday
June	1 – 18	Session II
June	21-July 9	Session III
July	5	Observance of Independence Day Holiday (Offices Closed), Monday



## STUDENT LIFE AND SERVICES

### *Student Life Center*

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*MISSION: The Student Life Center of Vanguard University is committed to serve and support the student in all aspects of his or her university life. Creating an environment that is conducive to spiritual development, scholastic success, and social benefit is the ongoing goal of the Student Life program.*

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### Student Learning and Development

The Center seeks to provide an environment that is conducive to student learning. Programs and services are designed to create a 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 Health Services

Good health is a prerequisite to efficient academic work; therefore, care is taken to protect the health of students and to give attention to those who become ill. For this reason the University works in conjunction with local medical clinics and hospitals to provide necessary care to students who become ill. The Health Center is also available for minor injuries and initial consultation.

Professional Christian counseling services are provided through the Counseling Center. The Counseling Center is supervised by a licensed Marriage and Family Therapist, and students can make confidential appointments to discuss their spiritual, personal, and emotional concerns. In addition, any member of the faculty, staff, and administration is available to students.

### Student Housing

The University provides comfortable accommodations 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, quad, studio, and apartment housing. The Residence Life Program is supervised by the Director of Residence Life, and each residence facility is under the supervision of a full-time, professional Residence Director. The residence staff also includes Resident Assistants who are spiritually and emotionally mature students living and working in each facility to create a healthy environment.

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

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

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

## **Food Services**

Meals are served regularly in the Dining Commons for all resident students. Resident students may elect to participate in either a ten-, fifteen- or twenty-meals-per-week board plan. Individual meals may be purchased by off-campus students. Meal cards are also available from the cashier in the Business Office. Because the total fee of food service is calculated by assuming some absences, there are no reductions made for students who take less than their maximum allowable meals. Any exceptions to food service requirements should be discussed with the Vice President for Student Affairs.

## **Employment Services**

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

## **Learning Disabilities**

Students with documented learning disabilities who desire assistance should contact the Student Life Center. A Learning Assistance Program is available and a professionally trained staff helps students work with their faculty members to provide reasonable accommodations.

## **Physical Disabilities**

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

## **Tutorial Services**

Students may receive academic assistance in all disciplines free of charge through the Tutorial Center located on the second floor of the Lido Apartments. Additional tutorial assistance in preparing written assignments and research papers is available through the Writing Center. The Tutorial and Writing Centers are located on the second floor of the Lido Apartments, above the Division of Literature and Modern Languages.

## **Eligibility to Participate**

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

The individual student's participation in cocurricular activities and student offices is limited for both the protection of the student and to insure that many students have full opportunity for participation.

## **Christian Involvement**

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

Chapel attendance is recorded, and students should consult the Student Handbook for details with regard to absences due to illness or work obligations. Excessive Chapel absences will be the basis for disciplinary action.

A special student-led Prayer & Praise Service is held in the Dining Commons each Wednesday night, and small group meetings are held weekly, providing an opportunity for fellowship and prayer for personal and group needs.

Students may identify themselves with the church of their choice and are encouraged to attend services regularly. There is no substitute, however, for personal prayer and Bible study. Therefore, students should set aside time for personal devotions.

## **Outreach Ministries**

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

## **Student Government**

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

## **Class Organization**

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

## **Student Activities Board**

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

## **Student Organizations**

All members of the student body are members of their respective class organizations. In addition to these, there are many cocurricular organizations and activities on campus such as: Anthropology Club, Cheerleaders, Christian Educators Association, Delta Kappa, Forensics, Infinity Plus (math club), International Student Fellowship, Mu Kappa (missionary dependents), Musician's Guild, Outreach Ministries, Phi Alpha Theta, Psi Chi, SIFE (business), Ski Club, Sociology Club, and the Spanish Club.

## **Student Publications**

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

The VUSC "Vanguard Voice" is a publication of campus news and information of interest to the University community. Students who are interested in journalism and are enrolling for the journalism course are afforded excellent opportunities for development by joining the newspaper staff.

## **Intramural Sports**

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

## **Drama**

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

## **Forensics**

Vanguard University participates in state and national forensic competition. Each year students have qualified for the national tournament. Students may compete in the categories of parliamentary debate, expository speaking, impromptu speaking, extemporaneous speaking, oral interpretation, 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 six musical organizations on campus including the University Concert Choir, University Women's Chorus, Vanguard Singer's and Band, University Orchestra, Jazz/Stage Band, and Barbershop Quartet. 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 include Carnegie Hall in New York City, Portugal, China, Japan, Hawaii, and Canada. Membership in these musical ministry organizations is open to all undergraduate and graduate students by audition and interview.

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

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

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

## **Student Life and Responsibility of Membership**

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

## **Biblically Speaking**

Our goal is to understand and interpret every aspect of life in the VUSC 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 VUSC member.

## **Responsible Freedom**

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

## **Loving Involvement**

Love not only means understanding and supporting one another, but it also requires a willingness to confront others whose behavior is harmful to themselves and to the community. Love, in both 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 VUSC community;
2. to practice righteousness and justice in dealing with one another, to help those in need, and to seek reconciliation when personal differences arise (Micah 6:8, Matt. 18:12-17);
3. to fulfill one's potential for spiritual growth by active, regular participation in worship opportunities within the community;
4. to be willing to confront, in love, a fellow student whose lifestyle conflicts with 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, tobacco, non-medical narcotics or hallucinogenic drugs (including marijuana);
10. to practice discretion and restraint in the choice of television programs, music, movies, theater, social dancing, printed matter, electronic media (including the Internet) and other public programs; as well as organizations with which one associates;
11. to use the Lord's Day for worship, rest, Christian fellowship, and service; and
12. to become familiar with the contents of the Student Handbook, and to abide by the academic, social, and spiritual responsibilities of the members of the University community.

## **Voluntary Commitment**

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

## **Student Automobiles**

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

## **Dress**

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

## **Social Life**

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

## **Student Handbook**

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

## FINANCIAL INFORMATION

### *Financial Aid Office*

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

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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 Friday from 8:30 a.m. to 4:30 p.m. and is closed to students during chapel hours.

### Financial Aid Sources

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

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

### Applying for Financial Aid

Students applying for financial aid should follow the steps below:

- Step 1:** Apply for admission to Vanguard University. All applicants for financial aid must be accepted for admission to the University.
- Step 2:** File the Free Application for Federal Student Aid (FAFSA). The school code (001293) must be included for information to be sent to Vanguard University.
- Step 3:** California residents applying for the Cal Grant Program must complete and mail the Cal Grant GPA Verification Form by March 2, 2002.

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 new financial aid applications process every academic year. Aid applications are available in the Financial Aid Office.

### Aid Application Deadlines

The Priority Deadline for financial aid is March 2 of each year. Students applying by the Priority Deadline will be 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 in the Business Office to cover tuition, fee, room, and board charges. Students attending both the Fall and Spring will receive two disbursements, one at the beginning of each semester. Financial aid is awarded for the full academic year and will be disbursed by semester to the student's account. Students attending only one semester are only entitled to the financial aid awarded for that semester.

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

## **Satisfactory Academic Progress**

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

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

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

Undergraduates = 24 units per academic year

Graduates = 18 units per academic year

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

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

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

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

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

Undergraduates = 10 full time semesters

Graduates = 6 full time semesters

The Financial Aid Office will review satisfactory academic progress at the end of each semester. Students not maintaining the GPA or unit requirements will be granted one semester of probation to bring the deficit units or GPA back to minimum standard. Failure to make up the deficit units and/or GPA by the end of the probation semester will result in the immediate termination of financial aid eligibility. Students completing the maximum number of semesters allowed for their degree program will be terminated from future financial aid. Students may appeal termination from financial aid due to lack of satisfactory academic progress by completing the required appeal forms available in the Financial Aid Office.

## *Costs and Payment Policies*

### **Educational Expenses**

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

### **Payment of Education Costs**

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

The semester charges are due and payable on or before registration. Only financial aid from authorized and approved loans, scholarships, and other forms of student aid will be used in determining cash payment requirements. All such student aid is administered through the Financial Aid Office. Educational costs may be financed through the student's own bank, credit union, or other financial institution.

The College offers three payment options. Prior balances must be paid in full. Payment option arrangements should be made prior to registration:

- 1) **Payment in full**—consisting of the amount not covered by grants and scholarships—must be made by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. If Stafford or PLUS loans will be used to pay for semester charges, this option may not be used.
- 2) **Enrollment with Tuition Management System's (TMS)** annual ten-month payment plan. A budget is set up with this outside agency based on estimated charges less estimated financial aid (including loans) for the entire school year. The first payment must be received by TMS no later than July 20 of each year to enroll in this option. There is a \$100.00 enrollment fee for this plan. A budget must be approved and a contract signed with the Business Office each semester by the appropriate deadlines. All prior balances must be paid to be eligible for this option. Information regarding this option is mailed in June by TMS to all registered and prospective students.
- 3) After the prior balance is paid in full, **The Standard Option** is for at least 70% of the total semester charges plus any prior balance to be covered by financial aid or cash payment by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. The remaining 30% is payable in three monthly payments due the 15th of the following three months. This payment option is subject to interest of .83% per month on the unpaid portion of the student's account. A contract must be signed with the Business Office by the appropriate deadline.

## **Deposits**

A room reservation deposit of \$50.00 is required upon submission of the campus housing form to the Student Life Office. A refundable campus housing cleaning/damage deposit of \$150 will be required of all students living in campus housing.

## **Student Health Insurance**

All Undergraduate and Graduate students are required to have health insurance. Undergraduate students who are enrolled in at least 7 units and Graduate students who are enrolled in at least 5 units will automatically be enrolled in and charged for a University-sponsored health insurance plan unless they provide evidence of coverage under another plan to the Business Office by the given deadline. International students are required to carry VUSC insurance whether or not they maintain their own policies. Students enrolled in the School for Professional Studies who are interested in purchasing Vanguard's Student Insurance Plan should inquire within the Business Office.

## **Bookstore Charges**

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

## **Educational Loan Agreements**

Students leaving the College with a balance due must complete an educational loan contract with the Student Receivables Office. VUSC policy holds the submission and signing of this contract as a requirement for participation in graduation ceremonies.

## **Transcripts**

Two academic transcripts are furnished free to current or former students. For each additional transcript there is a fee of \$4.00. For 24-hour service, additional fees may be charged. A transcript will not be issued to, or on behalf of, any student whose educational loan (student account) is not paid in full or whose Federal Perkins Loan is delinquent.

## **Meals**

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

## **Room**

Residence on campus is available for students in two residence towers, three residence halls, Lido Apartments, and Vanguard Centre. Room costs are established on a semester basis, and rooms are to be vacated at the end of the semester or upon withdrawal from classes, except for those students enrolled in both the Fall and Spring semesters.

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

## **Refund Policies**

### **Tuition Refunds**

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

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

Refund schedule applies to tuition, room, board and residence life, student services, and unused course fees. Students who withdraw or are expelled from the institution may be required to have some or all of their financial aid returned to the various aid programs. Any student who wishes to withdraw from the University must notify the Records Office of their "intent to withdraw." The amount of financial aid to be returned for the student will be calculated based on this date. Federal aid will be returned based on the amount of the semester the student has completed. State and institutional aid will be returned based on the refund percentage applied to the student's institutional charges. See the Financial Aid Office for calculation.

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

### **Room and Board Refunds**

Room and board refunds will be made to students who have withdrawn from the College or have received an on-campus exemption through the Office of the Vice President for Student Affairs. The refund is based on the tuition refund schedule listed above and is calculated from the established College occupancy date and the actual date of vacancy.

### **Orientation Fee**

This fee is non-refundable.

### **Other fees**

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

## ACADEMIC INFORMATION

### *Admission Policies for Traditional Undergraduate Programs*

#### Undergraduate Admissions Office

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

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#### Selective Admission

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

The average freshman enters VUSC with a high school grade point average of approximately 3.39. A minimum GPA of 2.80 is required for freshmen. Transfer students are required to have at least a 2.00 GPA. A limited number of students who do not meet these minimum GPA requirements are 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 grade point average during that semester in order to continue at VUSC.

#### High School Preparation

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

English—4 years

Science—2 years

Mathematics—2 years

Social Studies—3 years

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

#### Application Deadlines

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

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

Students desiring financial aid should submit a "Free Application for Federal Student Aid" (FAFSA) to the government by March 2. In order to meet the March 2 priority deadline for financial aid, California residents must also file the GPA verification form with the California Student Aid Commission by March 2.

## First-Time College Freshmen

Applicants for admission to VUSC as freshmen must follow the procedure outlined below:

1. **Application.** Submit the undergraduate application for admission to the Undergraduate Admissions Office with the \$45 (non-refundable) application fee.
2. **High School Transcripts.** Arrange for an official copy of your high school transcript to be sent to the Undergraduate Admissions Office sometime during the first semester of your senior year. Applicants are also responsible to request that their final high school transcript, with graduate date be forwarded upon graduation.
  - Students graduating with a General Education Development (GED) diploma must submit test results along with transcripts of any high school work completed.
  - 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 in order to be considered for admission and financial aid. A student may take the SAT, however he/she would also be required to take the GED in order to be eligible for federal and state student financial aid (according to federal guidelines).
3. **References.** List your pastor's telephone number and address on the application so that the Admissions Counselor can contact him or her. A pastoral reference is required for admission to the College at VUSC.
4. **Standardized Tests.** Take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). 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

VUSC does not require a minimum score on standardized tests such as the SAT or ACT, but uses the scores in the admissions, course placement, and financial aid processes.

## Transfer Students

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

1. **High School Transcripts.** An official transcript of high school credits is not generally required of students who have earned sixty (60) or more semester college credits.
2. **Transfer Reference.** Transfer students who have attended another Christian college are required to submit a transfer reference form (available in the Undergraduate Admissions Office) to be completed by the Associate Provost at the most recent Christian college attended.
3. **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 their core curriculum requirements in English and mathematics are not generally required to submit standardized test scores.
4. **Official Transcripts.** An official transcript 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.

5. **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.
6. **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 VUSC.
7. **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.

## Articulation Agreements with California Community Colleges

Students at California community colleges who are considering transferring to Vanguard University should follow the CSU pattern of study with the 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 VUSC.
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.
  - CSU Graduation Requirement: U.S. History OR U.S. Government is required.
3. Beyond the courses included in the IGETC pattern, students who transfer to VUSC 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 do 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 VUSC 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 VUSC.

## Air Force Reserve Officer Training Corps (ROTC) Agreement

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 [www.lmu.edu/acad/rotc/](http://www.lmu.edu/acad/rotc/).

## Re-Admission

Students interrupting their educational program by not registering in any subsequent Spring or Fall semester must submit a simplified “Application for Re-Admission” (with a \$15.00 application fee) to the Undergraduate Admissions Office. If the length of absence from VUSC 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 VUSC 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 other freshmen or transfer students.

Additionally, international students must fulfill the following requirements:

1. **Financial Certification.** Submit annual financial certification showing financial sponsorship for duration of planned study. Financial aid is not available for international students.
2. **Deposit.** Submit a check in U.S. dollars to cover 70% of basic costs of first academic year before the I-20 form is issued.
3. **TOEFL.** International students for whom English is not their native language are required to take the Test of English as a Foreign Language (TOEFL) and submit their scores to the Undergraduate Admissions Office. A score of at least 550 on the paper-based test, or 213 on the computer-based test, is required for admission to Vanguard University.
4. **Transferring.** To become eligible for transfer to VUSC 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 Admission

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

1. **Residence Arrangements.** All students will be sent a college resident application or an off-campus housing petition which is to be returned to the Undergraduate Admissions Office. Permission to live on campus is not considered official until confirmed in writing by the Student Life Center.
2. **Health Questionnaire.** Along with the notification of admission, each student will receive a medical health history form. This form is to be completed and returned to the Undergraduate Admissions Office. The health questionnaire is required of students who are entering VUSC for the first time or returning after an absence of more than one calendar year.
3. **Enrollment Deposit.** Prior to securing financial aid, academic course registration, and campus housing, approved applicants must submit a \$200 enrollment deposit to the Undergraduate Admissions Office. This deposit is non-refundable after May 1 for Fall term applicants, and December 1 for applicants for Spring term applicants.

## Student Classification in VUSC's College

**Regular Students**—Students who have fully met all the requirements for admission, have been admitted to candidacy for a degree, and are making satisfactory progress toward graduation. A limited number of students who do not meet all the admission requirements may be admitted as “provisional” students. Students admitted provisionally generally are required to limit their course load to twelve (12) units per semester, and many are required to take a special course (College Learning Concepts) to assist with adjustment to the demands of college.

In order to receive regular classification and continue at VUSC, 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.

## *Academic Policies*

### Records Office

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

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### 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 sixteen units.

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

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

### Registration

Registration dates are specified on the calendar in the front pages of the College section 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 Provost and the instructor(s) involved.

Students will receive credit only for those courses in which they are formally registered. No registration is complete until tuition and fees have been paid or a satisfactory arrangement has been made with the Business Office. Late fees will be charged to students who do not complete the registration process prior to the published deadlines. Students may not receive credit for concurrent enrollment at any other institution without prior approval by the Registrar. Further, the College reserves the right to cancel any scheduled course in which the enrollment is less than ten.

## Student Academic Load in the College

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

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

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

## Special Class Enrollment Options

**Conference Courses**—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 divisional or departmental chair, and the Registrar; 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**—Outstanding upper division students 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 or division chair and Registrar for approval. Individual studies carry an additional fee beyond regular tuition.

**Pass/Fail Courses**—Outstanding seniors and juniors may enroll for one course each semester on a Pass/Fail basis. 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. If an “A” grade is earned, it will be recorded on the transcript.

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

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

Students enrolled in the traditional college may enroll concurrently in classes in SPS Degree Programs according to the following criteria:

1. Students are considered on a case by case basis.
2. Students must obtain “cross-registration” approval by their Divisional Chair.

3. Students must possess a cumulative GPA of 3.0 or higher.
4. Students must have at least 72 cumulative units (i.e., second semester junior status).
5. Students may not “cross-register” for more than nine cumulative units.
6. Students will be enrolled in SPS Degree Programs as “students at large” (not eligible for Financial Aid).
7. Students will pay the prevailing SPS Degree Programs tuition rate.
8. Students wishing to cross-register in SPS Degree Programs should request a cross-registration application form from the SPS Office.

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

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

## **Study Abroad Courses**

Academic credit for college-sponsored study trips conforms to WASC guidelines. One unit hour is granted for each week of study, with an additional unit hour possible if academically warranted. All college-sponsored study trips and semester abroad programs must be approved by the Academic Affairs Committee. Some academic divisions and departments restrict the number of unit hours earned from study trips which students may count toward their major. Students should consult with their academic advisor or divisional or departmental chair for counsel on study trips or semester abroad programs.

## **Veterans**

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

Upon acceptance by the College, veterans may apply for benefits in the Records Office. They submit a certified copy of their separation papers (Form DD-214), along with the appropriate application form(s).

Vanguard University grants credit for certain types of military experience and educational training. Appropriate course work completed through the U.S. Armed Forces Institute will be accepted. Based on Form DD-214 (separation papers) two units of physical education credit will be given to veterans who have completed 180 days of active service and have received an honorable discharge. Any additional credit is granted by the Registrar on an individual basis.

## **Credit by Testing and Extension**

Vanguard University grants credit to students who receive the grade of “3” or higher on tests administered in the Advanced Placement Program of the College Entrance Examination Board.

Credits achieved through the College Level Examination Program (CLEP) exam offered in various college subjects may be applied to a degree program. Work taken through any regionally accredited extension or correspondence program will be recognized for fulfilling graduation requirements. A maximum of twenty-four units will be accepted from Advanced Placement, CLEP, International Baccalaureate (I.B.), other testing organiza-

tions, or from non-VUSC extension and correspondence programs. VUSC grants credit to students who receive a score of "4" or higher on the higher-level exams in the I.B. program.

## Change of Class Schedule

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

All classes added after the second full week of classes must be approved by the instructor or the chair of the division or the department.

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

## Withdrawal from College

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

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

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

## Grading System

<b>Grade</b>	<b>Significance</b>	<b>Grade Points</b>
A	Exceptional	4.00
A-		3.67
B+		3.33
B	Above Average	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Below average	1.00
D-		0.67
F	Failure	0.00

<b>Grade</b>	<b>Significance</b>	<b>Grade Points</b>
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 in the College. The cumulative GPA is calculated and then entered on the transcript of the student's academic record at the end of each session or semester.

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

### **Incomplete Grades**

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

### **Grade Change Policy**

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

### **Class Attendance**

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

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

1. Students are responsible for initiating the process of makeup work. Work must be submitted when due whether or not the student is present.
2. Scheduled events (games, concerts, tournaments) constitute an excuse to miss class; however, practices do not.
3. Students should clear their class schedules with coaches or directors before registering for classes to minimize potential conflicts.
4. Missed classes for authorized events will count toward the one-fifth absence allowance. 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

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

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

**Causes**—A student’s official transcript will reflect academic probation following any full semester in which a student’s current or cumulative grade point average drops below a “C” average (2.0).

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

## Academic Disqualification

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

## Honors

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

Graduating students in the College who have completed at least forty-five units prior to the beginning of the last semester at Vanguard University and who have maintained an average of 3.500-3.699 will graduate Cum Laude; those with an average of 3.700-3.899 will graduate Magna Cum Laude; and those who have an average of 3.900 or above will graduate Summa Cum Laude.

## Student Honor Societies

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

## Course Numbering

Course numbers are assigned as follows:

**90-99:** Considered college preparatory and are not accepted toward the B.A./B. S. degrees.

**100-199:** Freshman level

**200-299:** Sophomore level (Freshmen are admitted to this level of courses provided prerequisites have been met.)

**300-499:** Upper level (Sophomores who have their advisor's consent and have met prescribed prerequisites are admitted to this level.)

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

**600-799:** Graduate level only

**1000-1199:** Professional Development

## Definition of Degree Nomenclature

**Degree:** the degree and level (e.g., B.A., B.S.).

**Major:** the academic field of specialized study offered by an undergraduate academic division or department; a major has an evaluation checksheet, appears on the academic transcript and on the diploma (e.g., Communication).

**Concentration:** a curriculum that concentrates on a particular recognized field of study within a major; a concentration has an evaluation checksheet, and appears on the academic transcript, but not on the diploma (e.g., 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 has no evaluation checksheet and does not appear on the academic transcript or on the diploma (e.g., Biology: Botany and Ecology).

## Baccalaureate Degrees Granted

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

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

*Division of Business:*

A Bachelor of Arts Degree with majors in these academic fields of study:

- Accounting
- Business Administration
- International Business with an Anthropology Minor
- Marketing

*Division of Communication:*

A Bachelor of Arts Degree with a major in this academic field of study:

- Communication with concentrations in Communication Studies or Cinema and Digital Broadcast Media Production

*Division of Fine Arts:*

A Bachelor of Arts Degree with majors in these academic fields of study:

- Music with emphases in Music Education, Music Ministry, or Performance
- Theatre

*Division of Liberal Studies:*

A Bachelor of Arts Degree with a major in this academic field of study:

- Liberal Studies (education)

*Division of Literature and Modern Languages:*

A Bachelor of Arts Degree with majors in these academic fields of study:

- English
- Spanish

*Division of Natural Sciences and Mathematics:*

A Bachelor of Science Degree with majors in these academic fields of study:

- Athletic Training
- Biology with emphases in Botany and Ecology, Education, or Pre-Medical Studies
- Chemistry
- Exercise & Sports Science with concentrations in Pre-Physical Therapy, Sports Science, or Teaching/Coaching
- Mathematics
- Management Information Systems

*Division of Religion:*

A Bachelor of Arts Degree with a major in this academic field of study:

- Religion with concentrations in Biblical Studies, Christian Formation and Discipleship Studies, Intercultural and Urban Studies, Pastoral Leadership Studies, or Youth Leadership Studies

*Division of Social Science:*

A Bachelor of Arts Degree with majors in these academic fields of study:

- Cultural Anthropology
- History/Political Science
- Psychology
- Sociology
- Social Science

## **Degree Requirements**

Candidates for the Bachelor of Arts degree or the Bachelor of Science degree in the College's traditional programs must meet the following requirements:

1. A minimum of 124 units and a cumulative grade point average of 2.0 are required for graduation. A minimum of forty units must be upper division work, and twenty-four units must be taken in residence at VUSC.

2. A passing score on the college-prescribed English Proficiency Examination (EPE). Students must take the test during their sophomore year. Transfer students must take the exam during their first year of enrollment at VUSC. Exceptions to the above schedule must be cleared by the English Department. The EPE exam pertains only to students who began attending Vanguard University prior to Fall 2001.
3. A minimum of twenty-four of the last thirty units must be earned at VUSC.
4. A major in a department or division must be completed as prescribed by the catalog. At least one-half of the major must be completed at VUSC.
5. A minor in a department or subject is optional. If a minor is not declared, a student will complete the required units for graduation by taking elective courses.
6. An application for graduation must be filed in the Records Office no later than the beginning of the semester in which graduation is anticipated.
7. Students must complete the core curriculum program of fifty-two units.
8. Candidates must maintain good character and a consistent Christian life.

### Diversity/Multicultural Exposure Course Requirement

It is the desire of the College 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 without respect to race or gender. Diversity/multicultural exposure courses thus consider: (1) the concerns and contributions of women and minorities (as defined by race, ethnicity, religious, or national orientations), and (2) a national need for more tolerant cooperation within a complex and increasingly interdependent global community. Furthermore, as a community of Christians, (3) equipping all students to fulfill the mandate of enabling reconciliation and extending mercy in the name of Jesus Christ.

### Broad Scope and Flexibility

The diversity/multicultural exposure requirement can be fulfilled with either:

- Three (3) units of Diversity Focused (DF) courses, or
- Twelve (12) units of Diversity Enhanced (DE) courses.

**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 DE, 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/INTB 102C	Introduction to Cultural Anthropology (3 units)
ANTH/ICST 312	Cross-Cultural Studies (3 units)
ANTH 316	Environment, Culture, and Behavior (3 units)
ANTH/ICST/INTB 320	Culture Change (3 units)
ANTH 333	Gender, Culture, and Society (3 units)
ANTH 340	Third World Ethnography (3 units)
ANTH/HIST/INTB 341	Latin American Civilization and Culture (3 units)

ANTH/SOCI 343	Class, Race, Ethnicity, and Gender (3 units)
ANTH/ICST 358	Primal and World Religions (3 units)
ANTH/SPAN 367	Ancient Civilizations of Middle America (3 units)
ANTH/INTB 370	Asian Cultures and the Modern World (3 units)
ANTH 440	Culture, Personality, and the Individual (3 units)
ANTH 450	Anthropology Teaching Internship (3-4 units)
ANTH/EDUC/ENGL/SPAN 453	Language, Culture, and Linguistics (3 units)
ANTH 460	Field Practicum/Field Work (2-4 units)
ANTH/BINT 461	Old Testament Archeology (3 units)
ANTH/BINT 462	New Testament Archeology (3 units)
ANTH/BINT 464	Archeological Field Experience (3 units)
ANTH 480	Individual Studies (1-3 units)
ANTH/EDUC 540	Cross Cultural Studies for Educators (3 units)
COMM 349	Intracultural Communication (3 units)
EDUC 315	Teaching in a Multicultural Setting (3 units)
ENGL 312C	American Diversity (3 units)
ENGL 431C	Survey of World Literature I (3 units)
ENGL 432C	Survey of World Literature II (3 units)
ENGL 444	Culture Focus (3 units)
HIST 203C	World Civilizations I (3 units)
HIST 204C	World Civilizations II (3 units)
HIST 315	Modern China (3 units)
HIST 320	African-American History (3 units)
HIST 325	History of Africa (3 units)
HIST 330	History of East Asia (3 units)
HIST 360	Women in American History (3 units)
HIST 456	History and Geography of California (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)
PSYC 334	Ethnic Issues in the Helping Professions (3 units)
SOCI 333	Sociology of Women (3 units)
SPAN 330	Literature of Latin America (3 units)
SPAN 365	Curso Panorámico de Latinoamérica (3 units)

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

ENGL 300C	Literary Perspectives (3 units)
ENGL 310	Survey of American Literature I (3 units)
ENGL 311	Survey of American Literature II (3 units)
ICST 315	Globalization of Church Mission (3 units)
ICST 454	Principles and Methods of Intercultural Ministry (3 units)
EXSS 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 Records Office regarding fulfillment of this requirement with other courses than those listed above.

## **Security Interest in Student Records**

A student may not graduate, nor receive any diploma, grades, certificate, transcript, or letter of recommendation until all financial obligations have been satisfied in accordance with policies described under "Costs and Payment Policies." Any diplomas, certificates, grades, transcripts, or letters of recommendation shall be retained by the College as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

## **A Second B.A./B.S. Degree**

A second Bachelor of Arts or Bachelor of Science degree may be awarded to a student who applies providing a minimum of thirty units beyond the units required for the first B.A./B.S. are achieved. No more than six units may be transferred, and no more than six units may be lower division. The second B.A./B.S. must be in a major significantly different from the first B.A./B.S., and a minimum grade point average of 2.0 must be maintained. A second B.A./B.S. degree may be pursued concurrently with the first one providing no units are applied to both degrees, including the total number of units needed for the first degree (124). A student desiring to be considered for a second B.A./B.S. must be enrolled at VUSC in the final semester in which graduation requirements are to be met and an "Application for Graduation" must be submitted to the Records Office no later than the beginning of the semester in which graduation is anticipated.

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

## **Declaring a Major**

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

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

## **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 to develop a departmental minor should consult the chair of the appropriate division or department.

## **Appeals Procedure**

A student seeking a variance from any stated academic policy should consult the Liaison Officer for Student Success in the Office of the Associate Provost for a petition form and for directions on the academic office that should process his or her particular written petition.



# The Core Curriculum

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

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*MISSION: The mission of the core curriculum is to provide an integrative four-year learning experience for all matriculants. The cornerstone course starting the freshman year lays out a framework for new students to help them understand the concept of a liberal arts education and the role of a Christian university in integrating faith and learning. Along with the senior capstone course, it provides a vehicle for pre- and post-testing to assess intellectual growth, value strengthening, and spiritual development. The capstone course stimulates a summative integration of the 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.*

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## Rationale for the Core Curriculum

The College is committed to a broad education in the liberal arts, an objective requiring study in a variety of academic disciplines that is fulfilled in part by its core curriculum in general education. The core curriculum is designed to produce the student learning outcomes described in the College's Educational Targets and Goals: intellectual engagement, spiritual formation, professional excellence, aesthetic expression, responsible stewardship, and sociocultural responsiveness. Therefore, the courses in the core curriculum are designed to develop a belief system, the requisite knowledge and skills for a rich and productive life of learning, and the social and cultural awareness needed to function responsibly in the contemporary world. Though it is recognized that education is a process not simply achieved by the completion of a set of courses, thoughtful participation in core curriculum classes should help students advance toward the goals of encouraging inquiry, increasing facility in the use of numerical data, heightening understanding of the scientific process, expanding awareness of and respect for their own and other cultures, sharpening historical perspective, and developing values. By establishing links between different disciplines, relating the past to the present, and increasing awareness of contemporary challenges, the core curriculum classes should open new vistas for all students and encourage a lifelong pursuit of knowledge.

### **Core Curriculum Course Requirements, Year by Year**

**fifty-two units**

#### **Freshmen**

ENGL 120C	Persuasive Writing	3 units
EXSS 145C <sup>1</sup>	Lifetime Fitness and Wellness (Lecture)	1 unit
EXSS 146C <sup>1</sup>	Lifetime Fitness and Wellness (Lab)	1 unit
NT 101C	New Testament Survey	3 units
Choose 1 of the following courses:		1 or 3 units
CORE 100C	Cornerstone (Fall semester; 1 unit)	
CORE 101C	College Learning Concepts (3 units)	
Choose 1 of the following courses: <sup>2</sup>		3 units
MATH 145C	Data Analysis	
MATH/SOCS 265C <sup>3</sup>	Introduction to Statistics	
MATH/SOCS 364C <sup>4</sup>	Intermediate Statistical Methods	
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	
POIS 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***

***nineteen units***

COMM 201C      Speech Composition and Presentation	3 units
ENGL 220C      Researched Writing	3 units
NSCI 210C <sup>6</sup> The Empirical World	4 units
OT 201C      Old Testament Survey	3 units
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
FINA 215C      Introduction to the Arts	
ART 252C      History and Appreciation of Art	
MUSC 202C <sup>7</sup> Introduction to Music	
THEA 200C <sup>8</sup> Introduction to Theatre	
THEA 201C <sup>8</sup> History of Theatre	

***Juniors***

***six units***

THEO 300C      Developing a Christian World View	3 units
Choose 1 of the following courses: <sup>9</sup>	3 units
ENGL 300C      Literary Perspectives	
ENGL 312 <sup>10</sup> American Diversity	
ENGL 431C <sup>10</sup> World Literature I	
ENGL 432C <sup>10</sup> World Literature II	

***Seniors***

***three units***

CHIS 400C      Christian Heritage	3 units
Capstone course taken within major <sup>11</sup>	(3 units)

<sup>1</sup>Concurrent enrollment in EXSS 145C and EXSS 146C is required.

<sup>2</sup>Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

<sup>3</sup>Students majoring in Accounting, Anthropology, Business Administration, International Business, Marketing, Psychology, Social Science, or Sociology must take MATH/SOCS 265C to fulfill the core curriculum requirement in mathematics.

<sup>4</sup>Students majoring in Biology or Chemistry must take MATH/SOCS 364C 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 majoring in Biology, Chemistry or Liberal Studies are exempt from taking NSCI 210C.

<sup>7</sup>Music majors may not take MUSC 202C to fulfill the core curriculum requirement in fine arts.

<sup>9</sup>Theatre majors may not take THEA 200C or THEA 201C to fulfill the core curriculum requirement in fine arts.

<sup>9</sup>Students majoring in English are exempt from taking the core curriculum requirement in English.

<sup>10</sup>ENGL 312C, ENGL 431C and ENGL 432C are not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

<sup>11</sup>The units for the Capstone Course are integrated into the student's major requirements.

## CORE CURRICULUM COURSES

### Freshman Level

#### CORE 100C • Cornerstone (1 unit)

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

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

A study of human culture emphasizing culture's origins and processes. The development of concepts and theories about human culture which apply to life in both primitive and modern societies.

#### COMM 101C • 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 111 • Reading and Writing Laboratory (1 unit)

This course does not fulfill a core curriculum requirement. Individualized diagnosis, prescription and instruction in reading and writing for academic purposes. May be taken two semesters for credit. Graded as a credit/fail option only. Students will be required to register in this course parallel to their enrollment in ENGL 120C, based on their score on a diagnostic exam given at the beginning of ENGL 120C.

#### 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 who have already received credit for ENGL 102: Composition and Rhetoric, ENGL 104: Composition and Rhetoric on Computer or equivalent CANNOT receive credit at all for this course.

#### EXSS 145C • Lifetime Fitness and Wellness - Lecture (1 unit)

#### EXSS 146C • Lifetime Fitness and Wellness - Lab (1 unit)

This course provides a holistic approach to healthy body and lifestyle by combining physical fitness concepts and training with "wellness" knowledge that includes nutrition and weight management, disease prevention, and

strategies for healthful living. Students design and implement individual exercise programs based on their goals and needs, as well as make other self-assessments about their wellness habit. This is a combination lecture-activity course that fulfills the core curriculum requirement. EXSS 145C and EXSS 146C must be taken concurrently.

**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)**

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.

**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.

**SOCI 100C • Introduction to Sociology (3 units)**

An introduction to the study of society, considering the fundamental concepts of sociology in each of three great areas: social structure, social processes, and social problems. Sociology deals with the way individuals, groups, and institutions are related to one another.

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

An introduction to Christian faith and life, 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)**

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 120C. Taught in the computer lab. Must be passed with a "C" (not "C-") or better to fulfill the core curriculum requirement.

### **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/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.

### **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. This course may not be used to fulfill the fine arts core curriculum requirement for Music majors. Lab fee.

### **NSCI 210C • The Empirical World (4 units)**

Laboratory course emphasizing the process of problem solving with the scientific method. Modules investigate scientific phenomena from various disciplines. May also be taken as a field course offered during summers.

### **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 201C • History of Theatre (3 units)**

A study of the history of theatre from the ancient Greeks to present day: its physical aspect, its literature, and its personnel. Theatre majors may not take THEA 201C to fulfill the core curriculum requirement in fine arts.

## **Junior Level**

**ENGL 300C • Literary Perspectives (3 units)**

Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences.

**ENGL 312C • American Diversity (3 units)**

A study of the past and present American literature composed by African American, Asian American, Hispanic American, and Native American writers, with emphasis on theme, background, heritage, and culture. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

**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**

**ENGL 431C • World Literature I (3 units)**

An examination of the contours of international literature, including European, African, Asian, and Latin American literature up to the European Renaissance. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

**ENGL 432C • World Literature II (3 units)**

An examination of the contours of international literature, including European, African, Asian, and Latin American literature from the European Enlightenment to the present. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

**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.

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

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

- Biology Major — BIOL 499C: Capstone Seminar in Biology (4 units)
- Accounting, Business Administration; International Business, and Marketing Majors — BUSN/INTB 455C: Business Policy and Strategy (4 units)
- Athletic Training Major — EXSS 426C: Senior Seminar in Athletic Training (3 units)
- Chemistry Major — CHEM 499C: Capstone Seminar in Chemistry (4 units)
- Communication Major — COMM 464C: Media Criticism (3 units)
- Cultural Anthropology Major — ANTH 452C: Applied Anthropology (3 units)
- English Major — ENGL 499C: Capstone Seminar in English (3 units)
- EXSS Major: Teaching/Coaching Concentration — EXSS 442C: Integrating Concepts in Physical Education (3 units)
- EXSS Major: Pre-Physical Therapy Concentration — EXSS 450C: Exercise Science Internship (3 units)
- EXSS Major: Sports Science Concentration — EXSS 450C: Exercise Science Internship (3 units)
- History and Political Science Major — HIST 485C: Historiography (3 units)
- Liberal Studies — to be determined
- Mathematics Major — MATH 499C: Capstone Seminar in Mathematics (2 units)
- Music Major — MUSC/PLST 406C: Music and Worship (3 units)
- Psychology Major — to be determined
- Religion Major — to be determined
- Spanish Major — to be determined
- Sociology Major — SOCI 490C: Senior Seminar (3 units)
- Social Science Major — to be determined
- Theatre Major — to be determined

# Division of Business

Carol Cerovac, M.A., Chair

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

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

## Business Major Requirements: (Core Courses for all Business Majors)

### **Lower Division** **twenty-one units**

BUSN 100	Computer Concepts and Applications	3 units
BUSN 114	Introduction to Business	3 units
BUSN 215	Principles of Economics (Macro)	3 units
BUSN 216	Principles of Economics (Micro)	3 units
ACCT 220	Principles of Accounting I	3 units
ACCT 221	Principles of Accounting II	3 units
SOCS 265C*	Introduction to Statistical Methods	3 units

### **Upper Division** **sixteen units**

BUSN 316	Legal Aspects of the Business Process	3 units
or BUSN 317	Legal/Ethical Environment of Business	
FINC 335	Corporate Finance	3 units
MNGT 325	Management Theory and Practice	3 units
MRKT 360	Principles of Global Marketing	3 units
BUSN 455C	Business Policy and Strategy	4 units

\*SOCS/MATH 265C fulfills the core curriculum math requirement.

## Accounting Major

(In addition to the Division of Business Core Requirements)

### **Major Requirements** **twenty-one units**

ACCT 324	Intermediate Accounting I	3 units
ACCT 325	Intermediate Accounting II	3 units
ACCT 332	Cost Accounting	3 units
ACCT 440	Federal Taxation - Individual	3 units
ACCT 442	Federal Taxation - Corporate	3 units
ACCT 427	Auditing	3 units
ACCT 428	Advanced Accounting	3 units

### **Suggested Upper Division Electives**

BUSN 316	Legal Aspects of the Business Process	3 units
BUSN 317	Legal/Ethical Environment of Business	3 units
BUSN 344	Business Writing/Communication	3 units

## Business Administration Major

(In addition to the Division of Business Core Requirements)

### **Major Requirements (Upper Division Electives)**

**twelve units**

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

## International Business Major with an Anthropology Minor

(In addition to the Division of Business Core Requirements)

### **Business Requirements**

#### **Upper Division**

**nine units**

INTB 316	Legal Aspects of the Business Process	3 units
or INTB 317	Legal and Ethical Environment of Business	
INTB 367	Multinational Marketing	3 units
INTB 421	International Finance	3 units

### **Anthropology, History/Political Science Requirements**

#### **Lower Division**

**nine units**

INTB 102C	Introduction to Cultural Anthropology	3 units
INTB 150	World Geography	3 units
INTB 253	Language in Cultural Context	3 units

#### **Upper Division**

**twelve units**

INTB 320	Culture Change	3 units
INTB 440	Culture, Personality, and the Individual	3 units
INTB 482	International Politics	3 units
Choose one:		
INTB 341	Latin American Civilization and Culture	3 units
INTB 370	Asian Cultures and the Modern World	3 units
INTB 470	Special Topics	3 units
Study Abroad (Choose one)*		sixteen units
SPAN 456	CINCEL Semester Abroad	8 or 16 units
INTB 452	Summer Study Tour	1 - 8 units
INTB 457	Semester Study Abroad	8 or 16 units

\*Maximum of six units of business upper division classes may be substituted by appropriate study abroad courses.

## Marketing Major

(In addition to the Division of Business Core Requirements)

### **Major Requirements (Upper Division Electives)**

**twenty-one units**

MRKT 362	Advertising/Promotions	3 units
MRKT 365	Marketing Research	3 units
MRKT 366	Sales and Sales Management	3 units

MRKT	Upper Division Electives	3 units
ACCT/BUSN/FINC/ MNGT/MRKT	Upper Division Electives	9 units

***Suggested Upper Division Electives***

BUSN 450	Business Internship	1-3 units
MRKT 378	Public Relations: Corporate Communication, Information Management	3 units
MRKT 380	Public Relations: Corporate Communication, Projects and Campaigns	3 units

## Accounting Courses

**ACCT 220 • Principles of Accounting I (3 units)**

Prerequisite: BUSN 200, or one semester college level math (excluding MATH/SOCS 265C). This course covers accounting concepts and techniques for a business, focusing on a sole proprietorship. Topics include fundamental procedures or the accounting cycle, accounting information systems, preparation and evaluation of financial statements, internal control procedures, and international accounting issues.

**ACCT 221 • Principles of Accounting II (3 units)**

Prerequisite: ACCT 220. This course elaborates on accounting concepts and techniques for a business, focusing on partnerships and corporations. This course elaborates on accounting for business transactions and emphasizes the preparation and analysis of financial statements for corporations, including the statement of cash flows. Managerial accounting will be introduced, covering topics of decision making, cost accounting, and budgeting.

**ACCT 324 • Intermediate Accounting I (3 units)**

Prerequisites: ACCT 221 with a grade of "C" or better. The course content is financial accounting for the operating and financing activities of a business. Subject matter includes financial reporting, income recognition, inventory valuation, debt and equity financing.

**ACCT 325 • Intermediate Accounting II (3 units)**

Prerequisite: ACCT 324 with a grade of "C" or better. The course covers financial accounting for the investing activities of a business and additional activities such as leases, income taxes, compensation and derivatives. Financial reporting dimensions, including earnings per share, disclosure and analysis are also emphasized.

**ACCT 332 • Cost Accounting (3 units)**

Prerequisites: ACCT 221 with a grade of "C" or better. The course covers accounting useful for management decisions, analysis of costs, cost behaviors and operating decisions. Topics include product costing, inventory valuation, flexible budgeting, planning and control.

**ACCT 427 • Auditing (3 units)**

Prerequisite: ACCT 325 with a grade of "C" or better. The course subject matter is auditing standards and procedures used by external and internal auditors. The focus will be on professional standards, internal controls, ethical issues, legal liability, financial statement audits and evidence.

**ACCT 428 • Advanced Accounting (3 units)**

Prerequisite: ACCT 325 with a grade of “C” or better. The focus is on accounting for business combinations and preparation of consolidated financial statements. Specialized partnerships, not-for-profit and local government accounting will be introduced.

**ACCT 440 • Federal Taxation – Individual (3 units)**

Prerequisite: ACCT 325 with a grade of “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 grade of “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: Consent of the instructor. Mutual investigation of one topic in accounting of particular relevance to upper division majors. May be repeated for credit.

## **Business Administration Courses**

**BUSN/MIS 100 • Computer Concepts and Applications (3 units)**

This course introduces the student to computer concepts, issues, and applications. The student will gain “Conceptual Computer Literacy” by developing an understanding of the uses of computers and information technology in organizations. In addition, the student will gain “Functional Computer Literacy” learning how to use a computer through completion of various projects using application programs (Word processing, Spreadsheets, Database Management, and PowerPoint Presentation).

**BUSN/INTB 114 • Introduction to Business (3 units)**

A basic survey of the scope, function, and organization of modern business.

**BUSN 200 • Quantitative Business Methods (3 units)**

Prerequisite: MATH 145C or MATH/SOCS 265C. The business mathematics applications unique to the business worlds of retailing, banking, and finance.

**BUSN/INTB/SOCS 215 • Principles of Economics I (Macro) (3 units)**

Prerequisite: BUSN 200, or one semester college level math (excluding MATH/SOCS 265C). An introduction to the principles of economic analysis, economic institutions, and issues of public policy.

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

Prerequisite: BUSN 200, or one semester college level math (excluding MATH/SOCS 265C). 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)**

Study of a special topic in business. May be repeated for credit.

**BUSN/INTB 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/INTB 317 • Legal and Ethical Environment of Business (3 units)**

Prerequisite: BUSN 316. 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 regularity bodies.

**BUSN 344 • Business Writing and Communication (3 units)**

Prerequisite: ENGL 120C. Analysis of the various functions necessary for successful communication in the business office. Emphasis will be placed upon: interpersonal communications, business letters and memos, proposal and report preparation, case study presentations, and other frequently encountered instruments and processes.

**BUSN 430 • Student in Free Enterprise (SIFE) (3 units)**

A practical study of the setup of an actual business, ministry or educational program. Students develop the concept and research, the project proposals and also manage implementation of the approved plan. Budgets are established and managed. Results are evaluated and presented.

**BUSN 450 • Business Intern Program (1-3 units)**

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. Regularly scheduled classroom meetings of at least once weekly are required. The work assignment is in the area of the student's major interest with specific job-objectives to be met, as solely determined by the instructor. The instructor will determine, require and evaluate specific course assignments for completion of this course. The student and business firm must be able to document an internship schedule of training requiring that the student spend at least as much time in preparation and training as is normally required by the school for its other resident courses. Ideally, the student should budget two hours of preparation and training for each class hour.

**BUSN/INTB 452 • Summer Study Tours (1-8 units)**

Prerequisite: Consent of the instructor. Occasional summer trips to international sites. Will include some coursework along with travel and tour. Units are computed according to the duration of the tour and the hours of instruction, one unit per week of travel. A maximum of sixteen units applies toward graduation.

**BUSN/INTB 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 majors.

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

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

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

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

**BUSN 490 • Seminar (1-3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in business of particular relevance to upper division majors. May be repeated for credit.

## **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: BUSN 215. 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/INTB 335 • Corporate Finance (3 units)**

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

**FINC 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. Security valuation and trading methods; technical and fundamental analysis; portfolio theory, analysis and allocation.

**FINC/INTB 421 • International Finance (3 units)**

Prerequisite: FINC/INTB 335. This course integrates various aspects of the financial control system of the international firm in real 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: Consent of the instructor. Mutual investigation of one topic in finance of particular relevance to upper division majors. May be repeated for credit.

## International Business and Anthropology Courses

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

A study of human culture emphasizing culture's origins and processes. The development of concepts and theories about human culture which apply to life in both primitive and modern societies.

### INTB/BUSN 114 • Introduction to Business (3 units)

A basic survey of the scope, function, and organization of modern business.

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

Survey of world geography including physical, economic, political, and cultural factors. This course does not fulfill a core curriculum requirement.

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

Prerequisite: BUSN 200, or one semester college level math (excluding MATH/SOCS 265C). An introduction to the principles of economic analysis, economic institutions, and issues of public policy.

### INTB/BUSN/SOCS 216 • Principles of Economics II (Micro) (3 units)

Prerequisite: BUSN 200, or one semester college level math (excluding MATH/SOCS 265C). 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.

### INTB/ANTH 253 • Language in Cultural Context (3 units)

Prerequisite: INTB/ANTH 102C. This course surveys the acquisition and use of language as part of the enculturation process, the relationship of language to culture and their reciprocal influences, language usage, and the nature of language systems through an appreciation of anthropological linguistics.

### INTB/BUSN 316 • Legal Aspects of the Business Process (3 units)

An examination of 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.

### INTB/BUSN 317 • Legal and Ethical Environment of Business (3 units)

Prerequisite: INTB/BUSN 316. Explores the historical, philosophical, and religious bases of legal systems, the ethical posture of law as related to the moral dimensions of an economic complex, and the policies and implementation procedures of federal, state, and local regulatory bodies.

### INTB/ANTH/ICST 320 • Culture Change (3 units)

Prerequisite: INTB/ANTH 102C, SOCI 100C, or ICST 102. The study of change, its processes and consequences in non-Western and contemporary societies. Special emphasis will be given to cross-cultural change involving migrants, minorities, religious contacts, as well as change at the personal level.

### INTB/FINC 335 • Corporate Finance (3 units)

Prerequisite: MATH/SOCS 265, ACCT 220 and ACCT 221. This course is designed to provide the student with an overview of the financial principles and techniques related to financial management within a business enterprise. The course will introduce tools for financial decision making, policy making, and analysis. Areas studied

will include financial statement analysis, asset valuation methods, capital budgeting, cost of capital, and capital asset pricing model.

**INTB/ANTH/HIST 341 • Latin American Civilization and Culture (3 units)**

A general survey of historical, racial, and cultural elements which have produced Latin America today, including Spanish historical and religious background, early Indian civilization, Spanish colonial policy and institutions, development of republics, and modern national trends.

**INTB/MNGT 346 • Organizational Behavior (3 units)**

Prerequisite: MNGT 325. Addresses the problems and dynamics of individuals' and groups' impact upon organizations. Theories of motivation, power, and decision making and their influence upon behavior will be considered as well.

**INTB/MRKT 360 • Principles of Global Marketing (3 units)**

Prerequisites: BUSN/SOCS 215 and BUSN/SOCS 216. A systematic review of core marketing principles applied to global marketing. Reviews target marketing, segmentation, market research, product development, packaging, pricing, advertising, media, and promotion. Emphasis on changing world strategies. Creative development and field research activities.

**INTB/MRKT 367 • Multinational Marketing (3 units)**

Prerequisite: INTB/MRKT 360. Models for delivery of international promotions are studied with an emphasis upon cross-cultural considerations and complications.

**INTB/ANTH 370 • Asian Cultures and the Modern World (3 units)**

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

**INTB/FINC 421 • International Finance (3 units)**

Prerequisite: INTB/FINC 335. This course integrates various aspects of the financial control system of the international firm in real 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.

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

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

**INTB/BUSN 452 • Summer Study Tours (1-8 units)**

Prerequisite: Consent of the instructor. Occasional summer trips to international sites. Will include some coursework along with travel and tour. Units are computed according to the duration of the tour and the hours of instruction, one unit per week of travel. A maximum of sixteen units applies toward graduation.

**INTB/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 majors.

**INTB 457 • Semester Study Abroad (8 or 16 units)**

Prerequisite: Consent of division chair. A semester of study at an approved study program or university abroad. A graduation requirement of international business majors. Students will receive up to eleven units of international credit and five units of anthropology credit to be applied toward graduation requirements.

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

Prerequisite: Consent of the instructor. Study of a special topic in one of the fields of international business. May be repeated for credit.

**INTB/POLS 482 • International Politics (3 units)**

Examination of the concepts and principles of the international political system.

**INTB 490 • Seminar (1-3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in business of particular relevance to upper division majors. May be repeated for credit.

## **Management Courses**

**MNGT 325 • Management Theory and Practice (3 units)**

Prerequisite: BUSN 114. Principles of organization, authority, responsibility, and accountability; and, problems of location, risk, merchandising control, levels of management, and human relations of the business enterprise.

**MNGT 342 • Human Resource Management (3 units)**

Prerequisite: MNGT 325. Organization and role of the personnel department in business, including analyzing and solving case problems drawn from industry. Specific attention will be directed to the area of labor relations and the accompanying issues of collective bargaining, labor law, and union activity.

**MNGT/INTB 346 • Organizational Behavior (3 units)**

Prerequisite: MNGT 325. Addresses the problems and dynamics of individuals' and groups' impact upon organizations. Theories of motivation, power, and decision-making and their influence upon behavior will be considered as well.

**MNGT 347 • Leadership and Total Quality Management (3 units)**

Prerequisite: MNGT 325. Explores the multifaceted world of leadership and its contemporary application. The dynamic developments of Total Quality Management (TQM) and its integration into the functions of business will be examined.

## **Marketing Courses**

### **MRKT 322 • Direct and Interactive Marketing (3 units)**

Prerequisite: MRKT 360. Principles and strategies for direct and Internet marketing. Includes study of techniques and methodology for maximizing effectiveness of programs. Integrated with overall marketing plan development.

### **MRKT/COMM 324 • Public Affairs (3 units)**

This course is designed to help students develop an understanding of the use of public relations tools and techniques in a variety of workplace contexts. Through the review of case studies and participation with a team project, students will be provided with opportunities to gain “hands-on” public relations experience that can be transferred to both the corporate and non-profit sectors.

### **MRKT/INTB 360 • Principles of Global Marketing (3 units)**

Prerequisites: BUSN 215 and BUSN 216. A systematic review of core marketing principles applied to global marketing. Reviews target marketing, segmentation, market research, product development, packaging, pricing, advertising, media, and promotion. Emphasis on changing world strategies. Creative development and field research activities.

### **MRKT 362 • Advertising and Promotion (3 units)**

Prerequisite: MRKT 360. Advertising and promotion principles and concepts. Includes practical application of textbook learning. Creative development of TV, radio and print advertising and consumer promotions. Development of advertising, media and promotion plans.

### **MRKT 365 • Marketing Research (3 units)**

Prerequisite: MRKT 360. Develops the skills needed to conduct and apply research for marketing decision making. Problem formulation, secondary data, primary research, and fundamentals of analysis are covered.

### **MRKT 366 • Sales and Sales Management (3 units)**

Prerequisite: MRKT 360. Probes and identifies responses and conduct of potential consumers to the various stimuli generated in the media.

### **MRKT/INTB 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. 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: All lower division core major requirements and MRKT 360. Provides a usable understanding of current consumer behavior concepts and develops a background of knowledge that will enable the individual to apply these principles in marketing.

**MRKT/COMM 378 • Public Relations: Corporate Communication, Information Management (3 units)**

This course examines the management and control of information within a corporate body. Students will deal with single concepts, such as shaping and producing highly focused 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.

**MRKT/COMM 380 • Public Relations: Corporate Communication, Projects and Campaigns (3 units)**

This course examines corporate projects and campaigns. Students will deal with complex issues and the development of crisis management responses, delta management, downsizing, marketing strategies, new product roll-outs, and customer-employee communication.

**MRKT 490 • Seminar (1-3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in marketing of particular relevance to upper division majors. May be repeated for credit.

# Division of Communication

Tom Carmody, Ph.D., Chair

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

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## COMMUNICATION MAJOR WITH A CONCENTRATION IN COMMUNICATION STUDIES

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*MISSION: The communication studies concentration seeks to provide students with the opportunity to develop their oral communication, interpersonal, critical, written, and research skills within a Christ-centered academic environment.*

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The need for effective communication skills encompasses almost every aspect of modern life. The communication studies concentration provides students with the opportunity to improve their oral and interpersonal communication skills. These skills are especially important in vocations that are people-centered. Vocations that utilize these skills include: ministry, teaching, public relations, law, sales, and management. The communication studies concentration enables students to perfect the gifts that God has given them.

The communication studies concentration has four scholarly areas of emphasis that students can choose to pursue: Speech communication; public relations; interpersonal/organizational communication; and, journalism.

In addition to the four emphases, two academic opportunities also exist in the communication studies concentration. The first is the Forensics program – more commonly called the speech and debate team – which competes nationally in speech and debate competitions. Participation in Forensics is a great way to gain practical experience and improve your public speaking and research skills. Scholarships are available to qualified students.

Secondly, students may choose to write for the student newspaper. The student newspaper is the voice of the student body and provides an outstanding opportunity for individuals to improve their writing and editing skills.

Each student chooses an academic plan in consultation with his/her advisor. Students are encouraged to take a variety of courses which best meet their professional goals. With the approval of his/her advisor, a student can take complementary courses from other divisions/departments.

### Communication Studies Concentration

#### Concentration Requirements

#### *Core Communication Studies Component*

		<b>forty-seven units</b>
COMM 201C	Speech Composition and Presentation	3 units
COMM 260	Writing for the Media	3 units
COMM 265	History of Cinema	3 units
or COMM 270	History of Broadcast Media	
COMM 272	Digital Technologies	3 units
COMM 290	Introduction to Interpersonal Communication	3 units

COMM 305	Communication Theory and Research	3 units
COMM 464C	Media Criticism	3 units

***Communication Studies Practicum Component* *5 units minimum***

COMM 119	Publications: Newspaper*	1 unit
COMM 115/315	Intercollegiate Forensics: Individual	1 unit
COMM 116/316	Intercollegiate Forensics: Debate	1 unit
COMM 450	Internship	1-3 units
COMM 455	Communication Teaching Assistantship	1-6 units
COMM 475	Senior Portfolio Planning and Production	1-3 units

***Communication Studies Emphasis Component* *twenty-one units***

Choose twenty-one units from the classes below based on your chosen emphasis as suggested following this list:

ANTH 440	Culture, Personality and the Individual	3 units
COMM 119	Publications: Newspaper*	1 unit
COMM 320	Journalism	3 units
COMM 324	Public Affairs	3 units
COMM 331	Television Advertising	3 units
COMM 333	Small Group Leadership	3 units
COMM 335	Multimedia Production	4 units
COMM 337	Announcing for Broadcast Media	3 units
COMM 344	2D Graphics and Animation	4 units
COMM 345	Intercultural Communication	3 units
COMM 349	Intracultural Communication	3 units
COMM 362	Contemporary Issues in Public Discourse	3 units
COMM 364	Organizational Communication	3 units
COMM 370	Advanced Composition and Rhetoric	3 units
COMM 374	Gender Communication	3 units
COMM 378	Public Relations: Corporate Communication, Information Management	3 units
COMM 380	Public Relations: Corporate Communication, Projects and Campaigns	3 units
COMM 444	Argumentation and Debate	3 units
COMM 445	Persuasion	3 units
COMM 452	Advanced Interpersonal Communication	3 units
ENGL 380	Advanced English Grammar	3 units
MRKT 362	Advertising and Promotion	3 units
MRKT 369	Consumer Behavior	3 units
MRKT 365	Marketing Research	3 units

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

**Suggested Course Selections for Communication Studies Content Emphases:**

Speech Communication Emphasis

Content: COMM 333 Small Group Leadership, COMM 345 Intercultural Communication, COMM 349

Intracultural Communication, COMM 362 Contemporary Issues in Public Discourse, COMM 374 Gender Communication, COMM 444 Argumentation and Debate, COMM 445 Persuasion, and COMM 452 Advanced Interpersonal Communication.

Practicum: COMM 115/315 Intercollegiate Forensics: Individual, COMM 116/316 Intercollegiate Forensics: Debate, COMM 450 Internship, COMM 455 Communication Teaching Assistantship, and COMM 475 Senior Portfolio Planning and Production.

#### Public Relations Emphasis

Content: COMM 324 Public Affairs, COMM 331 Television Advertising, COMM 335 Multimedia Production, COMM 378 Public Relations: Corporate Communication, Information Management, COMM 380 Public Relations: Corporate Communication, Projects and Campaigns, COMM 445 Persuasion, MRKT 362 Advertising and Promotion or MRKT 369 Consumer Behavior, and MRKT 365 Marketing Research.

Practicum: COMM 119 Publications: Newspaper, COMM 115/315 Intercollegiate Forensics: Individual, COMM 116/316 Intercollegiate Forensics: Debate, COMM 450 Internship, COMM 455 Communication Teaching Assistantship, and COMM 475 Senior Portfolio Planning and Production.

#### Interpersonal/Organizational Communication Emphasis

Content: COMM 364 Organizational Communication, COMM 374 Gender Communication, COMM 333 Small Group Leadership, COMM 345 Intercultural Communication, COMM 349 Intracultural Communication, COMM 452 Advanced Interpersonal Communication, COMM 445 Persuasion, and ANTH 440 Culture, Personality and the Individual.

Practicum: COMM 119 Publications: Newspaper, COMM 115/315 Intercollegiate Forensics: Individual, COMM 116/316 Intercollegiate Forensics: Debate, COMM 450 Internship, COMM 455 Communication Teaching Assistantship, and COMM 475 Senior Portfolio Planning and Production.

#### Journalism Emphasis

Content: COMM 119 Publications: Newspaper, COMM 320 Journalism, COMM 344 2D Graphics and Animation, COMM 337 Announcing for Broadcast Media, COMM 370 Advanced Composition and Rhetoric, COMM 378 Public Relations: Corporate Communication, Information Management or COMM 380 Public Relations: Corporate Communication, Projects and Campaigns, COMM 445 Persuasion, and ENGL 380 Advanced English Grammar.

Practicum: COMM 115/315 Intercollegiate Forensics: Individual, COMM 116/316 Intercollegiate Forensics: Debate, COMM 450 Internship, COMM 455 Communication Teaching Assistantship, and COMM 475 Senior Portfolio Planning and Production.

## **COMMUNICATION MAJOR WITH A CONCENTRATION IN CINEMA AND DIGITAL BROADCAST MEDIA PRODUCTION**

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*MISSION: The Cinema and Digital Broadcast Media Production Concentration seeks to prepare students for effective media communication by exposing them to communication history, interacting with current communication theory and criticism, and requiring the expression of communication through a specific medium.*

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The importance of mass communication continues to grow in modern societies. The Cinema and Digital Broadcast Media Production concentration focuses on developing an understanding of the operations of mass media and on acquiring effective computer, digital video, cinematography or digital audio production abilities.

In pursuit of these educational and aesthetic goals, students are provided with virtually unmatched production facilities and a flexible academic program. The cinema and digital broadcast media production concentration primarily prepares students for vocations within the commercial and non-commercial audio/visual mass media industries or graduate study in mass communication.

Possible professional and scholarly areas of emphasis within the Cinema and Digital Broadcast Media Production Concentration include:

- Audio design and production
- Broadcast media production
- Cinematography
- Digital media production

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

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

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

## Communication Lab Facilities

The Division of Communication facilitates the advancement of student learning through exemplary instruction and provides its majors with a computer lab and audio/visual equipment for the production and editing of projects required in the curriculum. Communication majors in Cinema and Digital Broadcast Media have access to hardware devices, such as digital video cameras, digital audio recorders, digital nonlinear audio/video editors, scanners, and digital imaging software applications for creating electronic publishing, graphic imaging, 2D/3D animation, interactive multimedia authoring, web design and new media technologies.

## Cinema and Broadcast Media Production Concentration

### ***Cinema and Broadcast Media Production Concentration Requirements*     **fifty-one units****

<i>I. Survey of the Field</i>		15 units
COMM 255	Christianity and Ethics in Media	3 units
COMM 260	Writing for the Media	3 units

COMM 265	History of Cinema	3 units
or COMM 270	History of Broadcast Media	
COMM 272	Digital Technologies	3 units
COMM 290	Interpersonal Communication	3 units

*II. Research Component* 9 units

COMM 305	Communication Theory and Research	3 units
COMM 464C	Media Criticism	3 units
COMM 495	Senior Project: Production and Editing	3 units

*III. Applied Communication* 12 units

Choose twelve units from the following classes according to your emphasis:

COMM 274	Introduction to Digital Audio	4 units
COMM 332	Introduction to Digital Video	4 units
COMM 335	Multimedia Production	4 units
COMM 344	2D Graphics and Animation	4 units
COMM 346	Introduction to Cinematography	4 units
COMM 356	Introduction to Broadcast Design	4 units
COMM 453	Advanced Broadcast Design	4 units
COMM 466	Advanced Digital Audio	4 units
COMM 468	Advanced Digital Video	4 units
COMM 470	Special Topic: Digital Non-Linear Editing	4 units
COMM 477	3D Graphics and Animation	4 units

*IV. Communication Content* 12 units

(Choose twelve units from the following classes according to your emphasis.)

COMM 293	Special Topic: Introduction to Visual Communication	3 units
COMM 319	Newspaper	3 units
COMM 320	Journalism	3 units
COMM 331	Television Advertising	3 units
COMM 337	Announcing for Broadcast Media	3 units
COMM 339	Producing for Television and Film	3 units
COMM 341	Script Writing for Cinema and Television	3 units
COMM 342	Music in Media	3 units
COMM 346	Introduction to Cinematography	4 units
COMM 356	Introduction to Broadcast Design	4 units
COMM 470	Special Topic: Programming in Broadcast Media	3 units
COMM 470	Special Topic: Sound Design in Cinema	3 units

*V. Communication Practicum* 3 units

Choose one of the following to complete the Practicum requirement:

COMM 450	Internship	3 units
COMM 455	Communication Teaching Assistantship	3 units
COMM 480	Individual Studies	3 units
LA 320	LAFSC Internship	3 units

## **Suggested Course Selections for Applied Communication and Communication Content Emphases:**

### Cinematography Emphasis Suggested Course Selection

Applied: COMM 346 Introduction to Cinematography, COMM 461 Advanced Cinematography, COMM 274 Introduction to Digital Audio or COMM 332 Introduction to Digital Video or COMM 356 Introduction to Broadcast Design.

Content: COMM 293 Special Topic: Introduction to Visual Communication, COMM 339 Producing for Television and Film, COMM 341 Script Writing for Cinema and Television, COMM 344 2D Graphics and Animation or COMM 470 Special Topic: Digital Non-Linear Editing or COMM 470 Special Topic: Sound Design in Cinema or COMM 331 Television Advertising.

### Audio Design and Production Emphasis Suggested Course Selection

Applied: COMM 274 Introduction to Digital Audio, COMM 466 Advanced Digital Audio, COMM 332 Introduction to Digital Video or COMM 346 Introduction to Cinematography or COMM 468 Advanced Digital Video.

Content: COMM 337 Announcing for Broadcast Media, COMM 339 Producing for Television and Film, COMM 342 Music in Media, COMM 341 Script Writing for Cinema and Television or COMM 470 Special Topic: Sound Design in Cinema or COMM 331 Television Advertising or COMM 293 Special Topic: Introduction to Visual Communication.

### Broadcast Media Production Emphasis Suggested Course Selection

Applied: COMM 356 Introduction to Broadcast Design, COMM 453 Advanced Broadcast Design, COMM 274 Introduction to Digital Audio or COMM 332 Introduction to Digital Video or COMM 468 Advanced Digital Video.

Content: COMM 293 Special Topic: Introduction to Visual Communication, COMM 339 Producing for Television and Film, COMM 331 Television Advertising, COMM 320 Journalism or COMM 319 Publications: Newspaper or COMM 470: Special Topic: Programming in Broadcast Media.

### Digital Media Production Emphasis Suggested Course Selection

Applied: COMM 344 2D Graphics and Animation, COMM 477 3D Graphics and Animation, COMM 335 Multimedia Production or COMM 332 Introduction to Digital Video or COMM 470: Special Topic: Digital Non-Linear Editing.

Content: COMM 331 Television Advertising, COMM 293 Special Topic: Introduction to Visual Communication, COMM 342 Music in Media, COMM 356 Introduction to Broadcast Design or COMM 341 Script Writing for Cinema and Television or COMM 346 Introduction to Cinematography or COMM 339 Producing for Television and Film.

## **Communication Courses**

COMM 115 • Intercollegiate Forensics: Individual (1 unit)

Speech training and public speaking experience through intercollegiate competition and various forensic events. May be repeated for up to four units.

COMM 116 • Intercollegiate Forensics: Debate (1 unit)

Speech training and public speaking experience through intercollegiate competition in debate. May be repeated for 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 255 • Christianity and Ethics in Media (3 units)**

Prerequisite: COMM 265 or COMM 270. 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 260 • Writing for the Media (3 units)**

Prerequisite: COMM 272. Development of writing techniques for mass media including newscast style for broadcast and webcast, news documentary, and screenwriting. Business communication, and creation of resumes will be emphasized.

**COMM 265 • History of Cinema (3 units)**

A historical overview of cinema from its beginning to the present. The class will emphasize film theory, the influence of international pioneers, and various movements including Hollywood, European Art Cinema, and the cinema of the two-thirds world.

**COMM 270 • History of Broadcast Media (3 units)**

A historical overview of radio, television broadcasting in the United States. Special topics within the course include international broadcasting and webcasting.

**COMM 272 • Digital Technologies (3 units)**

An introduction and historical overview on the use of desktop computers in the field of communication. Topics and assignments include navigation/operating systems, software integration with graphics, print, electronic documents, Internet research, and Web page construction.

**COMM 274 • Introduction to Digital Audio (4 units)**

Prerequisite: COMM 272. Principles and techniques of digital audio production as applied to radio, television, stage, film, and multimedia. Emphasis on digital editing techniques. Lab fee.

**COMM/PLST 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/PLST 300 • Homiletics (3 units)**

Prerequisite: COMM 201C. A study of the techniques of sermon preparation with some practice in preaching, including instructor and class analysis of class and campus preaching.

**COMM 305 • Communication Theory and Research (3 units)**

Prerequisite: MATH/SOCS 265C. Survey of classical and contemporary theories of communication. Special emphasis is placed upon reading, understanding, and conducting communication research.

**COMM 315 • Intercollegiate Forensics: Individual (1 unit)**

Prerequisite: Four semesters of COMM 115. Speech training and public speaking experience through intercollegiate competition and various forensic events. May be repeated up to four units.

**COMM 316 • Intercollegiate Forensics: Debate (1 unit)**

Prerequisite: Four semesters of COMM 116. Speech training and public speaking experience through intercollegiate competition in debate. May be repeated for up to four units.

**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 (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/MRKT 324 • Public Affairs (3 units)**

This course is designed to help students develop an understanding of the use of public relations tools and techniques in a variety of workplace contexts. Through the review of case studies and participation with a team project, students will be provided with opportunities to gain “hands-on” public relations experience that can be transferred to both the corporate and non-profit sectors.

**COMM 331 • Television Advertising (3 units)**

Prerequisite: COMM 272. A survey of the advertising industry with emphasis on the role of television as an advertising medium. Students will research, design, and present an advertising campaign.

**COMM 332 • Introduction to Digital Video (4 units)**

Prerequisite: COMM 274. Principles of digital video production as applied to single-camera, cinematic style editing construction. Basic exploration of single-camera process, continuity, composition, lighting, audio, graphics, video tape editing, and digital non-linear editing. Students will complete various productions. Lab fee.

**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 335 • Multimedia Production (4 units)**

Students will learn how to integrate digital media content, such as audio, video, graphics, and animation to create an interactive multimedia project. Students will be exposed to various authoring software and acquiring digital media content via scanning and other techniques.

**COMM 337 • Announcing for Broadcast Media (3 units)**

Emphasis is on interpretation of copy, ad-lib announcing, voice analysis and improvement, interviewing techniques, and styles in news, narration, music, and sports performance. Students will perform exercises in speech improvement, such as articulation and pronunciation.

**COMM 339 • Producing for Television and Film (3 units)**

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 341 • Script Writing for Cinema and Television (3 units)**

Prerequisite: COMM 260 or COMM 265 or COMM 270 or COMM 274. The student will develop script writing techniques and execute a written script as applied for cinema and television.

**COMM 342 • Music in Media (3 units)**

Prerequisite: COMM 274. An overview of the aesthetics of sound and music as they are used in film, video and web content. The structural matching of music and synchronized images will be emphasized with special topics in the history of music in cinema, production, editing, performance rights, copyrights, and licensing.

**COMM 344 • 2D Graphics and Animation (4 units)**

Prerequisite: COMM 274. An introduction to digital special effects and 2D animation software used to create multi-layered video and film presentations. Students gain hands on experience by creating compositions for motion-pictures, television, multimedia, and webcasting. Lab fee.

**COMM/ICST 345 • Intercultural Communication (3 units)**

The process of communication as it applies to cross-cultural situations, i.e., where the respective participants in the process are members of distinctly separate cultural groups. The problems peculiar to such communicative settings and potential solutions to those problems.

**COMM 346 • Introduction to Cinematography (4 units)**

Prerequisite: COMM 272 or COMM 274 or COMM 332. Exposure to motion picture techniques including camera operation, editing, telecine, audio, and basic lighting. Students will produce several film projects. Lab fee.

**COMM 349 • Intracultural Communication (3 units)**

Examines communication among culturally divergent groups who belong to the same geopolitical system. The groups may differ in terms of race, ethnicity, religion, socioeconomic level, gender, sexual preference, age, and ability.

**COMM 356 • Introduction to Broadcast Design (4 units)**

Prerequisite: COMM 332 or COMM 344 or COMM 346. Students explore art direction, production design and virtual environment creation for broadcast video, news reporting, multimedia, print and webcasting. 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/ENGL 370 • Advanced Composition and Rhetoric (3 units)

Prerequisite: ENGL 120C. Theory and practice in advanced technique for factual writing. The use of logical and psychological presentation of material for polemics and light essay.

COMM 374 • Gender Communication (3 units)

This course examines the connections between language use and gender. Current research will be studied and topics may include: Conversational interactions, power, inequality and public versus private language use.

COMM/MRKT 378 • Public Relations: Corporate Communication, Information Management (3 units)

This course examines the management and control of information within a corporate body. Students will deal with single concepts, such as shaping and producing highly focused 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/MRKT 380 • Public Relations: Corporate Communication, Projects and Campaigns (3 units)

This course examines corporate projects and campaigns. Students will deal with complex issues and the development of crisis management responses, delta management, downsizing, marketing strategies, new product roll-outs, and customer-employee communication.

COMM/PLST 414 • Advanced Preaching (3 units)

Prerequisites: PLST 300 and 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.

COMM 444 • Argumentation and Debate (3 units)

Prerequisites: COMM 333. 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. This course does not fulfill a core curriculum requirement.

COMM 445 • Persuasion (3 units)

Prerequisites: All lower division core courses and COMM 333. Study of the research and theory of persuasion. Presentation of several persuasive speeches. This course does not fulfill a core curriculum requirement.

**COMM 450 • Internship (1-3 units)**

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. Repeatable up to six units. Offered on a credit/fail basis only.

**COMM 452 • Advanced Interpersonal Communication (3 units)**

This course examines the pragmatic and research approaches to the study of interpersonal communication.

**COMM 453 • Advanced Broadcast Design (4 units)**

Prerequisite: COMM 356. This advanced course in broadcast design explores the various digital postproduction techniques, such as rotoscoping, paint, color correction, motion-tracking, compositing, motion graphics, and other advanced imaging tools for creating and establishing the “right look” for various broadcast media.

**COMM 455 • Communication Teaching Assistantship (1-6 units)**

Open to juniors or seniors with a 3.0 GPA or with the approval of the division chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The teaching assistant helps an instructor in planning and conducting a course and/or research session. May be repeated for a maximum of six units.

**COMM 464C • Media Criticism (3 units)**

Prerequisite: COMM 305. Nature and function of media criticism; application of ethical models; surveys of approaches, theories, and systems of aesthetic and rhetorical analysis from classical to contemporary models. Practice in critical appraisal of various types of media communication. This course fulfills the Core Curriculum Capstone requirement for Communication majors.

**COMM 466 • Advanced Digital Audio (4 units)**

Prerequisite: COMM 274. Exploration of advanced techniques of digital audio production as applied to radio, film, television, music, and web content. Final project is a multi-track production using the Pro-Tools digital audio work station on the Macintosh platform. Lab fee.

**COMM 468 • Advanced Digital Video (4 units)**

Prerequisites: COMM 274, COMM 332. Advanced principles of digital video production with emphasis on visual audio aesthetics and mass communication. Students produce a faculty approved project using digital video equipment. Lab fee.

**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. Recent and prospective topics include:

- a. Digital Non-Linear Editing
- b. Sound Design in Cinema
- c. Programming in Broadcast Media
- d. Other topics as needed

**COMM 475 • Senior Portfolio Planning and Production (1-3 units)**

This course is designed to aid students in the planning and production of their personal communication portfolio. Students will be expected to plan, enhance and arrange the major evidence of their work as preparation for graduate school or the work world.

**COMM 477 • 3D Graphics and Animation (4 units)**

Prerequisite: COMM 274 or COMM 332. Students will learn the basic concepts of three dimensional graphic creation, animation techniques, such as modeling, and rendering for motion-pictures and broadcast media. Projects will be created using various 3D software packages and will allow the student to gain “hands on” experience. Lab fee.

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

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

**COMM 490 • Seminar in Broadcast Production (3 units)**

Prerequisite: Permission of instructor. Planning and development of a major video-audio project for the semester. Students and instructor will produce, write, direct, and edit a production designed for professional airing. Repeatable up to six units.

**COMM 495 • Senior Project: Production and Editing (3 unit)**

Prerequisite: Senior standing or approval of professor. The student produces and edits a faculty approved film or video project into final form for presentation to the University community. Lab Fee.

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

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

**LA 320 • LAFSC Internship (6 units)**

A non-paying internship in some aspect of the Hollywood film or television industry as arranged by the LAFSC. These internships are primarily in an office setting such as development companies, agencies, personnel management companies, production offices, etc.

**LA 345 • Inside Hollywood: The Work and Workings of the Film Industry (1 unit)**

An examination of the creative and operational aspects of the film business, taking full advantage of studio tours, location filming, and a variety of guest lecturers from a cross-section of the industry.

**LA 368 • Introduction to Film Making (3 units)**

An introduction to the theory and practice of motion picture film making. Topics include familiarity with film making equipment, basic motion picture techniques; converting idea to image; the use of lighting, editing and sound in film; and the role of acting, directing and good storytelling in the film making process. Students make several short Super 8mm films that manifest their faith in content and process.

**LA 370 • Seminar in Producing the Independent Film (3 units)**

An introduction to the process of producing an independent feature film. Topics include legal structures, business plans, preproduction activities such as scheduling and budgeting, and an overview of the producer's role in production, post-production, and distribution. Attention is given to the Christian's unique contribution to producing.

LA 380 • Film in Culture: Exploring A Christian Perspective on the Nature and Influence of Film (3 units)

A survey of film and the film industry that highlights film's influence on, and reflection of, American culture during the late nineteenth and twentieth centuries. Particular emphasis will be placed on Christian perspectives of culture.

LA 385 • Screenwriting (3 units)

An introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Emphasis is given to the role of Christian faith and values as they relate to script content.

# Division of Fine Arts

James Melton, D.M.A., Chair

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*MISSION: The Division of Fine Arts seeks to develop the individual mind and spirit by integrating personal creativity with the analysis of historical and contemporary forms of the arts of humane expression. The division therefore seeks to provide opportunities for aesthetic, philosophical, and functional growth, giving students a wide choice of educational and career paths.*

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## Fine Arts 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 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. Includes lab.

ART 290 • Art Practice (1 units)

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 (1,2,3 units)

Focus upon an artist, genre, technique, or artistic movement.

ART 325 • Techniques of Art (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.

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.

## Department of Music

James Melton, D.M.A., Chair

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*MISSION: The Music Department seeks to provide understanding and appreciation of the creative process and historical context of music, by offering opportunities for all students to create and recreate music through writing and performance, and to develop their performance skills both individually and by participating in musical ensembles.*

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

### Music Major Core Requirements

#### **Lower Division**

##### *Music Theory*

MUSC 100	Basic Music Theory	3 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 220	Introduction to MIDI	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
Ensemble	MUSC 200, 240, 241, 250, 300, 340, 341, 350 (1-1-1-1)	4 units
Applied Music	Intrumental, Piano, Organ, Voice (1-1-1-1)	4 units

**fifty-three units**

**twenty-five units**

*seventeen units*

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

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

#### **Upper Division**

MUSC 325	Music History and Literature I	3 units
MUSC 326	Music History and Literature II	3 units
MUSC 331	Conducting	2 units

**twenty-eight units**

MUSC 332	Advanced Conducting	2 units
MUSC 301	Counterpoint	3 units
MUSC 400	Form and Analysis	3 units
MUSC 406C	Music and Worship	3 units
Choice of:		
MUSC 402	Orchestration	3 units
MUSC 410	Choral Arranging	3 units
Applied Music	Instrumental, Piano, Organ, Voice (1-1)	2 units
(Note: Must be the same performance medium as lower division Applied Music. Performance and Composition emphases have different Applied Music requirements.)		
Ensemble	MUSC 300, 340, 341, 350 (1-1-1-1)	4 units
Piano Proficiency		0 units

In addition to the core curriculum above, students will select either the Music Education, Music Ministry, Music Composition or Performance emphasis. Courses taken in the music major core do not meet emphasis requirements. The requirements of each emphasis are listed below.

### Music Composition Emphasis

sixty-three units

**Total units in Composition Emphasis**

**ten units**

**Total units in music major core requirements**

**fifty-three units**

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

#### *Applied Composition:*

Lower Division	MUTC 200 or 210 (1-1)	2 units
Upper Division	MUTC 300, 310, 400 or 410 (1-1-1-1)	4 units
MUTC 493	Senior Recital in Composition	1 unit

Choose one of the following:

MUSC 402	Orchestration	3 units
MUSC 410	Choral Arranging	3 units

### Music Education Emphasis

sixty-three units

**Total units Music Education Emphasis**

**eleven units**

**Total units music major core requirements**

**fifty-three units**

MUSC 312	Woodwind Techniques	1 unit
MUSC 313	Brass Techniques	1 unit
MUSC 333	String Techniques	1 unit
MUSC 334	Percussion Techniques	1 unit
MUSC 337	Music for Elementary Schools	3 units
MUSC 338	Secondary Instrumental Music Methods	2 units
MUSC 339	Secondary Vocal Music Methods	2 units

Students who plan to apply for teaching credentials should consult with the chair of the Division of Liberal Studies for procedures and requirements for admission to the teacher training program.

### Music Ministry Emphasis

sixty-three units

**Total units Music Ministry Emphasis**

**ten units**

**Total units music major core requirements**

**fifty-three units**

MUSC 339	Secondary Vocal Music Methods	2 units
MUSC 408	Church Music Administration	3 units
MUSC 450	Church Music Internship (1-1)	2 units
Choice of:		
MUSC 402	Orchestration	3 units
MUSC 410	Choral Arranging	3 units

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

### Music Performance Emphasis

sixty-four units

**Total units Performance Emphasis**

**seventeen units**

**Total units music major core requirements**

**forty-seven units**

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

Applied Music	MUSC 115, 116, 117, or 118	1 unit
<i>Applied Music Performance (MUPF):</i>		
Lower Division	Instrumental, Organ, Piano, Voice (2-2-2)	6 units
Upper Division	Instrumental, Organ, Piano, Voice (2-2-2-2)	8 units
MUSC 391	Junior Recital	1 unit
MUSC 491	Senior Recital	1 unit

### Piano Proficiency Requirements

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

### Music Minor

twenty units

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

Music Theory (Choose 8 units from the following courses):

MUSC 131	Music Theory I	3 units
MUSC 132	Aural Theory I	1 unit

MUSC 136	Music Theory II	3 units
MUSC 137	Aural Theory II	1 unit
MUSC 331	Conducting	2 units
Applied Music	Two successive semesters in one performance medium (1-1)	2 units
Choice of:		
MUSC 325	Music History and Literature I	3 units
MUSC 326	Music History and Literature II	3 units
MUSC 406C	Music and Worship	3 units
Ensemble	MUSC 200, 240, 241, 250, 300, 340, 341, 350 (1-1)	2 units

## Music History and Literature, and Music Theory Courses

### MUSC 100 • Basic Music Theory (3 units)

Designed for music majors and minors as a preparatory course for the music theory sequence. The basic elements of historical musical style, including major and minor scale construction, keys, intervals, notation, terms, time signature, sight singing, and ear-training exercises.

### MUSC 104 • Fundamentals of Music (3 units)

Designed for non-music majors. The basic elements of historical musical style, including major and minor scale construction, keys, intervals, notation, terms, time signatures, simple sight-singing, and rhythmic exercises. This course is not applicable toward music major or minor requirements and does not fulfill a core curriculum requirement.

### MUSC 131, 136 • Music Theory I and II (3, 3 units)

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

### MUSC 132, 137, 232, 237 • Aural Theory I, II, III, IV (1, 1, 1, 1 unit)

Sight singing, rhythm performance, melodic, rhythmic and harmonic dictation in a continuing sequence. Students must receive a grade of "C" or higher to continue on to the next level. Class meets two hours per week. Lab fee for each semester of Aural Theory.

### MUSC 202C • Introduction to Music (3 units)

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 MUSC 202C to fulfill the fine arts core curriculum requirement. Lab fee. Students who have already received credit for MUSC 102: Introduction to Music or equivalent CANNOT receive credit at all for this course.

### MUSC 220 • Introduction to MIDI (1 unit)

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

**MUSC 231, 236 • Music Theory III and IV (3, 3 units)**

Prerequisite: MUSC 131, 136. Music theory studies continuing with modulation, chromatic non-harmonic tones, chromatically altered chords, dominant ninth, eleventh and thirteenth chords, harmonic analysis, keyboard harmony, and four-part writing. MUSC 231 is a prerequisite to MUSC 236. MUSC 236 must be completed before attempting upper division theory courses. Students in MUSC 231 and 236 must be concurrently enrolled in Aural Theory.

**MUSC 291, 292, 293 • Special Topics (1, 2, 3 units)**

Study of a special topic in music. May be repeated for credit.

**MUSC 301 • Counterpoint (3 units)**

Prerequisite: MUSC 236. Study and writing of traditional contrapuntal forms including two-part inventions and canons, three-voice counterpoint.

**MUSC 325 • Music History and Literature I (3 units)**

A survey of music history and literature from ancient times to 1750. Recommended as a liberal arts elective. Lab fee.

**MUSC 326 • Music History and Literature II (3 units)**

A survey of music history and literature from 1750 to the present time. Recommended as a liberal arts elective. Lab fee.

**MUSC 400 • Form and Analysis (3 units)**

Prerequisite: MUSC 236. Study and analysis of the principal forms of music.

**MUSC 402 • Orchestration (3 units)**

Prerequisite: MUSC 236 or consent of the instructor. A study of the instruments of the orchestra, scoring for various combinations and for full orchestra.

**MUSC 410 • Choral Arranging (3 units)**

Prerequisite: MUSC 236. Arranging for choral ensembles with and without instrumental accompaniment in a variety of styles, including traditional, popular and jazz.

**MUSC 470 • Special Topic (1-3 units)**

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

## **Music Education Courses**

**MUSC 312 • Woodwind Techniques (1 unit)**

Elementary instruction in woodwinds: tone production, techniques, and care of the instruments. An introduction to the teaching of the woodwind instruments. Lab fee.

**MUSC 313 • Brass Techniques (1 unit)**

Elementary instruction in brass instruments: tone production, techniques, and care of the instruments. An introduction to the teaching of the brass instruments. Lab fee.

**MUSC 331 • Conducting (2 units)**

Prerequisite: MUSC 236 or permission of the instructor. Basic conducting techniques and experience in preparing and presenting choral music.

**MUSC 332 • Advanced Conducting (2 units)**

Prerequisite: MUSC 331. Advanced conducting techniques emphasizing instrumental music. Practical experience in preparing and presenting orchestral and band music.

**MUSC 333 • String Techniques (1 unit)**

Elementary instruction in strings: tone production, techniques, and care of the instruments. An introduction to the teaching of strings. Lab fee.

**MUSC 334 • Percussion Techniques (1 unit)**

Elementary instruction in percussion: techniques and care of the instruments. An introduction to the teaching of percussion.

**MUSC 337 • Music for Elementary Schools (3 units)**

Purposes, curriculum, and methods of music education in the elementary school. Survey of materials with consideration of their appropriateness in a sequential program of musical growth. This class is required for music majors with the music education emphasis. It is also offered to other majors who are preparing for elementary teaching credentials.

**MUSC 338 • Secondary Instrumental Music Methods (2 units)**

The purposes, curriculum, and methods of instrumental music education in the secondary school, relating to school instrumental organization, techniques of marching band development, and appropriate repertoire and materials.

**MUSC 339 • Secondary Vocal Music Methods (2 units)**

The purposes, curriculum, and methods of vocal music education in the secondary school, relating to school choral organization, the changing adolescent voice, and appropriate repertoire and materials.

**MUSC 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.

## **Music Ministry Courses**

**MUSC 294, 295, 296, 297 • Applied Church Music (1, 1, 1, 1 unit)**

Private instruction in piano or organ with emphasis toward music as a tool for religious services. Students may register for thirty, forty-five, or sixty minute lesson per week. Minimum five hours practice per week required. Applied music courses are subject to instruction fees and practice fees. Fees are commensurate with instruction time. Not applicable toward music major requirements.

**MUSC/PLST 406C • Music and Worship (3 units)**

A study of music and worship in the services of the Christian Church beginning with the early believers and extending to contemporary worship practices. The course provides both an overview of the theological, histor-

ical and musical developments which provide precedent for both traditional and non-traditional worship aspects in the contemporary church; and practical guidelines for biblical and effective worship and church music leadership. This course fulfills the Core Curriculum Capstone requirement for Music majors.

**MUSC 408 • Church Music Administration (3 units)**

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

**MUSC 450 • Church Music Internship (1 unit)**

Prerequisites: MUSC 406C, 408, and/or permission of instructor. Participation in a local church music ministry, functioning as director or assistant director of a choral or instrumental organization; organist, or piano accompanist. Approval of each semester's assignment by the internship advisor and department chair is required. Offered on a pass/fail basis only.

**MUSC 494, 495, 496, 497 • Applied Church Music (1, 1, 1, 1 unit)**

Private instruction in piano or organ with emphasis toward music as a tool for religious services. Designed specifically for the upper division music major concentrating in music ministry. Students may register for thirty, forty-five, or sixty minute lesson per week. Minimum of five hours practice per week required. Applied music courses are subject to instruction fees and practice fees. Fees are commensurate with instruction time. Not applicable toward music major requirements.

## **Basic Music and Class Music Instruction Courses**

**MUSC 103A, 103B, 143A, 143B, 203A, 203B, 243A, 243B • Basic Instrument I, II, III, IV, V, VI, VII, VIII (1, 1, 1, 1, 1, 1, 1, 1 unit)**

Private instruction. Not applicable toward music major requirements. Student may register for thirty, forty-five, or sixty minute lesson per week. Minimum of five hours practice per week required. Private instruction and practice fee. Instruction fee is commensurate with instruction time.

**MUSC 105A, 105B, 145A, 145B, 205A, 205B, 245A, 245B • Class Piano I, II, III, IV, V, VI, VII, VIII (1, 1, 1, 1, 1, 1, 1, 1 unit)**

Techniques of performance, note reading, and basic musicianship in successive levels. Open to all students. Advanced placement by permission of the instructor. Class meets two hours per week. Lab fee.

**MUSC 107A, 107B, 147A, 147B, 207A, 207B, 247A, 247B • Basic Piano I, II, III, IV, V, VI, VII, VIII (1, 1, 1, 1, 1, 1, 1, 1 unit)**

Private instruction open to all students. Provides alternative study for non-music majors, or for music majors preparing for the piano proficiency examination. Not applicable toward music major or music minor requirements. May register for thirty, forty-five, or sixty minute lesson per week. Minimum of five hours practice per week required. Private instruction and practice fee. Instruction fee is commensurate with instruction time.

MUSC 109A, 109B, 149A, 149B, 209A, 209B, 249A, 249B • Basic Voice I, II, III, IV, V, VI, VII, VIII (1, 1, 1, 1, 1, 1, 1, 1 unit)

Private instruction open to all students. May register for thirty, forty-five, or sixty minute lesson per week.

Minimum of five hours practice per week required. Private instruction and practice fee. Instruction fee is commensurate with instruction time. Not applicable toward music major or music minor requirements.

MUSC 111 • Class Voice (1 unit)

Group instruction in the fundamentals of singing. Class meets two hours each week.

MUSC 112, 152, 212, 252 • Class Guitar I, II, III, IV (1, 1, 1, 1 unit)

Group instruction open to all students. Class meets two hours each week.

MUSC 255 • Foreign Language Diction (2 units)

Designed for voice majors. Study and practice of Italian, German, Latin, and French pronunciation.

## **Applied Music Instruction**

All music majors are required to study one performance medium in applied music instruction each semester until the requirements for their specific emphasis are completed. The applied music courses listed below are each one-unit successive levels of private music instruction. Each level is prerequisite to all higher levels.

Students may audition for advanced standing. All students enrolled in applied music are required to participate in regularly scheduled departmental recitals. All applied music students perform for faculty jury for their final examination. Students may register for a thirty, forty-five, or sixty minute lesson per week. A minimum of five hours practice per week is required. Applied music courses are subject to instruction fees and practice fees. Fees are commensurate with instruction time.

MUSC 115, 175, 215, 275, 315, 375, 415, 475, 481, 482 • Applied Music: Instrumental (1, 1, 1, 1, 1, 1, 1, 1, 1 unit)

MUSC 116, 176, 216, 276, 316, 376, 416, 476, 487, 488 • Applied Music: Organ (1, 1, 1, 1, 1, 1, 1, 1, 1 unit)

MUSC 117, 177, 217, 277, 317, 377, 417, 477, 483, 484 • Applied Music: Piano (1, 1, 1, 1, 1, 1, 1, 1, 1 unit)

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

## **Applied Music Performance Instruction**

The applied music performance courses listed below are each two-unit successive levels of private music instruction which are offered for the music major in the performance emphasis. Each level is prerequisite to all higher levels. Music majors in the performance emphasis are required to enroll in a two-unit applied music course each semester. They are required to participate in regularly scheduled departmental recitals, and to perform for faculty jury for their final examination. Students must register for a minimum of one hour instruction per week. A minimum of ten hours practice per week is required. MUPF courses are subject to instruction fees and practice fees. Fees are commensurate with instruction time. Music majors in the performance emphasis are required to present a Junior Recital during the second semester of the junior year, and a Senior Recital during the second semester of the senior year.

MUPF 175, 215, 275, 315, 375, 415, 475, 481, 482 • Applied Music: Instrumental (2, 2, 2, 2, 2, 2, 2, 2, 2 units)

MUPF 176, 216, 276, 316, 376, 416, 476, 487, 488 • Applied Music: Organ (2, 2, 2, 2, 2, 2, 2, 2, 2 units)

MUPF 177, 217, 277, 317, 377, 417, 477, 483, 484 • Applied Music: Piano (2, 2, 2, 2, 2, 2, 2, 2, 2 units)

MUPF 178, 218, 278, 318, 378, 418, 478, 485, 486 • Applied Music: Voice (2, 2, 2, 2, 2, 2, 2, 2, 2 units)

## Applied Composition Courses

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

Applied composition courses are each one unit successive levels of private lessons in music composition. MUSC 136 is a prerequisite to the first level, and each level thereafter is prerequisite to all higher levels. Students enrolled in these courses are required to have at least one piece performed each semester on scheduled departmental recitals. Students will receive one lesson (minimum of thirty minutes instruction) per week. A minimum of five hours per week additional preparation time is required. MUTC Applied Composition courses are subject to the current applied music instruction fees.

MUTC 493 • Senior Recital in Composition (1 unit)

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. Guidelines for preparing, planning, scheduling, and presenting a Senior Recital in Composition are available in the Music Department office. Prerequisite: Music Department approval and concurrent registration in MUTC 410. Offered on a pass/fail basis only. Lab fee: \$100 in addition to the unit fee.

## Junior and Senior Recitals

MUSC 391 • Junior Recital (1 unit)

Music majors with a Performance Emphasis will present a Junior Recital in the second semester of the junior year. A Junior Recital is a half-hour formal solo program of repertoire appropriate for the culmination of six semesters of applied music study. Students in Music Education or Music Ministry Emphases may present a Junior Recital with Music Department permission. Guidelines for preparing, planning, scheduling, and presenting a Junior Recital are available in the Music Department office. Prerequisites: Music Department approval, and concurrent registration in MUPF 375, 376, 377, 378, or higher applied music course number. Offered on a pass/fail basis only. Lab fee: \$75.00 in addition to the unit fee.

MUSC 491 • Senior Recital (1 unit)

Prerequisites: Completion of seven consecutive semesters of applied music instruction and enrolled in the eighth semester of applied music instruction. Music degree candidates must enroll during the semester of the senior recital performance. Students seeking the performance degree must enroll for one-hour credit; all others enroll for zero credit. Evaluation is based on the student's performance of the recital, and the final grade is given by a committee of the Department of Music faculty. Lab fee.

## Ensembles

All music majors must complete eight consecutive semesters of ensemble participation (eight units) including four units of Lower Division credit selected from MUSC 200, 240, 241, or 250 and four units Upper Division credit selected from MUSC 300, 340, 341, or 350.

**MUSC 120 • Vanguard Singers and Band (1 unit)**

A select vocal and instrumental ensemble sponsored by Vanguard University and the Department of Music. It is a music ministry group whose primary function is to represent the University at local churches, schools and conventions. Includes frequent weekend performances and annual extended summer tour. Study and performance of sacred choral literature of all styles with an emphasis on contemporary Christian music. Meets three hours each week. Open to members of the Concert Choir, Concert Band, Women's Chorus, or Concert Orchestra by audition and interview. Serves as an elective. Does not meet the music major ensemble requirement.

**MUSC 122 • Handbell Ensemble (1 unit)**

Study and performance of handbell literature of various styles and 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 200, 300 • Concert Band (1, 1 unit)**

Instrumental ensemble for the study and performance of band literature representing various musical styles. Performs at special concerts on and off campus; provides music at pep rallies, athletic events, and other university functions. Meets three hours each week. Meets the ensemble requirement for music majors and minors and is an elective course. Open to all students by audition.

**MUSC 222, 322 • Percussion Ensemble (1, 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 224, 324 • String Ensemble (1, 1 unit)**

Study and performance of string ensemble literature from all musical periods. Meets two hours weekly. Open to all students by audition. Offered upon demand. Does not meet the music major ensemble requirement.

**MUSC 233, 323 • University Jazz Band (1, 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. Does not meet the music major ensemble requirement. Open to all students. Offered upon demand.

**MUSC 240, 340 • Concert Orchestra (1, 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, 341 • Women's Chorus (1, 1 unit)**

The study, rehearsal, and performance of SSA 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 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 250, 350 • Concert Choir (1, 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 260, 360 • Brass Ensemble (1, 1 unit)

Study and performance of brass 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 267, 367 • Woodwind Ensemble (1, 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.

# Department of Theatre Arts

*Susan K. Berkompas, M.F.A., Chair*

*MISSION: The Department of Theatre Arts seeks to establish a Christ-centered, professional environment for artistic expression by developing the creative mind, body and spirit of each student in the disciplines of performance; directing; design; production; theatre management; script writing; theatre history and dramatic literature. By imparting knowledge and allowing hands-on participation, the department can be about: forming students to model the Christian life; informing students to prepare them for service; and transforming students to impact a contemporary society for Christ.*

## Theatre Arts Major Requirements

**sixty-two units**

### **Lower Division**

**26 units**

THEA 106	Theatrical Production I: Beginning Set Construction	2 units
THEA 120 or THEA 252	Voice & Speech for the Actor: Fundamentals Producing/Theatre Management	3 units
THEA 135 or THEA 150	Theatre Movement Stage Management	2 units
THEA 200C	Introduction to Theatre	3 units
THEA 201C	History of Theatre	3 units
THEA 206	Theatrical Production II: Crew	1 unit
THEA 210	Beginning Acting	3 units
THEA 218	Drafting and Scenic Design	3 units
THEA 221	Theatrical Performance I	3 units
THEA 239 or THEA 240	Makeup Design: Fundamentals Scenic Painting	3 units

### **Upper Division**

**36 units**

THEA 306	Theatrical Production III: Intermediate Set Construction	2 units
THEA 309	Costume Design: Fundamentals	3 units
THEA 310 or THEA 321	Improvisation Acting/Directing for the Camera	3 units
THEA 320	Lighting Design: Fundamentals	3 units
THEA 322	Theatrical Performance II	3 units
THEA 324	Theory and Criticism	3 units
THEA 338 or THEA 323	Stage Combat Sound Design	2 units
THEA 360 or THEA 455	Dramatic Literature: Script Analysis Shakespeare	3 units
THEA 386	Theatrical Production IV: Crew Head (Junior Project)	1 unit
THEA 410 or THEA 425	Advanced Acting Computer Aided Design for Theatre	3 units
THEA 430	Directing for Theatre	3 units
THEA 440	Script Writing: Stage and Film	3 units
THEA 450	Theatre Internship	2 units
THEA 492	Senior Project: Planning	1 unit
THEA 494	Senior Project: Production	1 unit

Total:

62 units plus 8 electives

**Theatre Minor Requirements****twenty-two units**

THEA 106	Theatrical Production I: Beginning Set Construction	2 units
THEA 120	Voice and Speech for the Actor I	3 units
or THEA 150	Stage Management (2 units)	
THEA 206	Theatrical Production II: Crew	1 unit
THEA 210	Beginning Acting	3 units
or THEA 218	Drafting and Scenic Design	
THEA 221	Theatrical Performance I	1 unit
or THEA 306	Theatrical Production III: Intermediate Set Construction	
THEA 360	Dramatic Literature: Script Analysis	3 units
THEA 410	Advanced Acting	3 units
or THEA 425	Computer Aided Design for Theatre	
THEA 430	Directing for Theatre	3 units
Choose one of the following design classes:		3 units
THEA 218	Drafting and Scenic Design	
THEA 239	Makeup Design: Fundamentals	
THEA 240	Scenic Painting	
THEA 309	Costume Design: Fundamentals	
THEA 320	Lighting Design: Fundamentals	
THEA 323	Sound Design	
THEA 425	Computer Aided Design for Theatre	

**Performance/Directing Majors:**

For majors and minors who wish to concentrate on the performance/directing fields, this department encourages those students to take the performance oriented alternative courses listed above rather than the technical/design oriented alternative courses.

**Technical/Design Majors:**

For majors and minors who wish to concentrate on the technical/design fields, this department encourages those students to take the technical/design oriented alternative courses listed above rather than the performance oriented alternative courses. This department also encourages those majors to take these electives: COMM 274 Introduction to Digital Audio (4 units) and COMM 293 Visual Communications (3 units).

**Musical Theatre Majors:**

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

**Theatre Arts Courses**

THEA 102 • Introduction to Acting for Non-Majors (3 units)

Introducing students to the art and craft of creating believable characters for the stage utilizing various theatre games and improvisations leading into scene work and monologues. This course is specifically designed for non-majors who wish to gain skills in speaking in front of large groups.

**THEA 106 • Theatrical Production I: Beginning Set Construction (2 units)**

Participation in the construction and assembling of the mainstage and/or showcase sets including painting and various techniques utilized in set design. Repeatable up to four units.

**THEA 120 • Voice and Speech for the Actor: Fundamentals (3 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. Lab fee.

**THEA/EXSS 135 • Theatre Movement (2-3 units)**

An introduction to the study of stage movement and health fitness. It will include exercises and techniques to insure cardiovascular fitness, flexibility and meaningful aesthetic stage movement and physicality utilizing the Laban and Alexander techniques.

**THEA 150 • Stage Management (2 units)**

The study of how to become a successful stage manager. The students will learn organizational, interpersonal, and publicity skills. The students will learn how to manage actors and scheduling, work with the directors, and oversee the production for stage as well as television/film. Alternates every other year with THEA 252.

**THEA 200C • Introduction to Theatre (3 units)**

An introduction to the study of theatre with focus on forms, genres, performance space, and the artistic principles of production, as well as the technical aspects. Selected readings, discussions, attendance at plays, and critiques of performances are required. Theatre majors may not take THEA 200C to fulfill the core curriculum requirement in fine arts. Students who have already received credit for THEA 100: Introduction to Theatre or equivalent CANNOT receive credit at all for this course.

**THEA 201C • History of Theatre (3 units)**

A study of the history of theatre from the ancient Greeks to present day: its physical aspect, its literature, and its personnel. Theatre majors may not take THEA 201C to fulfill the core curriculum requirement in fine arts.

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

An intensive study of the history of theatre from the ancient Greeks to the 17th century.

**THEA 204 • History of Theatre II (3 units)**

An intensive study of the history of theatre from the 17th century to the present day.

**THEA 206 • Theatrical Production II: Crew (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 hand; box office; parking; refreshments; ushering; stage management; assistant stage management. Repeatable up to four units.

**THEA 210 • Beginning Acting (3 units)**

Theory and practice in the art of creating believable characters for stage, including developing technique in observation, sensory awareness, applied imagination, ensemble work, theatre exercises and scene work. This course is designed for theatre majors and minors. Lab fee.

**THEA 218 • Drafting and Scenic Design (3 units)**

A study of design theory and practicum as it pertains to the stage set utilizing the techniques of drawing/drafting of ground plans and construction of models. Lab fee.

**THEA 221, 322 • Theatrical Performance I, II (1-3 units)**

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. All must audition for the mainstage production before adding this class. Majors and minors are encouraged to enroll for two units at a time. Each class is repeatable up to six units.

**THEA 239 • Makeup Design: Fundamentals (3-4 units)**

An introduction to the techniques and application of makeup as it applies to the stage, film and television, incorporating color analysis and design techniques for creating old age, fantasy, special effects and crepe facial hair. The student is required to serve as part of the makeup crew for one of the two mainstage productions for lab. Lab fee.

**THEA 240 • Scenic Painting (3-4 units)**

A study of the scenic painting techniques necessary to paint theatrical scenery and various faux finishes, including the use of color and the design process. A basic study of prop-making and materials used will also be covered. Students will study the design process, the use of color and will learn all of the various painting styles and techniques used in theatre and film and all faux finishes. A basic study of prop building and materials used will also be covered. The student is required to serve 20 arranged lab hours during mainstage production (painting set pieces). 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. Alternates every other year with THEA 150.

**THEA 306 • Theatrical Production III: Intermediate Set Construction (2 units)**

Participation in the construction and assembling of the mainstage and/or showcase sets including painting and various techniques utilized in set design. Repeatable up to four units.

**THEA 309 • Costume Design: Fundamentals (3-4 units)**

Students completing this class will be able to recognize specific periods of costume, understand the costume designer's role on the production team, as well as complete the research, character and script analyses, renderings, costume plots, and budget analyses necessary to successfully design a show. Students will be expected to critique both on and off campus productions and serve on a costume crew (20 hours) for one of the two mainstage productions for lab. This course is now a major requirement, no longer an option. Lab fee.

**THEA 310 • Improvisation (3 units)**

Problem solving theatre games and exercises are explored so as to develop spontaneity and impulse in action to free the player's imagination.

**THEA 320 • Lighting Design: Fundamentals (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 of the two mainstage productions. The student is required to serve 20 hours as part of the lighting crew for one of the two mainstage productions for lab. This course is now a major requirement, no longer an option. Lab fee.

**THEA 321 • Acting/Directing for the Camera (3 units)**

Prerequisite THEA 210. An introductory level class designed to familiarize students with the process of acting and directing for film or video using scenes from current stage and screen plays. Emphasis is on "single camera" situations. Lab fee.

**THEA 323 • Sound Design (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.

**THEA/EXSS 338 • Stage Combat (2-3 units)**

Prerequisite for all theatre majors/minors: THEA/EXSS 135 Theatre Movement; non-theatre majors/minors are not required to take this prerequisite. 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.

**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 the script in order to understand the work of each playwright. Lab fee.

**THEA 386 • Theatrical Production IV: Crew Head (Junior Project) (1 unit)**

Participation in production crew for mainstage show for one or more of the following production teams: set construction; costumes; makeup/hair; lighting; sound; house management; props; stage management; assistant stage management. Repeatable up to four units.

**THEA 410 • Advanced Acting (3 units)**

Prerequisite: THEA 210. An in-depth study of characterization utilizing the Stanislavski system and Sanford Meisner's techniques of acting. Lab fee.

**THEA 425 • Computer Aided Design for Theatre (3 units)**

Prerequisites: THEA 218 and THEA 320. Advanced theatre design and technical production with an emphasis on the computer as a design and drafting tool for set and lighting.

**THEA 430 • Directing for Theatre (3 units)**

Prerequisites: THEA 106, 206. Introduction to the techniques and fundamentals of stage directing using text, theory and practicum while applying these approaches to student directed One-Acts. Lab fee.

**THEA/COMM 440 • Script Writing: Stage and Film (3 units)**

Development of script writing techniques as applied to stage and film. The student will be required to develop and write a one-act stage or screen play. Lab fee.

**THEA 450 • Theatre Internship (1-3 units)**

The student is to serve a 60-hour internship with one of our approved professional theaters. Freshmen may not take this course. This must be arranged the previous semester.

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 (i.e., Musical Theatre; Vanguard Players Summer Tour). May be repeated for credit.

THEA 480 • Individual Studies (1-3 units)

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

THEA 492 • Senior Project: Planning (1 unit)

Prerequisite: Consent of the department chair. The student will develop a prospectus including the concept, purposes, research, definition of terms, description, and methods of procedure for a project to be carried out in the following semester.

THEA 494 • Senior Project: Production (1 unit)

The student will execute the prospectus developed in THEA 492, and will produce, and/or direct and edit the project into final form for presentation to the college community. Consent of department chair. Lab fee.

# Division of Liberal Studies

Jerry B. Ternes, Ed.D., Chair

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*MISSION: The mission of the Division of Liberal Studies is to provide undergraduate students with a broad liberal arts education within the context of a Christian worldview in a multicultural setting. The liberal studies major is designed to challenge students to integrate the different academic disciplines and to bring about wholeness of the mind, emotions, and character.*

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## The Liberal Studies Major

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 Liberal Studies major has the approval of the California Commission on Teacher Credentialing, for those seeking a California Multiple Subjects Teacher Credential. (Students will refer to the Graduate Program in Education for specific information about pursuing a teacher credential.)

Liberal Studies is also an excellent choice for those planning on entering graduate school. Examples of students who should consider the major are those planning on law school, seminary, or a public service career.

## Major Course 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 should carefully consider the following courses.

### **English/Communication (a minimum of eighteen units).**

COMM 201C	Speech Composition and Presentation	3 units
ENGL 120C	Persuasive Writing	3 units
ENGL 220C	Research Writing	3 units
ENGL 300C	Literary Perspectives	3 units
or ENGL 312C	American Diversity	
or ENGL 431C	World Literature I	
or ENGL 432C	World Literature II	
ENGL 340	Children's Literature	3 units
ENGL 453	Language, Culture and Linguistics (Seniors only)	3 units

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

Choose at least two of the following three courses:	6 units	
MATH 145C	Data Analysis	
MATH 265C	Introduction to Statistics	
MATH	Math Elective Course	
Choose from the following for the remaining 15 units:		
MATH/BIOL/PSCI	Math or Life/Earth/Physical Science Course	3-4 units
PSCI/BIOL	Earth Science Course	3-4 units

PSCI/BIOL	Life Science Course	3-4 units
PSCI	Physical Science Course	3-4 units

**Religion (a minimum of fifteen units).**

NT 101C	New Testament Survey	3 units
OT 201C	Old Testament Survey	3 units
THEO 101C	Foundations of Christian Life	3 units
or THEO 103C	Introduction to Theology	
THEO 300C	Developing a Christian World View	3 units
CHIS 400C	Christian Heritage	3 units

**Fine Arts/Humanities (a minimum of twelve units).**

ART 252C	History and Appreciation of Art	3 units
ART 325	Techniques of Art	3 units
PHIL 201	Introduction to Philosophy	3 units
or PHIL 210	Critical Thinking	
MUSC 337	Music for Elementary Schools	3 units

**Social Science (a minimum of twenty-one units).**

ANTH 102C	Introduction to Cultural Anthropology	3 units
or ANTH 312	Cross-Cultural Studies	
or ANTH 342	Class, Race, Ethnicity and Gender	
HIST 156C	United States History	3 units
HIST 203C	World Civilizations I	3 units
or HIST 204C	World Civilizations II	
POLS 155C	United States Government	3 units
PSYC 103C	General Psychology	3 units
SOCS 150	World Geography	3 units
SOCS 215	Principles of Economics (Macro)	3 units

**Physical Education (a minimum of two units).**

EXSS 145C	Lifetime Fitness and Wellness – Lecture	1 unit
EXSS 146C	Lifetime Fitness and Wellness – Lab	1 unit

(EXSS 145C and EXSS 146C must be taken concurrently)

or at least two one-unit activity courses (upon approval for transfer students)

**Human Development (a minimum of nine units).**

PSYC 320	Developmental Psychology	3 units
EXSS 434	Movement in Education for Children	3 units
Upper Division Social Science Elective		3 units

**Emphasis (a minimum of twelve units).**

Students must choose an emphasis from one of the following areas: anthropology, communication, English writing or literature, history and political science, biological science, exercise and sports science, mathematics, music, physical education, psychology, sociology, or Spanish.

As a capstone experience to the emphasis, each senior Liberal Studies student will participate in a portfolio/performance/demonstration assessment. Contact the Liberal Studies Division for details.

**Professional Requirements and Prerequisites (a minimum of seven units).**

CORE 100C	Cornerstone (Freshmen only)	1 unit
or CORE 101C	College Learning Skills (3 units)	
EDUC 100	Introduction to Education	3 units
EDUC 315	Teaching in a Multicultural Setting	3 units

To be taken during the junior or senior year. Prerequisite for Graduate Education Program.  
Capstone Course (to be determined)

**Electives (a minimum of eleven units).**

*Recommended electives:*

EDUC 305	Tutoring in an Urban Setting	1-3 units
EDUC 441	Philosophy of the Christian School	3 units
SPAN 101	Beginning Spanish I	4 units
SPAN 102	Beginning Spanish II	4 units
SPAN 203	Intermediate Spanish I	4 units

## Undergraduate Education and Related 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.

**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 permit only. See the Chair of the Division of Liberal Studies for further information.

**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 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. Students who have already received credit for EDUC 302: Introduction to Education in a Multicultural Setting or equivalent CANNOT receive credit at all for this course.

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

Prerequisite: EDUC 315; may be taken concurrently; requires senior standing. This course surveys the acquisition and use of language within a 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. This course is required for the Cross-Cultural Language, and Academic Development (CLAD) credential.

**EDUC 455 • Teaching Assistantship in Education (1-3 units)**

Prerequisite: EDUC 315. This course will give the student opportunity for working as a teaching assistant in a local school. Included will be direct instruction of individuals and small groups. With permission of the supervising teacher, the student may conduct some whole-class instruction. Limited enrollment by permit only.

**EDUC/CAPL 465 • The Use of Computers in Education (3 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 Logo, word processing, spreadsheets, and other programs that are of assistance to educators or are currently used with students in K-12 classrooms. This course fulfills the Professional Clear Credential computer requirement. Requires Senior standing.

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

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

**EDUC 490 • Seminar in Education (1-3 units)**

Prerequisite: EDUC 315 and consent of the instructor and division chair. Mutual investigation of one topic in education studies of particular relevance to upper division liberal studies majors. May be repeated for credit.

# Division of Literature and Modern Languages

Kelly Walter Carney, Ph.D., Chair

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

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## Department of English

Kelly Walter Carney, Ph.D., Chair

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*MISSION: The English Department facilitates the rigorous study of literature and writing through Christian perspectives on ethics, imagination, diversity, and truth; informed analysis of creative literature, and advanced strategies 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 Major

#### **English Major Core Requirements**

**thirty-nine to forty-one units**

ENGL 240	Foundations of Literary Study	3 units
ENGL 260	Survey of British Literature I	3 units
ENGL 262	Survey of British Literature II	3 units
Choose two of the following literature courses:		6 units
ENGL 310	Survey of American Literature I	
ENGL 311	Survey of American Literature II	
ENGL 312C	American Diversity	
ENGL 431C	Survey of World Literature I	3 units
or ENGL 432C	Survey of World Literature II	
ENGL 455	Shakespeare	3 units
ENGL 465	Theory and Criticism of Literature	3 units
or ENGL 466	Introduction to Contemporary Literary Theory and Criticism	
ENGL 499C	Capstone Seminar in English	3 units
Foreign Language (2 semesters of the same foreign language)		6-8 units
Choose two of the following writing courses:		6 units
ENGL 210	Technical Writing	
ENGL 320	Journalism	
ENGL 350	Creative Writing	
ENGL 370	Advanced Composition and Rhetoric	
ENGL 380	Advanced English Grammar	
ENGL 438	Creative Writing Workshop	

ENGL 451	Writing Internship
ENGL 453	Language, Culture and Linguistics
ENGL 486	Advanced Research Methods
ENGL 488	Writing Apprenticeship

In addition to the English Major Core Requirements, each student is required to take 12 additional units of Upper Division courses to be chosen from the English Department curriculum, according to one of the five emphases within the major.

***Creative Writing Emphasis Requirements***

***twelve units***

ENGL 350	Creative Writing	3 units
ENGL 370	Advanced Composition and Rhetoric	3 units
ENGL 438	Creative Writing Workshop	3 units
ENGL 488	Writing Apprenticeship	3 units

***Graduate School Emphasis Requirements***

***twelve units***

Choose 12 units from the following courses:

ENGL 325	Period Focus	3 units
ENGL 335	Genre Focus	3 units
ENGL 370	Advanced Composition and Rhetoric	3 units
ENGL 425	Author Focus	3 units
ENGL 444	Culture Focus	3 units
ENGL 465	Theory and Criticism of Literature	3 units
ENGL 466	Introduction to Contemporary Literary Theory and Criticism	3 units
ENGL 470	Special Topics	1-3 units
ENGL 486	Advanced Research Methods	3 units
ENGL 490	Seminar	1-3 units

***Professional or Technical Writing Emphasis Requirements***

***twelve units***

ENGL 370	Advanced Composition and Rhetoric	3 units
ENGL 380	Advanced English Grammar	3 units
ENGL 486	Advanced Research Methods	3 units
ENGL 488	Writing Apprenticeship	3 units

***Generalist Emphasis Requirements***

***twelve 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.

***High School Teaching Emphasis Requirements***

***twelve units***

Building on the common courses and seminars, these students should choose twelve units from the English curriculum according to the CTC-approved subject matter program, available in the English Department.

## English Courses

ENGL 090 • Basic English (3 units)

Basic study and review of parts of speech, sentence and paragraph construction. Credits do not count toward graduation. Offered on pass/fail basis only.

**ENGL 111 • Reading and Writing Laboratory (1 unit)**

Individualized diagnosis, prescription and instruction in reading and writing for academic purposes. May be taken two semesters for credit. Graded as a credit/fail option only. Students will be required to register in this course parallel to their enrollment in ENGL 120C, based on their score on a diagnostic exam given at the beginning of ENGL 120C. This course does not fulfill a core curriculum requirement.

**ENGL 120C • Persuasive Writing (3 units)**

Exposition and argument at the college level. The course emphasizes writing, revising and editing, reading, research skills, and mechanics. Course must be passed with a "C" (not "C-") or better to enroll in ENGL 220C. Students who have already received credit for ENGL 102: Composition and Rhetoric, ENGL 104: Composition and Rhetoric on Computer or equivalent CANNOT receive credit at all for this course.

**ENGL/MATH 210 • Technical Writing (3 units)**

Prerequisite: ENGL 120C. Expository writing on technical subjects dealt with in industry, science, and education. Long and short forms including reports, proposals, journal articles, and research papers.

**ENGL 220C • 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 120C. Taught in the computer lab. Must be passed with a "C" (not "C-") or better to fulfill the core curriculum requirement.

**ENGL 240 • Foundations of Literary Study (3 units)**

Introductory course for the English major covering the tools and concepts necessary to the understanding and interpretation of literature. Offered in tandem with ENGL 499C. This course is a prerequisite for all Upper Division courses in English and must be taken prior to or concurrent with other courses in the major. All English majors are required to take ENGL 240 as a substitution for the core curriculum requirement in English.

**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.

**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.

**ENGL 291, 292, 293 • Special Topic (1, 2, 3 units)**

Study of a special topic focusing upon a literary period, genre, and/or author(s).

**ENGL 300C • Literary Perspectives (3 units)**

Introduces the student to a variety of literary genres as well as diverse authors, cultures, and experiences.

**ENGL 310 • Survey of American Literature I (3 units)**

A historical survey of American prose and poetry from the Colonial Period to 1865. This course does not fulfill a core curriculum requirement.

**ENGL 311 • Survey of American Literature II (3 units)**

A historical survey of American prose and poetry from 1865 to the present. This course does not fulfill a core curriculum requirement.

**ENGL 312C • American Diversity (3 units)**

The study of past and present American literature composed by African American, Asian American, Hispanic American, and Native American writers, with emphasis on theme, background, heritage, and culture. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

**ENGL/COMM 320 • Journalism (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)**

The study of the literary output of a particular period. The period will vary according to the instructor, but the class might cover the literature of Romanticism, Modernism, the Medieval period, the Eighteenth Century, or the Latin American Boom. May be repeated for credit.

**ENGL 335 • Genre Focus (3 units)**

The study of the development and variations of a particular literary form. The Genre will vary according to the instructor, but the class might cover the novel, short story, poetry, or autobiography. May be repeated for credit.

**ENGL 340 • Children's Literature (3 units)**

Reading and evaluating literature written especially for children—includes a historical as well as a genre approach.

**ENGL 350 • Creative Writing (3 units)**

Prerequisite: ENGL 240 and consent of the instructor. Students learn and implement the basic techniques and theory specific to the three genres: fiction, poetry, and drama. Lecture and workshop combined.

**ENGL/THEA 360 • Dramatic Literature: Script Analysis (3 units)**

This course introduces the student to history's most influential stage and screen plays giving the student skills with which to analyze critically the script in order to understand the work of each playwright. Lab fee.

**ENGL/COMM 370 • Advanced Composition and Rhetoric (3 units)**

Prerequisite: ENGL 120C. Theory and practice in advanced technique for factual writing. The use of logical and psychological presentation of material for polemics and light essay.

**ENGL 380 • Advanced English Grammar (3 units)**

Prerequisite: ENGL 120C. A study of modern English usage in syntax, form, and the mechanics of composition, with emphasis on problems which the teacher meets in public schools; a consideration of some conflicts between conventional grammatical teaching and current usage.

**ENGL/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)**

The intensive study of the literary achievement of a single author. Content will vary according to instructor, but might include Margaret Atwood, Jorge Luis Borges, William Faulkner, James Joyce, Clarice Lispector, John Milton, Toni Morrison, or Mark Twain. May be repeated for credit.

**ENGL 431C • Survey of World Literature I (3 units)**

An examination of the contours of international literature, including European, African, Asian, and Latin American literature up to the European Renaissance. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

**ENGL 432C • Survey of World Literature II (3 units)**

An examination of the contours of international literature, including European, African, Asian, and Latin American literature from the European Enlightenment to the present. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

**ENGL 438 • Creative Writing Workshop (3 units)**

Prerequisite: ENGL 350 and consent of the instructor. The theory and practice of writing a particular literary genre. Genre will vary according to the instructor, but might include screenwriting, scriptwriting, poetry, or the short story. May be repeated for credit.

**ENGL 444 • Culture Focus (3 units)**

The specialized study of the creative expression of a particular cultural group, including written, oral, visual, musical, and performative creative traditions. Content will vary according to instructor, but might include Women writers, African American literature, Asian American, Native American literature, or the literature of Ireland, with commensurate critical approaches. May be repeated for credit.

**ENGL 450 • Internship: Teaching English (3 units)**

Open to seniors with a grade point average of 3.0 or above. The student selects and attends the sessions of an English 120C, 220C or 300C 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 (3 units)**

Prerequisite: Junior or senior status and a grade point average of 3.0 or higher. Actual work experience in a business firm as a writer, providing an opportunity for the practical application of student writing skills under direct supervision. Additional reading and writing are required, together with regular meetings with the instructor. May be repeated to a maximum of six units.

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

A survey of the acquisition and use of language within a cultural context. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language'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)**

Reading Shakespeare's major works of drama and poetry within the historical and cultural context of the Renaissance.

**ENGL 465 • Theory and Criticism of Literature (3 units)**

A historical survey of literary theory; a chronological survey of critical approaches to literature.

**ENGL 466 • Introduction to Contemporary Literary Theory and Criticism (3 units)**

An introduction to major voices current in literary theory, as well as methods of electronic research, including CD-ROM databases and the World Wide Web. The different writing projects are designed to assist students in their development as scholarly researchers. This course fulfills departmental requirements for literary theory or for upper division English electives.

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

Prerequisite: Consent of the instructor. Study of a special topic, focusing upon a literary period, genre, and/or author(s). May be repeated for credit.

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

Prerequisites: Junior or senior status with a 3.0 GPA; consent of the instructor and department chair. May be repeated for credit.

**ENGL 486 • Advanced Research Methods (3 units)**

Students will develop advanced techniques in literary research including computerized research, textual analysis, scholarly methodology and bibliography.

**ENGL 488 • Writing Apprenticeship (3 units)**

Prerequisites: 438 and consent of the instructor. Discussion, criticism, and evaluation of short fiction, poetry, drama, screenplays, nonfiction, or technical documents with an eye towards producing work that is of publishable quality. Query letters to editors and agents will be discussed, and students will research available markets for their work and send it out.

**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 490 • Seminar (1-3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in English or Literature of particular relevance to upper division English majors. May be repeated for credit.

**ENGL 499C • Capstone Seminar in English (3 units)**

This course is designed to serve as a rite of passage for graduating seniors. It particularly is intended to assist the student in integrating the multifaceted aspects of their educational experience with their short- and long-term life goals. Offered in tandem with ENGL 240. This course fulfills the Core Curriculum Capstone requirement for English majors.

## **Humanities Courses**

**HUMA 106 • Publications: Yearbook (1 units)**

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

# Department of Spanish

Kelly Walter Carney, Ph.D., Chair

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

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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 a proficiency exam. The exam will cover areas of reading, speaking, and writing.

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

## Spanish Major Requirements

### I. The following courses are required of Spanish majors:

#### **Language Proficiency Core**

**twenty-four units**

(All Beginning Spanish and Intermediate Spanish courses require 1 hour per week of language laboratory in addition to class hours)

SPAN 101	Beginning Spanish	4 units
SPAN 102	Beginning Spanish II	4 units
SPAN 203	Intermediate Spanish	4 units
SPAN 204	Intermediate Spanish II	4 units
SPAN 303	Advanced Spanish I	4 units
SPAN 304	Advanced Spanish II	4 units

#### **Culture & Literature Preparation Core**

**nine units**

Choose one course from each section:

- 1) SPAN 365 Curso Panorámico de Latinoamérica 3 units  
or SPAN 366 Civilization and Culture of Spain
- 2) SPAN 300 or 400 series: Any course in Latin American or Spanish Literature 3 units
- 3) Choose one of the following:
  - SPAN 428 Contemporary Issues of Latin American Countries 3 units
  - SPAN 453 Language, Culture, and Linguistics (Required for Teacher Credential/Subject Matter Program in Spanish) 3 units
  - SPAN 464 Religion and Culture in Latin America 3 units

#### **Culture and Language Participation and Application Core**

**eight or sixteen units**

For those majors who choose half a semester at CINCEL, the additional 8 units must come from upper division language courses in addition to the Culture and Literature Core.

SPAN 456	CINCEL Semester Abroad	16 units
	(Half semester = 8 units; Full semester = 16).	

**II. 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	24 units
Culture & Literature Preparation Core	9 units
CINCEL Semester Abroad	16 units
Upper Division Electives	6 units
<b>Total Units for the Major</b>	<b>fifty-five units</b>

## Additional Coursework at CINCEL

Any student desiring to take extra units of study while at CINCEL must receive previous written approval through the Spanish Department, and 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. If a student takes courses at CINCEL other than the intensive language study, credit will be given for the extra course at the usual rate of one unit per fifteen hours of class time.

## Concentration in Spanish for Liberal Studies Majors

Students majoring in liberal studies may complete a Spanish concentration by choosing one of the following options for completing at least twelve units (prerequisite: SPAN 101 and 102 or equivalents):

1. SPAN 203, 204, 303.
2. SPAN 203, 204, one composition course and one cultural course.
3. Upon demonstrating equivalency of SPAN 204, students may elect one composition course, one culture course, and two other upper division courses of their choice for a total of at least twelve semester units.

## Spanish Minor

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

## CLEP

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

## Spanish Courses

SPAN 101 • Beginning Spanish I (4 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. This aggregate course is designed for a slower pace for students who have no background in Spanish.

**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 330 • Literature of Latin America (3 units)**

The study of past and present Latin American authors with emphasis on theme, background, heritage, and culture. Offered in the Fall semester.

**SPAN 335 • Spanish Conversation and Composition (3 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. Offered in the Spring semester.

**SPAN 366 • Civilización y Cultura de España (3)**

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/ANTH 367 • Ancient Civilizations of Middle America (3 units)**

A study of the rise of civilization in Middle America as revealed by archaeology and early writings, emphasizing the cultural and technological achievements of the Toltecs, Aztecs, Mayans, and others as well as the folk cultures of the present inhabitants of these areas.

**SPAN 368 • Introducción a la Literatura Española (3)**

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/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 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)**

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 256/456 • CINCEL Semester Abroad (8, 16 units)**

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 Chairperson 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. For Lower Division units (CINCEL 256), students must have one year from Vanguard University (SPAN 101-102) or the equivalent. For Upper Division credit (SPAN 456), students must have completed the intermediate level (SPAN 203-204) or the equivalent. Since CINCEL (SPAN 256 and 456) is not cross-referenced with any other department, such departments sending students must conform to the course syllabus provided by the Chair of the Spanish Department.

**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 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.

# Division of Natural Sciences and Mathematics

Cecil Miller, Ph.D., Chair

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*MISSION: The Division of Natural Sciences and Mathematics seeks to enhance, within the Christian perspective, the student's knowledge, understanding, and appreciation of the interaction of creation, the natural laws regulating it, and the human forces influencing it. The student is expected to achieve knowledge and appreciation in the philosophy, limitations, methods, procedure, and literature of science. The division includes the areas of biology, chemistry, computer applications, exercise sports science, mathematics, and physics.*

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The Natural Science and Mathematics Program is designed to satisfy the basic science requirements of pre-dental, pre-medical, pre-pharmacy, pre-physical therapy, and pre-nursing training, pre-veterinarian, pre-physician, assistant and pre-chiropractic; to prepare students to enter a professional teaching career in chemistry, biology, sports science, or mathematics; to provide a strong foundation for students who intend to continue with graduate work in these fields; and to enable liberal arts students to broaden their background and philosophy through acquaintance with their natural surroundings.

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

## Science or Mathematics Teacher Education

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

## Graduate School Preparation

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

## Pre-Medical and Pre-Dental 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 emphases have been changed (April 1991) to emphasize more critical thinking and writing skills, rather than just factual knowledge. The successful completion of our course program and the knowledge gained will be (1) decidedly helpful in achieving requisite MCAT and DAT scores, and (2) essential in providing an adequate background for medical and dental studies.

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.

## Natural Science Courses

### NSCI 210C • The Empirical World (4 units)

Prerequisite: Sophomore standing. A laboratory course in the natural and physical sciences emphasizing the process of problem solving using the scientific method. Modules will provide an introduction to the philosophy of science including ethical questions; will investigate the physical aspects of science including energy, electricity and magnetism, wave phenomena and electromagnetic radiation, the quantum mechanical approach to atomic structure, the interaction of atoms to form molecules, the properties of materials, and the atomic nucleus and radioactivity; will investigate the earth and its relationship to our universe, cosmos, the structure of the earth and its atmosphere, the earth's cycles, and our environment and its ecosystems; will investigate the strategies of life, the molecular interactions in living cells, the structure and function of living cells, classical and modern genetics including genetic technology, and an introduction to the theory of evolution. The study of living systems will focus on human biology. All laboratory experience is under the direct supervision of the faculty and is 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. A three-week summer version of the course may be available. This version of the course covers the same material but in an off-campus field setting. Laboratory fee. Students majoring in Biology, Chemistry or Liberal Studies are exempt from taking NSCI 210C to fulfill the core curriculum requirement in natural science.

## Department of Biology

*Lawrence McHargue, Ph.D., Chair*

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

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

## Biology Major Requirements

### ***Biology Core Courses***

***sixty-two units***

(Required of all biology majors)

BIOL 121 <sup>1</sup>	General Botany	4 units
BIOL 131 <sup>1</sup>	General Zoology	4 units
BIOL 240	Introduction to Molecular and Cell Biology	4 units
BIOL 311	Genetics	4 units
BIOL 409	Microbiology	4 units
BIOL 425	Cell Biology	4 units
BIOL 499C	Capstone Seminar in Biology	4 units
CHEM 120 <sup>2</sup>	General Chemistry I	5 units
CHEM 121 <sup>2</sup>	General Chemistry II	5 units
CHEM 304	Organic Chemistry I	4 units
CHEM 305	Organic Chemistry II	4 units
PSCI 223	Mechanics and Heat	4 units
PSCI 225	Electricity, Magnetism and Light	4 units
MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units

### ***Recommended Botany and Ecology Emphasis Courses***

***eighteen to twenty units***

Choose 4 units from the following courses:<sup>3</sup>

BIOL 315	General Ecology	4 units
BIOL 340	Marine Ecology	4 units
BIOL 345	Field Biology – Mountains	4 units
BIOL 346	Field Biology – Desert	4 units
BIOL 470	Special Topic Course	4 units
BIOL 330 <sup>3</sup>	Conservation Biology	3 units
or BIOL 352 <sup>3</sup>	Economic Botany and Plant Propagation	4 units
BIOL 360 <sup>3</sup>	Biogeography	4 units
BIOL 414 <sup>3</sup>	Plant Taxonomy	4 units
Upper Division BIOL Elective		3 or 4 units

### ***Recommended Education Emphasis Courses***

***fifteen to seventeen units***

BIOL 302	Comparative Vertebrate Anatomy and Embryology	5 units
or BIOL 305	Physiology of Vertebrates	(4 units)
BIOL 414	Plant Taxonomy	4 units
Choose 4 units from the following courses:		
BIOL 315	General Ecology	4 units
BIOL 340	Marine Ecology	4 units
BIOL 345	Field Biology – Mountains	4 units
BIOL 346	Field Biology – Desert	4 units

BIOL 470	Special Topic Course	4 units
BIOL 352	Economic Botany and Plant Propagation	4 units
	or Approved Elective	(3 or 4 units)

**Recommended Neuroscience Emphasis Courses** **seventeen to twenty-four units**

BIOL 432	Neuroscience (required)	4 units
Choose 0-8 units from the following courses:		
BIOL 202	Histology	4 units
BIOL 204	Human Anatomy	4 units
BIOL 302	Comparative Vertebrate Anatomy and Embryology	5 units
BIOL 304	Human Physiology	4 units
BIOL 305	Physiology of Vertebrates	4 units
BIOL 340	Marine Ecology	4 units
CHEM 430	Biochemistry	4 units
CHEM 465	Advanced Biochemistry	4 units
	Approved Upper Division Biology or Chemistry Elective	3-4 units

**Required Psychology Courses<sup>1</sup>**

PSYC 330	Physiological Psychology	3 units
PSYC 371	Experimental Psychology	4 units
PSYC 449	Cognitive Psychology	3 units
Choose 3-6 units from the following courses: <sup>4</sup>		
PSYC 320	Developmental Psychology	3 units
PSYC 332	Abnormal Psychology	3 units
PSYC 335	Social and Psychological Aspects of Aging	3 units
PSYC 350	Theories and Principles of Learning	3 units
	Approved Research Course	3-4 units
	Approved Upper Division Psychology Elective	3-4 units

**Recommended Pre-Medical Emphasis Courses** **sixteen to eighteen units**

BIOL 202	Histology	4 units
	or Approved Elective	(3 or 4 units)
BIOL 302	Comparative Vertebrate Anatomy and Embryology	5 units
BIOL 305	Physiology of Vertebrates	4 units
Choose 4 units from the following courses: <sup>3</sup>		
BIOL 315	General Ecology	4 units
BIOL 340	Marine Ecology	4 units
BIOL 345	Field Biology – Mountains	4 units
BIOL 346	Field Biology – Desert	4 units
BIOL 414	Plant Taxonomy	4 units
BIOL 470	Special Topic Course	4 units

<sup>1</sup> It is essential that BIOL 121 and BIOL 131 be taken during the first year at VUSC in order to meet prerequisites for another biology courses.

<sup>2</sup> It is essential that CHEM 120 and CHEM 121 be taken in the first year at VUSC in order to schedule the proper sequence of chemistry courses.

<sup>3</sup> A number of Au Sable Institute courses are approved to meet requirements for the Biology or other majors to which field biology units can apply. Note the listing of courses at the end of the Biology Program course

descriptions. Au Sable has awarded Vanguard University a scholarship that will pay most of the tuition for one student per year and smaller amounts that would help other students as well. For more information, consult with a faculty representative in the department of Biology regarding Au Sable courses.

<sup>4</sup> It is essential that PSYC 103C General Psychology and MATH/SOCI 265C Introduction to Statistical Methods be taken as part of the core curriculum.

## Biology Courses

### BIOL 100 • Introduction to Life Science (3 units)

Biological principles and problems with emphasis on those which apply to man in the biotic world. Structural and functional study of major plant and animal groups. Note: Does not apply toward a science major or minor, and cannot be taken after BIOL 121, 131, any upper division life science course, or any life science lab course accepted on transfer. This course does not fulfill the core curriculum requirement in natural science. Students who receive credit for BIOL 210: Fundamentals of Biology or equivalent CANNOT receive credit at all for this course.

### BIOL 121 • General Botany (4 units)

An introduction to the fundamental principles of plant classification, anatomy, morphology, physiology, and environmental relationships. Lecture three hours, laboratory four hours. Lab and field trip fee. This course does not fulfill the core curriculum requirement in natural science.

### BIOL 131 • General Zoology (4 units)

Prerequisite: BIOL 121 or equivalent. A detailed scrutiny of the morphological, ecological and behavioral features held by individuals within 19 extant animal phyla in order to understand how animal form is linked to function. Lab exercises are designed to introduce research methods and experimental design using live animals. Lecture three hours, laboratory a minimum of four hours. Offered each Fall term. Lab fee. This course does not fulfill the core curriculum requirement in natural science.

### BIOL 202 • Histology (4 units)

Prerequisite: BIOL 131 or BIOL 240. The study of living tissues, the cells that comprise them, and the remarkable organ systems that they unite to form. Emphasis is placed on the intricate relationships between molecular structure and cellular mechanisms. Tissue identification is central to each lab. Lecture three hours, laboratory four hours. Offered Spring of even years. Lab fee.

### BIOL/EXSS 204 • Human Anatomy (4 units)

Prerequisite: BIOL 131 or BIOL 240. A thorough exploration into the molecular/histologic basis and morphological structure/function of the nine major organ systems organized within the human body. Laboratories incorporate both human and feline cadavers to highlight gross structure. Lecture three hours, laboratory a minimum of four hours. Offered each Spring. Lab fee.

### BIOL 210 • Fundamentals of Biology (4 units)

Biological principles and problems with emphasis on those that apply to man in the biotic world. Structural and functional study of major plant and animal groups. Lecture three hours, laboratory four hours. Lab fee. Note: does not apply towards a science major or minor, and cannot be taken after BIOL 121, 131, any upper division course, or any biology course accepted on transfer. This course is recommended for Liberal Studies Majors or others needing a laboratory science. This course does not fulfill the core curriculum requirement in natural science. Students who have already received credit for BIOL 100: Introduction to Life Science or equivalent CANNOT receive credit at all for this course.

**BIOL 240 • Introduction to Molecular and Cell Biology (4 units)**

Prerequisite: BIOL 121 or BIOL 131. An introduction to cellular structure and function, basic metabolic pathways, and molecular genetics. Lecture three hours, laboratory four hours. Lab fee.

**BIOL 291, 292, 293 • Special Topic (1, 2, 3, 4 units)**

Study of a special topic in life science. May be repeated for credit. May have a lab fee.

**BIOL 302 • Comparative Vertebrate Anatomy and Embryology (5 units)**

Prerequisite: BIOL 131. A comprehensive comparative analysis of the structure and function of the nine major organ systems organized within chordates. Embryology is incorporated into each segment to provide insight into tissue origins and developmental processes. Laboratories use preserved specimens/cadavers to learn gross anatomy and live animals to investigate developmental processes. Lecture three hours, laboratory minimum of eight hours. Offered Fall term of even years. Lab fee.

**BIOL/EXSS 304 • Human Physiology (4 units)**

Prerequisite: BIOL 210, BIOL 131, or BIOL 204. Principles of the physiology of the human organ systems and functions of these systems. Lecture three hours, laboratory four hours. Lab fee.

**BIOL 305 • Physiology of Vertebrates (4 units)**

Prerequisites: BIOL 131, BIOL 240, and CHEM 304, CHEM 305 (or concurrent enrollment). Principles of animal physiology with emphasis on vertebrates. Lecture three hours, laboratory four hours. Alternate years. Lab fee.

**BIOL 311 • Genetics (4 units)**

Prerequisites: BIOL 121 or BIOL 131 or equivalent, and BIOL 240. A study of the principles and physical basis of heredity, biochemical aspects of gene actions, and social implications of heredity. Lecture three hours, laboratory four hours. Lab fee. Alternate years.

**BIOL 315 • General Ecology (4 units)**

Prerequisites: BIOL 210, BIOL 121, or BIOL 131. The study of the interaction between organisms and the physical and biological environment. Appreciation will be gained for the beauty, complexity yet fragility of natural terrestrial and aquatic systems by investigating the structure and interrelationships within and among these ecosystems. Practical insight is gained from labs incorporating hands-on involvement in manipulative studies. Lecture three hours, laboratory four hours. Offered Fall (odd years). Lab fee.

**BIOL 320 • Origins (3 units)**

Prerequisites: BIOL 210, BIOL 121, or BIOL 131. Classic and modern concepts concerning the origin and evolution of life are considered and critically reviewed. Alternate years. Instructional material fee.

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

Prerequisites: BIOL 121 or BIOL 131; CHEM 110 or CHEM 121; or PSCI 130, PSCI 131, or equivalent. Study of selected topics in the history and philosophy of science and the application of these principles in analyzing contemporary scientific trends. Especially recommended for diversified majors and those planning to teach physical or biological sciences in secondary schools. Lecture three hours. Alternate years.

**BIOL 330 • Conservation Biology (3 units)**

Prerequisite: BIOL 210 or permission of instructor. The thoughtful consideration of the importance of balance

in nature. Discussions emphasize the health and future viability of important global ecosystems and the potential impact their destruction is having on societies today and the forecast for tomorrow.

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

Prerequisites: BIOL 121, BIOL 131, BIOL 210, CHEM 211 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 metastases will be studied with a focus on the genetic changes that occur in cancer cells. Clinical aspects of cancer that will be discussed will include the classification, carcinogenesis, epidemiology, prevention and treatment of cancer. Lecture 3 hours.

**BIOL 340 • Marine Ecology (4 units)**

Prerequisites: BIOL 131. The exploration into ecosystems foreign to terrestrial sensibilities. Discussions center on ecological principles influencing a diverse array of marine organisms in various habitats. Labs integrate theory with practical experimental design and data analysis on feet-wet exercises. Lecture three hours, laboratory four hours. Offered Fall of odd years. Lab fee.

**BIOL 345 • Field Biology - Mountains (4 units)**

Prerequisites: BIOL 210, BIOL 121, or BIOL 131. A study of biota and communities of the mountains and factors affecting distributions, reproduction, and physiology of plant and animal life. Much of the course consists of a field trip through the Sierra Nevadas. Special fee.

**BIOL 346 • Field Biology - Desert (4 units)**

Prerequisites: BIOL 210, BIOL 121, or BIOL 131. A study of biota and communities of the desert and factors affecting distributions, reproduction, and physiology of plant and animal life. Much of the course consists of a field trip through various desert areas. Special fee.

**BIOL 352 • Economic Botany and Plant Propagation (4 units)**

Prerequisites: BIOL 210, BIOL 121, or permission of instructor. A consideration of plants used by man, including origins, diversity, use, and major methods of propagation employed in their culture. Lecture three hours, laboratory six hours. Lab and field trip fee with many required field trips (including an extended four-day trip) off campus. Lab fee. Alternate years.

**BIOL 360 • Biogeography (4 units)**

Prerequisite: BIOL 210 or above. A study of the geographic patterns of species distributions and causes of those patterns and their effects on the pattern of human settlement. Lab fee with many required field trips (including an extended four-day trip) off campus. Alternate years.

**BIOL 409 • Microbiology (4 units)**

Prerequisite: BIOL 121 or BIOL 131, and BIOL 240, and CHEM 304, CHEM 305 or concurrent enrollment. Biology of micro-organisms: their occurrence and importance to man. Lecture three hours, laboratory four hours. Lab fee. Alternate years.

**BIOL 414 • Plant Taxonomy (4 units)**

Prerequisite: BIOL 121, BIOL 131, or consent of the instructor. An introduction to the study of the systematics of vascular plants with practice in their classification and identification. Lecture two hours, laboratory six hours. Lab and field trip fee with many field trips off campus. Alternate years.

**BIOL 425 • Cell Biology (4 units)**

Prerequisites: BIOL 121, BIOL 131, BIOL 240, and CHEM 304, CHEM 305. The study of the functions of microorganisms, cells and tissues in terms of molecular biology, and related chemical and physical phenomena. Lecture three hours, laboratory four hours. Alternate years. Lab fee.

**BIOL 432 • Neuroscience (4 units)**

Prerequisites: BIOL 204, BIOL 205, BIOL 240, BIOL 304, BIOL 305, PSYC 330, or consent of the instructor. The study of the nervous system from the cellular physiology of the neuron to complex structure and function of the CNS. Emphasis will be given to the cellular neurophysiology and neuro anatomy. 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, laboratory four hours. Lab fee.

**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 division chair. May be repeated for credit. May have lab fee and field trip fee in some cases.

**BIOL 490 • Seminar in Life Science (1 unit)**

Prerequisite: Consent of the instructor. Discussions of investigations in biology presented by students, staff, and/or guests. Sessions meet one hour per week; may be repeated for credit.

**BIOL 499C • Capstone Seminar in Biology (4 units)**

Prerequisite: Senior standing or departmental approval. This course includes a senior thesis covering an approved research project, analysis and evaluation of current research in biology, and the integration of faith and learning in the biological sciences. An oral presentation of the senior thesis in a classroom setting is required in-class presentations by faculty and guests are a part of the course. Laboratory research in an on-campus program or an approved off-campus research program may be required for a senior thesis. This course fulfills the Core Curriculum Capstone requirement for Biology majors.

## **Au Sable Courses**

Au Sable Institute of Environmental Studies that are approved for biology credit includes the following courses. Registration for Au Sable courses require 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. See Dr. Larry McHargue or Prof. Scott Minton for more information.

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 Dr. Larry McHargue or Prof. Scott Minton for more information regarding approved courses and the Au Sable program.

## Department of Chemistry

*E. Donald Lorange, Ph.D., Chair*

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

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The major in chemistry is designed to (1) acquaint the student with the basic principles of chemistry, (2) teach students to apply mathematical techniques to physical processes in Chemistry, and (3) allow the student to explore the relationship between chemistry and the life sciences.

### **Chemistry Major Requirements**

#### ***Lower Division Chemistry Courses***

CHEM 120*	General Chemistry I	5 units
CHEM 121*	General Chemistry II	5 units
CHEM 250	Quantitative Analysis	5 units
PSCI 223	Mechanics and Heat	4 units
PSCI 225	Electricity, Magnetism and Light	4 units
PSCI 227	Modern Physics	3 units
MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
MATH 281	Multivariable Calculus	4 units

**seventy-seven units**

***thirty-eight units***

**Upper Division Chemistry Courses**

**thirty-three units**

CHEM 304	Organic Chemistry I	4 units
CHEM 305	Organic Chemistry II	4 units
CHEM 306	Organic Qualitative Analysis	3 units
CHEM 410	Chemical Literature	3 units
CHEM 430	Biochemistry	4 units
CHEM 442	Advanced Organic Chemistry	3 units
or CHEM 465	Advanced Biochemistry	
or CHEM 470	Special Topics	
CHEM 451	Physical Chemistry I	3 units
CHEM 452	Physical Chemistry II	3 units
CHEM 453	Physical Chemistry Laboratory I	1 unit
CHEM 454	Physical Chemistry Laboratory II	1 unit
CHEM 499C	Capstone Seminar in Chemistry	4 units

**Additional Upper Division Requirement**

**six units**

Upper Division BIOL or MATH Electives	6 units
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\*It is necessary that CHEM 120 and CHEM 121 be scheduled for the first year of residence at VUSC in order to maintain a proper sequence of chemistry courses.

**Chemistry Courses**

**CHEM 211 • Environmental Chemistry (4 units)**

Prerequisite: One year of high school algebra. An application of basic principles of chemistry to the problems encountered in everyday living involving chemicals. Topics such as fuels, pollution, food, use and abuse of drugs, agricultural chemicals, plastics, synthetic fabrics, chemicals in the home, and chemical technology will be covered. This course is recommended for students with diversified majors. Three hours of lecture and one four-hour laboratory session per week. Lab fee. Students who have already received credit for CHEM 111: Chemistry of your Environment or equivalent CANNOT receive credit at all for this course.

**CHEM 120, 121 • General Chemistry I, II (5, 5 units)**

Prerequisites: Two years of high school algebra, geometry, and trigonometry. Fundamental concepts including atomic structure, chemical bonding, changes in state, periodic table, oxidation, kinetics, equilibrium, thermodynamics, and electrochemistry. Three lectures, and two three-hour laboratory sessions per week. Laboratory in the first semester includes qualitative inorganic analysis. Lab fee.

**CHEM 250 • Quantitative Analysis (5 units)**

Prerequisite: CHEM 121. Classical gravimetric and volumetric methods, techniques of separation, and an introduction to instrumental methods together with theory and calculations. Three lectures and two three-hour laboratory sessions per week. Lab fee.

**CHEM 291, 292, 293 • Special Topic (1, 2, 3-4 units)**

Prerequisite: Consent of the instructor. Study of a special topic in chemistry. May be repeated for credit. May have a lab fee.

**CHEM 304, 305 • Organic Chemistry I, II (4, 4 units)**

Prerequisite: CHEM 121. Typical aliphatic, aromatic, and heterocyclic compounds with reference to theories, nomenclature, reactions, preparations, and mechanisms. Three lectures and one four-hour laboratory session per week. Lab fee. Alternate years.

**CHEM 306 • Organic Qualitative Analysis (3 units)**

Prerequisite: CHEM 304. Identification of unknown organic compounds using classical methods and spectroscopy, and the separation and identification of the components of mixtures of organic substances. One lecture and two three-hour laboratory sessions per week. Alternate years. Lab fee.

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

Prerequisites: BIOL 121 or BIOL 131; CHEM 110 or CHEM 121; or PSCI 223, 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 diversified majors and those planning to teach physical or biological sciences in secondary schools. Lecture three hours per week. Alternate years.

**CHEM 410 • Chemical Literature (3 units)**

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

**CHEM 430 • Biochemistry (4 units)**

Prerequisite: CHEM 305. Chemistry of carbohydrates, lipids, proteins, nucleic acids, enzymes, blood, and respiration, with an introduction to metabolism. Three hours of lecture and one four-hour laboratory session per week. Lab fee.

**CHEM 442 • Advanced Organic Chemistry (3 units)**

Prerequisite: CHEM 305. Advanced Organic Chemistry is designed to provide a bridge between the introductory organic chemistry in graduate courses. The class format will be problem solving and discussion. Emphasis is placed on nomenclature, stereochemistry, functional group transformations, multistep syntheses, reaction mechanisms, NMR spectra, aromaticity, pericyclic reactions, and various physical influences on organic reactions. Alternate years.

**CHEM 451, 452 • Physical Chemistry I, II (3, 3 units)**

Prerequisites: CHEM 121 and CHEM 250, MATH 281, PSCI 223, PSCI 225, PSCI 227. Laws, principles, and concepts of chemistry. Theories concerning the structure of matter as related to properties. Includes classical and statistical thermodynamics, kinetics, quantum mechanics, structure, nuclear chemistry, and radiation chemistry. Three hours lecture per week.

**CHEM 453, 454 • Physical Chemistry Laboratory I, II (1, 1 units)**

Prerequisites: CHEM 451, 452 or concurrent enrollment. Laboratory experiments covering the topics of Physical Chemistry 451, 452. One four-hour laboratory per week. Lab fee. Alternate Years.

**CHEM 465 • 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. Alternate years.

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

Prerequisite: Consent of the instructor. Study in a special topic in chemistry. May be repeated for credit. May have a lab fee. Topics may include advanced biochemistry, advanced inorganic chemistry, rates and mechanisms in organic chemistry, synthetic methods in organic chemistry, or other advanced topics.

**CHEM 475 • Introduction to Chemical Research (1-3 units)**

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

**CHEM 490 • Seminar in Chemistry (1 unit)**

Prerequisite: Consent of the instructor. Discussions of investigations in chemistry presented by the students, staff, and/or guests. Sessions meet one hour per week. May be repeated for credit.

**CHEM 499C • Capstone Seminar in Chemistry (4 units)**

Prerequisite: Senior standing or departmental approval. This course includes a senior thesis covering an approved research topic, analysis and evaluation of current research in chemistry, and the integration of faith and the chemical sciences. 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 130, 131 • Introduction to Physics I, II (4, 4 units)**

Prerequisites: MATH 145C. Introduction to the principles of mechanics, electricity, sound, magnetism, light, optics, and atomic and nuclear physics. Three lectures and one three-hour lab per week. Lab fee. This course does not fulfill the core curriculum requirement in natural science.

**PSCI 215 • Fundamentals of Earth Science (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. Three hours lecture each week, and demonstration. This course does not fulfill the core curriculum requirement in natural science. Lab fee. Students who have already received credit for PSCI 115: Introduction to Earth Science or equivalent CANNOT receive credit at all for this course.

**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. Three hours lecture per week. This course does not fulfill the core curriculum requirement in natural science. Lab fee. Students who have already received credit for PSCI 116: Introduction to Physical Science or equivalent CANNOT receive credit at all for this course.

PSCI 223 • Mechanics and Heat (4 units)

Prerequisite: Math 180. Kinematics, Newton's Laws, rotational motion, fluid mechanics, and laws of thermodynamics. Three hours of lecture and four hours of laboratory.

PSCI 225 • Electricity, Magnetism and Light (4 units)

Prerequisite: PSCI 223 and MATH 181. Mechanical waves, Coulomb's Law, electrostatics, electric circuits, introductory electronics, magnetic fields, induction, wave mechanics, geometrical optics, interference, diffraction and polarization. Three hours of lecture and four hours of laboratory.

PSCI 227 • Modern Physics (3 units)

Prerequisite: PSCI 223 and PSCI 225. Maxwell's equations, Relativity, photoelectric effect, quantum theory, Bohr model of the atom, photons and matter waves, atoms, nuclear physics, energy from the nucleus.

PSCI 291, 292, 293 • Special Topics (1, 2, 3-4 units)

Study of a special topic in physical science. May be repeated for credit. May have a lab fee.

PSCI 470 • Special Topic (1-4 units)

Prerequisite: Consent of the instructor. Special topics in physical science. May be repeated for credit. May have a lab fee.

PSCI 490 • Seminar in Physical Science (1 unit)

Prerequisite: Consent of the instructor. Discussions of investigations in the physical sciences presented by students, faculty, and/or guests. Sessions meet one hour per week. May be repeated for credit.

## Department of Exercise and Sports Science

*Dale Wagner, Ph.D., Chair*

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

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## THE EXERCISE AND SPORTS SCIENCE MAJOR AND CONCENTRATIONS

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

**EXSS Major Core Courses**

		<b>twenty-one to twenty-three units</b>
EXSS 204	Human Anatomy	4 units
EXSS 221	Movement Anatomy	3 units
EXSS 304	Human Physiology	4 units
EXSS 323	Exercise Physiology	4 units

EXSS 328	Program Design	3 units
EXSS 421	Biomechanics	3 units
EXSS 450C	Exercise Science Internship	1-3 units

## The EXSS Major with a Concentration in Pre-Physical Therapy

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

### **Lower Division**

**thirty-nine units**

CHEM 120	General Chemistry I	5 units
CHEM 121	General Chemistry II	5 units
EXSS 204	Human Anatomy	4 units
EXSS 214	Prevention and Treatment of Athletic Injuries	3 units
EXSS 221	Movement Anatomy	3 units
MATH 265C	Introduction to Statistical Methods	3 units
PSCI 223	Mechanics and Heat	4 units
PSCI 225	Electricity, Magnetism, and Lights	4 units

Choose eight units of the following courses:

BIOL 121	General Botany	4 units
BIOL 131	General Zoology	4 units
BIOL 202	Histology	4 units
BIOL 240	Introduction to Molecular and Cell Biology	4 units

### **Upper Division**

**twenty-nine to thirty-one units**

EXSS 304	Human Physiology	4 units
EXSS 314	Athletic Injury Assessment	3 units
EXSS 323	Exercise Physiology	4 units
EXSS 328	Program Design in Conditioning	3 units
EXSS 380	Rehabilitation Techniques	3 units
EXSS 392	Pharmacology and General Medicine	2 units
EXSS 421	Biomechanics	3 units
EXSS 450C	Exercise Science Internship	1-3 units
PSYC 320	Developmental Psychology	3 units
PSYC 332	Abnormal Psychology	3 units

Recommended Courses:

BIOL 311	Genetics	4 units
BIOL 409	Microbiology	4 units
BIOL 470	Neurobiology	4 units
EXSS 385	Therapeutic Modalities	2 units
EXSS 422	Ethics in Health Care	3 units
MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units

## The EXSS Major with a Concentration in Sports Science

Careers related to this concentration include strength coach, personal trainer, and fitness consultant at public or private facilities. Students will be able to pursue graduate school in Exercise Physiology, Motor Learning, Biomechanics, and Cardiac Rehabilitation.

### **Lower Division**

***eighteen units***

EXSS 183	Foundations of Exercise Science	3 units
EXSS 185	First Aid	
or EXSS 215	Responding to Emergencies	2 units
EXSS 204	Human Anatomy	4 units
EXSS 214	Prevention and Treatment of Athletic Injuries	3 units
EXSS 221	Movement Anatomy	3 units
EXSS 258	Sociology of Sport and Human Movement	3 units

### **Upper Division**

***thirty-six units***

EXSS 304	Human Physiology	4 units
EXSS 323	Exercise Physiology	4 units
EXSS 324	Fitness Assessment	3 units
EXSS 328	Program Design in Conditioning	3 units
EXSS 342	Leadership Dynamics in Exercise Science	3 units
EXSS 395	ECG and Exercise Testing	3 units
EXSS 412	Nutrition and Athletic Performance	3 units
EXSS 421	Biomechanics	3 units
EXSS 422	Ethics in Health Care	3 units
EXSS 440	Research & Statistics in Exercise Science	3 units
EXSS 443	Current Issues in Health Care	1 unit
EXSS 450C	Exercise Science Internship	3 units

## Minor in Exercise and Sports Science

### **Required Courses**

***fifteen units***

EXSS 204	Human Anatomy	4 units
EXSS 221	Movement Anatomy	3 units
EXSS 304	Human Physiology	4 units
EXSS 323	Physiology of Exercise	4 units

### **Elective Courses**

***six units***

Choose two of the following courses:

EXSS 214	Prevention and Treatment of Athletic Injuries	3 units
EXSS 314	Athletic Injury Assessment	3 units
EXSS 324	Fitness Assessment	3 units

## The EXSS Major with a Concentration in Teaching/Coaching

This concentration's career options include teaching physical education at the junior high or high school level, coaching at all levels (except college where a Master's degree is usually preferred), or pursuing a Master's degree in Physical Education. It is strongly advised that if a student wishes to pursue a teaching career that he

or she pursue a supplemental authorization in another academic area, i.e., Spanish, math, science, English, or political science. This additional major will increase the student's job options when applying for teaching jobs. The teaching option will also require a fifth year to complete the teacher credential program.

**Lower Division**

		<b>twenty-three units</b>
EXSS 110	Fundamentals of Dance	1 unit
EXSS 118	Skill Development in Gymnastics/Aquatics	1 unit
EXSS 127	Skill Development in Basketball/Volleyball	1 unit
EXSS 128	Skill Development in Soccer/Softball	1 unit
EXSS 129	Skill Development in Tennis/Badminton	1 unit
EXSS 132	Beginning Taekwondo	1 unit
EXSS 183	Foundations of Exercise Science	3 units
EXSS 185	First Aid	2 units
EXSS 204	Human Anatomy	4 units
EXSS 221	Movement Anatomy	3 units
EXSS 231	Global Games and Recreation Activities	2 units
EXSS 258	Sociology of Sport and Human Movement	3 units

**Upper Division**

		<b>forty-eight units</b>
EDUC 315	Teaching in a Multicultural Setting	3 units
EXSS 304	Human Physiology	4 units
EXSS 322	Measurements in Physical Education	3 units
EXSS 323	Exercise Physiology	4 units
EXSS 325	Motor Learning	3 units
EXSS 328	Program Design in Conditioning	3 units
EXSS 335	Growth and Motor Development	3 units
EXSS 342	Leadership Dynamics in Exercise Science	3 units
EXSS 352	Analysis of Team Sports	2 units
EXSS 354	Analysis of Individual/Dual Sports	2 units
EXSS 421	Biomechanics	3 units
EXSS 433	Physical Education for Secondary Schools	3 units
EXSS 434	Movement Education for Children	3 units
EXSS 441	Sport Psychology	3 units
EXSS 442C	Integrating Concepts in Physical Education	3 units
EXSS 451	Adapted Physical Activity, Recreation, and Sport	3 units

**Minor in Teaching/Coaching**

**Required Courses**

		<b>seventeen units</b>
EXSS 215	Responding to Emergencies	2 units
EXSS 221	Movement Anatomy	3 units
EXSS 325	Motor Learning	3 units
EXSS 342	Leadership Dynamics in Exercise Science	3 units
EXSS 431	Coaching Theory	3 units
EXSS 441	Sport Psychology	3 units

**Elective Courses**

**three units**

Choose 3 units from the following courses:

EXSS 118	Skill Development in Gymnastics/Aquatics	1 unit
EXSS 127	Skill Development in Basketball/Volleyball	1 unit
EXSS 128	Skill Development in Soccer/Softball	1 unit
EXSS 129	Skill Development in Tennis/Badminton	1 unit

## THE ATHLETIC TRAINING MAJOR

The Athletic Training Education Program exists to provide students with the knowledge and skills necessary to be both competent and confident in all aspects of the care and management of the physically active individual. The curriculum has been designed to incorporate both didactic and clinical experiences that provide opportunities for students to master the competencies of an entry-level Athletic Trainer. The clinical experiences involve a variety of settings both on and off campus.

In July 2001 the Athletic Training Education Program (ATEP) at VUSC was awarded accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ATEP program is in compliance with the nationally established accreditation Standards in Athletic Training. Students graduating with a major in Athletic Training as of December 2001 will be recognized as graduates from a CAAHEP accredited program.

The admission process for entrance into the ATEP is competitive and a limited number of students will be accepted each year. Students need to apply during the spring semester for entrance into the program the following fall. The admissions process is based on a point system. Acceptance will be based on the following criteria:

1. Completion of ATEP application.
2. Two letters of recommendation.
3. Submission of personal essay.
4. Cumulative Course grade point average.
5. Grade point average in EXSS 204 Human Anatomy and EXSS 215 Responding to Emergencies.
6. Prior athletic training experience.
7. Verification of Hepatitis B vaccination series and physical examination.
8. Personal interview with staff athletic trainers.

The application form can be obtained from the Athletic Training Program Director. The application and all materials must be turned into the Program Director by March 1.

Transfer students need to meet the same admission criteria as entering freshmen. Transfer students should plan on completing the program in three years regardless of their academic status upon admission to the program. Those students pursuing a double major should plan on completing the curriculum in five years.

For students to remain in the program, the students must meet the following criteria:

1. Maintain a cumulative 2.75 grade point average in all coursework and a 3.00 grade point average in all courses within the Athletic Training Major.
2. Earn not less than a C in the Athletic Training Major courses.
3. Attend all scheduled ATEP meetings.

This program was developed to meet the accreditation standards of the Commission of Accreditation of Allied Health Education Programs. Completion of this program will enable the student to sit for the NATA BOC exam and to pursue graduate school in sports science. This program combines both academic and clinical courses into its unique curriculum. Five new practicum courses were developed to provide the student with hands-on experience under direct supervision of a certified athletic trainer. They are progressive in nature and include all of the clinical proficiencies necessary for the student to be successful in the field of athletic training.

**Athletic Training Major Courses****sixty-six units*****Lower Division******sixteen units***

EXSS 204	Human Anatomy	4 units
EXSS 214	Prevention and Treatment of Athletic Injuries	3 units
EXSS 215	Responding to Emergencies	2 units
EXSS 220	Athletic Training Practicum I	1 unit
EXSS 221	Movement Anatomy	3 units
EXSS 258	Sociology of Sport and Human Movement	3 units

***Upper Division******fifty units***

EXSS 304	Human Physiology	4 units
EXSS 314	Athletic Injury Assessment	3 units
EXSS 315	Athletic Training Practicum II	1 unit
EXSS 323	Exercise Physiology	4 units
EXSS 324	Fitness Assessment	3 units
EXSS 328	Program Design in Conditioning	3 units
EXSS 342	Leadership Dynamics in Exercise Science	3 units
EXSS 380	Rehabilitation Techniques	3 units
EXSS 385	Therapeutic Modalities	2 units
EXSS 387	Contact Sports Practicum	2 units
EXSS 388	Team Assignment Practicum	2 units
EXSS 390	Clinical Rotation Practicum	2 units
EXSS 392	Pharmacology and General Medicine	2 units
EXSS 412	Nutrition	3 units
EXSS 421	Biomechanics	3 units
EXSS 422	Ethics in Health Care	3 units
EXSS 426C	Senior Seminar in Athletic Training	3 units
EXSS 440	Research & Statistics in Exercise Science	3 units
EXSS 443	Current Issues in Health Care	1 unit

**Exercise and Sports Science Courses****EXSS 1XX • Activity Courses (1 unit)**

May include any of the following topics: Conditioning and weight control, weight lifting, creative aerobics, badminton, beginning/intermediate tennis, racquetball, bowling, golf, bicycling, frisbee, volleyball, basketball, soccer, softball, baseball, beginning/advanced taekwondo, surfing, hip-hop, or other special topic of physical activity. Activity courses do not fulfill a core curriculum requirement.

**EXSS 110 • Fundamentals of Dance (1 unit)**

This course is an activity course designed to expose the student to a variety of dance forms including ballroom dance, ballet, jazz, country, line, and folk dance. This course is only offered odd years in the Spring.

**EXSS 118 • Skill Development in Gymnastics/Swimming (1 unit)**

This course is designed for the EXSS major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in gymnastics and swimming. This course is only offered odd years in the Spring.

**EXSS/THEA 135 • Theatre Movement (2-3 units)**

An introduction to the study of stage movement and health fitness. It will include exercises and techniques to insure cardiovascular fitness, flexibility and meaningful aesthetic stage movement and physicality utilizing the Laban and Alexander techniques.

**EXSS 127 • Skill Development in Basketball/Volleyball (1 unit)**

This course is designed for the EXSS major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in basketball and volleyball. This course is only offered even years in the Fall.

**EXSS 128 • Skill Development in Soccer/Softball (1 unit)**

This course is designed for the EXSS major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in soccer and softball. This course is only offered odd years in the Fall.

**EXSS 129 • Skill Development in Tennis/Badminton (1 unit)**

This course is designed for the EXSS major pursuing a teaching credential in physical education. This course focuses on skill development and skill assessment in tennis and badminton. This course is only offered even years in the Spring.

**EXSS 132 • Beginning Taekwondo (1 unit)**

This course seeks to allow students to participate in an organized and motivated program for training in self-defense through the disciplined art of Taekwondo.

**EXSS/THEA 135 • Theatre Movement (2-3 units)**

An introduction to the study of stage movement and health fitness, flexibility and meaningful aesthetic stage movement and physicality utilizing the Laban technique.

**EXSS 145C • Lifetime Fitness and Wellness - Lecture (1 unit)**

**EXSS 146C • Lifetime Fitness and Wellness - Lab (1 unit)**

This course provides a holistic approach to healthy body and lifestyle by combining physical fitness concepts and training with "wellness" knowledge that includes nutrition and weight management, disease prevention, and strategies for healthful living. Students design and implement individual exercise programs based on their goals and needs, as well as make other self-assessments about their wellness habit. This is a combination lecture-activity course that fulfills the core curriculum requirement. EXSS 145C and EXSS 146C must be taken concurrently.

**EXSS 160-171 • Intercollegiate Athletics (1 unit)**

Baseball (Men's), Basketball (Men's), Basketball (Women's) Soccer (Men's), Soccer (Women's), Volleyball (Women's), Cheerleading, Softball (Women's), Cross-Country (Men's), Cross-Country (Women's), Tennis (Men's), Tennis (Women's), Track (Men's), and Track (Women's).

**EXSS 183 • Foundations of Exercise Science (3 units)**

This course introduces the many sub-disciplines of the field of exercise and sport science including various career pathways such as teaching physical education, coaching, personal training, sports science, athletic training and physical therapy. It also offers a foundation in the philosophy of EXSS as well as an introduction to scholarly writing.

**EXSS 185 • First Aid (2 units)**

Theory and practice for prevention and care of accidents and sudden illness. The course meets the requirements for Red Cross First Aid Certificates. Lab fee.

**EXSS/BIOL 204 • Human Anatomy (4 units)**

Prerequisite: BIOL 210 or 131. The gross morphology and anatomy of the organ systems of the human body with an emphasis on functional anatomy. Lecture three hours, laboratory four hours. Lab fee.

**EXSS 214 • Prevention and Treatment of Athletic Injuries (3 units)**

A course providing instruction and experience in the prevention and care of injuries incurred in athletics. Methods of taping, therapy, health habits, and protective equipment are to be considered. Lab fee.

**EXSS 215 • Responding to Emergencies (2 units)**

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

**EXSS 220 • Athletic Training Practicum I (1 unit)**

Prerequisites: EXSS 214 and EXSS 215 or currently enrolled. A one-unit practicum course designed to assist the student in achieving competence in a variety of first aid skills, splinting skills, taping procedures, wound management skills, and methods of immobilizing and transporting injured athletes. Lab fee.

**EXSS 221 • Movement Anatomy (3 units)**

Prerequisite: EXSS 204. Analysis of mechanics of human movement, combining principles of physics with anatomical and physiological analysis in defining movement and using cinematographic studies of given activities.

**EXSS 231 • Global Games and Recreation Activities (2 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.

**EXSS 258 • Sociology of Sport and Human Movement (3 units)**

This class will look at 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 and minorities in sport. This course is only offered odd years in the Fall.

**EXSS 291, 292, 293 • Special Topic (1, 2, 3 units)**

Study of a special topic in physical education. May be repeated for credit.

**EXSS/BIOL 304 • Human Physiology (4 units)**

Prerequisite: BIOL 210, 131, or 204. Principles of the physiology of the human organ system and the functions of these systems. Lecture three hours, laboratory four hours. Lab fee.

**EXSS 314 • Athletic Injury Assessment (3 units)**

Prerequisite: EXSS 214. The study of advanced athletic training procedures, specifically dealing with injury evaluation and rehabilitation procedures. Also provides an in-depth knowledge of physiological rationale for use of superficial and penetrating therapeutic modalities and utilization of established criteria for recovery from sports injuries.

**EXSS 315 • Athletic Training Practicum II (1 unit)**

Prerequisite: EXSS 220. Must be taken concurrently with EXSS 314. A one-unit practicum course designed to assist the student in achieving competence in the assessment of an injured athlete including the skills of taking a medical history, soft tissue palpation, observation, range of motion tests, muscle tests, and special tests.

**EXSS 320 • Coaching Theory (3 units)**

Analysis of the art of coaching, studying: motivation, communication, discipline, morale, and personality traits of individuals, and organizational and administrative procedures involved in scheduling, equipment purchasing and maintenance, and public relations. This course is only offered even years in the Spring.

**EXSS 322 • Measurement in Physical Education and Recreation (3 units)**

Incorporates methods of lecture, laboratory, and field experiences in the evaluation and application of tests in physical education and recreation, including the use and interpretation of elementary statistical methods. This course is only offered odd years in the Fall.

**EXSS 323 • Physiology of Exercise (4 units)**

Prerequisite: EXSS 304. A study of the effects of exercise upon the systems and organs of the body. Analysis of these systems and how maximum efficiency in physical performance is achieved. Lecture three hours, laboratory three hours. Lab fee.

**EXSS 324 • Fitness Assessment (3 units)**

Prerequisite: EXSS 323. This is a hands-on course utilizing various field methods to evaluate cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition. The goal of the course is to have the students achieve competency in all of the above methods.

**EXSS 325 • Motor Learning and Human Performance (3 units)**

Prerequisite: BIOL 210. Principles of motor learning in the acquisition of movement skills. This course is only offered odd years in the Spring.

**EXSS 328 • Program Design in Conditioning (3 units)**

Prerequisite: EXSS 323. The student will build on his/her knowledge of fitness assessment and movement anatomy to develop and design specific fitness and conditioning programs to meet the individual's needs in any of the fitness components.

**EXSS 335 • Growth and Motor Development (3 units)**

This course is designed to acquaint the student with the physiological growth and the motor, social, and cognitive development of an individual over a lifetime. This course will also teach the students regarding developmentally appropriate activities for a lifetime of fitness. This course is only offered odd years in the Fall.

**EXSS/THEA 338 • Stage Combat (2-3 units)**

Prerequisite for all theatre majors/minors: THEA/EXSS 135 Theatre Movement; non-theatre majors/minors are not required to take this prerequisite. 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.

**EXSS 342 • Leadership Dynamics in Exercise Science (3 units)**

Each student will be able to identify and apply a philosophical manner and effective leadership skills in the areas of human resources, time management, motivation, problem solving techniques, conflict resolution, and organizational issues such as fiscal management, staffing, affirmative action, legal liability, gender equity, Title IX, professional growth and development, and stress and burnout.

**EXSS 352 • Analysis of Team Sports (2 units)**

Prerequisites: EXSS 183 and EXSS 221. This class will enable the student to study and analyze team-oriented sports including basketball, volleyball, soccer, football, softball, and baseball. The student will acquire a working knowledge of the fundamental movement skills necessary to teach each sport as well as to develop systematic, progressive lesson plans. This course is only offered odd years in the Fall.

**EXSS 354 • Analysis of Individual Sports (2 units)**

Prerequisites: EXSS 182; 221. The student will analyze a variety of individual (golf, swimming, and track and field) and dual (badminton, tennis) sports for the purpose of learning how to instruct and analyze the performance of students to improve skill acquisition. The student will also learn how to develop and implement a lesson plan through peer instruction, cooperative learning, and participation. This course is only offered even years in the Fall.

**EXSS 380 • Rehabilitation Techniques (3 units)**

Prerequisite: EXSS 214. Provides the student with a comprehensive guide to the design, implementation, and supervision of rehabilitation programs for sport-related injuries.

**EXSS 385 • Therapeutic Modalities (2 units)**

Prerequisite: EXSS 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.

**EXSS 387 • Contact Sports Practicum (2 units)**

Prerequisites: EXSS 214, EXSS 314. A two-unit practicum course designed to allow the student exposure to working football and other contact sports. The student will be assigned to a local high school to assist the head athletic trainer in the preparation of the teams.

**EXSS 388 • Team Assignment Practicum (2 units)**

Prerequisite: EXSS 314, EXSS 380, and EXSS 385. A two-unit practicum course in which the student is assigned to an intercollegiate team as the head student athletic trainer for the team. The student is responsible for working all home events, and for traveling with the teams as possible.

**EXSS 390 • Clinical Rotation Practicum (2 units)**

Prerequisite: EXSS 380 and EXSS 385 or currently enrolled. A two-unit practicum course designed to allow the student to observe and practice their rehabilitation skills in two physical therapy clinics.

**EXSS 392 • Pharmacology and General Medicine (2 units)**

Prerequisite: EXSS/BIOL 304. This course is designed to study general medical conditions as applied to athletes and the physically active. This course will focus on describing the common conditions and infections that effect the various physiological systems of the human body. This course will also cover pharmacological applicants, including awareness of the indicants, contraindicates, percales, and interacts of medics. This course is only offered odd years in the Fall.

**EXSS 395 • ECG and Exercise Testing (3 units)**

Prerequisite: EXSS 323. 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. This course is only offered odd years in the Spring.

**EXSS 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.)

**EXSS 412 • Nutrition and Athletic Performance (3 units)**

Prerequisite: EXSS 323. An understanding of basic nutritional principles with regard to sports performance, specifically the roles of carbohydrates, fats, proteins, vitamins, minerals, and water during physical activity. This course is only offered even years in the Spring.

**EXSS 421 • Biomechanics (3 units)**

Prerequisite: EXSS 221. Provide students with an understanding of biomechanical principles of movement and their application to sports and human movement based upon various scientific methods of investigation.

**EXSS 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. This course is only offered even years in the Spring.

**EXSS 426C • Senior Seminar in Athletic Training (3 units)**

A capstone class to prepare and assist the student for taking the National Athletic Trainer's Certification Exam. As well as taking sample tests, the student will plan a study strategy involving the NATA competencies. This course fulfills the Core Curriculum Capstone requirement for Athletic Training majors.

**EXSS 432 • Physical Education for Elementary Schools (3 units)**

Principles and procedures focusing on the development of physical skills and fitness of the elementary student. Physical skills and cardiovascular fitness are addressed through participation in competitive and noncompetitive activities including rhythmic skills and games for the elementary student.

**EXSS 433 • Physical Education for Secondary Schools (3 units)**

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.

**EXSS 434 • Movement in Education for Children (3 units)**

Prerequisites: EXSS 325; EXSS 335. This course is designed to teach the student how to incorporate the components of movement, dance, fundamental movement patterns, fitness activities, and social skills into an educational movement program for children.

**EXSS 440 • Research and Statistics in Exercise Science (3 units)**

Prerequisite: EXSS 323. The students are introduced to research design and methods as well as basic statistical procedures for analyzing data. The concepts learned in class are integrated into a data-based exercise science/sports medicine research project. This course is only offered even years in the Fall.

**EXSS 441 • Sport Psychology (3 units)**

Introduces students to psychological theories and techniques that can be used to enhance the performance and personal growth of athletes at all levels. This course is only offered even years in the Fall.

**EXSS 442C • Integrating Concepts in Physical Education (3 units)**

This class is designed for senior students seeking a teaching credential in physical education to integrate learning from a variety of disciplines in their concentration and apply the knowledge to the assessment of a case study. The student will also be encouraged to develop as a professional through meeting specific criteria designed to encourage the student to participate in professional organizations, conferences, and seminars. This course fulfills the Core Curriculum Capstone requirement for EXSS: Teaching/Coaching majors.

**EXSS 443 • Current Issues in Health Care (1 unit)**

This course is designed to study the current issues that affect health care in our society. The class will focus in on the latest research-healthcare including the research and treatment of diseases, drug use/abuse, genetic research, health care management, and psychosocial issues. This course is only offered odd years in the Spring.

**EXSS 450C • Exercise Science Internship (1-6 units)**

Prerequisites: Sixteen upper division units, including one "methods" class, and permission of the instructor. Maximum of three units per semester. Practical experience under the supervision of the institution and public and private agencies; applying knowledge, principles, and skills acquired in courses of study. This course fulfills the Core Curriculum Capstone requirement for EXSS: Physical Therapy and EXSS: Sports Science majors.

**EXSS 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. This course is only offered odd years in the Fall.

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

Prerequisite: Consent of the instructor. Study in a special topic in the field of exercise and sports science. May be repeated for credit.

EXSS 480 • Individual Studies (1-3 units)

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

# Department of Mathematics & Computer Sciences

Roy Young, M.S., Chair

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

Two distinct, and significantly different, majors are housed in this department. However, both stress rigorous mathematical and scientific concepts along with particle applications.

## MATHEMATICS MAJOR

**Mathematics Placement Examination (MPE):** A two-hour examination will be given to new students during registration. Passing this examination at level 1 means the student is eligible to enroll in College Algebra, passing at level 2 qualifies the student for Precalculus, and level 3 qualifies the student for Calculus I. Students that fail the examination at all levels must take remedial work at a community college and then re-take the examination.

### Mathematics Major Core Requirements

#### Lower Division

MATH 180	Calculus I	thirty-nine units
MATH 181	Calculus II	twenty-one units
MATH 207	Programming in "Visual Basic"	4 units
or MATH 208	Programming in "C++" Language	4 units
MATH 210	Technical Writing	3 units
MATH 281	Multivariable Calculus	3 units
MATH 285	Introduction to Advanced Mathematics	4 units

#### Upper Division

MATH 300	Linear Algebra	seventeen units
MATH 310	Differential Equations	3 units
MATH 365	Probability and Statistics	3 units
MATH 380	Elementary Analysis	3 units
MATH 390	Numerical Analysis	3 units
MATH 490	Seminar in Mathematics	1 unit
MATH 499C	Capstone Seminar in Mathematics	2 units

### Mathematics Major Electives

Choose 15 units from the following courses:

MATH 311	Advanced Differential Equations	fifteen 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 470	Special Topic	1-3 units
MATH 480	Individual Studies	1-3 units

**Mathematics Major Non-Mathematics Requirements****eleven units**

PHIL 210	Critical Thinking	3 units
PSCI 223	Mechanics and Heat	4 units
PSCI 225	Electricity, Magnetism and Light	4 units

**Mathematics Minor Requirements****twenty units**

MATH 180	Calculus I	4 units
MATH 181	Calculus II	4 units
MATH 265C	Introduction to Statistical Methods	3 units
MATH 285	Introduction to Advanced Mathematics	3 units
MATH 300	Linear Algebra	3 units
Choose 3 units from the following courses:		
MATH 281	Multivariable Calculus	4 units
MATH 330	Number Theory	3 units
MATH 375	Discrete Mathematics	3 units

**Mathematics Courses**

MATH 103 • Basic Concepts of Arithmetic and Intuitive Geometry (3 units)

Prerequisite: Two years of high school algebra or MATH 116. Sets, number systems, ratios and percents, basic algorithms, and elementary number theory. Basic geometric figures, area and volume, and coordinate geometry. This course does not fulfill a core curriculum requirement.

MATH 104 • Mathematics for Liberal Arts Students (3 units)

Prerequisite: Two years of high school math or consent of the instructor. A nontechnical course emphasizing the ideas and concepts of mathematics. Algebra, number theory, set theory, geometry, statistics, probability, and analysis of the ideas and methods involved. This course does not fulfill a core curriculum requirement.

MATH 116 • College Algebra (3 units)

Prerequisite: Two years of high school algebra and pass the Mathematics Placement Examination (MPE) at level one 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. This course does not fulfill a core curriculum requirement.

MATH 117 • College Trigonometry (3 units)

Prerequisite: Two years of high school algebra. Complex numbers, trigonometric functions and applications. This course does not fulfill a core curriculum requirement.

**MATH 120 • Mathematics for Elementary Teachers (3 units)**

Prerequisite: MATH 116 or consent of the instructor. Introductory set theory, problem solving, basic algorithms, elementary number theory, geometry and coordinate geometry. Emphasis will be on the structural and logical foundations of mathematics. This course does not fulfill a core curriculum requirement.

**MATH 145C • Data Analysis (3 units)**

Prerequisite: Two years of high school math 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 170 • Precalculus (3 units)**

Prerequisite: Pass the MPE at level two 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. This course does not fulfill a core curriculum requirement.

**MATH 180 • Calculus I (4 units)**

Prerequisite: Pass the MPE at level three 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. This course does not fulfill a core curriculum requirement.

**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. This course does not fulfill a core curriculum requirement.

**MATH/CAPL 207 • Programming in Visual Basic (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 of an event-driven language. Special fee for computer lab use.

**MATH/CAPL 208 • Programming in "C++" Language (3 units)**

Prerequisite: Sophomore standing. This course is designed for mathematics and mathematics education majors. It offers an introduction to computer programming in a language that is the most current procedural language, emphasizing problem solving, flow charting and debugging. Special fee for computer lab use.

**MATH/ENGL 210 • Technical Writing (3 units)**

Prerequisite: ENGL 120C. 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/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, Business Administration, International

Business, Marketing, Psychology, Social Science, or Sociology must take MATH/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. Students who have already received credit for MATH 280: Calculus III or equivalent CANNOT receive credit at all for this course.

**MATH 285 • Introduction to Advanced Mathematics (3 units)**

Prerequisite: MATH 145C 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 • 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 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 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/SOCS 364C • Intermediate Statistical Methods (3 units)**

Prerequisite: MATH/SOCS 265C or consent of the instructor. This course is designed to provide a review of fundamental descriptive and inferential procedures as well as a survey of more advanced procedures (including multiple regression, factorial analysis of variance, and a variety of non-parametric tests). Students majoring in Biology or Chemistry must take SOCS/MATH 364C to fulfill the core curriculum requirement in mathematics. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

**MATH 365 • Probability and Statistics (3 units)**

Prerequisite: MATH 281. 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 181 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. 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. 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 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 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 (2 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 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.

## MANAGEMENT INFORMATION SYSTEMS MAJOR (MIS)

*MISSION: The MIS degree program seeks to equip student scholars with significant computer systems knowledge along with a practical knowledge of their application to various areas of business, accounting, finance and management. Graduates will be able to develop application software and or maintain and enhance existing computer applications.*

### Management Information Systems Major Requirements

**seventy-two units**

#### **Lower Division**

**thirty-six units**

CSCI 101	Introduction to Computer Science I	4 units
CSCI 102	Introduction to Computer Science II	4 units
MIS 100	Computer Concepts and Applications	3 units
MIS 211	A+ Certification (PC Technician)	3 units
MIS 212	MCSE Modules (1 selected by Advisor)	3 units
MIS 270	Applications Programming	4 units
BUSN 114	Introduction to Business	3 units
BUSN 215	Principles of Economics I (Macro)	3 units
BUSN 216	Principles of Economics II (Micro)	3 units
ACCT 220	Principles of Accounting I	3 units
ACCT 221	Principles of Accounting II	3 units

#### **Upper Division**

**thirty-six units**

MIS 320	Management Information Systems	3 units
MIS 321	Systems Analysis & Design	3 units
MIS 322	Database System Design & Management	3 units
MIS 323	Computerized Accounting Systems	3 units
MIS 450	Internship/Special Project	3 units
BUSN 316	Legal Aspects of the Business Process	3 units
FINC 335	Corporate Finance	3 units
MNGT 325	Management Theory and Practice	3 units
MNGT 346	Organizational Behavior	3 units
BUSN 455	Business Policy Strategy	4 units
Business Elective		3 units
Business or MIS Elective		3 units

#### **Other Requirements**

**six units**

Mathematics Elective	3 units
Science Elective	3 units

### MIS Major Courses

CSCI 101 • Introduction to Computer Science I (4 units)

An introduction to the basic concepts and laws of computer hardware and software. Emphasis is placed on

applications, policies and social issues, program construction. Higher level languages such as C++, Java and Visual Basic will be studied and utilized. Computer based tools for analysis and development will also be studied.

**CSCI 102 • Introduction to Computer Science II (4 units)**

Prerequisite: CSCI 101. This course builds on the fundamentals presented in CSCI 101 by going deeper into the study of program development, programming concepts, and systems design strategies, algorithms, Combinatorics and programming paradigms.

**MIS/BUSN 100 • Computer Concepts and Applications (3 units)**

This course introduces the student to computer concepts, issues, and applications. The student will gain "Conceptual Computer Literacy" by developing an understanding of the uses of computers and information technology in organizations. In addition, the student will gain "Functional Computer Literacy" learning how to use a computer through completion of various projects using application programs (Word processing, Spreadsheets, Database Management, and PowerPoint Presentation).

**MIS 211 • A+ Certification (PC Technician) (3 units)**

Prerequisites: CSCI 102 and MIS 100. A hands-on course in building PC's and servers from the ground up in a variety of popular hardware and software configurations. Included will be selection and installation of hardware components and software for the typical user in industry. This is a certificate course.

**MIS 212 • MCSE Modules (1 selected by Advisor) (3 units)**

Prerequisite: MIS 211. This is a self-directed training program where the advisor and student agree on the selection of a MCSE (Microsoft Certified Systems Engineer) module to study. Successful completion of the MCSE test for certification of the selected module is a requirement.

**MIS 270 • Applications Programming (4 units)**

Prerequisites: CSCI 102 and MIS 212. This is a lecture and computer laboratory course that allows the student ample opportunity to apply knowledge of business courses and computer technology courses in the construction and testing of business applications.

**MIS 312 • MCSE Modules (1 selected by Advisor) (3 units)**

Prerequisite: MIS 211. This is a self-directed training program where the advisor and student agree on the selection of 1 MCSE (Microsoft Certified Systems Engineer) module to study. Successful completion of the MCSE test for certification of the selected module is a requirement.

**MIS 320 • Management Information Systems (3 units)**

Prerequisite: MIS 212. This course is about business, managers, organizations, and how to develop and use information systems effectively to meet the goals of those managers and organizations. Building from personal MIS - to workgroup MIS - to enterprise MIS, this course stresses the important role of information systems in satisfying business objectives. Examples, cases, and projects promote active learning.

**MIS 321 • Systems Analysis and Design (3 units)**

Prerequisite: MIS 211. This course presents a structured approach using the tools of structured analysis and design, while including traditional techniques such as interviewing and forms design. The concepts, tools, and techniques of analysis and design are introduced and emphasis is placed on how they are used in business applications.

**MIS 322 • Database Systems Design and Management (3 units)**

Prerequisites: MIS 212. This course offers a hands-on, applications-oriented approach to DBMS focusing on teaching students how to evaluate a business situation and apply a solution by building a database application. Included are database design (normalization), and Structured Query Language-SQL (queries).

**MIS 323 • Computerized Accounting Systems (3 units)**

Prerequisites: MIS 212. This is an in-depth introduction into computerized accounting systems – their installation, implementation, and maintenance. Projects will be completed utilizing popular programs. An appreciation of furnishing management with needed accounting and financial information for decision-making is developed.

**MIS 450 • Internship/Special Project (3 units)**

Prerequisites: MIS 212. Internship with VUSC or a local business in their MIS department performing as a functioning member.

## **Computer Applications Courses**

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

**CAPL/MATH 207 • Programming in Visual Basic (3 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 of an event-driven language. Special fee for computer lab use.

**CAPL/MATH 208 • Programming in “C++” Language (3 units)**

Prerequisite: Sophomore standing. This course is designed for mathematics and mathematics education majors. It offers an introduction to computer programming in a language that is the most current procedural language, emphasizing problem solving, flow charting and debugging. Special fee for computer lab use.

**CAPL/COMM 240 • Computers in Communication (3 units)**

An introduction to the use of personal computers in the field of communication. Topics include computer hardware, operating systems, word processing, spreadsheets, databases, graphics, audio production, video production, presentations, modems, networking, and the Internet.

**CAPL 291, 292, 293 • Special Topic (1, 2, 3 units)**

Study of a special topic in computer applications. May be repeated for credit.

**CAPL/EDUC 465 • The Use of Computers in Education (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 Logo, word processing, spreadsheets, and other programs that are of assistance to educators or are currently used with students in K-12 classrooms. This course fulfills the Professional Clear Credential computer requirement.



# Division of Religion

*Jerry Camery-Hoggatt, Ph.D., Chair*

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*MISSION: The Division of Religion exists to provide each student with a theological foundation for a lifetime of Christian commitment, reflection and service. The contribution of religion to liberal arts in a Christian college is to help all students learn how to be responsible interpreters of Scripture and of the Christian faith within their various disciplines. As responsible interpreters of Scripture and of the Christian faith, our majors will be competent and gifted in the following areas: hermeneutics, historical theology, philosophical and ethical reflection, the nature and mission of the church, spirituality, and the leader's engagement with the issues of modern life and ministry.*

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Increasingly, world economies, ideologies, technologies, and social milieu are in collision with one another and with basic Christian values. In such an environment, those who are to serve God and society need wisdom which combines strength with flexibility, insight with knowledge, and skill with passion. The study of religion contributes to this learning by engaging the liberal arts from a theological perspective.

The study of religion encompasses many different dimensions and specializations in theology and practice, but as different as these are, they all involve a set of core competencies related to our mission at Vanguard University of Southern California. For this reason all religion majors build their studies upon a common foundation, which we call the core curriculum.

## Department of Biblical Studies

*David Clark, Ph.D., Chair*

## Department of Leadership Studies

*Bill Dogterom, M.Div., Chair*

The curriculum for the religion major and concentrations is administered through two academic departments, Biblical Studies and Leadership Studies. The Biblical Studies Department provides administrative oversight for the biblical studies concentration, and the biblical studies curriculum for all other concentrations of the religion major. The Leadership Studies Department provides administrative oversight for curriculum in the following concentrations: Christian formation and discipleship studies, intercultural and urban studies, pastoral leadership studies, and youth leadership studies. An additional option for religion majors is not to select a particular concentration, thereby choosing any upper division religion electives for the major.

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

## CORE COURSES FOR THE RELIGION MAJOR

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

### Definition of Terms

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

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

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

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

By the nature and mission of the church we mean the vocation by which the people of God are corporately called to be visible evidence of God's intention to draw the world into relationship with himself.

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

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

### **Religion Major Core Requirements**

**twenty-five units**

BINT 270	Research Methods for the Study of Scripture	3 units
ICST 272	A Theology of Church Mission	2 units
ICST 285	Theology and Worldview in a Multicultural Society	2 units
NT 462	Selected Themes in New Testament Theology	3 units
OT 472	Selected Themes in Old Testament Theology	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 372	Research Methods/Study of Ethics/Christian Leadership	3 units
PLST 420	Disciplines of the Spiritual Life	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).

## CONCENTRATIONS OF THE RELIGION MAJOR

### Religion Major with a Concentration in Biblical Studies

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

#### ***Biblical Studies Concentration Requirements***

***thirty-one units***

Choose one of the following sets (10 units):

BLAN 102	Introduction to Hebrew	2 units
BLAN 201	Beginning Greek I	4 units
BLAN 202	Beginning Greek II	4 units
OR		
BLAN 100	Introduction to Greek	2 units
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

SOCS/MATH 265C is recommended for the core curriculum requirement in mathematics. PLST 406 is recommended as an elective.

### Religion Major with a Concentration in Christian Formation and Discipleship Studies

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

#### ***Christian Formation and Discipleship Studies Concentration Requirements***

***thirty-two 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

SOCS/MATH 265C is recommended for the core curriculum requirement in mathematics. One course in a biblical language and PLST 406 are recommended as electives.

## Religion Major with a Concentration in Intercultural and Urban Studies

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

### ***Intercultural and Urban Studies Concentration Requirements*** ***thirty-two units***

ICST 102	Introduction to Intercultural Studies	2 units
Choose one of the following sets (6 units):		
ICST 315	Globalization of Church Mission	3 units
ICST 485	Current Issues in Mission Studies	3 units
OR		
ICST 434	Models in Urban Ministry	3 units
ICST 473	Urban Leadership and Social Transformation	3 units
ICST 312	Cross-Cultural Studies	3 units
or ICST 320	Culture Change	
or ICST 464	Religion and Culture in Latin America	
or Elective		
ICST 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

ANTH/INTBC 102 is required as the social science elective in the core curriculum; SOCS/MATH 265C is recommended for the core curriculum requirement in mathematics. One course in a biblical language and PLST 406 are recommended as electives.

## Religion Major with a Concentration in Pastoral Leadership Studies

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

### ***Pastoral Leadership Studies Concentration Requirements*** ***thirty-two 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

SOCS/MATH 265C is recommended for the core curriculum requirement in mathematics. One course in a biblical language and PLST 406 are recommended as electives.

### **Religion Major with a Concentration in Youth Leadership Studies**

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

To equip future youth leaders more effectively, a variety of courses and workshops are available through the Strategic Youth Alliance, a joint partnership of Vanguard University of Southern California, the Southern California District Assemblies of God Youth Ministries, and the National Institute of Youth Ministries.

<b><i>Youth Leadership Studies Concentration Requirements</i></b>	<b><i>thirty-two units</i></b>
YLST 102	Introduction to Intercultural Studies 2 units
YLST 324	Introduction to Youth Ministry 2 units
YLST 422	Preaching and Teaching in Youth Context 2 units
YLST 432	Care and Counsel of Youth 2 units
or Elective	
YLST 430	Management in Christian Organizations 3 units
YLST 461	Integrative Field Studies 3 units
Upper Division BINT/NT/OT 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

SOCS/MATH 265C is recommended for the core curriculum requirement in mathematics. One course in a biblical language and PLST 406 are recommended as electives.

### **Religion Major with No Concentration**

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

<b><i>Religion Major with No Concentration Requirements</i></b>	<b><i>thirty-two units</i></b>
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

SOCS/MATH 265C is recommended for the core curriculum requirement in mathematics. PLST 406 is recommended as an elective.

## Double Majors

1. By mutual cooperation of the Division of Religion and the Department of Music, a program for a double major in religion and music has been designed for students preparing for a ministry of music in the church. Early consultation with both the chair of the Department of Leadership Studies and the chair of the Department of Music is recommended.
2. Religion majors who also wish to pursue a teaching credential should meet as soon as possible with the coordinator of the Graduate Program in Education or the chair of the Division of Liberal Studies in order to plan their curricular choices.

## Ministerial Credentials

Students who plan to apply for ministerial credentials should consult the chair of the Department of Leadership Studies 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 Division of Religion is committed to provide field education experiences that integrate conceptual aspects of ministry with the practice of ministry in local churches, hospitals, mission opportunities, inner-city ministries, and other parachurch organizations. Goals for field education include spiritual formation, mentoring relationships, theological reflection, and specific training in ministry skills that provide the framework for such integration.

There are two academic programs designed to provide these integrative experiences:

1. PLST 450 Ministerial Internship Program (3-12 units) is a structured field experience designed for students who wish to have an in-depth exposure to the practice of ministry within a local church under the supervision of a pastor and religion faculty member.
2. PLST 460 Practicum (1-3 units) is intended for students who are currently involved in a particular ministry and wish to receive credit for guided reflection and supervision of that experience by the on-scene administrator and religion faculty member.

The deadline for admission in the Ministerial Internship Program for the Summer or Fall semester is April 15 of the preceding Spring semester. For the Spring semester, the deadline is November 15 of the preceding Fall semester. The deadline for a practicum is the first week of the semester. Application forms are available in the Division of Religion office.

## Biblical Interpretation Courses

BINT 200 • Introduction to Archeology (3 units)

Techniques of archeology and interpretation are surveyed. Material cultures and environments of humans in

both the Old and New Worlds are reviewed, including Neolithic, Bronze, and Iron ages. Special focus on Fertile Crescent and Levantine groups. See ANTH 210.

**BINT 270 • Research Methods for the Study of Scripture (3 units)**

Prerequisite: NT 101C, OT 201C. 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.

**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/CFST 355 • Methods of Instruction in the Bible (3 units)**

Prerequisites: NT 101C, OT 201C, and one additional upper division course in biblical studies. A course designed to acquaint the student with the basic approaches to Bible study, giving prominence to the function of the teacher in the church and to effective methods of teaching.

**BINT 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/ANTH 461 • Old Testament Archeology (3 units)**

Prerequisite: OT 201C. An examination of archeological methodology and evidence concerned with the recovery and interpretation of the physical remains of the biblical period as a vital supplement to the interpretation of the biblical text.

**BINT/ANTH 462 • New Testament Archeology (3 units)**

Prerequisite: NT 101C. An examination of archeological methodology and evidence pertaining to the land of Israel during the time of Christ, and the lands of the Mediterranean world during the time of the early church.

**BINT/ANTH 464 • Archeological Field Experience (3 units)**

Prerequisites: OT 201C, and BINT 461 or BINT 462. Participation in an archeological excavation and a tour of the important sites of the Bible lands. Repeatable to a total of twelve units in BINT or ANTH.

**BINT 476 • Old Testament Backgrounds (3 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 479 • Biblical Hermeneutics (3 units)**

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

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

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

## Biblical Languages Courses

BLAN 100 • Introduction to Greek (2 units)

Prerequisites: NT 101C and OT 201C. An introduction to the Greek language which prepares students to do basic lexical and grammatical research.

BLAN 102 • Introduction to Hebrew (2 units)

Prerequisites: NT 101C and OT 201C. An introduction to the Hebrew language which prepares students to do basic lexical and grammatical research.

BLAN 201, 202 • Beginning Greek I, II (4, 4 units)

A two-semester course of instruction in the grammar of the Greek New Testament. By the end of the second semester the student should be translating portions of the Greek New Testament.

BLAN 204, 205 • Beginning Hebrew I, II (4, 4 units)

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. Offered alternate years.

BLAN/NT 301, 302 • Intermediate Greek I, II (3, 3 units)

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)

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)

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)

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, 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 division chair. May be repeated for credit.

## Christian Formation and Discipleship Studies Courses

CFST 101 • Introduction to Christian Formation and Discipleship (2 units)

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.

CFST/ICST/PLST/YLST 102 • Introduction to Intercultural Studies (2 units)

Prerequisite: NT 101C, 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.

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). The course is recommended early in the major.

CFST 322 • Christian Formation of Children (2 units)

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

CFST/YLST 324 • Introduction to Youth Ministry (2 units)

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)

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)

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/BINT 355 • Methods of Instruction in Bible (3 units)

Prerequisites: NT 101C, OT 201C, and one additional upper division course in biblical studies. A course designed to acquaint the student with the basic approaches to Bible study, giving prominence to the function of the teacher in the church and to effective methods of teaching.

**CFST/PSYC 359 • Educational Psychology (3 units)**

Prerequisite: PSYC 103C. A study of the application of psychological theories and principles to education and teaching. Topics include learning, motivation, individual differences, classroom evaluation, and classroom control.

**CFST 364 • Psychology of Religion (3 units)**

Prerequisite: PSYC 103C. Application of psychological theory to the study of those patterns of behavior and mental experience considered religious in nature. Topics such as conversion, development of faith, mental health, the nature of the soul, and parapsychology are included.

**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. A course designed to integrate theory with guided field experience in the student's chosen field. The intent is to reflect theologically in a ministry setting with special attention given to examining one's spiritual gifts, calling, identity, and preparation.

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

Prerequisite: Consent of the instructor. Study in a special topic in the field of Christian formation and discipleship. May be repeated for credit.

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

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

**CFST 493 • Senior Colloquium (3 units)**

Prerequisite: CFST 101 or consent of the instructor. Mutual investigation of selected topics in Christian formation and discipleship of particular relevance to upper division religion majors.

## **Church History Courses**

### **CHIS/HIST 305 • Church History (3 units)**

The development of the Christian church throughout its history as reflected in its life, thought, institutions, leaders, and literature.

### **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)**

Prerequisite: HIST 101 or consent of the instructor. 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 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 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/HIST 452 • History of Christianity in America (3 units)**

The development of the various denominations and sects of the Protestant church from colonial times to the present, giving European backgrounds of the American Church.

### **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 division 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 and Urban Studies Courses**

### **ICST/CFST/PLST/YLST 102 • Introduction to Intercultural Studies (2 units)**

Prerequisite: NT 101C and OT 201C. An introduction to the basic elements of intercultural communication and service. Course content will 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, OT 201C, and THEO 103C. Various models of Christian mission from biblical, theological, and historical perspectives will be explored. This interdisciplinary study, integrating theology and praxis, is designed to move the student toward a responsible understanding of an integral proclamation of the kingdom of God in a diverse cultural milieu.

### **ICST 285 • Theology and Worldview in a Multicultural Society (2 units)**

Prerequisite: NT 101C, OT 201C, and THEO 103C. A study of worldview theories and concepts in the context of intercultural studies. Six 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.

### **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 312 • Cross-Cultural Studies (3 units)**

Studies of culture groups in both peasant and modern societies. Case studies explore daily life, rites of passage, marriage, family, work, politics, social life, religion, ritual, and social problems among these groups. Comparative work is undertaken to highlight cultural similarities and differences. (Recommended for intercultural and urban studies and liberal studies majors.)

### **ICST 315 • Globalization of Church Mission (3 units)**

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

### **ICST/ANTH/INTB 320 • Culture Change (3 units)**

Prerequisite: SOCI 100C, ANTH 102C, or ICST 102. The study of change, its processes and consequences in non-Western and contemporary societies. Special emphasis will be given to cross-cultural change involving migrants, minorities, religious contacts, as well as change at the personal level.

**ICST/COMM 345 • Intercultural Communication (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 • Primal and World Religions (3 units)**

A comparison of the major non-Christian religions, with emphasis on their cultural origins, elements, forms, and symbols, and the role of religion 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 434 • Models in Urban Ministry (3 units)**

Prerequisite: ICST 102. An examination of the urban church using theological, sociological, and historical dimensions. Experiences will be gained through visits to urban churches and ministries.

**ICST 454 • Principles and Methods of Intercultural Ministry (3 units)**

Prerequisite: ICST 102. A study of effective church establishment among unreached people groups globally. Special attention will also be given to intercultural strategies for church ministries in urban North American contexts.

**ICST/CFST/PLST/YLST 461 • Integrative Field Studies (3 units)**

Prerequisites: PLST 310, PLST 312, and PLST 314. A course designed to integrate theory with guided field experience in the student's chosen field. The intent is to reflect theologically in a ministry setting with special attention given to examining one's spiritual gifts, calling, identity, and preparation.

**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 473 • Urban Leadership and Social Transformation (3 units)**

Prerequisite: ICST 102. A study of the interrelationship between theology and the mission agenda of the urban church. Leadership development, community based organizing and faith based initiatives in an urban setting will be explored.

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

Prerequisite: Consent of the instructor and division 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.

**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)**

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. An examination of the teaching and ministry of Jesus, designed specifically for the non-religion major. Credit for this course cannot be used to satisfy a religion major requirement.

**NT 315 • The Gospel of Mark (1-3 units)**

Prerequisite: NT 101C. A study of the background, theology, community and literary significance of the Markan traditions of Jesus.

**NT 320 • Johannine Literature (3 units)**

Prerequisite: NT 101C. 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)**

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)**

Prerequisite: Consent of the instructor. Daniel, certain intertestamental literature, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

**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, OT 201C, THEO 103C, and BINT 270, and one upper division elective course in New Testament. An advanced course for the study of important theological concepts of the New Testament. The focus will be twofold: the 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.

**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, OT 201C, and one additional upper division course in New Testament. 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 division 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)

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, 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, OT 345 Deuteronomy.

OT/BLAN 406, 407 • Advanced Hebrew I, II (2, 2 units)

Syntactical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered on demand.

**OT/NT 420 • Apocalyptic Literature (3 units)**

Prerequisite: Consent of the instructor. Daniel, certain intertestamental literature, and Revelation are studied with a view to determining the nature and 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, 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, and BINT 270, and one upper division elective course in Old Testament. 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.

**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 division chair. May be repeated for credit.

**OT/NT/THEO 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/CFST/ICST/YLST 102 • Introduction to Intercultural Studies (2 units)**

Prerequisites: 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.

**PLST/COMM 290 • 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, self-concept. This course does not fulfill a core curriculum requirement.

**PLST 291,292,293 • Special Topic (1, 2, 3 units)**

Study of a special topic in pastoral leadership. May be repeated for credit.

**PLST/COMM 300 • Homiletics (3 units)**

Prerequisite: COMM 201C. A study of the techniques of sermon preparation with some practice in preaching, including instructor and class analysis of class and campus preaching.

**PLST 310 • Introduction to Christian Leadership (2 units)**

Prerequisite: NT 101C, OT 201C, and BINT 270. 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.

**PLST 312 • Introduction to Pastoral Care (2 units)**

Prerequisite: NT 101C, OT 201C, THEO 103C, and BINT 270. 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.

**PLST 314 • Introduction to Preaching and Teaching (2 units)**

Prerequisite: NT 101C, OT 201C, THEO 103C, and BINT 270. An introduction to the proclamation mission of communicating the gospel through teaching and preaching.

**PLST 315 • Church Communication Techniques (3 units)**

The theories and techniques of communication within the church in such areas as speaking, music, printed pieces, advertisement; and the public communication of the church through media such as radio, TV, film, drama, newspapers, and music.

**PLST 372 • Research Methods for the Study of Ethics and Christian Leadership (3 units)**

Prerequisite: THEO 301. Students will analyze ethical and leadership issues by utilizing problem-solving methods. Specifically, students will learn how to frame a research problem, conduct a literature search, choose a suitable method, collect appropriate data, and evaluate the data into a cohesive research document.

**PLST/MUSC 406C • Music and Worship (3 units)**

A study of music and worship in the services of the Christian Church beginning with the early believers and extending to contemporary worship practices. The course provides both an overview of the theological, historical and musical developments which provide precedent for both traditional and non-traditional worship aspects in the contemporary church; and practical guidelines for biblical and effective worship and church music leadership. This course fulfills the Core Curriculum Capstone requirement for Music majors only.

**PLST/COMM 414 • Advanced Preaching (3 units)**

Prerequisites: PLST 300 and 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. A study of the biblical and theological foundations of spirituality within the Pentecostal/charismatic tradition. The emphasis will be on building a functioning spiritual life by the exercise of spiritual disciplines such as prayer, worship, community, fasting, and other disciplines.

**PLST/SOCI 423 • Sociology of Religion (1-3 units)**

The social structural approach to the study of religion, with particular emphasis on American society. One unit weekend elective courses that can be taken independently or in groups of two or three. Each unit will focus on one of the following major topics: defining religion; the restructuring of American religion; religion and the public square.

**PLST 425 • Narrative and Expository Preaching (3 units)**

Prerequisite: PLST 314. An examination of narrative and expository preaching methods as complementary styles of preaching to strengthen pulpit ministry.

**PLST/CFST/YLST 426 • Small Group Ministry (3 units)**

A study of group dynamics within the context of local congregational mission and ministry. Issues in design and implementation of small group programming also are explored.

**PLST/CFST/YLST 430 • Management in Christian Organizations (3 units)**

Prerequisite: PLST 310. Exploring effective management from a systems perspective that examines the internal processes of a 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 438 • Church Financial Administration (3 units)**

Prerequisites: ACCT 220/221 and BUSN 215/216. Basic accounting, cash, banking, taxes, IRS, government responsibility, financial record keeping and reporting, plant/property management, audits, and insurance.

**PLST 440 • Pastoral Care and Counseling (3 units)**

Prerequisite: PLST 312. The application of counseling and guidance principles to the work of the pastor and other religious workers in the field of pastoral care, including the use of case studies in ministering to persons with illness, grief, home, youth, 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 Division of Religion office.

**PLST 457 • Church Growth (3 units)**

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

**PLST 460 • Practicum (1-3 units)**

Prerequisite: Approval of the division 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 Division of Religion office.

**PLST/CFST/ICST/YLST 461 • Integrative Field Studies (3 units)**

Prerequisite: PLST 310, PLST 312, and PLST 314. A course designed to integrate theory with guided field experience in the student's chosen field. The intent is to reflect theologically in a ministry setting with special attention given to examining one's spiritual gifts, calling, identity, and preparation.

**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 division 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.

### PHIL 210 • Critical Thinking (3 units)

An introduction to deductive and inductive reasoning, informal logic, semantics, and the techniques of analysis, creative thinking, and problem solving. This course does not fulfill a core curriculum requirement.

### PHIL 291, 292, 293 • Special Topic (1, 2, 3 units)

Study of a special topic in philosophy. May be repeated for credit.

### PHIL 310, 311 • History of Philosophy (3, 3 units)

Prerequisite: PHIL 201. A survey of the principal periods in Western philosophy from the Greeks to the present, emphasizing the development of major problems and the contributions of outstanding philosophers. These courses do not fulfill a core curriculum requirement.

### PHIL/ENGL 418 • Classical Literature and Philosophy (3 units)

Reading and discussion of major texts from the classical period, with attention to their influence on literature and the history of ideas. Emphasis on Plato, Aristotle, Cicero, Virgil, Marcus Aurelius, and Seneca.

### 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 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 311 • Christian Theology I: Prolegomena and Bibliology (3 units)

Prerequisite: THEO 103C. A study of the nature, method, sources, and divisions of systematic theology, and of authority and revelation, with particular emphasis on the doctrine of Holy Scripture. The student will be encouraged to understand the relevance of this study in the contexts of both personal and corporate world and life views. Offered in the Fall semester of odd numbered years.

THEO 321 • Christian Theology II: Theology Proper and Anthropology (3 units)

Prerequisite: THEO 103C. A study of the person of God, the angelic hosts, and man. The existence, nature and attributes of the Triune God are considered, with particular reference to the being and work of the first person of the Godhead. Included are studies in respect to creation, re-creation, and providence. Emphasis then shifts to the study of humanity: its origin, nature, and existence in both the fallen and restored states. Offered in the Spring semester of even-numbered years.

THEO 341 • Christian Theology III: Christology and Soteriology (3 units)

Prerequisite: THEO 103C. A study of the person, natures, and work of Christ, and of the application of that work in the context of human redemption. Christ's humanity and deity are considered in the states of humiliation and exaltation; the atonement is studied in reference to the doctrines of union and communion with Christ. The course includes reflection on the believer's vocation, regeneration, faith, justification, sanctification, and perseverance. Offered in the Fall semester of even-numbered years.

THEO 351 • Christian Theology IV: Ecclesiology and Eschatology (3 units)

Prerequisite: THEO 103C. A study of the doctrines of the church and of "last things." The nature, life, and service of the community of faith are considered in relationship to the purposes of God as revealed for both the present time and the future. Basic to the study is the concept that the ideas of blessing and cursing, of reward and punishment, are integral parts of all of God's dealings with humankind. Offered in the Spring semester of odd-numbered years.

THEO 361 • Christian Theology V: Pneumatology (3 units)

Prerequisite: THEO 103C. A study of the person and work of the Holy Spirit. Included in this course are comparative studies of twentieth-century Pentecostal and charismatic theologies. Particular emphasis is placed upon

the teaching of the Assemblies of God on the work of the Spirit of God both in the personal and corporate contexts. Offered in the Spring semester of even-numbered years.

**THEO/ENGL 389 • C.S. Lewis Seminar I (3 units)**

Prerequisite: THEO 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.

**THEO 415 • Introduction to Narrative Theology (1–3 units)**

A study of the implications of storytelling and narrative as a way of engaging in the theological task.

**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/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, OT 201C, THEO 103C, and BINT 270, and one upper division elective course in New Testament. An advanced course for the study of important theological concepts of the New Testament. The focus will be twofold: the 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.

**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 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, and one additional upper division course in Old Testament. An exploration of the meaning of, and limits for, biblical theology, together with the works of certain prominent scholars in the area; and of selected motifs found in the Old Testament.

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

Prerequisite: Consent of the instructor and division 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)**

Prerequisite: THEO/ENGL 389 or consent of the instructor. Further study of the writings of C.S. Lewis emphasizing his articulation and defense of the Christian faith.

**THEO 490 • Seminar in Theology (3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in theology of particular relevance to upper division religion majors. May be repeated for credit.

## **Youth Leadership Studies Courses**

**YLST/CFST/ICST/PLST 102 • Introduction to Intercultural Studies (2 units)**

Prerequisite: NT 101C, 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.

**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.

**YLIST 460 • Practicum (1-3 units)**

Prerequisite: Approval of the division 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 Division of Religion office.

**YLIST/CFST/ICST/PLST 461 • Integrative Field Studies (3 units)**

Prerequisite: PLST 310, PLST 312, and PLST 314. A course designed to integrate theory with guided field experience in the student's chosen field. The intent is to reflect theologically in a ministry setting with special attention given to examining one's spiritual gifts, calling, identity, and preparation.

**YLIST 470 • Special Topic (1-3 units)**

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

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

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

**YLIST 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.

# Division of Social Science

Vincent Gil, Ph.D., Chair

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*MISSION: The Division of Social Science provides the skills and intellectual framework for understanding individuals and society, and for seeking answers to their problems. Proceeding from a Christian worldview, the division contributes both to the core curriculum of all VUSC students and to the development of a solid foundation for divisional majors within the disciplines of anthropology, history, political science, psychology, and sociology with all their life-enriching liberal arts insights. Students majoring in one of the divisional disciplines also develop skills and understanding leading to effectiveness in their fields and a life of Christian service.*

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## Divisional Major

The interdisciplinary social science major provides a broader exposure to several social science disciplines than is possible in a more specific major within one of the departments. Such a course of study may be preferable to students interested in interdisciplinary applications of their undergraduate education, such as public sector employment or overseas work.

### **Social Science Major Requirements**

**fifty-four units**

ANTH 102C	Introduction to Cultural Anthropology	3 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
PSYC 103C	General Psychology	3 units
SOCI 100C	Introduction to Sociology	3 units
SOCS 265C	Introduction to Statistical Methods	3 units
Upper Division Electives		30 units

## Distinctive Options

**Pre-Law Studies**—The division offers an excellent selection of courses for students contemplating graduate studies in law. Most law schools do not specify a particular course of pre-law studies; they generally encourage applicants to pursue a broad liberal arts education at the undergraduate level. Students should consult the pre-law advisor, in the Social Science Division, in making appropriate academic plans.

**American Studies Program**—Vanguard University of Southern California students are eligible to participate in the American Studies Program, sponsored by the Council of Christian Colleges and Universities (CCCU). The program provides a semester of studies in Washington, D.C., under resident faculty members, along with approximately forty students from Christian colleges across the nation. Students earn sixteen semester units of credit through a program of formal classroom studies and internship in government or private sector organizations.

The program is designed for Christian students who are learning to integrate their faith with knowledge. It is for those who desire to find out for themselves what vocation means and what it means to act on what they believe. The aim of the program is not simply to strengthen the student's Christian worldview, but is to equip and motivate students to act responsibly in society. The program offers a nontraditional, interdisciplinary, issue-

oriented learning experience. Combining the theoretical with the practical, students deal with issues like war and peace, poverty and hunger, individualism, and calling and vocation.

Students from any academic major may participate in the program. The primary qualifications for admission are above average grades, upper division standing, approval of the College administration, and a serious desire to understand more about integrating Christian faith with public policy-making. Students interested in attending should confer with the liaison for the American Studies Program, in the Social Science Division.

**AS/POLS 320 • American Studies Internship (8 units)**

A part-time work experience in Washington, D.C., in a professional setting within the student's major field of concentration. Students may select placements in such areas as communication arts, urban ministries, marketing and corporate enterprises, law firms, trade associations, federal agencies, or political offices. Any term, limited enrollment. Credit is granted at the discretion of each department.

**AS/POLS 340 • American Studies Seminars (8 units)**

An interdisciplinary examination of selected topics in the American political, historical, and cultural context. Includes a two-unit study module, Foundations for Public Involvement, and two three-unit study modules, Domestic Policy Issues and International Policy Issues. Any term, limited enrollment. May be credited as free electives or as departmental units when accepted by individual departments.

**Other Council of Christian Colleges and Universities Programs**—The CCCU also sponsors a Latin American Studies Program in Costa Rica, a Middle East Studies Program in Cairo, Egypt, and a Russian Studies Program. Students with particular interest in those areas should consult Dr. Dennis McNutt about spending a semester abroad. Credits can be earned in anthropology, sociology, or history-political science, and are applicable to the respective major.

## Divisional Minor

Students may earn a social science minor by completing 21 units offered by the division. Twelve of these twenty-one units must be completed at Vanguard University. At least one course (3 units) must be selected from each of the three departments within the division: 3 units of Cultural Anthropology/Sociology; 3 units of History/Political Science; 3 units of Psychology.

## Social Science Subject Matter Program for California Teaching Credential

See the History-Political Science Department section of this catalog for information regarding the Social Science Subject Matter Program.

## Social Science Courses

**SOCS/INTB 150 • World Geography (3 units)**

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

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

Prerequisite: BUSN 200, or one semester college level math (excluding MATH/SOCS 265C). An introduction to the principles of economic analysis, economic institutions, and issues of public policy.

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

Prerequisite: BUSN 200, or one semester college level math (excluding MATH/SOCS 265C). An introduction to the economics of private enterprise and resource allocation, including demand, supply, and elasticity; cost of production; price and output determination under various market structures; and pricing and employment resources.

SOCS/MATH 265C • Introduction to Statistical Methods (3 units)

A course in basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data in the behavioral sciences; including descriptive statistics (use of graphs and charts), normal distribution curve, measures of central tendency, deviation and dispersion, hypothesis testing, statistical fallacies, correlation, and topics in probability. Students majoring in Accounting, Anthropology, Business Administration, International Business, Marketing, Psychology, Social Science, or Sociology must take MATH/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/MATH 364C • Intermediate Statistical Methods (3 units)

Prerequisite: SOCS/MATH 265C or consent of the instructor. This course is designed to provide a review of fundamental descriptive and inferential procedures as well as a survey of more advanced procedures (including multiple regression, factorial analysis of variance, and a variety of non-parametric tests). Students majoring in Biology or Chemistry must take SOCS/MATH 364C to fulfill the core curriculum requirement in mathematics. Students majoring in Mathematics are exempt from taking the core curriculum requirement in mathematics.

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.

## Department of Anthropology & Sociology

*Craig D. Rusch, Ph.D., Chair*

Two distinct, but interrelated, majors are housed in this department. Both stress scientific and practical applications in the service of society, culture, and the individual.

### Cultural Anthropology Major

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*MISSION: The cultural anthropology major enables students to understand culture, its nature, function, diversity, and shaping effects on human nature and societies. Its faculty of Christian scholars address the applications of this knowledge to facilitations of the Christian faith and mission. The major prepares students for applied work upon graduation, or the competent pursuit of advanced study in one of the many specializations of the discipline, such as linguistic, educational, development, medical, business, and cognitive.*

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#### **Institutionally**

To serve anthropology majors seeking graduate studies in anthropology or those using anthropological knowledge and training to secure jobs; to disseminate anthropological information to a large number of nonmajors,

and through them to enlighten the greater community on the scope, significance, and applications of anthropology to uphold the divine commission, human dignity, and cultural diversity.

### Academically

To affirm anthropology, with its focus on cross-cultural research, the promotion of cultural worth and significance, as opposed to ethnocentrism, and its integrated approach to understanding humankind from the perspective of the traditional four fields of anthropology (linguistics, sociocultural, physical, and archeology).

### Spiritually

To affirm the utility of anthropological knowledge and skills in the delivery of the gospel to culture groups at home and around the world, and to the amelioration of human problems via a holistic understanding of the human condition.

### **Cultural Anthropology Major Core Requirements**

**forty-two units**

#### *Lower Division*

*fifteen units*

ANTH 102C	Introduction to Cultural Anthropology	3 units
SOCI 100C	Introduction to Sociology	3 units
ANTH 210	Archeology and Physical Anthropology	3 units
ANTH 253	Language in Cultural Context	3 units
SOCS 265C	Introduction to Statistical Methods	3 units

#### *Upper Division*

*twenty-one units*

ANTH 312	Cross-Cultural Studies	3 units
ANTH 320	Culture Change	3 units
ANTH 354	Anthropological Theory and Research Design	3 units
ANTH 357	Qualitative and Quantitative Methods	3 units
ANTH 440	Culture, Personality, and the Individual	3 units
ANTH 452C	Applied Anthropology	3 units
ANTH 460	Field Practicum/Field Work	2-4 units

#### *Electives*

*six units*

ANTH 316	Environment, Culture, and Behavior	3 units
ANTH 333	Gender, Culture, and Society	3 units
ANTH 340	Third World Ethnography	3 units
ANTH 341	Latin American Civilizations and Cultures	3 units
ANTH 343	Class, Race, Ethnicity, and Gender	3 units
ANTH 358	Primal and World Religions	3 units
ANTH 367	Ancient Civilizations of Middle America	3 units
ANTH 370	Asian Cultures and the Modern World	3 units
ANTH 453	Language, Culture, and Linguistics	3 units
ANTH 450	Teaching Internship in Anthropology	1-4 units
ANTH 455	Research Internship in Anthropology	1-3 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**

**twenty units**

ANTH 102C	Introduction to Cultural Anthropology	3 units
ANTH 210	Archeology and Physical Anthropology	3 units
ANTH 253A	Language in Cultural Context	3 units
Electives in Anthropology		11 units

**Cultural Anthropology Minor for International Business**

**twenty units**

This minor is an integral part of the international business curriculum, and is jointly offered with the international business major as a means of preparing students for successful cross-cultural business experiences. It integrates knowledge of diverse cultural systems, customs, and practices with sound analytic techniques for effective cross-cultural interactions. (For the full requirements of the International Business major, see the Business Division section of this catalog.)

ANTH 102C	Introduction to Cultural Anthropology	3 units
ANTH 253	Language in Cultural Context	3 units
ANTH 320	Culture Change	3 units
ANTH 440	Culture, Personality, and the Individual	3 units
Study Abroad Option (with Anthropology Component)		5 units

*Select one course from:*

ANTH 341	Latin-American Civilizations and Culture	3 units
ANTH 370	Asian Cultures and the Modern World	3 units
ANTH 470	Special Topic: Japanese Culture and Civilization	3 units

**Cultural Anthropology Minor for Intercultural and Urban Studies**

**twenty units**

This minor works concurrently with the intercultural and urban studies major to provide the basis for cross-cultural ministries knowledge, cultural sensitivity training, and cultural analysis capacitation.

ANTH 102C	Introduction to Cultural Anthropology	3 units
ANTH 253	Language in Cultural Context	3 units
ANTH 312	Cross-Cultural Studies	3 units
ANTH 320	Culture Change	3 units
ANTH 358	Primal and World Religions	3 units
Electives in Anthropology		5 units

## Anthropology Courses

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

A study of human culture emphasizing culture's origins and processes. The development of concepts and theories about human culture which apply to life in both primitive and modern societies.

ANTH 210 • Physical Anthropology and Archeology (3 units)

Material culture and environments of prehistoric humans is explored alongside human paleontology. Theories of origins are explored and critiqued. Methods of paleontology and prehistoric archeology are surveyed. Core course option.

**ANTH/INTB 253 • Language in Cultural Context (3 units)**

Prerequisite: ANTH 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. Study of a special topic in Anthropology. May be repeated for credit.

**ANTH/ICST 312 • Cross-Cultural Studies (3 units)**

Studies of culture groups in both peasant and modern societies. Case studies explore daily life, rites of passage, marriage, family, work, politics, social life, religion, ritual, and social problems among these groups. Comparative work is undertaken to highlight cultural similarities and differences. Core course. (Recommended for intercultural and urban studies and liberal studies majors.)

**ANTH 316 • Environment, Culture, and Behavior (3 units)**

Analysis of the relationship between humans and their environment. Natural phenomena, design, space, population density, and organizational structure will be examined.

**ANTH/ICST/INTB 320 • Culture Change (3 units)**

Prerequisite: SOCI 100C, ANTH 102C, or ICST 102. The study of change, its processes and consequences in non-Western and contemporary societies. Special emphasis will be given to cross-cultural change involving migrants, minorities, religious contacts, as well as change at the personal level.

**ANTH 333 • Gender, Culture, and Society (3 units)**

Prerequisite: SOCI 100C, ANTH 102C. Gender as a social construction with powerful consequences is explored in this course along with 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 340 • Third World Ethnography (3 units)**

Prerequisite: ANTH 102C; recommended: ANTH 312. The study of developing nations commonly grouped under the "Third World" label, emphasizing the effects of Colonialism, modernization, urbanization, and culture contact with Western nations. Emphasis is given to changes in ideology and material culture, cultural form, and flux in the face of pressures to change. Recommended for electives in cultural anthropology, religion, and for intercultural and urban studies majors.

**ANTH/HIST/INTB 341 • Latin American Civilization and Culture (3 units)**

A general survey of historical, racial, and cultural elements which have produced Latin America today, including Spanish historical and religious background, early Indian civilization, Spanish colonial policy and institutions, development of republics, and modern national trends.

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

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 354 • Anthropological Theory and Research Design (3 units)**

An overview of the major theoretical schools in anthropology, including recent trends of discourse on the discipline, followed by discussion of the major research designs employed in anthropological projects and practice.

**ANTH 357 • Qualitative and Quantitative Research Methods (3 units)**

Prerequisite: ANTH 354. Qualitative research methodologies such as participant observation, ethnographic interviewing, the construction of field recording instruments, etc., will be explored, followed by methods for the collection of structured, quantifiable data, such as through questionnaires and survey instruments. Construction, application, and analysis of data generated by both methodologies will be illustrated. Students will participate in laboratory and field data collection and analysis exercises.

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

A comparison of the major non-Christian religions, with emphasis on their cultural origins, elements, forms, and symbols, and the role of religion as an institution in such societies.

**ANTH/SPAN 367 • Ancient Civilizations of Middle America (3 units)**

A study of the rise of civilization in Middle America as revealed by archeology and early writings, emphasizing the cultural and technological achievements of the Toltecs, Aztecs, Mayans, and others, as well as the folk cultures of the present inhabitants of these areas.

**ANTH/INTB 370 • Asian Cultures and the Modern World (3 units)**

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

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

Prerequisites: ANTH 102C, 320; PSYC 345 recommended. Western conceptions of the psychology of personality and the self-concept are reassessed in light of cross-cultural studies and the contributions of anthropologists. Notions about universality of Western personality attributes are questioned in light of diverse cultural influences. Course is oriented to broaden a student's understanding of personality formation, social character, views of the self, and of the importance of understanding cultural features which contribute to these. A practical course for those intending to work with, minister to, or do clinical counseling with people from diverse cultural backgrounds.

**ANTH 450 • Anthropology Teaching Internship (3-4 units)**

Open to seniors with a grade point average of 3.0 or above with approval of the department chair. Regular hours each week for classes and/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 452C • Applied Anthropology (3 units)**

Nonacademic public and private uses of anthropology in contemporary world settings, in population, nutrition, health, planning, government, industry, and business. Applications of anthropology to the missiological enterprise. Techniques and ethics of such work in the U.S. and abroad. (Recommended for intercultural and urban studies majors.) This course fulfills the Core Curriculum Capstone requirement for Anthropology majors.

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

This course surveys the acquisition and use of language within a cultural context. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language'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)

ANTH 460 • Field Practicum/Field Work (2-4 units)

Guided ethnographic field experience based on student's research prospectus. Senior year standing/consent of the instructor.

ANTH/BINT 461 • Old Testament Archeology (3 units)

Prerequisite: OT 201C. An examination of archeological methodology and evidence concerned with the recovery and interpretation of the physical remains of the biblical period as a vital supplement to the interpretation of the biblical text.

ANTH/BINT 462 • New Testament Archeology (3 units)

Prerequisite: NT 101C. An examination of archeological methodology and evidence pertaining to the land of Israel during the time of Christ, and the lands of the Mediterranean world during the time of the early church.

ANTH/BINT 464 • Archeological Field Experience (3 units)

Prerequisites: OT 201C, and BINT 461 or BINT 462. Participation in an archeological excavation and a tour of the important sites of the Bible lands. Repeatable to a total of twelve units in BINT or ANTH.

ANTH 470 • Special Topics (1-3 units)

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

ANTH 490 • Seminar (1-3 units)

Prerequisite: Consent of the instructor. Mutual investigation of one topic in anthropology of particular relevance to upper division cultural anthropology majors. May be repeated for credit.

## Sociology Major

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*MISSION: The sociology major seeks to equip student scholars with the theoretical, methodological, substantive and practical tools necessary to investigate, understand and engage contemporary and future social life.*

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Sociology studies social order, social conflict and social change. It reveals the impact of social forces on people and contributes to an understanding of our complex social world. As part of a Christian university, the soci-

ology major confronts contemporary social issues by integrating efforts toward positive social change with vital aspects of Christian faith and practice.

The sociology major provides a foundation for careers in education, counseling, law and law enforcement, social welfare, public relations, journalism, government, business, Christian ministry and any other career that requires an understanding of human behavior and organization. Students have substantial flexibility to select courses in areas that match their interests and career goals. The major is also a gateway to numerous graduate programs in various areas of academic and professional specialization. The major provides students with opportunities to put sociological ideas into practice and research. Opportunities are available for Sociology Research Assistantships and Community Internships.

The Sociology Minor makes an excellent addition to any major field of study in which the student will be working with people, groups, organizations or communities.

The Sociology Concentration is designed for liberal studies majors desiring to make sociology an area of emphasis in their preparation for a career in public or private school teaching.

***Sociology Major Core Requirements***

***forty-two units***

*Lower Division*

*nine units*

SOCI 100C	Introduction to Sociology	3 units
ANTH 102C	Introduction to Cultural Anthropology	3 units
SOCS 265C	Introduction to Statistical Methods	3 units

*Upper Division*

*fifteen units*

SOCI 332	Marriage and Family	3 units
SOCI 343	Class, Race, Ethnicity and Gender	3 units
SOCI 353	Methods of Social Research	3 units
SOCI 365	Sociological Theory	3 units
SOCI 490C	Senior Seminar	3 units

*Electives*

*eighteen units*

SOCI 230	Social Problems	3 units
SOCI 258	Sociology of Sports and Human Movement	3 units
SOCI 324	Social Psychology	3 units
SOCI 333	Sociology of Women	3 units
SOCI 335	Social/Psychological Aspects of Aging	3 units
SOCI 345	Family Violence	3 units
SOCI 348	Sociology of Childhood	3 units
SOCI 352	Urban Sociology	3 units
SOCI 358	Human Sexuality	3 units
SOCI 359	Medical Sociology	3 units
SOCI 362	Juvenile Delinquency and Justice	3 units
SOCI 363	Social Stratification	3 units
SOCI 364	Sociology of Organizations	3 units
SOCI 366	Criminology	3 units
SOCI 367	Sociology of Corrections	3 units

SOCI 372	Deviance and Social Control	3 units
SOCI 423	Sociology of Religion	1-3 units
SOCI 440	Clinical Sociology	3 units
SOCI 450	Teaching Internship in Sociology	1-3 units
SOCI 455	Sociology Research Assistantship	1-3 units
SOCI 460	Field Practicum	1-4 units
SOCI 468	Law and Society	3 units
SOCI 470	Special Topics in Sociology	1-3 units
SOCI 480	Individual Studies in Sociology	1-3 units

An exit interview and Major Field Test are required of all graduating seniors. The Major Field Test is an objective, end-of-program test designed to assess the mastery of concepts, principles and knowledge expected of students at the conclusion of the sociology major.

**Sociology Minor** **twenty-one units**

SOCI 100C	Introduction to Sociology	3 units
Electives in Sociology		18 units

NOTE: At least half of the units must be taken at Vanguard University.

**Sociology Emphasis (Liberal Studies Majors)** **twelve units**

SOCI 100C	Introduction to Sociology	3 units
Upper Division Electives in Sociology		9 units

## Sociology Courses

**SOCI 100C • Introduction to Sociology (3 units)**

An introduction to the study of society, considering the fundamental concepts of sociology in each of three great areas: social structure, social processes, and social problems. Sociology deals with the way individuals, groups, and institutions are related to one another.

**SOCI 230 • Social Problems (3 units)**

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.

**SOCI/EXSS 258 • Sociology of Sports and Human Movement (3 units)**

Looks at the historical and contemporary interpretations of the role of play, games, sports, dance, fitness, and recreation in a variety of cultures. Addresses sociocultural issues such as gender and minorities in sport.

**SOCI 291, 292, 293 • Special Topics (1-3 units)**

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

**SOCI/PSYC 324 • Social Psychology (3 units)**

Prerequisites: PSYC 103C, and ANTH 102C or SOCI 100C. An examination of interpersonal behavior as it is influenced by social processes, culture, face-to-face interactions, and personality characteristics; including interpersonal and group behavior in relationship to social values, norms, attitudes, roles, and social needs.

**SOCI 332 • Marriage and the Family (3 units)**

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

**SOCI 333 • Sociology of Women (3 units)**

Provides students with sociological ways of thinking about gender and the status of women. Analyzes the social and historically situated constructions of gender and explores the impact of race and class on gender. Focuses on women in US society but includes opportunities to explore cross-nation aspects.

**SOCI/PSYC 335 • Social and Psychological Aspects of Aging (3 units)**

Prerequisite: PSYC 103C. Views human aging from an interdisciplinary and cross-cultural perspective. The physiology of aging and its psychological ramifications are explored, as is the sociology and spirituality of the older adult in contemporary society.

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

This course focuses on the distribution of power and resources across 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.

**SOCI 345 • Family Violence (3 units)**

Investigates the identification, causes, and prevention of all types of intrafamily abuse: child, spouse, sibling, and parent. Explores theories and research findings for practical application. Studies the sociocultural contexts in which abuse and violence occur. For students whose careers will bring contact with victims and/or perpetrators of family violence.

**SOCI 348 • Sociology of Childhood (3 units)**

Examines the diverse conceptions of childhood historically and the social forces that produced the modern form of childhood. Explores children's experience and culture and discusses the social condition of children in contemporary US society.

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

A study of urban life with emphasis on its organization, unique functions, and problems.

**SOCI 353 • Methods of Social Research (3 units)**

Prerequisite: SOCI 100C. The design, preparation, and execution of competent social research through a research project, to develop an understanding of social theory construction and research methodology.

**SOCI/PSYC 358 • Human Sexuality (3 units)**

Prerequisites: PSYC 103C and six units of upper division psychology or sociology or consent of the instructor. Human Sexuality provides an overview of human sexual anatomy, physiology, gender identity, sex role development and expression, modes of sexual expression, sexual deviation, the meaning of sexuality within relationships, and ethical considerations.

**SOCI 359 • Medical Sociology (3 units)**

Explores the social forces that shape the health and illness of populations, the changing social definitions of wellness and social expectations. The course examines the role of society and culture in wellness-related decision making and health-care delivery systems.

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

Prerequisites: SOCI 100C and 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.

**SOCI 363 • Social Stratification (3 units)**

Prerequisite: SOCI 100C. A sociological view will be utilized to draw attention to those structural aspects of society which cause unequal access to the resources available. Various theoretical perspectives will be presented and evaluated. The major dimensions of class differentiation in America and selected countries around the world will be described and discussed.

**SOCI 364 • Sociology of Organizations (3 units)**

Prerequisite: SOCI 100C. A survey of the development of theoretical perspectives of formal and complex organizations from the sociological perspective. The internal processes and relationship to the external environment will be examined. Examples of empirical research will be reviewed.

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

Prerequisite: SOCI 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.

**SOCI 366 • Criminology (3 units)**

Prerequisite: SOCI 100C or consent of the instructor. Addresses law, crime, and crime control as social phenomena that can be adequately understood only in terms of larger social and cultural contexts. Analyzes the nature and patterns of criminality and explores methodological and conceptual questions concerning crime data and research. Reviews traditional and contemporary theories, policies, practices, and issues.

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

Prerequisite: SOCI 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.

**SOCI 372 • Deviance and Social Control (3 units)**

Prerequisites: SOCI 100C and PSYC 103C. 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.

**SOCI/PLST 423 • Sociology of Religion (1-3 units)**

The social structural approach to the study of religion, with particular emphasis on American society. One unit weekend elective courses that can be taken independently or in groups of two or three. Each unit will focus on

one of the following major topics: defining religion; the restructuring of American religion; religion and the public square.

**SOCI 440 • Clinical Sociology (3 units)**

Prerequisites: Consent of the instructor; fifteen upper division units in sociology. Principles and practices of sociotherapy, emphasizing sociological intervention techniques. Oriented toward enabling students in the application of sociological principles to the understanding of interpersonal, family, occupational, and personal problems.

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

Open to seniors with a grade point average of 3.0 or above with approval of the department chair. Regular hours each week for classes and/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.

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

Prerequisites: SOCI 100C, SOCI 353, and SOCS/MATH 265C. Open to juniors and seniors and requires the consent of the professor serving as the principal investigator of a research process. The student assistant will be assigned to work on various steps of the research process from the formulation of the problem through the analysis of the data and preparation of the research report in written and/or oral formats. May be repeated for a maximum of six units.

**SOCI/PSYC 460 • Field Practicum (1-4 units)**

Prerequisite: PSYC 103C, or junior or senior standing. Field experience in a social service agency such as an outpatient health facility, a community organization, or a social program. The course can be taken 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.

**SOCI 468 • Law and Society (3 units)**

Prerequisite: SOCI 100C or consent of the instructor. Examines law and the legal structure in its social context. Explores the nature, sources, dimensions, and impact of law from social scientific perspectives. Analyzes the uses and limits of law in maintaining order and promoting social change.

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

Prerequisite: Consent of the instructor. Study of a special topic in one of the fields of sociology. May be repeated for credit. Special topic courses are developed by faculty according to student interest and are offered periodically.

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

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

**SOCI 490C • Senior Seminar (3 units)**

Prerequisite: Consent of the instructor. This course is designed to serve as a rite of passage for graduating seniors. It particularly is intended to assist the student in integrating the multifaceted aspects of their educational experience with their short- and long-term life goals. This course fulfills the Core Curriculum Capstone requirement for Sociology majors.

# Department of History and Political Science

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

*MISSION: The Department of History and Political Science engages students with these two disciplines in the context of a Christian worldview. Students will become familiar with the cultural, political, economic, social, and religious development of world civilizations. This familiarity will enhance their ability to understand and evaluate the historical origins of contemporary society and culture as well as the political 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

### Requirements

forty-seven units

#### **Survey of the Field**

**twelve 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

#### *Related Fields*

*nine units*

SOCs 215	Principles of Economics (Macroeconomics)	3 units
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Choose two of the following core curriculum courses:

6 units

ANTH 102C Introduction to Cultural Anthropology

PSYC 103C General Psychology

SOCI 100C Introduction to Sociology

(Prospective teachers must choose ANTH 102C and PSYC 103C)

#### **Electives: Upper Division U.S. History and Political Science**

**nine 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 360	Women in American History	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: The United States since 1963	3 units
HIST 420	History of Pentecostalism	3 units
HIST 430	Topics in American Social History	3 units
HIST 450	History Teaching Internship	1-3 units
HIST 456	History and Geography of California	3 units
HIST 463	United States Diplomatic History	3 units
HIST 470	Special Topics in United States History	3 units
POLS 301	Introduction to Political Philosophy	3 units
POLS 325	Religion and Politics	3 units

POLS 345	United States Foreign Policy	3 units
POLS 432	The Social Functions of Secrecy	3 units
POLS 440	Contemporary American Political and Social Thought	3 units
POLS 445	Problems in Political Science	3 units
POLS 450	Political Science Teaching Internship	1-3 units
POLS 470	Special Topics in Political Science	3 units

**Electives: Upper Division non-U.S. History and Political Science** **nine units**

Choose 9 units from the following courses (at least 3 units must be non-Western: HIST 315, HIST 325, HIST 330 or HIST 341):

HIST 300	Twentieth Century World	3 units
HIST 305	Church History	3 units
HIST 315	Modern China	3 units
HIST 322	History of England	3 units
HIST 325	History of Africa	3 units
HIST 330	History of East Asia	3 units
HIST 341	Latin American Civilization and Culture	3 units
HIST 345	Modern Europe, 1648-1914	3 units
HIST 450	History Teaching Internship	1-3 units
HIST 451	Renaissance and Reformation	3 units
HIST 470	Special Topics in World History	3 units
POLS 301	Introduction to Political Philosophy	3 units
POLS 325	Religion and Politics	3 units
POLS 434	Collapse of Communism	3 units
POLS 445	Problems in Political Science	3 units
POLS 450	Political Science Teaching Internship	1-3 units
POLS 460	Problems of the Third World	3 units
POLS 470	Special Topics in Political Science	3 units

**Electives: Upper Division History or Political Science** **nine units**

Choose 9 units from the courses listed above (unrestricted).

**Electives: Upper Division Political Science** **six units**

Choose 6 units from the courses listed above (unrestricted).

**Capstone Course** **three units**

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.

## Social Science Subject Matter Program for California Teaching Credential

Students desiring to complete the Social Science Subject Matter Program for a California Teaching Credential must complete the requirements for the History/Political Science major with the following modifications:

1. At least two non-U.S. courses must deal with Europe.
2. Must take psychology and anthropology as core social science options.
3. U.S. courses must include HIST 456 History and Geography of California plus HIST 360 Women in American History.
4. Must take the following additional courses (12 units):

SOCS 150	World Geography	3 units
SOCS 216	Microeconomics	3 units
EDUC 315	Teaching in a Multicultural Setting	3 units
ANTH 358	Primal and World Religions	3 units

## History Courses

### HIST 156C • United States History (3 units)

A study of the United States from colonial times to the present, seeking to help the student develop an understanding of the growth of the institutions and culture of the nation, and gain insight into the similarities and differences of people of different times, classes, and ethnicity. Students who have already received credit for HIST 256: United States History or equivalent CANNOT receive credit at all for this course.

### 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. Students who have already received credit for HIST 103: World Civilization I, HIST 104: World Civilization II or equivalent CANNOT receive credit at all for this course.

### HIST 270 • Special Topics (1-3 units)

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

### HIST 300 • Twentieth-Century World (3 units)

A study of present-day European and world history, society, and culture, beginning with World War I and the Russian Revolution.

### HIST/CHIS 305 • Church History (3 units)

The development of the Christian church throughout its history, as reflected in its life, institutions, leaders, and literature.

### HIST 310 • History of Baseball (3 units)

A study of America's national pastime from its mythical beginnings to its 21st-century role in American society. Includes political, sociological, economic, literary, and statistical elements.

**HIST 315 • 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 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 330 • History of East Asia (3 units)**

An introduction to the histories of China, Japan and Korea, including institutional and cultural interactions within the region and interaction with the West.

**HIST/ANTH/INTB 341 • Latin American Civilization and Culture (3 units)**

A general survey of historical, racial, and cultural elements that have produced Latin America today, including Spanish historical and religious background, early Indian civilization, Spanish colonial policy and institutions, development of republics, and modern national trends.

**HIST 345 • Modern Europe, 1648-1914 (3 units)**

Traces the development of ideas and events in Europe that shattered the old order and created modernity. Major topics include the Scientific Revolution and Enlightenment, liberal political revolutions, the industrial revolution, nationalism, and imperialism.

**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 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 370 • Wars of America (3 units)**

Examines either World War II or the Vietnam War in depth. May be repeated for credit.

**HIST 373 • The Good Old Days: The United States, 1945-1963 (3 units)**

Explores political, social, economic, and cultural developments in the days of the high Cold War.

**HIST 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 430 • Topics in American Social History (3 units)**

Social history focuses on the lives of ordinary people and often challenges historical literature based on elite sources. This course explores major themes and topics in the social history of the United States from the colonial period to the present.

**HIST 450 • History 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 six units.

**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 456 • History and Geography of California (3 units)**

A study of California from pre-Spanish times to the present, with emphasis on political, economic, and social developments and on its physical, political, and human geography.

**HIST 463 • United States Diplomatic History (3 units)**

Explores the foreign relations of the United States since the Revolution, with the bulk of the course treating the period since 1890, when the United States has been a major actor in world affairs.

**HIST 470 • Special Topics (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 division 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.

**HIST 490 • Seminar (3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in history of particular relevance to upper division history and political science majors. May be repeated for credit.

## **Political Science Courses**

**POLS 155C • United States Government (3 units)**

Designed to acquaint the student with the United States political system, including constitutional developments of the United States and of California, and stimulate reflection on the intersection of Christianity and citizenship.

**POLS 270 • Special Topics (1-3 units)**

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

**POLS 301 • Introduction to Political Philosophy (3 units)**

Examines perennial questions and 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/AS 320 • American Studies Internship (8 units)**

A part-time work experience in Washington, D.C. in a professional setting within the student’s major field of concentration. Students may select placements in such areas as communication arts, urban ministries, marketing and corporate enterprises, law firms, trade associations, federal agencies, or political offices. Any term, limited enrollment. Credit is granted at the discretion of each department.

**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/AS 340 • American Studies Seminars (8 units)**

An interdisciplinary examination of selected topics in the American political, historical, and cultural context. Includes a two-unit study module, Foundations for Public Involvement, and two three-unit study modules, Domestic Policy Issues and International Policy Issues. Any term, limited enrollment. May be credited as free electives or as departmental units when accepted by individual departments.

**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 432 • The Social Functions of Secrecy (3 units)**

A study of all aspects of information disclosure and non-disclosure practices and the cultural and ethical justifications of such practices. The focus includes topics such as information control in international affairs, government, labor unions, law enforcement, and churches, professional confidentiality, and both personal and group privacy, among others.

**POLS 434 • Collapse of Communism (3 units)**

A study of the failure of Marxism-Leninism in the Soviet Union, the resultant collapse of the Soviet Union, the disintegration of the Warsaw Pact, and the efforts to reconstruct liberal society in Russia and states of the former “Soviet Empire.”

**POLS 440 • Contemporary American Political and Social 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 hatreds and peacefully co-exist.

**POLS 450 • Political Science 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 six units.

**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 470 • Special Topics (1-3 units)**

Experimental or occasional courses not offered on a regular basis. May be repeated for credit.

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

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

**POLS/INTB 482 • International Politics (3 units)**

Examination of the concepts and principles of the international political system.

**POLS 490 • Seminar (1-3 units)**

Prerequisite: Consent of the instructor. Mutual investigation of one topic in political science of particular relevance to upper division history and political science majors. May be repeated for credit.

## Department of Psychology

*Shirley Albertson Owens, Ph.D., Chair*

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*MISSION: The Department of Psychology seeks to enhance students' understanding of human nature. Proceeding from a Christian understanding of humans created in the image of God, the psychology major explores multiple perspectives of human nature, including cognitive, behavioral, biological, social-cultural, and spiritual. All students learn the skills necessary to conduct research and to evaluate carefully others' research, with the goal of increasing their understanding of human nature. Students interested in counseling are introduced to basic theories and methods relevant to providing counseling services. The psychology major prepares students either to secure employment immediately following graduation or to continue on to pursue advanced study in psychology or counseling at the graduate level.*

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Five of Vanguard University of Southern California's Educational Targets and Goals are significantly addressed by the psychology department:

**Intellectual Engagement.** Students will learn to think critically and evaluate evidence rationally, both through the research component of the major (Introduction to Statistical Methods, Experimental Psychology, and Psychological Testing) and in each of the psychological perspectives examined (cognitive, behavioral, biological, sociocultural, and spiritual).

**Spiritual Formation.** Students will grapple with issues of integration of psychology and the Christian faith in a required core course (Psychology and Christianity) and as appropriate in all courses. As Christian scholars, the psychology faculty intentionally address issues of integration of psychology and the Christian faith.

**Professional Excellence.** Through required core courses, students will develop an understanding of cognitive, behavioral, biological, sociocultural, and spiritual perspectives of human nature. Students will develop the ability to communicate professionally the results of their learning and research clearly and effectively both through the research component of the major and each of the psychological perspectives that is studied. Students will apply what they have learned through Field Practicum experience, Psychology Teaching Internship, or Psychological Research.

**Sociocultural Responsiveness.** Students will learn to appreciate cultural diversity through the required sociocultural component of the psychology major and, as appropriate, in all courses. Additionally, students will learn to appreciate differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

**Responsible Stewardship.** Through both required and elective courses, students will develop an appreciation for the value of the family and other meaningful relationships, and students will learn the importance of developing a lifestyle of personal health and well-being.

## Psychology Major

### **Requirements**

**forty-six units**

#### *Survey of the Field*

*six units*

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

#### *Research Component*

*ten units*

SOCS 265C	Introduction to Statistical Methods	3 units
PSYC 371	Experimental Psychology	4 units
PSYC 446	Psychological Testing	3 units

#### *Psychological Perspectives*

*fifteen units*

Cognitive:	PSYC 449 Cognitive Psychology	3 units
Behavioral:	PSYC 350 Theories and Principles of Learning or PSYC 420 Behavior Modification	3 units
Biological:	PSYC 330 Physiological Psychology	3 units
Sociocultural:	PSYC 324 Social Psychology or PSYC 334 Ethnic Issues in the Helping Professions	3 units
Spiritual:	PSYC 377 Psychology and Christianity	3 units

#### *Application*

*three or more units*

PSYC 460 or both	Field Practicum	three units minimum
PSYC 474 and PSYC 475	Psychological Research I Psychological Research II (with permission of the instructor)	8 units

#### *Electives*

*twelve units*

Four 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 332*	Abnormal Psychology	3 units
PSYC 334*	Ethnic Issues in the Helping Professions	3 units
PSYC 335	Social and Psychological Aspects of Aging	3 units
PSYC 345*	Theories of Personality	3 units
PSYC 350	Theories and Principles of Learning	3 units
PSYC 358	Human Sexuality	3 units
PSYC 359	Educational Psychology	3 units
SOCS 364	Intermediate Statistical Methods	3 units
PSYC 420	Behavior Modification	3 units
PSYC 440	History and Systems of 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
PSYC 480	Individual Studies	1-3 units
PSYC 490	Seminar	3 units

\*Students considering graduate work in counseling psychology or clinical psychology are strongly encouraged to take the indicated courses.

An exit interview and Major Field Test are required of all graduating seniors. The Major Field Test is an objective, end-of-program test designed to assess the mastery of concepts, principles, and knowledge expected of students at the conclusion of the psychology major.

## Psychology Minor

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

<b>Requirements</b>		<b>twenty-one units</b>
PSYC 103C	General Psychology	3 units
PSYC 320	Developmental Psychology	3 units
PSYC 332	Abnormal Psychology	3 units
SOCS 265C	Intro to Statistical Methods	3 units

### **Electives in Psychology**

**nine units**

One of the following is recommended as one of the electives:

PSYC 350	Theories & Principles of Learning	3 units
PSYC 420	Behavior Modification	3 units
PSYC 449	Cognitive Psychology	3 units

Twelve of the twenty-one units must be taken at Vanguard University.

## Psychology Courses

PSYC 103C • General Psychology (3 units)

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 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/SOCI 324 • Social Psychology (3 units)**

Prerequisites: PSYC 103C, and ANTH 102C or SOCI 100C. An examination of interpersonal behavior as it is influenced by social processes, culture, face-to-face interactions, and personality characteristics. Among the topics covered are interpersonal and group behavior in relationship to social values, diversity issues, norms, attitudes, roles, and social needs.

**PSYC 330 • Physiological Psychology (3 units)**

Prerequisite: PSYC 103C. 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.

**PSYC 332 • Abnormal Psychology (3 units)**

Prerequisites: PSYC 103C and 320. A study of sociocultural, spiritual, emotional, cognitive, and behavioral deviations with regard to description, patterns of development, measurement, and treatment methods.

**PSYC 334 • Ethnic 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. It addresses the unique changes required to the traditional psychological counseling theories and counseling practices that are associated with helping individuals from various cultures. The course is applicable to students who intend to work with, minister to, or do clinical counseling with people of diverse ethnic and cultural backgrounds.

**PSYC/SOCI 335 • Social and Psychological Aspects of Aging (3 units)**

Prerequisite: PSYC 103C. 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 345 • Theories of Personality (3 units)**

Prerequisites: PSYC 103C and 320. A review and critical evaluation of the major personality theories and their supporting evidence.

**PSYC 350 • Theories and Principles of Learning (3 units)**

Prerequisites: PSYC 103C and declared psychology major. 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/SOCI 358 • Human Sexuality (3 units)**

Prerequisites: PSYC 103C and six units of upper division psychology or sociology or consent of the instructor. 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/CFST 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 371 • Experimental Psychology (4 units)**

Prerequisites: PSYC 103C, SOCS/MATH 265C, and upper division standing. An introduction to the experimental method including research design, data gathering, hypothesis testing, review of literature, and the writing of formal research reports.

**PSYC 377 • Psychology and Christianity (3 units)**

Prerequisite: PSYC 103C. An examination of human nature from the perspectives of psychology and Christian belief. Among the topics covered are the relationship between mind, body, and soul; the nature of human freedom; Christian prayer; conversion; and the relationships between people's attitudes and their behavior.

**PSYC 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 440 • History and Systems of Psychology (3 units)**

Prerequisites: PSYC 103C and six units of upper division psychology. 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 446 • Psychological Testing (3 units)**

Prerequisites: PSYC 103C, SOCS/MATH 265C. An examination of basic principles of construction, administration, scoring interpretation, and the use of psychological tests, including a study problems related to reliability and validity. The course also surveys the major types of psychological tests with emphasis on group instruments. Students are trained to administer, score, and interpret the Wechsler Adult Intelligence Scale. Cultural biases of measures are also addressed.

**PSYC 449 • Cognitive Psychology (3 units)**

Prerequisite: PSYC 103C. Addresses the study of human cognitive processes including perception, memory, problem solving, thinking, and hemispheric specialization. Cognitive aspects of psychological and learning disorders are also addressed.

**PSYC 450 • Psychology Teaching Internship (3-4 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. 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/SOCI 460 • Field Practicum (1-4 units)**

Prerequisite: PSYC 103C, or junior or senior standing. Field experience in a social service agency such as an outpatient health facility, a community organization, or a social program. The course can be taken 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 345. An examination of the personhood of the counselor, the major theoretical counseling models, and the dynamics of effective behavioral change. The integration of biblical principles in counseling theories is introduced.

**PSYC 463 • Counseling Methods (3 units)**

Prerequisites: PSYC 462 and consent of the instructor. Building on PSYC 462, Counseling Methods emphasizes the development of skills used in counseling.

**PSYC 470 • Special Topics (3 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: 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 report and case study assessment where applicable. The APA paper will include literature review, methodology, results, and discussion. The research paper will be submitted for presentation at both a student and a professional conference. Offered in the Spring semester.

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

Prerequisite: PSYC 103C and consent of the instructor and division chair. This course is open to qualified upper division students who wish to engage in an individually tailored program of study. May be repeated for credit.

**PSYC 490 • Seminar (3 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.

## **OFF-CAMPUS STUDY PROGRAMS**

### ***CINCEL Semester Abroad Program***

The CINCEL language school (Centro de Investigaciones Cultural y Estudios Linguisticos), located in San José, Costa Rica, is an intensive Spanish study program. Students who demonstrate a commitment to the study of academic Spanish, an intermediate to advanced level of competence in the Spanish language, and who are enrolled full time at VUSC may receive college credit. Students taking courses other than intensive language study will be granted unit hours at the rate of one unit per fifteen hours of class time.

### ***Summer Study Tours***

The College offers Summer study opportunities through a botany field trip to Yosemite National Park and a study tour to VUSC's Costa Rica Study Center in that country's capital city, San José.

### ***Council for Christian Colleges & Universities Study Programs***

The Council for Christian Colleges & Universities (CCCU), an association of 100 campuses in the United States and Canada, offers a number of semester and summer programs to students of its member institutions. Students of Vanguard University of Southern California are eligible to participate in any of the study programs offered by the CCCU including: the American Studies Program conducted in Washington D.C., the China Studies Program, the Latin American Studies Program, the Los Angeles Film Studies Program, the Middle East Studies Program, the Oxford Honors Program, the Russian Studies Program, the Oxford Summer School Program and the Summer Institute of Journalism. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. These interdisciplinary learning opportunities are available to students with Junior or Senior standing. For detailed information about any of these programs, visit the CCCU website at [www.cccu.org/students](http://www.cccu.org/students).

### **American Studies Program (ASP)**

Founded in 1976, the American Studies Program has served hundreds of students from Council member institutions as a "Washington, D.C. campus." ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field and explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

### **China Studies Program (CSP)**

The China Studies Program, which began in the Spring of 1999, allows students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students will assist Chinese students learning English, allowing for one-on-one interaction. The program seeks to introduce students to the

diversity of China, including Beijing, Shanghai and Xi'an. This interdisciplinary, cross-cultural program of study enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

Contemporary Music Program (CMP)

### **Contemporary Music Program (CMP)**

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

### **Latin American Studies Program (LASP)**

Students of Council member colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San José, Costa Rica. The program seeks to introduce students to as wide a range of Latin American experiences as possible through the study of language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American nations. Students participate in one of four concentrations: Latin American Studies (offered both Fall and Spring terms); Advanced Language and Literature studies (limited to Spanish majors and offered both Fall and Spring terms), International Business and Management (offered only in Fall term) and Tropical Sciences (offered only in Spring term). Students in all concentrations earn 16 semester hours of credit.

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

The Los Angeles Film Studies Center is designed to train students of Council member institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very important industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.

### **Middle East Studies Program (MESP)**

The Middle East Studies Program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and literary traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan and Turkey, students are exposed to the diversity and

dynamism of the region. The MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

### **Oxford Honors Program (OHP)**

Honors and other highly qualified students of Council member institutions have the exciting opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature and philosophy. In addition to two Oxford tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. Students earn 16 semester hours of credit.

### **Russian Studies Program (RSP)**

RSP students are exposed to the depth and diversity of Russian culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg and Nizhnii Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia, Russian Peoples, Cultures and Literature, and Russia in Transition, students receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those opting for four hours of Russian, a seminar course entitled International Relations and Business in Russia is available. The RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhnii Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of the stay in this city. Students also participate in a service opportunity in Nizhnii Novgorod. The program concludes with a week spent in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students generally earn 16 semester hours of credit.

### **Oxford Summer School Program**

The summer equivalent of the Oxford Honors Program allows students of Council member institutions to spend a Summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) of Keble College at Oxford University. The program includes multi-disciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics and religion of early modern Europe in a choice of lectures, seminars and field trips. Students earn 6-9 semester credits, which are administered directly to members institutions by CMRS.

### **Summer Institute of Journalism (SIJ)**

Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, D.C. Fifteen students are selected to participate in the institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and is an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Participants also participate in seminars taught by communications professors from Council member institutions, take part in field trips, and complete workshop projects for local newspapers. The course provides valuable insight and training in gathering and writing news, editing copy and designing layout. The Institute seeks to develop students as Christian journalists – exhibiting both professionalism and legal/ethical integrity. Students generally earn 4 semester hours of credit.



# The Graduate School

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*MISSION: The Graduate School of Vanguard University of Southern California is a community of student and faculty scholars who advance the theory and practice of disciplines relating to the following programs of study: 1) clinical psychology; 2) education; and 3) religion.*

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We believe that persons, who experience broken relationships and other psychological suffering, deserve competent counselors who themselves are on a journey of continual spiritual growth. We also believe the children and youth of our world deserve the most competent, caring and reflective teachers, who model integrity and inspire lifelong learning. Finally, we believe that providing servant leaders for congregations and other faith based communities will bring about a transformation that offers people hope and courage for the future.

What makes our graduate school distinctive throughout these disciplines is our resolve to achieve the highest quality of learning, our commitment to bring out the best of creative scholarship in one another, and our desire to be a community that integrates Christian spirituality with the heart and mind. We are committed to nurturing the process of learning whereby personal insight and breakthroughs will result in a commitment to action.

We hope you will explore these graduate programs and consider becoming one of our graduates who will make a positive difference in the world.

## ACADEMIC CALENDAR, 2002-2003

Contact Program Coordinators for specific deadlines and test dates.

### Fall Semester 2002

April	1	Priority Application Deadline for Fall 2002 Semester
August	15	Financial Registration Deadline, Thursday
	16	Late Financial Registration Begins, Friday -- \$30.00 Fee
	28	Classes Begin, Wednesday
	30	Last Day to Financially Register or Be Dropped, Friday
September	2	Labor Day Holiday (Offices Closed), Monday
	4	Late Enrollment Fee Begins, Tuesday (\$100.00 + \$30.00 Late Registration Fee)
	6	Last Day to Enroll for a Full Load, Friday
	13	Last Day to Add New Courses, Friday
	27	Last Day to Drop a Course without It Appearing on Transcript, Friday
October	1	Priority Application Deadline for Spring 2003 Semester (not applicable to Clinical Psychology & Graduate Religion M.T.S.)
	14	Columbus Day Holiday (Offices Closed), Monday
	25	Last Day to Drop a Course without Academic Penalty, Friday
November	11-16	Homecoming, Monday-Saturday
	28, 29	Thanksgiving Holiday (Offices Closed), Thursday & Friday
December	9	Last Day of Class, Monday
	10-13	Final Examinations, Tuesday-Friday
	23-27	Christmas Holiday (Offices Closed), Monday-Friday
	25	Christmas Day, Wednesday

### Spring Semester 2003

January	1	New Year's Day Holiday (Offices Closed), Wednesday
	13, 14	Academic & Financial Registration, Monday & Tuesday
	14	Financial Registration Deadline, Tuesday
	15	Classes Begin, Wednesday
	15	Late Financial Registration Begins, Wednesday - \$30.00 Fee
	17	Last Day to Financially Register or Be Dropped, Friday
	20	Martin Luther King, Jr. Holiday (Offices Closed), Monday
	21	Late Enrollment Fee Begins, Monday (\$100.00 + \$30.00 Late Registration Fee)
	24	Last Day to Enroll for a Full Load, Friday
	31	Last Day to Add New Courses, Friday
February	14	Last Day to Drop a Course without It Appearing on Transcript, Friday
	17	Presidents' Day Holiday (Offices Closed), Monday

March	14	Last Day to Drop a Course without Academic Penalty, Friday
	17-21	Spring Recess, Monday-Friday
April	1	Priority Application Deadline for Fall 2003 Semester (not applicable to Clinical Psychology & Graduate Religion M.T.S.)
	18	Good Friday Holiday (Offices Closed)
	20	Easter Sunday
May	5	Last Day of Class, Monday
	6-9	Final Examinations, Tuesday-Friday
	10	Commencement, Saturday

### **Summer Sessions 2003**

May 12-30	Session I
May 26	Memorial Day Holiday (Offices Closed), Monday
June 2-20	Session II
June 23 to July 11	Session III
July 4	Independence Day Holiday (Offices Closed), Thursday

## ACADEMIC CALENDAR, 2003-2004

*This calendar is tentative and subject to change with the next catalog.*

Contact Program Coordinators for specific deadlines and test dates.

### Fall Semester 2003

August	12	Financial Registration Deadline for Fall Student Athletes Only, Sunday
	15	Financial Registration Deadline, Friday
	18	Late Financial Registration Begins, Monday (\$30.00 Late Registration Fee)
	23	Residence Facilities Open for New Students, Saturday
	23-26	Welcome Week 2003: New Student Orientation, Saturday-Tuesday
	25	Freshmen Assessment Day, Monday
	25, 26	Late On-Campus Registration, Monday & Tuesday
	27	Classes Begin, Wednesday
	29	Last Day to Financially Register or Be Dropped From Classes, Friday
September	1	Labor Day Holiday (Offices Closed), Monday
	2	Late Enrollment Fee Begins, Tuesday (\$100.00 + \$30.00 Late Registration Fee)
	5	Last Day to Enroll for a Full Load, Friday
	12	Last Day to Add New Courses, Friday
	26	Last Day to Drop a Course without It Appearing on Transcript, Friday
October	13	Columbus Day Holiday (Offices Closed), Monday
	24	Last Day to Drop a Course without Academic Penalty, Friday
November	10-11	University Pre-VU, Monday-Tuesday
	11-15	Homecoming, Tuesday-Saturday
	17-21	Continuing Students' Academic Registration for Spring 2003 Semester, Monday-Friday
	27, 28	Thanksgiving Holiday (Offices Closed), Thursday & Friday
December	8	Last Day of Regular Classes, Monday
	9-12	Final Examinations, Tuesday-Friday
	22-26	Offices Closed for Christmas Holiday, Monday-Friday
	25	Christmas Day (Offices Closed), Thursday

### Spring Semester 2004

January	1	New Year's Day Holiday (Offices Closed), Thursday	
	10	Residence Facilities Open by Appointment Only, Saturday	
	12	Residence Facilities Open for New and Returning Students, Monday	
	12, 13	New Student Orientation, Spring 2004, Monday & Tuesday	
	12, 13	Academic Registration, Monday & Tuesday	
	13	Financial Registration Deadline, Tuesday	
	14	Classes Begin, Wednesday	
	14	Late Financial Registration Begins, Wednesday - \$30.00 Fee	
	16	Last Day to Financially Register or Be Dropped, Friday	

	19	Martin Luther King, Jr. Holiday (Offices Closed), Monday
	20	Late Enrollment Fee Begins, Tuesday (\$100.00 + \$30.00 Late Registration Fee)
	23	Last Day to Enroll for a Full Load, Friday
	30	Last Day to Add New Courses, Friday
February	13	Last Day to Drop a Course without It Appearing on Transcript, Friday
	16	Presidents' Day Holiday (Offices Closed), Monday
March	12	Last Day to Drop a Course without Academic Penalty, Friday
	15-19	Spring Recess, Monday-Friday
April	9	Good Friday, No Classes (Offices Closed)
	11	Easter Sunday
	12-16	Continuing Students' Academic Registration for Summer 2004 and Fall 2004, Monday-Friday
May	3	Last Day of Class, Monday
	4-7	Final Examinations, Tuesday-Friday
	7	Baccalaureate, Friday
	8	Commencement, Saturday

### **Summer Sessions 2004**

May 10-28	Session I
May 31	Memorial Day Holiday (Offices Closed), Monday
June 1-18	Session II
June 21 to July 9	Session III
July 5	Observance of Independence Day Holiday (Offices Closed), Monday

## **ACADEMIC POLICIES**

### **Admission Information**

Application forms for Graduate Programs can be obtained from and returned to the Graduate Admissions office:

- Phone: (800) 722-6279 or (714) 556-3610 ext-54991
- Email: [gradadmissions@vanguard.edu](mailto:gradadmissions@vanguard.edu)
- To download pdf application go to: [www.vanguard.edu/gradadmissions](http://www.vanguard.edu/gradadmissions)

### **Application Calendar**

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

Fall Semester Admission	April 1
Spring Semester Admission	October 1
	(not applicable to Clinical Psychology & Religion M.T.S.)
Summer Session Admission	March 1
	(not applicable to Clinical Psychology & Religion M.T.S.)

## **Registration**

When a student has been accepted into the graduate program, he or she may register and sign up for classes by mail. A registration packet containing the necessary forms and registration deadlines will be sent to the student's address of record. Those documents are to be returned to the prospective Program Office for immediate action. After the Records Office has processed the registration forms, the student may request a computer-generated record of the courses and tuition charges for which the student is officially enrolled.

The registration process also includes Financial Registration. Deadlines for each semester are listed in this catalog, and are included in each semester course schedule. Financial registration is complete only when the student has reached an agreement with the Business Office regarding method of payment (payment in full, or a signed contract) for tuition and other related costs. A late fee will be applied if registration has not been completed by the official deadline as specified. Credit will not be granted until the registration process is complete.

It is important to maintain active status in a degree program. To do this, the student will register for one or more courses or file a "leave of absence" for each inactive semester. If the student neglects to register or file, he or she will be required to apply for re-admission.

## **Late Registration**

Students may register for courses up to two weeks after the start of a semester with the permission of the Program Director, student's academic advisor and professors. This arrangement may require individual studies and conference courses. The University reserves the right to refuse late registrations.

Credit for concurrent enrollment at any other institution requires prior approval by the Director.

The University reserves the right to cancel any course that has inadequate enrollment.

## **Scheduling Courses**

Many graduate students are adult learners who work full time. Therefore, the Graduate Programs make every attempt to schedule courses at times that will facilitate progress in the degree program. Most courses will be scheduled in three-hour blocks, afternoon or evening, once a week. Other courses will be scheduled for several weekends during a given semester. In most cases, students should be able to carry a full load, and still limit travel time to and from campus.

Courses offered for several hours each meeting day are treated as combined days. (A seven-hour day might constitute up to 3-4 days.) Therefore, withdrawals should be made prior to the first day of the first session.

## **Class Schedule Changes**

Students are responsible for the classes selected at registration. Changes may be made thereafter only by filing a Request to Add/Drop Course form in the Records Office. There is no automatic dropping of courses resulting from a student's failure to attend class sessions. Grade given for class depends upon date of official drop.

## **Classes on Regular Semester Calendar**

If a class is dropped during weeks 1-4 of a semester, no notation of the class will be made on the student's transcript. If a class is dropped during weeks 5-8, a grade of "W" will be on the transcript. If a class is dropped in week 9 or later, a grade of "F" will be on the transcript.

## Classes on Non-traditional Calendar

If a class is dropped prior to the end of the first quarter of the total number of class hour sessions, no notation of the class will be made on the transcript. If a class is dropped prior to the end of the second quarter of the total number of class hour sessions, a grade of "W" will be on the transcript. Unless the professor is aware of extenuating circumstances beyond the control of the student and is willing to grant a "WP" or "WF" any class which is dropped after the second quarter of class hours and prior to the last class hour session will result in a grade of "F" on the transcript.

## GRADING SYSTEM

<b>Grade</b>	<b>Significance</b>	<b>Grade Points</b>
A	Superior	4.0
A-	Exceptional	3.67
B+	Very Good	3.33
B	Good	3.0
B-	Fair	2.67
C+	Unsatisfactory	2.33
C	Unsatisfactory	2.0
C-	Unsatisfactory	1.67
D+	Unsatisfactory	1.33
D	Unsatisfactory	1.0
D-	Unsatisfactory	0.67
F	Failing	0
P	Passing	Not Applicable
W	Withdrawal	Not Applicable
WP	Withdrawal Passing	Not Applicable
WF	Withdrawal Failing	0
CR	Credit	Not Applicable
INC	Incomplete	Not Applicable
CE	Continuous Enrollment	Not Applicable

## Grade Point Average

A grade point is a numerical value assigned to a letter grade. Each credit of a grade of "A" is assigned four (4) grade points. Each credit of a grade of "A-" is assigned three point six seven (3.67) grade points. Each credit of a grade of "B+" is assigned three point three (3.33) grade points. Each credit of a grade of "B" is assigned three (3) grade points, etc. Thus, for example, a three (3 units) credit hour 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 based on courses completed at VUSC.

## Grade Reports

All students officially enrolled in upper division or graduate courses will receive a grade report via mail at the end of each semester. Students are responsible for reviewing contents of grade reports for accuracy.

## Incomplete Work

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 must be submitted by the 2nd Friday of the following March, and all incomplete work from the Spring semester must be submitted by the 1st Friday of August.) Failure to complete and submit **on time** the required work will result in a permanent grade commensurate with the completed work at that point.*

## FINANCIAL INFORMATION

*Contact the program Coordinator for specific grants, loans, and scholarships*

### Financial Responsibility

Please remember that the payment schedule for program tuition and fees is a part of the registration process each semester. Late registration will result in additional fees. Tuition is payable on or before the beginning of each semester. The Business Office will arrange a payment schedule with each student. Students are encouraged to plan their financial affairs on a school year basis. Contact the Financial Aid Office for information regarding available financial assistance, deadlines, etc. Resident students will be assigned an on-campus mailbox where they will receive notices of all business transactions from the Business Office. Students living off-campus will receive all business correspondence at their address of record.

### Educational Expenses

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

## Payment of Education Costs

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

The semester charges are due and payable on or before registration. Only financial aid from authorized and approved loans, scholarships, and other forms of student aid will be used in determining cash payment requirements. All such student aid is administered through the Financial Aid Office.

Educational costs may be financed through the student's own bank, credit union, or other financial institution.

The University offers three payment options. Prior balances must be paid in full. Payment option arrangements should be made prior to registration:

- 1) Payment in full-consisting of the amount not covered by grants and scholarships-must be made by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. If Stafford loans will be used to pay for semester charges, this option may not be used.
- 2) Enrollment with Tuition Management System's (TMS) annual ten-month payment plan. A budget is set up with this outside agency based on estimated charges less estimated financial aid (including loans) for the entire school year. This payment option is not available to students enrolling in the Fall or Spring semester only. The first payment must be received by TMS no later than July 15 of each year to enroll in this option. There is a \$105.00 enrollment fee for this plan. A budget must be approved and a contract signed with the Business Office each semester by the appropriate deadlines. All prior balances must be paid to be eligible for this option. Information regarding this option is mailed in June by TMS to all registered students and by the Admissions Office to all prospective students.
- 3) After the prior balance is paid in full, The Standard Option is for at least 70% of the total semester charges plus any prior balance to be covered by financial aid or cash payment by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. The remaining 30% is payable in three monthly payments due the 15th of the following three months. This payment option is subject to finance charges of .83% per month on the unpaid portion of the student's account. A contract must be signed with the Business Office by the appropriate deadline.

## Health Insurance

All Undergraduate and Graduate students are required to have health insurance. Undergraduate students who are enrolled in at least 7 units and Graduate students who are enrolled in at least 5 units will automatically be enrolled in and charged for a University-sponsored health insurance plan unless they provide evidence of coverage under another plan to the Business Office by the given deadline. International students are required to carry VUSC insurance whether or not they maintain their own policies. Students enrolled in the School for Professional Studies who are interested in purchasing Vanguard's Student Insurance Plan should inquire within the Business Office.

## Refund Policies

The following refund schedule applies to tuition, room, board, residence life, student services, and unused course fees when withdrawal from the program or course load reduction is necessary.

### Fall 2002

Withdrawal by September 6	100%
Withdrawal by September 27	50%
Withdrawal by October 25	25%
Withdrawal after October 25	0%

### Spring 2003

Withdrawal by January 17	100%
Withdrawal by February 7	50%
Withdrawal by March 7	25%
Withdrawal after March 7	0%

For withdrawal from an unusual calendar course, contact the Business Office for a concise refund calculation.

The refund schedule applies to tuition, room and board, residence life fees, student services fees and unused course fees. Students who withdraw or are expelled from the University may be required to have some or all of their financial aid returned to the various aid programs under the Return of Title IV Funds regulations and institutional financial aid policies. Any student who wishes to withdraw from the University must notify the Records office of their "intent to withdraw." The amount of financial aid to be returned to the aid programs will be calculated based upon this date of notification. Federal aid will be returned based upon the amount of the semester completed by the student. Students who provide notification to the Records Office of their intent to withdraw after 60% of the semester has passed will not be subject to having any of their financial aid returned. State and institutional aid will be returned based upon the refund percentage applied to their institutional charges. Please see the form titled : "Refunds and the Return of Title IV Funds Policy" enclosed with the award packet for detailed information and examples. You may also contact the Financial Aid Office for this information.

Refund calculations of account charges will be based on the date the Add-Drop Form is received in the Records Office.

## Transcripts

Two transcripts of credit are furnished free to current or former students. For each additional transcript there is a non-refundable fee (to research student's records), as indicated in the fee schedule on the "Tuition and Educational Costs" listing. The fee must accompany each request for transcript(s). A transcript will not be issued to or on behalf of, any individual who has a past due financial obligation (including federal loan programs) to the University. Remittance on past due balances should be made in cash (certified check or money order).

## Books

Course required books and other printed materials may be purchased at the Founders Bookstore on the University campus (with cash, check or major credit cards). Books can be shipped to students when an order is called to the University Bookstore and paid with a major credit card.

## **Veteran's Benefits**

Vanguard University of Southern California is approved for training under the provisions of all applicable regulations of the Veterans Administration and the California State Department of Veterans Affairs.

Generally, a veteran receiving benefits under the provisions of the "Old G.I. Bill" is entitled to benefits for 45 calendar months. The veteran educational benefit provided expires ten (10) years from the date of separation from active duty. Post Vietnam Era veterans' benefits are based on the amount contributed during active duty in the service. Upon acceptance to the University, veterans apply for benefits by presenting a copy of Form DD-214 (separation papers) to the Veterans Advisor in the Records Office. Upon acceptance by the University, those students applying for veterans' benefits under the "New G.I. Bill" may do so by submitting a Notice of basic Eligibility to the Veterans Advisor in the Records Office.

## **Satisfactory Academic Progress**

Continuation of all forms of financial aid requires satisfactory academic performance. Students should consult the Financial Aid Office for specific information concerning academic standards and other regulations that govern their particular scholarship, grant or loan.

## **Financial Aid**

**IMPORTANT NOTE:** Financial Aid is not automatically renewed from year to year. Financial Aid applications must be submitted each year. The "PRIORITY" DEADLINE FOR FINANCIAL AID IS MARCH 2 OF EACH YEAR.

Classification of Students for Financial Aid: Admission standing in the credential, certificate or degree program may affect eligibility status for Federal and/or institutional aid. Special standing students are not eligible for institutional and/or federal aid. Please see your financial aid counselor for further details.

## **FINANCIAL AID OFFICE**

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

The Financial Aid Office provides counseling and assistance to students and their families by providing information about financial aid options and application procedures. The Financial Aid Office is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and is closed to students during chapel hours.

## **Financial Aid Sources**

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

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

## Applying for Financial Aid

Students applying for financial aid should follow the steps below:

1. Apply for admission to Vanguard University. All applicants for financial aid must be accepted for admission to the University.
2. File the Free Application for Federal Student Aid (FAFSA). The school code (001293) must be included for information to be sent to Vanguard University.

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

## Aid Application Deadlines

The Priority Deadline for financial aid is March 2 of each year. Students applying by the Priority Deadline will be 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 in the Business Office to cover tuition, fee, room, and board charges. Students attending both the Fall and Spring will receive two disbursements, one at the beginning of each semester. Financial aid is awarded for the full academic year and will be disbursed by semester to the student's account. Students attending only one semester are only entitled to the financial aid awarded for that semester.

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

## Satisfactory Academic Progress

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

GPA Requirement: All financial aid recipients are required to maintain the minimum GPA required for graduation from their program. The GPA will be reviewed at the end of each semester.

The minimum cumulative GPA required by each graduate program are as follows:

Clinical Psychology	3.0
Education	3.0
Religion	MA 3.0; MTS 2.67

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

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

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

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

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

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

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

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

The Financial Aid Office will review satisfactory academic progress at the end of each semester. Students not maintaining the GPA or unit requirements will be granted one semester of probation to bring the deficit units or GPA back to minimum standard. Failure to make up the deficit units and/or GPA by the end of the probation semester will result in the immediate termination of financial aid eligibility. Students completing the maximum number of semesters allowed for their degree program will be terminated from future financial aid. Students may appeal termination from financial aid due to lack of satisfactory academic progress by completing the required appeal forms available in the Financial Aid Office.

## **STUDENT LIFE AND SERVICES**

### **Program and Information**

The Student Life Center of Vanguard University of Southern California exists to serve and support both undergraduate and graduate students in all non-academic aspects of university life. Creating an environment that is conducive to spiritual growth, scholastic success and social development is the on-going goal of the program.

### **Student Guidance**

All graduate students will benefit from working closely with their assigned academic advisors and Program Directors in matters of academic guidance and vocational goals. The Director of Campus Ministries and other professional staff of the Student Life Center are available for personal and family counseling, to meet spiritual needs, and so on.

### **Student Housing**

The University provides comfortable accommodations in a home-like atmosphere at a reasonable cost. All our residence buildings are under the supervision of the Director of Residence Life and Residence Directors, who are amenable to the Vice President of Student Affairs. In addition, a staff of Resident Assistants (Junior and Senior students) strive to create a vibrant community in each residence hall. Requests for student housing should be directed to the Student Life Center or through the Admissions Office (new students).

Campus accommodations are normally closed to students during the summer and Christmas vacation periods. Students can apply for summer residency through the Student Life Center.

- **Single Graduate Students.** The University provides limited housing for single Graduate students on-campus in the Lido Apartments and off-campus at Vanguard Centre. All rooms in the Lido Apartments are furnished and designed for double occupancy. They have a small kitchen, living area, bedroom and bathroom. Single Graduate studios are available at Vanguard Centre but come unfurnished. The studios have a small kitchen area with a sink and cooking range, and a refrigerator and microwave are provided.
- **Married Students.** Vanguard Centre also has one-bedroom apartments for married students with or without children, as well as single parents. These apartments are unfurnished but have a full kitchen with stove, oven, sink, and refrigerator.

## Food Services

Meals are served regularly in the University Dining Commons for all resident students. The University offers a 10-, 15- or 20-meal-a-week plan. Students select the plan appropriate to their needs at the beginning of each semester. Individual meals may also be purchased by residential and off-campus students. The Dining Commons is normally closed or may offer reduced service during vacation periods.

## Library Services

The O. Cope Budge Library was constructed in 1963 to house a growing collection of educational and resource literature, research services and a computer lab. The collection presently contains more than 143,000 volumes and includes approximately 900 periodical/journal subscriptions. Also included in the library holdings are records, cassette tapes, videos, microfiche, microfilm, videos and CD-ROMS.

### Online and CD-ROM Research Resources are available as follows:

- AccessSCIENCE: a science encyclopedia and science news database.
- A.B.S. Reference Bible CD-ROM: Includes a number of databases, such as the Septuagint, Hebrew OT, Josephus, Latin Vulgate and others.
- ATLA: part of FirstSEARCH. ATLA is an index to a Religious Database--citations and abstracts only.
- ATLAS: part of FirstSEARCH. ATLAS is the full-text version of ATLA.
- Books In Print: part of FirstSEARCH. Searches from author, title, keyword, ISBN, etc.; and can limit by date, publisher, cost, etc.
- ANB: American National Biography--a biographical resource of deceased Americans.
- BRITANNICA Online: a general encyclopedia.
- CQ Researcher: Congressional Quarterly database on multi-disciplinary topics.
- CQ Weekly Report: Congressional Quarterly is a weekly report on congressional, governmental and legal issues.
- COMM Search CD-ROM: Communication journals, mostly citations and abstracts, some full-text.
- Encyclopedia of Life Sciences: a general science encyclopedia.
- Encyclopedias: Groliers, World Book and Infopedia.
- ERIC: a database of educational journals and ERIC research documents. Abstracts and citations only. No full-text.
- FirstSEARCH: 55+ multidisciplinary databases.
- GALE LITERATURE: a full-text database of literature resources on literary genres, as well as approximately 90,000 authors and playwrights.
- InfoTrac Academic ASAP: a full-text multi-disciplinary database of journal and magazine articles.
- InfoTrac Business File: a full-text database of business, marketing, management information on companies.
- JSTOR: full-text, full-runs of scholarly journals in many major disciplines.

- LEXIS-NEXIS: full-text news and legal information, including world newspapers and legal cases, etc.
- LITERATURE SERIES: American Literature, British Literature, World Literature.
- MELVYL: Searches by author, title, keyword at one or several or all University of California and Cal State libraries.
- NetLibrary--online books which can be "checked-out" for twenty-four hours.
- Newport Beach Public Library On-line Catalog.
- OED-Oxford English Dictionary.
- PROQUEST contains a Religious Periodicals database as well as a Psychology module and Education module which contain abstracts and full-text articles.
- PSYCINFO: part of FirstSEARCH. Indexes psychology journals. Abstracts and citations only.
- REX CD-ROM: Searches the Religious and Theological Abstract database and prints out citations.
- SIRS: A full-text general database.
- TIME Multimedia Almanac.
- VANPAC: The VUSC online public Catalog.

**PERIODICALS:** An alphabetical listing of periodical holdings is available by the research computers and on the second floor index tables and on the Library Web Page.

**OCULP:** The Orange County Union List of Periodicals is on reserve at the Checkout Desk. If periodicals are not on hand, OCULP lists periodicals and their location in Orange County for acquisition.

Graduate students have lending privileges at several area libraries at a nominal cost. Students may use the library facilities at Orange Coast College. OCC is only one-half mile from Vanguard University. In addition, the University of California, Irvine (UCI); at California State University, Fullerton; and Fuller Theological Seminary, Pasadena, CA, also extend lending privileges to VU students. Library cards are available at these institutions for an annual fee. Vanguard Library and Biola University Library, La Mirada, CA, have a reciprocal relationship which allows each school's students to use and check out materials free from each library. We agree to abide by their library policies and they agree to abide by our library policies. Vanguard students must present a valid VUSC student ID to use and check out Biola Library's materials.

Students may request interlibrary loans at the O. Cope Budge Library; the first one each semester is free. Others are processed for a nominal fee. It takes approximately 10 – 14 days to receive requested materials.

Graduate students may check out regular circulating materials for the entire semester. However, all materials are subject to recall if another patron needs access to them or a faculty member places the item on reserve in VUSC Library. At the end of the semester, students will receive a current list of checked-out items, which will need to be renewed or returned as stipulated by the Head Librarian. The student's educational loan or account will be charged for the replacement cost and fines accrued for outstanding items.

A reference librarian is on duty while the library is open (except Saturdays). He or she is pleased to assist students with all their research needs. Please note that the library is closed during Chapel on Tuesdays, Wednesdays and Thursdays from 9:30 AM - 10:30 AM. Library hours and holiday closing information are available on the VUSC Library Home Page: <http://www.vanguard.edu/library>.

## **Computer Services**

The IT Department supports and maintains several computer labs located throughout the campus. The main computer lab, located in Smith 121, is equipped with approximately 50 PC computers systems as well as several

Macintosh systems. Each computer is connected to the VUSC network and has Internet and printer access. The main lab is normally available for student use twenty-four hours a day. In order to use the computer labs, students must present their Student ID's to the lab monitor and have obtained a user login from the IT Department. Every student has the option of receiving a VUSC Internet E-mail address and login to the campus network. Students must first sign a Consent and Waiver Form, available in the IT Department, agreeing to abide by the "Student Guidelines for Computer Usage" as outlined in the Student Life Handbook.

## **Student Health Services**

Because good health is a prerequisite to efficient study, care is taken to protect the health of students and to give attention to those who become ill. For this purpose, the Student Health Center provides on-site health care services located in the Athletics Training Room of the gymnasium. The staff maintains regular hours in the Student Health Center and works in conjunction with a local medical clinic to provide necessary care to students who become ill.

## **Employment Services**

A referral service to assist students in finding part-time employment while attending the University is maintained through the Student Life Center. Campus employment is available to United States citizens and international students on a limited basis. Special regulations apply for international students to seek and obtain work off campus—if necessary, consult the Designated School Official for the Graduate School for clarification.

## **ID Card**

A VUSC student ID Card is required for use of university services such as the library and computer labs. The \$3.00 fee for this card is included in the Student Services fee. There is a \$10.00 fee to replace the card if it is lost. Please see the Student Life Office at the time of registration to obtain this card.

## **Student Automobiles**

All student automobiles used on campus must be registered through the Campus Safety Office once classes begin. A Vehicle Registration card (available through the respective Program office) must be completed and returned in order to obtain a parking permit. Students must have adequate current public liability and property damage insurance in order to use their automobile on the campus. Any car without the permit will be subject to the current parking fine.

Parking areas are designated for Residents, Commuter Students, and/or Faculty/Staff. Vehicles without proper permits will be ticketed.

## **Student Conduct**

Students enrolled in any program of study at Vanguard University are expected to live by a code of conduct consistent with Christian faith and biblical principles. The Student Handbook, which is made available to each student, identifies the regulations that govern the conduct of every student enrolled at Vanguard University. It is the responsibility of each student to become familiar with the contents of the Student Handbook and to abide by its regulations. Students who fail to comply with institutional standards of conduct are subject to disciplinary action, which may include a reprimand, the loss of institutional grants and scholarships, or dismissal.

Vanguard University reserves the right to refuse admission or cancel the enrollment of any student who fails to comply with university rules and regulations.

## **OXFORD CENTRE FOR MISSION STUDIES**

The Oxford Centre for Mission Studies (OCMS) was founded in 1983 by the International Fellowship of Evangelical Mission Theologians (INFEMIT) to train a new generation of evangelical mission scholars and practitioners to become a key resource to the church in mission in contemporary contexts of complexity and diversity. The aims of OCMS are to facilitate research in mission and to encourage the recognition of educational excellence of Two-Thirds World theological institutions and development agencies. The objectives of OCMS are as follows: to establish and strengthen the relationship of theologians, professionals and the church within and between different cultures; to foster the development of leadership for mission organizations and training institutions; to encourage the study of and research into the theology and practice of mission; and to facilitate international and intercultural partnership among Christians in mission.

### **Statement of Purpose for the Ph.D. Program**

The purpose of this cooperative relationship between Vanguard University of Southern California and Oxford Centre for Mission Studies for offering the Ph.D. is to provide the opportunity for outstanding students to conduct doctoral level research that contributes to the conceptual understanding and practice of holistic mission in Christian organizations.

This Purpose is Guided by the Following Ethos:

1. The growing churches in the Two-Thirds World need leaders who are mission scholars and practitioners, able to demonstrate intellectual integrity, embrace the life transforming power of the gospel, and address challenges posed by academic establishments.
2. Christian mission is holistic: addressing all areas of life, bringing judgment, reconciliation and transformation.
3. Theology, which builds the church and challenges the world, is the product of action and reflection of God's people in mission.
4. The evidence of the new humanity in Christ which comes into being in history through the cross of Christ is best visible as churches in different contexts enrich each other with the particularity of their experience and understanding.
5. Convictions which bind us together in mission are our obedience to the lordship of Christ, our acknowledgement of the authority of the Bible as the infallible Word of God, and our belief in the uniqueness of Christ and the salvation he brings. Our common experience of being Christ's disciples living in community, sharing our lives in witness and service in the world enables us to be partners together for Christ.
6. Global partnership in mission is possible and is necessary to reach all unreached peoples with the Gospel of the Kingdom of God.

### **Present Assumptions**

- OCMS is recognized by the University of Leeds as an Affiliated College for the delivery of post-graduate degrees. OCMS also offers non-residential research degrees (M.Phil. and Ph.D.) at the University of Wales, Open University (UK) and the University of Leeds.
- In this cooperative relationship with OCMS, VUSC is prepared to assist the academic development of the student in the application process, and in preparing the research proposal. A successful research proposal will be submitted to OCMS for its approval. Once approved, the student is registered at the M.Phil. level. The student will complete the first 2-3 chapters of the thesis which, when submitted to OCMS, will allow the student to register as a doctoral candidate.

## Application Process

### Criteria for Applicants:

1. Applicants should be of high intellectual caliber, capable of producing a doctoral thesis.
2. Applicants should be committed to the contribution of holistic mission of Christ and his church through rigorous research and dedicated vocation.
3. Applicants should be sponsored by an institution that will give them time for their studies and facilitate their own contribution to the life of the church.
4. Applicants must have a Master's degree with a minimum GPA of 3.7 and/or demonstrated capacity to conduct quality research. Examples of research may include the following:
  - Thesis for the Master's degree
  - Published academic material
  - Three comprehensive research projects
5. Applicants who believe they meet these criteria are invited to begin the application process. The Graduate School at Vanguard University of Southern California will send persons a full application pack (requesting personal, sponsorship information). Forms that are returned to the Graduate Programs in Religion at VUSC must include:
  - Application and sponsorship forms
  - Published academic material, Master's thesis, or three comprehensive research projects, including a 3-5 page research prospectus
  - Letter of recommendation from former professor
  - Letters of recommendation from at least two recognized scholars in the field
  - Letter of guarantee from sponsoring organization
  - References, transcripts, and evidence of funding
  - \$100 non-refundable application fee

### ***Steps After Application Pack Has Been Received by Vanguard University:***

1. Vanguard University's Graduate School Admissions Committee assesses information in light of above criteria. Academic materials are submitted to selected Vanguard University faculty and perhaps to scholars outside Vanguard University's faculty, according to the area of the supervising scholars' expertise and the student's academic interest.
2. The Graduate School Admissions Committee reviews the scholars' letters of recommendation concerning applicant's scholarly work and determines if the applicant is ready for the research proposal stage.
3. Upon approval, Vanguard University's Graduate School Admissions Committee recommends the application to OCMS for final acceptance to proceed. Upon acceptance of the final proposal to OCMS, the candidate is registered with a university. Completion of the degree takes approximately 18 months (full time) or 3 years (part time) after the formal registration of the proposal with a university.

## Research Proposal

1. Areas of research should be broadly related to the mission of the church. Current studies include the following areas: Biblical studies, theology, ethics, history, relief and development, culture, anthropology, sociology, counseling, economics, management and leadership, and communication. It is important to

note that a theological reflection component should be included in all inter-disciplinary studies.

2. A faculty tutor from Vanguard University will work with the student to design an educational plan to prepare sufficiently a thesis proposal. Students may be encouraged to audit existing courses, seminars and participate in a “read-around” in selected academic fields for at least six months before a research proposal is prepared.
3. The research proposal once completed will be presented to OCMS for submission to the University. Upon approval by the University, the student will begin writing chapters of the thesis.
4. After the first two to three chapters have been approved, the student will advance to candidate status.

## Thesis Process

1. Generally, the scholar will have two supervisors approved by OCMS. After the student has given notice in submitting the thesis to OCMS, the formal process is set in motion for the appointment of examiners. The usual pattern is for the internal examiner to be in the student’s academic department other than the student’s supervisor. The external examiner must be from another university.
2. The oral examination or viva is normally held privately with the examiner and one supervisor as an observer. Results of the examination are one of the following:
  - The degree will be awarded immediately, subject to certain corrections and minor amendments, which usually have to be finished within one month.
  - The degree will be recommended provided weaknesses are addressed in the thesis, usually within 6 months; therefore, the candidate must resubmit it.
  - There are serious weaknesses that must be addressed in the thesis; therefore, the candidate must resubmit the thesis and have a new viva within one year.
  - The examiners consider the candidate’s thesis work not up to the standard required of a doctorate and they do not see any clear way of how it can be brought up to the required standards. However, the work has achieved the lower standard required of a M.Phil., which may be awarded.
  - The examiners may decide that the candidate has not satisfied the requirements; therefore, the student will not be permitted to resubmit.

The Ph.D./M.Phil. depends on the successful defense of the thesis.

## Residence Requirements

1. A full time Ph.D. takes between 3-5 years, at least six weeks per calendar year at OCMS until the degree is finished with a minimum commitment of forty hours per week. A part-time Ph.D. takes 5-8 years with a minimum commitment of twenty hours per week.
2. Residence requirements for the Ph.D. at OCMS: a front-end residency of eight weeks. Students thereafter must spend at least six weeks per calendar year until the degree is finished.

## Financial Requirements

### Vanguard University Financial Requirements:

- \$100 non-refundable application fee.
- Registration of 4 units per year for supervision in preparation for the thesis proposal, and access to library and Internet. Current fees are \$566 per unit.
- Registration of 2 units per year after the proposal is accepted for continued access to faculty, library, and Internet. Current fees are \$566 per unit.

### **Residency Financial Requirements:**

Current annual tuition in Great Britain is approximately \$4,000, which includes all academic fees (which may vary according to respective universities) and the expenses associated with the required minimum annual stay in the UK (6-8 weeks) but does not include room, board and travel costs to the UK. An additional fee is approximately \$40 per hour for a faculty supervisor.

Note: Application forms are available at [www.vanguard.edu](http://www.vanguard.edu) or contact John Sim, Coordinator of Graduate Program in Religion at 714-556-3610 ext. 248, or e-mail at [jsim@vanguard.edu](mailto:jsim@vanguard.edu).

# Graduate Program in Business

Andrew Stenhouse, Ed.D., Director

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*MISSION: The Master of Arts in Organizational Leadership (MAOL) develops leaders of strong character who effectively inspire and facilitate change in both profit and not-for-profit organizations. The MAOL program is housed in the Business Division, which is dedicated to equipping students to respond ethically, think critically, communicate effectively and perform with excellence as Christians in a changing world.*

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## PROGRAM PURPOSE

Virtually every new opportunity for growth arises out of changes in the social and community context in which an organization exists. No organization is immune from the influence of outside forces, such as globalization, the web of interconnectedness with a variety of systems, and fast paced changes in technology. How can an organization articulate and live by a relevant mission and identify a preferred future in light of these impending forces? What corporate ethic influences current practice and what values determine the integrity of future direction?

Learning organizations know that mission and vision are more than statements, which teams can be effective and satisfying, and that leaders must help their organizations know the difference between symptoms and problems and the commitment to do something about them. With all the daily urgent details that call for attention, how can leaders bring strategic thinking to the forefront at all levels of the organization so that stakeholders can identify and understand how different parts of the system interrelate with each other in creating a common future?

At the same time, there is an increasing interest in another dimension of organizations and its leaders, often discussed as soul, spirit, character or spirituality. To reflect on leadership and organizations through the sense of spirituality and theology in a Christian context provides a rich opportunity for understanding oneself, relationships and the organization itself.

VUSC's Master of Arts in Organizational Leadership is a multi-disciplinary approach to the study of leadership

in a variety of organizational settings: profit, nonprofit and religious, public and private sectors. Effective leaders are no longer narrow specialists or technicians-rather they learn from a variety of disciplines to address the following issues:

- To explore the character, business and spirituality of leaders and how the interior life is reflected in organizational health.
- To learn tools of social, cultural, and political analyses that inform the context of the organization as well as the organization itself.
- To examine leadership through the lens of leadership styles, team formation and conflict management.
- To define and apply processes of change theory, strategic thinking and problem solving.
- To explore operational budgeting, planning and financial management to enhance decision making and responsible financial reporting.
- To develop capacity and tools for ethical and theological reflection upon current issues in leadership and organizations.
- To learn appropriate research methods that inform strategic planning, decision-making and other interventions.

## **GRADUATE PROGRAM COMMUNITY**

### **The Students**

The profile of applicants who enter the MAOL program have at least of 5 years of management and/or leadership experience. While applicants may not have been a business major in college, they do most likely come from a business environment. The primary motivation for graduate students obtaining this degree is to become more effective as a leader, to make a difference in the world, to deal with change confronting the 21st Century organizations, and to bring about quality change in their own organization. Ultimately, this experience provides a significantly enhanced trajectory for career advancement. MAOL graduate students are extremely busy, balancing family, career, social responsibilities, and now graduate education. These students are deeply committed to excellence and have very high standards for themselves, their business associates, their classmates, and their instructors. Their number one reason for choosing Vanguard University is that it is a Christian university committed to developing leaders who impact the community.

### **The Faculty**

The professors are in this program because of their passion for the subject matter and most importantly, for student learning. They like to be a part of a learning community that becomes energized by the lively interaction that takes place each night in class as professional adult students debate theories, concepts, and ideas. While they have a thorough understanding of general management theory, their particular field of interest invigorates them. This is the area in which they are consumed, reading the most current literature, attending conferences and seminars, and participating in cutting-edge scholarship. Their deeply held Christian faith is modeled in class sessions and in interpersonal interaction with students. With a deep commitment to faithful service and scholarly learning, the professors express their spirituality as a journey in which they integrate their faith with their profession and their life experiences.

### **Community Participation**

Vanguard University selects students based on academic record, moral character, and willingness to comply with the standards and values of the university. It is expected that each individual who voluntarily joins the academic community of Vanguard University will deepen his or her spiritual commitment and understanding,

moral character, 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 POLICIES**

### **Application Process**

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

When submitting an application, a non-refundable \$30.00 application fee is required. Once all supporting information has been received and the application is complete, the Graduate Business Admissions Committee will review each application. Finalists will be invited for an onsite interview. All applicants are evaluated without regard to race, gender, age, political affiliation, and national origin or disabling conditions.

### **Admission Requirements**

The admission packet contains information on the following admission requirements:

- \* Completed bachelor's degree from a regionally accredited college or university with a cumulative GPA of at least 3.0
- \* Acceptable management / leadership experience
- \* Application and application fee
- \* Three letters of recommendation
- \* Official transcripts
- \* Statement of purpose
- \* Autobiographical statement
- \* Resume/Curriculum Vitae

The Graduate Record Exam (GRE) is not required for admission into the graduate program and is not considered in evaluating applications.

### **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. The Director of the Graduate Program must approve a transfer request in Business prior to admission. This transfer policy applies only to students in Regular Standing at the time of their admission. Cap courses are not eligible for transfer/substitution/waiver. Any transfer credits used to substitute Vanguard University courses are approved on a case-by-case basis only.

## Classification of Students

**Regular Standing-**Students who meet all of the requirements for entrance into the program and who are admitted without reservation, are granted Regular Standing in the Graduate Program in Business.

**Provisional Standing-**Students who intend to obtain a Master of Arts degree in Organizational Leadership 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 Business Admissions Committee and the Program Director. Move to Regular Standing will be considered after the student has demonstrated the ability to do graduate level work by completing six (6) units with a "B" or better letter grade in each course.

Provisional standing students must submit a Change of Status form requesting Regular Standing. This form must be completed prior to the beginning of the semester they are seeking regular standing. It is the responsibility of the student to complete all required paperwork. The student's faculty advisor and Program Director will evaluate this request. Students can either be recommended for Regular Standing or dismissed from the program if they have failed to meet the requirements for Regular Standing.

**Probationary Standing-**Students admitted to the graduate program with Regular Standing who later receive a cumulative or current grade point average below 3.0 will be changed to Probationary Standing. Students may be in Probationary Standing for one semester only. Students with such standing must obtain 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 may be dismissed from the graduate program. Students with Probationary Standing should meet with their faculty advisor regularly through the probationary semester.

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

**International Standing-**International students must have a Certificate of Eligibility (for non-immigrants "F-1" Student Status - form 1-20) in order to attend Vanguard University. Certificates will be issued when the international student (a) completes the admissions process, (b) is accepted by Vanguard University, (c) submits financial certification showing financial sponsorship for the duration of planned study, and (d) has a year's tuition and living costs deposited with the University. International students must maintain six (6) graduate level units of non-repeatable courses each semester and maintain the 1-20 forms annually for any travel outside of the United States.

## Classification and Financial Aid

Only students classified in Regular Standing are eligible for institutional or federal aid.

## Academic Dishonesty

Academic dishonesty, either cheating or plagiarism (presenting as one's own, the words or opinions of others), is regarded as a serious violation of both the academic and moral standards of VUSC. Dishonesty in a minor class assignment or test can result in loss of credit for the assignment, test or even the entire course. Dishonesty in a major assignment or examination can result in immediate loss of credit for the course. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the

infraction. The Program Director and Associate Provost are to be notified of instances of academic dishonesty. A student commits plagiarism if submitted as his/ her work:

- Part or all of an assignment copied from another person's assignment, notes or computer file.
- Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet, or website.
- A sequence of ideas transferred from another source which the student has not digested, integrated and reorganized, and to 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.

## **Student Guidelines for Computer Usage**

As an educational institution, VUSC is firmly committed to the discovery of truth, the life of the mind, and the free interchange of ideas. The university recognizes that in order for the best learning to take place, students 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, VUSC is more than just an educational institution: it is a spiritual community committed to nurturing its members, providing them with good values and an atmosphere as positive and wholesome as possible. The Campus Computing Committee, in consultation with the Information Technology Department, therefore reserves the right to regulate or prohibit access to obscene, pornographic, and unlawful materials (such as by way of the Internet) and 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 VUSC should be used for legitimate instructional, research, and administrative or other approved purposes.

## **Student Computing and Network**

VUSC makes available computing and network resources for use by the University's students. As a VUSC student, you have certain privileges. They include:

1. Use of Campus LAN and intranet.
2. E-mail.
3. Use of Internet.
4. Priority over non-VUSC users and/ or guests when using campus computer labs.
5. Use of computers and printers in the campus computer labs.

## **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 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 VUSC. VUSC's information technology resources may not be used for any unauthorized purpose 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 VUSC 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 VUSC 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 VUSC 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 RAID 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 VUSC computer equipment.
14. Equipment and supplies for VUSC 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 VUSC 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.

## **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 VUSC 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.

## **Access of Internet Material**

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

## **PROGRAM POLICIES**

### **Advising**

The academic advising process, which is done in conjunction with the Director, Program Office, and faculty, will assist the student in the planning of academic curriculum. The process is highly valued and the 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.

## Final Project

Each student who advances to candidacy will complete a final project that is presented before a project review panel of faculty. This project is completed in three sections, each section being the final assignment for the three leadership Cap courses at the conclusion of the program. The student is introduced to the project during the first class of the program and is encouraged to identify areas of interest and relevancy that will emerge as their particular field of specialty. As students begin the second year of the program, after completing the Core courses, they are encouraged to consult with their residential faculty advisor for further direction.

## Advance to Candidacy

Degree bound students must officially be advanced to candidacy status prior to degree confirmation. Neither admission to the Master of Arts program nor completion of required course work automatically advances a student to candidacy for the Master of Arts 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 the program director.

The Advance to Candidacy Committee will make the final decision on the application for candidacy by determining whether the student displays:

- Academic and professional ability in the program.
- Preparation which constitutes a satisfactory foundation on which to complete the program
- Necessary research skills, professional attitudes, value priorities and qualities of mind to justify continuation of study toward the Master of Arts degree.

## Time Limit for Program Completion

All academic work for the Master of Arts degree must be completed within five (5) years from the date of official admission into the Graduate Program in Business. Time spent on leave of absence is calculated into that five (5) year limit.

## Student Load

The Department of Education considers a full-time academic load at the graduate level to be nine (9) unit hours or more per semester, pending specific program requirements. MAOL students are enrolled in six (6) unit hours per term and are considered 1/2 time. A student's academic load may vary according to their specific progress and standing in the program. The Director may allow deviations to the anticipated unit load in consideration of specific needs of a student.

## Grade Requirements

Students in the Master of Arts Degree program must maintain a cumulative grade point average of at least "B" (3.0) throughout the program. Students should therefore enroll for a reasonable course load for each semester since graduate courses generally require more time than undergraduate courses.

Any grade below "B-" is below minimal performance in the program and indicates that improvement is required in order to complete the M.A. degree. Students who receive a grade, which is below a "B-", be required to meet with their academic advisor and the Director to determine whether or not they should continue as degree students. A second course grade that is below a "B-" may result in dismissal from the program. No more than one grade of "C+" may be applied toward the Master of Arts in Business degree. Grades of "C" and below cannot be used toward the Master of Arts degree except by repeating the course with a satisfactory grade.

## **Graduate Grade Scale**

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

## **Student Status Change**

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 Graduate Business Program Office. Throughout the leave of absence the student may be required to register for BUSG 799: Continuing Registration. Time spent on leave of absence is included in the five-year time limit for graduate course work.

## **Withdrawal From the Program**

Students contemplating withdrawal from the Graduate Program must arrange a conference with the Program Coordinator. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, an official withdrawal from all classes is necessary. A withdrawal becomes official upon presentation of an appropriately completed and signed "Application for Official Withdrawal" form to the Records Office. Students who follow the proper procedures in withdrawing due to justifiable personal circumstances will be classified as having "withdrawn in good standing." The tuition refund policy (as explained in "Refunds," Financial Information sub-section of the Graduate Schools, General Information section) will be observed in cases of official withdrawal from the Graduate Program in Business. Students who fail to withdraw officially will automatically be given a grade of "F" (failure) by the professors for each class, thereby leading to possible future problems when applying for readmission or in transferring units to other graduate institutions.

For financial aid recipients, refunds of federal financial aid to the government will be calculated based upon the date the student provides notification to the Records Office of their intent to withdraw. (Notification provided to any other office or university personnel does not constitute providing this notification.) Tuition refunds to the student account will be calculated based upon the date the student submits completed withdrawal paperwork to the Records Office. See the "Return of Title IV Funds Policy" in the Financial Aid Office for more information.

## **Re-admission**

If a student applies for re-admission after withdrawing from the program 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 Business must submit an Application for Re-admission to the Graduate Program in Business.

## **GRADUATION REQUIREMENTS**

Students pursuing the Master of Arts degree in Business from Vanguard University are required to satisfy the following graduation requirements:

1. Successful completion of 36 semester units in the Graduate Program 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 four academic terms.
3. Advanced to Candidacy.
4. The filing of all necessary forms in accordance with the timetable provided by the Graduate Program in Business.
5. Successful completion within the 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.
6. Successful completion of the Final Project.
7. Settlement of all financial obligations to Vanguard University.

## **Application for Graduation**

An application for graduation must be obtained from and filed with the Registrar's Office during the first week of the student's final term in which the degree will be granted. Students who have filed an application for graduation and do not complete their requirements by the projected date of completion are required to file again in a later term.

## **Awarding of Degree**

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

## MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

This curriculum is specifically intended to provide practical and relevant theory from a distinctly Christian perspective in a cohort format. All courses must be taken in the specified lock-step sequence.

### YEAR ONE

#### **Term One**

BUSG 505	Leadership: Concepts and Theories	3 units
BUSG 515	Leadership and Character Development	3 units

#### **Term Two**

BUSG 525	Organizational Systems	3 units
BUSG 535	Organizational Technology	3 units

#### **Term Three**

BUSG 545	Organizational Governance and Law	3 units
BUSG 555	Team Building and Conflict Management	3 units

### YEAR TWO

#### **Term One**

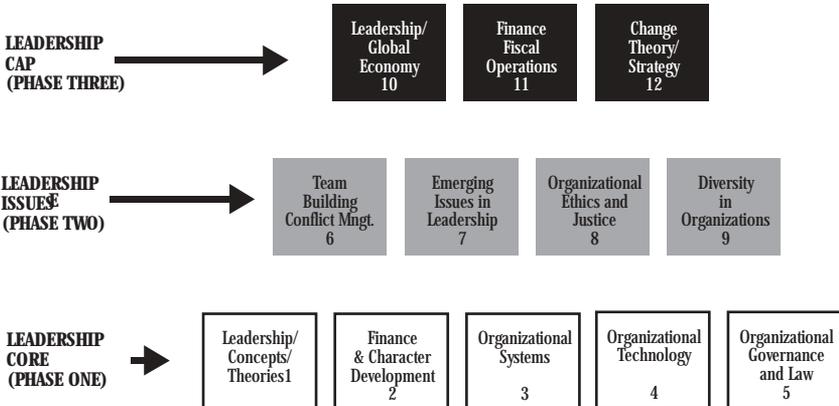
BUSG 565	Emerging Issues in Leadership	3 units
BUSG 575	Organizational Ethics and Justice	3 units

#### **Term Two**

BUSG 585	Diversity and the Organization	3 units
BUSG 605	Leadership and the Global Economy	3 units

#### **Term Three**

BUSG 615	Finance and Fiscal Operations	3 units
BUSG 625	Change Theory and Strategic Planning	3 units



## **COURSE DESCRIPTIONS**

### **Leadership Core**

#### **BUSG 505 Leadership: Concepts and Theories**

Conducts a historical review of the development of the field of leadership. Attention is given to specific theorists and key figures who have significantly impacted the sciences of organizational behavior, leadership and social change, and business management. Students will be introduced to research methodology and will present individual findings on selected theorists. The Leadership Cap project will be introduced during this first course.

#### **BUSG 515 Leadership and Character Development**

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.

#### **BUSG 525 Organizational Systems**

Examines the organization systematically to see how the whole is functioning, not isolating the individual parts. More specific attention will be placed on the development of the quality movement in order to help make the system become more intentional and effective. It also focuses on the current role of systems assurance to help make correct decisions, while advocating that a quality organization should have a quality impact on everything, including how to ensure that maximum value is provided to every customer and stakeholder.

#### **BUSG 535 Organizational Technology**

Explores organizations' technology strategy process and develops skills, methodologies and critical thinking, not just to achieve technological competitive advantage, but to challenge students with new ways of thinking and leading. Students are exposed to cutting edge tools and concepts for managing innovation, enabling fundamental shifts in their thinking about traditional leadership and in their ability to function in new leadership styles. Case studies build competence and confidence in both technology-as-tool, and technology-as-task.

#### **BUSG 545 Organizational Governance and Law**

Examines the organizational structure and legal construct of governance and order. Various responsibilities of stakeholders such as the board of directors, corporate officers, employees, customers and clients will be considered. Particular attention will be given to the establishment and forms of legal organization of businesses and entities, both profit and not-for-profit.

### **Leadership Issues**

#### **BUSG 555 Team Building and Conflict Management**

Analyzes the nature of conflict and how it develops in individuals, relationships, and within the organization. Participants will examine methodologies for intervening and managing conflict effectively and especially with its role in building team coalitions.

#### **BUSG 565 Emerging Issues in Leadership**

Explores the evolving issues and concepts of leadership that shape individual and organizational goals. Contemporary cases will be examined in order to better understand the complexities of today's developing science of organizational leadership. Students will learn business research methodology in order to effectively analyze emerging issues in organizational leadership.

**BUSG 575 Organizational Ethics and Justice**

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.

**BUSG 585 Diversity and the Organization**

Explores the concept of workforce diversity, inclusive of the complex dynamics of ethnicity, race, and gender as these interact in organizational settings. The course utilizes the vantage point of the social sciences to understand the implications of cultural diversity in organizations, and therefore exposes students to theories, research, and applications regarding the nature and character of diversity in organizations, and the organizational implications of increasing workforce diversity; differing orientations to diversity adopted by organizations, the correlates of these approaches, and the implications for organizational change; the benefits of diversity to organizational leadership, to the maximization of resources, and to team-building vs. internal competition. Throughout these explorations, the emphasis will be on development issues, problems, and opportunities posed by fostering greater cultural diversity within the workforce.

## **Leadership Cap**

**BUSG 605 Leadership and the Global Economy**

Examines current strategic, political, social, and economic issues of today's global organization. This course explores various aspects of conducting business internationally as well as locally, considering the complex dynamics of culture, international monetary, economic, and social issues. Students will learn appropriate research methods that inform strategic planning, decision-making and other interventions. This course provides the foundation of assessment necessary to develop the business and strategic long-range plans for the subsequent next two classes. (Part One of the Final Project)

**BUSG 615 Finance and Fiscal Operations**

Conducts a practical examination of the organization from the "bigger picture" using financial statements in order to interpret the health of an organization. Students will learn appropriate research methods that inform strategic planning, decision-making and other interventions. This course lays the foundation for the business plan as well as the long-range strategic plan for the final course in the program. (Part Two of the Final Project)

**BUSG 625 Change Theory and Strategic Planning**

Examines the nature of change and explores strategic planning processes. Successful leadership in changing environments largely depends on establishing a strategic direction and identifying controllable and uncontrollable variables. It also addresses the intrinsic and extrinsic conditions that affect the operation of the organization and the development of strategy such as internal resistance and external opposition. Students will learn appropriate research methods that inform strategic planning, decision-making and other interventions. This course builds on the previous business plan and allows the student to develop a long-range strategic plan. (Part Three of the Final Project)

## **RESIDENTIAL FACULTY**

ER. BOSCH, PH.D., Associate Professor of Business, Ph.D., Clayton University, Ph.D., Potchefstroom University (ABD), M.S., B.S., California State University

CAROL CEROVAC, CPA, Chair, Business Division, M.A., Vanguard University of Southern California, B.A., California State University, Fullerton

MAGALI (MIKKI) GIL, PH.D., Professor of Education and Anthropology, Ph.D., M.A., University of California, Irvine, M.A., University of California, Los Angeles, B.A., Hunter College, CUNY

KEVIN GRANT, PH.D. (Candidate), Assistant Professor of Business, Ph.D. (Candidate) Fielding Institute, M.B.A., Azusa Pacific University, B.S., Sterling College

ROGER D. HEUSER, PH.D., Professor of Leadership Studies, Ph.D., New York University, M.A., Trinity Evangelical Divinity School, B.A., Trinity College

DOUGLAS PETERSEN, PH.D., Margaret S. Smith Professor of Intercultural Studies, Ph.D., Oxford Centre for Mission Studies, Oxford, UK, M.A., Pepperdine University, B.A., Southern California College

NORMAN SHAWCHUCK, PH.D., Professor of Leadership Studies, Ph.D., Northwestern University, M.Div., Garrett-Evangelical Theological Seminary, B.A., Jamestown College

ANDREW STENHOUSE, ED.D., Director, Graduate Program in Business, Ed. D., Pepperdine University, M.A., Southern California College, B.A., Southern California College

GORDON STORHOLM, PH.D., Professor of Business, Ph.D., Wharton School, University of Pennsylvania, M.B.A., Wharton School, University of Pennsylvania, B.S., La Salle College

ED WESTBROOK, J.D., Professor of Business / Attorney at Law and General Counsel / Associate Chair, School for Professional Studies, J.D., Western State University College of Law, B.A., Westmont College

# Graduate Program in Clinical Psychology

*Jerre White, Psy.D., Director*

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*MISSION: The Graduate Program in Clinical Psychology seeks to: provide a quality educational experience; integrate faith and profession within all areas of psychology and models of counseling; emphasize families, children and adolescents, especially those who have been abused; and employ faculty who are professionals committed to Christian excellence, spirituality and community. Thus, students will be prepared to: pursue doctoral degrees; work effectively within a variety of therapeutic settings; and be prepared for future professional licensing exams.*

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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. The Graduate Program in Clinical Psychology is accredited by the Western Association of Schools and Colleges (WASC).

Successful completion of the Master of Science (M.S.) degree will prepare students for numerous options. The M.S. degree will allow a competitive application to doctoral programs in clinical psychology, marriage and family therapy, counseling and education. The degree of Master of Science in Clinical Psychology with a Marriage and Family Therapy (MFT) emphasis will also allow this to be a terminal degree. The MFT emphasis fulfills all academic requirements that are set forth by the California Board of Behavioral Sciences, which are needed to seek licensure as a Marriage and Family Therapist. Students desiring the MFT license must complete additional internship hours after graduation and successfully pass the state licensing exams.

## **Theological Foundation**

The theological foundation for the Graduate Program in Clinical Psychology is a Christian understanding of God, human nature, families, relationships, and God's redeeming compassion for 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.

## **ACADEMIC POLICIES**

### **Application Process**

To request an application or more information, please contact the Graduate Admissions Office by telephoning at (800) 722-6279 ext. 54991 or online at [www.vanguard.edu](http://www.vanguard.edu).

When submitting an application, a non-refundable \$30.00 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 may 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.

### **Admission Requirements**

The admission packet contains detailed information on the following admission requirements:

- Completed Bachelor's degree from a regionally accredited college or university. (Applicants from an institution accredited by the American Association of Bible Colleges will be evaluated on an individual basis.)
- Application and Application Fee
- Three Letters of Recommendation
- Official Transcripts
- Statement of Purpose
- Autobiographical Statement
- Resume/Curriculum Vitae
- No minimum GPA is required, but 3.0 is preferred

The Graduate Record Exam (GRE) is not required for admission into the graduate program and is not considered in evaluating applications.

## Prerequisites

Required prerequisite courses:

- Introduction to Statistics
- Psychopathology or Abnormal Psychology
- Developmental Psychology or Human Development
- New Testament Survey or Old Testament Survey

Recommended prerequisite courses:

- Counseling Theories (preferred), Clinical Psychology or Clinical Sociology
- Personality Theories
- Field Practicum

Prerequisite courses for the Graduate Program in Clinical Psychology are selected to enable all students to enter with a similar foundational background and to have the best opportunity to succeed. Since information in the social sciences changes at a rapid pace, it is important for prerequisite courses to be based upon current knowledge. Required prerequisite courses may be waived upon discretion of the program.

## 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.

## 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.

Provisional standing students must submit a Change of Status form requesting Regular Standing. This form must be completed prior to the beginning of the semester they are seeking regular standing. It is the responsibility of the student to complete all required paperwork. The student's faculty advisor and Program Director will evaluate this request. Students can either be recommended for Regular Standing or dismissed from the program if they have failed to meet the requirements for Regular Standing.

**Probationary Standing**—Students admitted to the graduate program with Regular Standing who later receive a cumulative or current grade point average below 3.0 will be changed to Probationary Standing. Students may be in Probationary Standing for one semester only. Students with such standing must obtain 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 may be dismissed from the graduate program. Students with Probationary Standing should meet with their faculty advisor regularly through the probationary semester.

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

**International Standing**—International students must have a Certificate of Eligibility (for non-immigrants “F-1” Student Status – form 1-20) in order to attend Vanguard University. Certificates will be issued when the international student (a) completes the admissions process, (b) is accepted by Vanguard University, (c) submits financial certification showing financial sponsorship for the duration of planned study, and (d) has a semester’s tuition and living costs deposited with the University. International students must maintain six (6) graduate level units of non-repeatable courses each semester and renew the 1-20 forms annually for any travel outside of the United States. To become eligible for transfer to another college, the form 1-538 must be submitted to and approval must be obtained from the Immigration Department in Los Angeles.

### **Classification and Financial Aid**

Regular Standing students may be eligible for full institutional or federal aid. Provisional and Probationary Standing students may be eligible for partial federal aid.

## **PROGRAM POLICIES**

### **Advising and Mentoring**

Graduate students are assigned a faculty advisor who will assist them throughout their time in the program 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.

### **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 Advance to Candidacy Committee will make the final decision on the application for candidacy by determining whether the student displays:

1. Academic and professional ability in the program.
2. Preparation which constitutes a satisfactory foundation on which to complete the program.
3. A proposed course for future study, which has sufficient merit to warrant approval.
4. 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 Clinical Seminar course, along with the Program Director and/or student's faculty advisor, will provide specific information about the project. Completion of the Comprehensive Clinical Seminar 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.

### **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.

### **Didactic Therapy**

It is anticipated that personal issues will arise for students in a graduate program in psychology. Therefore, students are strongly encouraged to be involved in their own personal therapy concurrent with their course work.

### **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.

### **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 possible. A student's academic load may vary according to their specific progress and standing in the program. The Director may allow deviations to the anticipated unit load in consideration of specific needs of a student.

### **Grade Requirements**

Students in the Master of Science Degree program must maintain a cumulative grade point average of at least "B" (3.0) throughout the program. Students should therefore enroll for a reasonable course load for each semester since graduate courses generally require more time than undergraduate courses.

Any grade below “B-” is below minimal performance in the program and indicates that improvement is required in order to complete the M.S. degree. Students who receive a grade which is below a “B-” will be required to meet with their academic advisor and the Director to determine whether or not they should continue as degree students. A second course grade that is below a “B-” may result in dismissal from the program. No more than one grade of “C+” may be applied toward the Master of Science in Clinical Psychology degree. Grades of “C” and below cannot be used toward the Master of Science degree except by repeating the course with a satisfactory grade.

## **Student Status Change**

### **Leave of Absence**

Students who find it necessary to interrupt the regular sequence of enrollment are expected to file notice of an official “Leave of Absence.” Forms are obtained from the Program Office. Throughout the leave of absence the student may be required to register for PSYG 799: Continuing Registration. Time spent on leave of absence is included in the five-year time limit for graduate course work.

### **Withdrawal From the Program**

Students contemplating withdrawal from the Graduate Program must arrange a conference with the Program Coordinator. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, an official withdrawal from all classes is necessary. A withdrawal becomes official upon presentation of an appropriately completed and signed “Application for Official Withdrawal” form to the Records Office. Students who follow the proper procedures in withdrawing due to justifiable personal circumstances will be classified as having “withdrawn in good standing.” The tuition refund policy (as explained in “Refunds,” Financial Information sub-section of the Graduate Schools, General 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 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 for two consecutive semesters must submit an Application for Re-admission to 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 50 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 four academic semesters.

3. Successful completion of a minimum of 150 client contact hours at approved practicum placements.
4. Advanced to Candidacy.
5. Completion of Exit Project.
6. The filing of all necessary forms in accordance with the timetable provided by the Graduate Program in Clinical Psychology.
7. 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.
8. Settlement of all financial obligations to Vanguard University.

If all coursework has been completed and graduation is pending completion of client hours or Exit Project, the student may be required to register for PSYG 799 Continuing Registration until all graduation requirements have been met.

## Application for Graduation

An application for graduation must be obtained from and filed with the Registrar's Office during the first week of the student's final semester in which the degree will be granted. Students who have filed an application for graduation and do not complete 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 on the last day of the semester or Summer session in which the graduation requirements were met. Commencement exercises are held annually at the end of the Spring semester.

## TUITION SCHOLARSHIPS

Additional information and application forms for Tuition Scholarships are available through the Graduate Clinical Psychology Program Office. The application form must be submitted to the Graduate Clinical Psychology Office, while the administration of scholarship funds and all other applicable state and federal assistance will be handled through the Financial Aid Office.

*Director's Scholarship.* Depending on budgetary funding, a certain amount of money is available each year. The monies are divided among graduate students admitted into the program. Awards may be contingent on the student's active involvement in program projects.

Application: Available through Graduate Clinical Psychology Office  
Qualifiers: Graduate Psychology student  
Scholarship limit: \$1,000 - \$3,000

*Dr. Fred Greve Scholarship.* Dr. Fred Greve, now retired, was a well-respected Psychology Professor at Vanguard University. He viewed psychology as a tool God could use to help free people. Vanguard University has established a scholarship fund in his name to assist students in the Graduate Clinical Psychology Program. This is a one-time very limited scholarship award.

Application: Available through Graduate Clinical Psychology Office  
Qualifiers: Graduate Psychology student  
Scholarship limit: \$500

*Bryan S. Smith Scholarship.* Students in the Graduate Program in Clinical Psychology are eligible to apply for the Bryan S. Smith Scholarship, which exists to advance scholarship and evangelism in areas related to the Spanish-speaking world.

Application: Available through Graduate Religion Office  
Qualifiers: See the Graduate Religion Office  
Scholarship limit: \$2,000 - \$3,000

*Graduate Teaching/Research Assistantships.* Assistantships are available to second year graduate students in the program. Students should discuss their interest in applying for one of the assistantships with their faculty advisor who will make a recommendation to the Program Director.

Application: Available through Graduate Psychology Office  
Qualifiers: Graduate Psychology student  
Advanced to Candidacy  
Minimum of 3.0 cumulative GPA in all graduate courses  
Expectation to apply for further graduate study at the doctoral level  
Scholarship limit: \$1,000 - \$4,000

## GRADUATE PSYCHOLOGY SERVICES

The Graduate Program in Clinical Psychology is housed in a newly constructed, modern campus facility. Designed exclusively for our graduate students and with graduate learning in mind, this building includes offices for the program administrative staff and faculty; modern, comfortable classrooms appropriate for adult learners; state of the art child play therapy training room; adult therapy training counseling room; live supervision rooms; a computer lab; and a student lounge. Resources that are maintained within our facility and are available exclusively to our students include psychological assessment tools, videos, audiocassettes, and a collection of psychology and counseling references including books and journals.

## MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

### ***Graduation Course Requirements***

***fifty units***

PSYG 503	Alcohol and Substance Abuse	1 unit
PSYG 601	Clinical Foundations of Psychotherapy	3 units
PSYG 602	Advanced Human Development	3 units

PSYG 603	Advanced Psychopathology	3 units
PSYG 604	Ethical and Legal Issues	3 units
PSYG 605	Family Therapy	3 units
PSYG 608	Statistics and Research Design	3 units
PSYG 609	Clinical Psychotherapy I	3 units
PSYG 612	Mind, Body and Spirit	2 units
PSYG 615	Psychotherapy with Children and Adolescents	3 units
PSYG 670	Special Topics	1 unit
PSYG 707	Premarital and Marital Counseling	3 units
PSYG 708	Clinical Psychotherapy II	3 units
PSYG 709	Clinical Psychotherapy III	3 units
PSYG 710	Psychotherapy and Cultural Diversity	3 units
PSYG 720	Clinical Psychopharmacology	2 units
PSYG 725	Psychological Testing and Measurement	3 units
PSYG 755	Professional, Ethical, and Clinical Issues	3 units
PSYG 765	Comprehensive Clinical Seminar	2 units

Workshop Requirements (for certificate credit)

- Child Abuse and Maltreatment
- Spousal and Partner Abuse
- Human Sexuality

## Sample Curriculum Schedule

### **First Year**

#### FALL SEMESTER – 14 UNITS

Clinical Foundations of Psychotherapy.....	3
Advanced Human Development.....	3
Advanced Psychopathology .....	3
Ethical and Legal Issues .....	3
Mind, Body and Spirit .....	2

#### SPRING SEMESTER – 12 UNITS

Family Therapy .....	3
Psychotherapy: Children and Adolescents.....	3
Clinical Psychotherapy I.....	3
Statistics and Research Design .....	3
Child Abuse and Maltreatment .....	Certificate

### **Second Year**

#### FALL SEMESTER – 12 UNITS

Psychological Testing and Measurement.....	3
Premarital and Marital Counseling .....	3
Clinical Psychotherapy II.....	3
Clinical Psychopharmacology .....	2
Alcohol and Substance Abuse .....	1
Spousal and Partner Abuse .....	Certificate

#### SPRING SEMESTER – 12 UNITS

Psychotherapy and Cultural Diversity.....	3
Clinical Psychotherapy III .....	3
Professional, Ethical and Clinical Issues .....	3
Comprehensive Clinical Seminar.....	2
Special Topic .....	1
Human Sexuality.....	Certificate

## **COURSE DESCRIPTIONS**

**PSYG 503 • Alcohol and Substance Abuse (1 unit)**

Overview of current theoretical and clinical approaches to the etiology, diagnosis and treatment of substance dependency. The role of personality factors, physiological, psychological and spiritual effects, as well as the role of persons and systems supporting or compounding the abuse are explored. At risk populations, referral sources, and prevention are addressed.

**PSYG 601 • Clinical Foundations of Psychotherapy (3 units)**

Clinical and theoretical foundations of the field of clinical psychology are presented with an emphasis on the development and application of beginning level clinical skills.

**PSYG 602 • Advanced Human Development (3 units)**

An in-depth exploration of human development through the biological, behavioral, socio-cultural, cognitive, and spiritual perspectives in a life span approach from conception through death.

**PSYG 603 • Advanced Psychopathology (3 units)**

Exploration of socio-cultural, spiritual, emotional, physiological and behavioral deviations of human behavior. Descriptive explanations, patterns of development, assessment, and treatment models are covered. Adult psychopathology is thoroughly examined and an introduction to child, adolescent and older adult psychopathology is presented. Cultural differences in expression and assessment of pathology are examined.

**PSYG 604 • Ethical and Legal Issues (3 units)**

Exploration of the legal and ethical issues pertinent to the field of psychology. The roles and responsibilities within the field of psychology for the graduate student, trainee or intern, and licensed professional are evaluated. Application of ethics to clinical work is emphasized. Contemporary professional ethics and statutory, regulatory and decisional laws are examined.

**PSYG 605 • Family Therapy (3 units)**

Examination of the intervention techniques and major theories, models and schools of Marriage and Family Therapy. Overview of experiential, strategic, structural, multigenerational, systemic, behavioral/cognitive, psychodynamic, and postmodern constructivism orientations are included. Ethical and legal issues related to family therapy are explored. Application of each theory is evaluated for cultural appropriateness.

**PSYG 608 • Statistics and Research Design (3 units)**

Presentation, evaluation, and synthesis of quantitative and qualitative statistical and research design. Examines appropriate use of appropriate assessment procedures for type of information utilized. Design, implementation and analysis of research skills are developed. Development of sufficient skills to appropriately evaluate published research reports in the field of clinical psychology and related fields is emphasized.

**PSYG 609 • Clinical Psychotherapy I (3 units)**

Prerequisites: PSYG 601, PSYG 603, PSYG 604, and an additional 3 units from any course(s) in the Graduate Program in Clinical Psychology. Development of clinical skills through academic classroom instruction and

interactions, experiential learning, and supervised clinical experience. Content and goals include: establish basic therapy skills, case conceptualization, treatment planning, report writing, increased understanding of modalities, and case supervision/liaison with placement sites. Emphasis will be on individual adult therapy. Concurrent field placement is required for this course.

**PSYG 612 • Mind, Body and Spirit (2-3 units)**

Examination of the cognitive, physical and spiritual aspects of a person and how they are inter-related. Emphasis is placed on the spiritual dimension and how the spiritual impacts psychopathology, assessment, treatment and intervention.

**PSYG 615 • Psychotherapy with Children and Adolescents (3 units)**

Prerequisites: PSYG 601, PSYG 603, and PSYG 604, or consent of the instructor. Advanced course in understanding and applying theory, assessment and treatment for children and adolescents. A variety of modality orientations and therapeutic techniques are explored with emphasis on developmental, multidimensional and multidisciplinary approaches. Legal and ethical issues and culturally sensitive interventions are examined as they relate specifically to work with this population.

**PSYG 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 670 • Special Topics (1-3 units)**

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

**PSYG 707 • Premarital and Marital Counseling (3 units)**

Survey of theories of premarital and marital therapy. Areas covered include attraction theories, couple and marital assessment, and therapeutic interventions.

**PSYG 708 • Clinical Psychotherapy II (3 units)**

Prerequisite: PSYG 609. Development of advanced clinical skills through academic classroom instruction and interactions, experiential learning, and supervised clinical experience. Content and goals include: continued work on report writing, case conceptualization, treatment planning, knowledge of modalities, and case supervision/liaison with placement sites. Emphasis will be on child and adolescent therapy. Concurrent field placement is required for this course.

**PSYG 709 • Clinical Psychotherapy III (3 units)**

Prerequisite: PSYG 708. Continued development of advanced theoretical knowledge and clinical skills through experiential learning, and supervised clinical experience. Content and goals include: case supervision/liaison with placements, special topics as applicable to meet the needs of the students, transition modality knowledge to clinical application, and continued work on report writing, case conceptualization, and treatment planning. Emphasis will be on couple, family and group therapy. Concurrent field placement is required for this course.

**PSYG 710 • Psychotherapy and Cultural Diversity (3 units)**

Exposure to the current literature relating to cultural sensitivity in counseling diverse ethnic populations. Exploration of history, theories and interventions specifically developed for unique populations as well as ethical considerations when utilizing traditional counseling practices.

**PSYG 720 • Clinical Psychopharmacology (2 units)**

Prerequisites: PSYG 601, PSYG 603, and PSYG 604. Covers the essentials of clinical psychopharmacology, which are tied directly with the treatment protocols for the spectrum of Axis I and II conditions as described in the DSM.

**PSYG 725 • Psychological Testing and Measurement (3 units)**

Prerequisite: PSYG 608. Basic testing, assessment and measurement skills are developed and psychometric theory is emphasized. Students are introduced to appropriate psychological testing instruments and trained in the administration, scoring, interpretation and application of resulting data. Report writing skills are developed. Cultural appropriate use of assessment tools is examined.

**PSYG 755 • Professional, Ethical, and Clinical Issues (3 units)**

Prerequisite: Advanced to Candidacy. Exploration and application of ethical and professional demands as relevant to student's current stage of professional development, particularly as related to concurrent practicum placements. Specific areas of professional specialization will be highlighted.

**PSYG 760 • Exit Project I (1 unit)**

Prerequisite: Advanced to Candidacy. Exploration of different exit project options and explanation of the necessary process for each. Student begins preparation on project.

**PSYG 762 • Exit Project II: Oral Examination (3 units)**

Prerequisites: PSYG 708, PSYG 760, and approval of faculty committee. This class will assist the student in preparation for their oral examination that will occur before the faculty Exit Project Committee. Exam may include any material that was covered during the student's graduate program experience, emphasizing the student's synthesis of that knowledge and its application to clinical work.

**PSYG 764 • Exit Project II: Thesis (3 units)**

Prerequisites: PSYG 708, PSYG 760, and approval of faculty committee. This class will assist the student in the preparation and oral defense of their thesis. The thesis is expected to utilize appropriate research design and explore a question related to clinical psychology. Necessary for completion of class is the approval of the faculty Exit Project Committee and the submission of an official (appropriately signed copy, corrected and edited) manuscript to the designated university authorities.

**PSYG 765 • Comprehensive Clinical Seminar (2 units)**

Prerequisite: PSYG 708. This class will assist the student in the synthesis of knowledge gained over the span of the graduate program including ethical and legal issues, psychopathology, counseling modality, clinical skills and professional development.

**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.

## Workshops

The following workshops will be offered on a periodic basis either as a workshop or for class credit.

### **Child Abuse and Maltreatment**

Course meets the requirements of California Assembly Act AB141 for training professionals in child abuse and other forms of child maltreatment. Examination of information pertaining to the legal aspects of reporting, assessment, treatment, theoretical models of abuse, and characteristics of child abuse, the abuser(s), and of the abused child.

### **Spousal and Partner Abuse**

Familiarization and sensitization to the problems of domestic violence. Assessment, detection and interventions of spousal or partner abuse are presented. Secondary effects of domestic violence on other individuals are explored. Appropriate uses of community referral sources are determined.

### **Human Sexuality**

Provides an overview of healthy and dysfunctional sexual functioning. Sexuality is viewed from physiological, sociological, psychological and spiritual perspectives. Assessment and treatment models are presented to assist students in learning the procedures used to help individuals and couples who are experiencing sexual difficulties. The sexual concerns of special populations are addressed.

## Specialized Tracks

Courses in the Specialized Tracks are elective courses which may be offered occasionally. Credit does not count toward Master's degree requirements.

### ***Religion***

Courses on Spiritual Experience in Relation to Clinical Psychology

### **Psychology of Religion**

An overview of the varieties of religious experience, and an examination of specific states, such as conviction and conversion, faith and despair, worship and deceit.

### **The Psychopathology of Religion**

An analysis of religious defenses against an overwhelming sense of failure, and recommendations for wholeness and holiness through therapy and biblical spirituality.

### **Demonology and Mental Illness**

Religious and psychological views of demonology will be examined, along with clinical studies of similarities with mental illness.

## **FACULTY**

The faculty represents a diverse set of clinical theories and perspectives, which allows students to gain a broad exposure to a range of theories and practical applications in counseling.

VINCENT GIL, Professor of Medical Anthropology. (Professor of Human Sexuality). B.A. Vanguard University; M.A. , Ph.D., University of California, Los Angeles.

JULIE HOWARD, Director of Clinical Training and Assistant Professor of Graduate Psychology. B.A., California State University, Long Beach; M.A., Psy.D. in Clinical Psychology, Rosemead Graduate School of Psychology.

ELIZABETH DERMODY LEONARD, Associate Professor of Sociology. (Professor for Spousal and Partner Abuse). B.S., M.A., Ph.D., University of California, Riverside.

TIM MOYERS, Assistant Professor of Graduate Psychology. B.A., M.A., Vanguard University; M.A. in Clinical Psychology, Azusa Pacific University; D.Min. (Candidate), Assemblies of God Theological Seminary.

SAMUEL SOUTHARD, Professor of Graduate Psychology. B.A., Georgetown University; M.G.A. Georgia State University; B.D., Ph.D., Southern Baptist Seminary.

JERRE L. WHITE, Director of Graduate Program in Clinical Psychology and Assistant Professor of Graduate Psychology. B.A., Point Loma. Nazarene University; M.A., Psy.D. in Clinical Psychology, Rosemead Graduate School of Psychology.

# Graduate Program in Education

Jeff Hittenberger, Ph.D, Director

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

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Note: The State of California is currently revising requirements for teacher preparation. As these changes are implemented, course titles, descriptions, and other aspects of the program are subject to change. However, the number of units required, as stated in the preliminary credential program and M.A. option descriptions, will not change. The State is also revising the Crosscultural Language and Academic Development (CLAD) certification process. All the elements of CLAD are embedded in the Vanguard University teaching credential program as the State develops a new EL (English Learner) certification system. Likewise, the state is revising the Professional Clear Credential and may require different courses and field experiences than those described in this catalog.

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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. The Crosscultural, Language, and Academic Development (CLAD) Emphasis Credential and Certificate were also added in 1995. Students have the

option of applying credential course work toward a Master's degree. Four options are offered in the Master of Arts in Education: M.A. and CLAD Emphasis Credential, M.A. and CLAD Certificate, M.A. with a Credential, and Christian Education Administration, and M.A. and Christian Education Administration. Each Master's option fulfills a specific professional goal.

## Accreditation

Vanguard University is a member of and accredited by the Western Association of Schools and Colleges. The University has approval from the Commission on Teacher Credentialing for the offering of Multiple and Single Subject teaching credentials with the Crosscultural, Language and Academic Development (CLAD) emphasis and the CLAD Certificate. A Master of Arts in Education is obtainable in a variety of program options.

## Institutional Affiliations

Vanguard University is a member of the Association of Independent California Colleges and Universities and is one of 91 members of the Council for Christian Colleges and Universities which was founded in 1976 to serve and strengthen the deeply-committed Christian liberal arts colleges and universities of this country.

Through the Graduate Program in Education, Vanguard University is affiliated with the California Council on Teacher Education (CCTE), 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).

## ACADEMIC POLICIES

### Academic Advisors

The cohort faculty member and the student teaching coordinator serve as academic advisors for credential students. The advisors provide students with current information and available and recommended courses.

### Classification of Students

Students enrolled in the Graduate Program in Education will be placed into regular, provisional, probationary, or student-at-large standing.

**Regular Standing** Students who intend to obtain a certificate, credential, or M.A. degree who are admitted without reservation, are granted regular standing in the Graduate Program in Education. Students enrolled in credential or certificate course work may be eligible to apply their credential or certificate course work toward the Master of Arts in Education degree, depending on admission requirements. To qualify for regular standing in the credential, certificate and/or degree program, all admission 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.

Regular standing for credential admission only requires a 2.7 GPA.

**Provisional Standing** Students who intend to obtain a credential and/or M.A. degree who have not met all the admission requirements of the specific program may be eligible for admission as a provisional standing student. Please refer to the admission requirements of the specific program, relationship of provisional standing

and GPA admission requirement. 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 make up for academic deficiencies, student must complete fifteen additional units of post-baccalaureate course work with a 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
- 2) Student must complete the first twelve required graduate units of the program with a grade point average of 3.5 or higher.
- 3) Student will meet with the Director for a progress evaluation conference to determine continuation in the program.

**Student-at-Large.** Students who do not plan to earn a degree, basic credential or certificate 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 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 are non-unit-bearing courses. An audit course cannot be turned into a "unit course" after the first week of class.

- Part-time students (11 units or less) or students taking only audit courses will be charged an audit fee for each audited course. Each audited course will be recorded on the student's transcript.
- Full-time students (12 graduate units or more) may audit one course per qualifying semester, undergraduate or graduate level, free of charge on a space-available basis. If students would like the audit course to appear on their transcript, they must register for the audit with the Records Office.
- Graduates of our Graduate Program in Education may attend one graduate education Master's level course per semester, free of charge on a space available, professor approved basis.

Students enrolled in six graduate units or more may audit any course, undergraduate or graduate level, free of charge, on space available basis. If students do not wish that the audit course appear on their transcript, no paperwork is required. However, students need to notify the course professor of their intent prior to the first ses-

sion. If students wish the audit course to appear on their transcript, they must still register for audit status with the Records Office prior to beginning the course. Audit courses are for regular standing students only.

**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 international students whose first language is not English. A minimum score of 650 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) here in the United States.

## Academic Calendar

The course offerings of the Graduate Program in Education are organized within the framework of the following academic calendar:

**Fall Semester**—This semester normally is scheduled from late August to mid-December. A full-time load is a minimum of 6-12 unit hours, depending upon specific program requirements.

**Spring Semester**—This semester normally is scheduled from mid January to mid May. A full-time load is a minimum of 6-12 unit hours, depending upon specific program requirements. A one-week Spring break is normally scheduled during March or April. The University Spring break does not usually coincide with public school district Spring breaks.

**Summer Semester**—The Summer semester, which normally is scheduled from mid May through mid July, is divided into three sessions. Each Summer session consists of three weeks. A maximum of twelve (12) unit hours can be earned by the end of the three Summer sessions.

The Vanguard University Graduate Program in Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. The program is further subject to change as prescribed by the Commission on Teacher Credentialing. According to CTC regulations, the institution has an obligation to public schools to dismiss candidates who are unsuited to be teachers. The institution reviews each 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.

## PROGRAM POLICIES

### Program Changes

Students are responsible for the program selected when registering. Changes thereafter are made by filing a "Request to Add or Drop Courses" form in the Records Office. For regularly scheduled courses, dropping a

course during the first four weeks may be done without being reflected on the transcript. For regularly scheduled classes, a class may be dropped with a grade of "W" within the fourth through eighth weeks of the semester; thereafter the grade will be recorded as an "F" when a student withdraws from a course. There is NO AUTOMATIC DROPPING of courses resulting from a student's failure to attend class sessions.

For those courses that are offered on a non-traditional calendar, the following principle applies: withdrawals received in the Records Office during regular business hours prior to the end of the first quarter of the total number of class hour sessions offered in the course will have no entry made on the transcript; withdrawals received in the Records Office during regular business hours prior to the end of the second quarter of total number of class hour sessions will receive a "W" on the transcript; withdrawals received in the Records Office during regular business hours prior to the last class hour session will receive a grade of "F" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP" or "WF".

## **Withdrawal From the Program**

Students contemplating withdrawal from the Graduate Program in Education must first have a conference with the Coordinator. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, he or she must officially withdraw from all classes. Students must procure an "Application for Official Withdrawal" form from the Records Office, complete the form, including the required signatures, and return the completed form to the Records Office. Students who do not officially withdraw from classes will automatically be 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 six to twelve (6-12) unit hours or more per semester, depending on specific program requirements. Credential students should be enrolled in a minimum of twelve units during the first semester of the teacher preparation course work, and 6-12 units during the second semester of student teaching. Outstanding students may enroll in up to sixteen (16) unit hours upon the counsel of the academic advisor. 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 = graduate credential, certificate and/or M.A. students

600 level = M.A. students only

No more than six (6) unit hours of equivalent and applicable graduate course work with a "B" or better grade may be transferred in and applied toward the 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 and/or certificate program must maintain a “B” (3.0) GPA. A “D” grade is not acceptable in any of the course work in the sequence. No more than one “C+” or “C” grade will be acceptable in credential and/or certificate course work. Courses may not be taken on a “pass/fail” or “credit/no credit” basis, with the exception of student teaching. “Credit” will be granted for student teaching based on an overall evaluation of “B-” or better.

Students in the Master’s Degree Program must maintain a “B” (3.0) grade point average in all program course work. All 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, with the exception of student teaching. “Credit” will be granted for student teaching based on an overall evaluation of “B-” or better.

Students are expected to gauge the course load for each semester so that they will achieve a minimum of a “B” grade in each course attempted. Any 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 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 transfer 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.

## 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 VUSC.

## Credential Candidate Dismissal

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

## Time Limits on Graduate Study

All work for the Master’s degree must be completed within five (5) years from the time of official admission into the Graduate Program in Education. All work for the preliminary and/or CLAD Credential and CLAD Certificate must be completed in three years. A credential candidate who has completed the CLAD emphasis credential pro-

gram, but has been recommended for a non-emphasis credential, may be recommended for the CLAD emphasis credential upon completion of any remaining requirements under the following condition: the recommendation must be made within one calendar year of the date of the initial credential recommendation. Time spent on leave of absence is counted in the five-year time limit for the M.A. degree. A credential or certificate bound student who interrupts the sequence of study may be subject to changes in requirements when returning, particularly CTC credentialing modifications.

## **Leave of Absence**

Credential and/or 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 five-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 bound student who interrupts the sequence of study may be subject to changes in requirements when returning, particularly CTC credentialing modifications. 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.

## **Re-Entry from a Leave of Absence**

Credential and/or M.A. students who have filed an official "Leave of Absence" and have been absent from the Graduate Program in Education for one or more consecutive semesters must submit a "Petition for Re-Entry" form when they are ready to resume enrollment. If the student's petition is accepted, 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 petition is denied, he/she will be required to reapply (see Readmission).

## **Readmission**

Credential and/or M.A. students who have been absent from the program for one or more consecutive semesters (and did not file a Leave of Absence), are considered "out of status," and must submit an "Application for Readmission" (along with the appropriate fee) to the Graduate Education Office. Students applying for readmission are subject to new graduation requirements, which have come into effect by the time of their readmission. Credential students are subject to any changes due to CTC and legislative action. The Candidate Performance Assessment Committee will review readmission applications and the students will be notified of the decision.

## **Transfer of Credits/Units**

Students transferring from an accredited graduate program may transfer a maximum of six (6) unit hours when the courses transferred are equivalent and have direct applicability to the 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 VUSC. 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 (1) courses 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 (five years); and
5. Settlement of all financial obligations to the University.

## Commencement

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

## 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 70 private Christian schools. Students should contact the individual school districts and private schools for potential employment. The Orange County Department of Education is also located in Costa Mesa.

## GRADUATION REQUIREMENTS

### Advancement to Candidacy Status (applies to M.A. students only)

Degree bound students must officially be advanced to candidacy status prior to degree confirmation.

Neither admission to the Master of Arts program, nor completion of 600-level course work, automatically advances a student to candidacy for the M.A. degree. Advancement to candidacy is initiated after completion of EDUG 605 and EDUG 606. Students must apply to the Graduate Education Program, through the Director of the Graduate Program in Education, for advancement to candidacy.

### The Procedures for Graduation:

1. Be accepted into the Graduate Program in Education with regular standing by having all deficiencies, if any 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.

## **TEACHER EDUCATION PROGRAMS**

The Graduate Program in Education offers a Teacher Education Program, CLAD Certificate, and a Master of Arts Program. Eligible students may apply their credential course work, or the CLAD Certificate course work, toward a Master of Arts in Education.

Vanguard University of Southern California 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 Single Subject, the Preliminary Multiple Subject, the Preliminary Multiple Subject with a Crosscultural, Language, and Academic Development (CLAD) emphasis, the Preliminary Single Subject with a Crosscultural, Language, and Academic Development (CLAD) emphasis, and the Professional Clear Credential. The CLAD Certificate is available for candidates with a valid California teaching credential. Eligible candidates interested in applying for credentials or certificate course work toward a Master of Arts in Education degree are

able to do so with additional graduate study. Students interested in the degree program should apply for M.A. degree standing from the onset. Please refer to the four M.A. options available in the Master's Program summary for admission and program requirements.

## Preliminary Multiple/Single Subject Credential, CLAD Emphasis

### **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 (VUSC graduates' application fee is waived).
  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 fifteen units of post-baccalaureate course work with a 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
    - Student must complete the first required twelve graduate units of the program with a grade point average of 3.5 or higher.
    - Student will meet with the Director for a progress evaluation conference.
- The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.
6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3" X 4" transcript card to the Graduate Admissions Office. Students should plan to take the CBEST at least six months prior to submitting an application to the Graduate Program in Education.
  7. Multiple Subject Credential: Submit either verification of completion of a CTC approved Liberal Studies Subject Matter Preparation Program, or a passing score report for the appropriate Subject Matter PRAXIS/MSAT (Multiple Subjects Assessment for Teachers). Subject Matter Preparation or the Subject Matter Examination should be passed and verified prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program in Education.
  8. Single Subject credential: Submit verification of completion of a CTC approved Subject Matter Preparation Program in an academic field or submit passing score report for the appropriate Subject Matter PRAXIS and SSAT Series examinations. Subject Matter Preparation or Subject Matter Examination should be passed and verified prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program.

9. U.S. Constitution: met by POLS 155C, equivalent or by test.
10. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).
11. Admission acceptance by the Candidate Performance Assessment Committee (CPAC).

A candidate may be considered for provisional admission based upon overall qualifications, professional experience, and extensive post-Baccalaureate course work completed.

A student who otherwise meets admission requirements may be considered for admission to the Program on a case-by-case basis prior to passing the MSAT exam (for elementary candidates) or SSAT/Praxis (for secondary candidates). The student recognizes that the MSAT or SSAT/Praxis 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 stop out of the program, and engage in test preparation of their own arrangement. When the appropriate test is passed, the student may proceed with advanced student teaching.

**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.
4. RICA (Reading Instruction Competence Assessment) for Multiple Subject Candidates only: All students pursuing a multiple subject teaching credential must pass the RICA exam prior to applying for the credential. This exam is normally taken after completion of the reading courses.

**Prerequisite Requirements for the Preliminary Multiple/Single Subject Credential with a CIAD Emphasis:**

EDUG 315: Teaching in a Multicultural Setting (3 units) should be completed prior to beginning the 500 series.

EDUG 453: Language, Culture and Linguistics (3 units) Preferably taken as an undergraduate senior, but may be completed concurrently with the 500 series by petition.

Foreign Language: Candidates must complete six semester units in course work that emphasizes the learning of a language other than English (including American Sign Language). Course work may be lower or upper division. The CTC has defined additional ways to meet this requirement. Please see the Credential Analyst of the Graduate Education Program to determine acceptance and documentation of the language requirement. The foreign language units are not counted as part of the credential unit requirement.

SOCS/MATH 265C: Introduction to Statistical Methods (3 units) is strongly recommended for M.A. students.

**Professional Coursework Required for the Preliminary Multiple/Single Subject Credential or the Preliminary Multiple/Single Subject with a CIAD Emphasis Credential:**

<b>Professional Course Work</b>		<b>(12 units)</b>
EDUG 500	Mission Statement Development	.5 unit
EDUG 501	Assessing Socio/Cultural Diversity	.5 unit
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 unit
EDUG 510	Deductive Methods	1 unit
EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 unit
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 520	Classroom Management	1 unit
EDUG 521	Parent and Community Relations	.5 unit
EDUG 522	Politics and Ethics	.5 unit
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 584	Beginning Student Teaching (Elementary only)	1 unit

Methods/Curriculum Modules (EDUG 500-522) meet two afternoons/evenings a week.

Multiple Subject Reading Modules (EDUG 543, 547, 550) meet one evening a week.

Single Subject Reading Modules (EDUG 544, 548, 551) meet on selected weekends.

The above schedule is subject to change depending upon enrollment. EDUG 500-584 (12 units) are generally taken during the first semester of the teacher preparation program.

Pre-Student Teaching Practicum: Candidates must complete a pre-student teaching practicum concurrent with the 500 series courses. The practicum will consist of a minimum of three hours a week in an instructional setting, preferably working with the same master teachers who will supervise the student during the actual student teaching experience in the second semester.

**EDUG 584: Beginning Student Teaching (1 unit)**

Candidates must complete Beginning Student Teaching concurrent with the 500 series courses. Beginning Student Teaching will consist of a minimum of three hours a week in an instructional setting, preferably working with the same master teachers who will supervise the student during Advanced Student Teaching in the second semester.

**EDUG 585: Advanced Student Teaching (10-12 units)**

During the second semester, and upon satisfactory completion of initial professional coursework, portfolio and beginning student teaching, candidates will complete two additional units of professional coursework and a minimum of sixteen weeks of student teaching. High school and middle school assignments may be longer, pending site requirements. Coursework will be completed during one three-hour block on Wednesday from 4 to 7 p.m. Five sessions will be devoted to a Student Teaching Seminar. Five sessions will be devoted to each of the following courses:

EDUG 545	Specially Designed Academic Instruction in English (SDAIE) for the Elementary Student	1 unit
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OR EDUG 546	Specialty Designed Academic Instruction in English (SDAIE) for the Secondary Student	1 unit
EDUG 557	Exceptionality and Health	1 unit

Advanced Student Teaching will be completed concurrently with the above professional coursework. Single Subject candidates will complete their student teaching in grades 7-12. Multiple Subject candidates will complete their student teaching experience in two eight week assignments in grades K-6. Student teaching is a full day experience. Single Subject candidates will teach five days a week, teaching three classes and observing in two. Multiple Subject candidates will teach a full day, five days a week. The CLAD Emphasis Credential requires that the candidate complete a student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a 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 CLAD requirements. If an incoming student has a preference regarding placement, they should express that preference to the Admission committee at the time of the interview. The department will make an effort to accommodate that preference, 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 payment of a fee of \$150 to cover additional mileage for the University Supervisor. Students with one or more years of full-time continuous private or public school experience in the appropriate credential area may be eligible for a modification of the length of student teaching. See the Credential Coordinator for additional information.

For the Master of Arts in Education with the CLAD Emphasis Credential, refer to M.A. Option 1 for program admission and requirements.

## Professional Clear Credential

### ***CTC requirements for the Professional Clear Credential***

Following issuance of the Preliminary Credential, the teacher has five years to complete thirty semester units of post baccalaureate and/or graduate course work, including the 24 units completed in the preliminary credential sequence and the following courses:

EDUG 565	Use of Computers in the Classroom	2 units
EDUG 566	Psychology and Education of the Exceptional Child	3 units
EDUG 568	Health for Educators	1 units
CPR Certification		

### ***CTC requirements for the Supplementary Authorization Credential***

A student seeking to be credentialed in more than one subject area may qualify to do so in either of two ways listed below. Please consult the Credential Analyst of the Graduate Program in Education for more information.

Students may complete 20 semester units (or ten upper division semester units) of college-level course work to develop a supplementary authorization to teach in areas differing from the major teaching area.

OR

Students may pass the appropriate subject matter examination in any area of their choice and thus qualify for the additional teaching authorization in that subject (PRAXIS, MSAT, and SSAT).

### ***Grade Requirements for Credential Course Work***

A "B" (3.0) grade point average must be maintained in all credential course work. No more than one "C" or "C+" grade may be applied toward the Master's degree. A "D" grade is not acceptable in any course work in the sequence. Courses may not be taken on a "pass/fail" or "credit/no credit" basis, with the exception of student teaching. "Credit" will be granted for student teaching based on an overall evaluation of "B-" or better.

### ***Commission on Teacher Credentialing (CTC)***

Credential requirements may change at any time during a student's program based on changes of legislative action by the CTC. According to CTC regulations, the institution has an obligation to public schools to dismiss candidates who are 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.

## **CLAD CERTIFICATE PROGRAM**

The Graduate Program in Education offers a Crosscultural, Language, and Academic Development (CLAD) Certificate for credentialed teachers who already hold a valid California Teaching Credential. This authorization is intended to qualify candidates to teach students who are limited English proficient (LEP), and may be added to a teaching credential upon completion of the required twelve units (and foreign language requirement). Eligible students may apply the CLAD course work toward the Master of Arts in Education degree. Please refer to M.A. Option 2 for admission and program requirements.

### **Admission Requirements to the CLAD Certificate Program**

1. Submission of a graduate program application with corresponding fee (VUSC graduates' application fee is waived).
2. Verification of a valid CTC teaching credential.

Admission to the CLAD Certificate program does not constitute admission to the M.A. program. Those considering the degree program, please refer to M.A. Option 2 in the Master's Summary.

### **Program Requirements for the CLAD Certificate**

Foreign Language: Candidates must complete six semester units in course work that emphasizes the learning of a language other than English (including American Sign Language). Course work may be lower or upper division. The CTC has defined additional ways to meet this requirement. Please see the Credential Analyst of the Graduate Program in Education to determine acceptance and documentation of the language requirement. The foreign language units are not counted as part of the certificate unit requirement or the M.A. unit requirements.

**Crosscultural, Language, and Academic Development/CLAD (12 units)**

EDUC 453	Language, Culture and Linguistics	3 units
EDUG 540	Cross-Cultural Studies for Educators	3 units
EDUG 501	Assessing Socio/Cultural Diversity	.5 unit
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 unit
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 543	Language Acquisition for the Elementary Student	1 unit
OR EDUG 544	Language Acquisition for the Secondary Student	1 unit
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 550	Literary Classrooms and Instruction (Elementary only)	1 unit
OR EDUG 551	Literacy in the Content Areas (Secondary only)	1 unit

**Grade Requirements for CLAD Certificate**

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

**Optional: M.A./CLAD Certificate (additional 21 units)**

Refer to M.A. Option 2 for admission and program requirements in the M.A. Summary.

**MASTER OF ARTS PROGRAMS IN EDUCATION**

Students may pursue one of four options:

- Option 1: Master of Arts in Education and CLAD Emphasis Credential
- Option 2: Master of Arts in Education and CLAD Certificate
- Option 3: Master of Arts in Education, Preliminary Credential and Christian Education Administration
- Option 4: Master of Arts in Education and Christian Education Administration

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.

## OPTION 1: Master of Arts in Education, CLAD Emphasis Credential

MA. Option 1 is designed for students interested in pursuing a CLAD Emphasis Teaching Credential and applying their graduate course work toward the Master of Arts in Education degree. The Crosscultural, Language, and Academic Development Emphasis will prepare candidates to teach students who are Limited English Proficient (LEP). A total of thirty-six units are required for the Master of Arts in Education and a CLAD Emphasis Credential.

### Admission Requirements for the MA./CLAD Credential Program

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with corresponding fee (VUSC graduates' application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation addressing potential success in an education graduate program.
5. A cumulative grade point average of 3.0 (B), or above in all undergraduate 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 fifteen units of post-Baccalaureate course work with a 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
- b. Student must complete the first required twelve graduate units of the program with a grade point average of 3.5 or higher.
- c. Student will meet with the Director for a progress evaluation conference to determine continuation in the degree program.

The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.

6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3" X 4" transcript card to the Graduate Admissions Office. Students should plan to take the CBEST at least six months prior to submitting an application to the Graduate Program in Education.
7. For the Multiple Subject Credential: Submit verification of completion of a CTC approved Liberal Studies Subject Matter Preparation Program or submit passing score report for the appropriate Subject Matter PRAXIS/MSAT (Multiple Subjects Assessment Test). Subject Matter Preparation or the Subject Matter Examination should be verified prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program in Education.

8. For the Single Subject Credential: Submit verification of completion of a CTC approved Subject Matter Preparation Program in an academic field or submit passing score report for the appropriate Subject Matter PRAXIS and SSAT Series examinations. Subject Matter Preparation or the Subject Matter Examination should be verified prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program in Education.
9. U.S. Constitution requirement is met by POLI SCI 155C or equivalent or by test.
10. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).
11. Acceptance admissions by the Candidate Performance Assessment Committee (CPAC).

A student who otherwise meets admission requirements may be considered for admission to the Program on a case-by-case basis prior to passing the MSAT exam (for elementary candidates) or SSAT/Praxis (for secondary candidates). The student recognizes that the MSAT or SSAT/Praxis 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 stop out of the program, and engage in test preparation of their own arrangement. When the appropriate test is passed, the student may proceed with advanced student teaching.

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

1. Certificate of Clearance: An application for fingerprint Clearance must be submitted prior to beginning the 500-level courses. A fee is required for the Commission on Teacher Credentialing (CTC) Clearance.
2. TB Test Clearance: must be submitted prior to beginning the 500-level courses.
3. Liability Insurance: additional fee required.
4. RICA (Reading Instruction Competence Assessment) – Multiple subject candidates only. All student pursuing a multiple subject teaching credential must pass the RICA exam prior to applying for the credential. This exam is normally taken after completion of the reading courses.

**Prerequisites for the MA./CLAD Emphasis Credential**

EDUC 315: Teaching in a Multicultural Setting (3 units) should be taken prior to the 500 series

EDUC 453: Language, Culture and Linguistics (3 units) should be completed prior to beginning the 500 series; may be taken concurrently with the 500 series by petition.

Foreign Language: candidates must complete six semester units in course work that emphasizes the learning of a language other than English (including American Sign Language). Course work may be lower or upper division. The CTC has defined additional ways to meet this CLAD requirement. Please see the Credential Analyst of the Graduate Education Program to determine acceptance and documentation of the language requirement. The foreign language units are not counted as part of the M.A. degree unit requirement.

SOCS/MATH 265C: Introduction to Statistical Methods (3 units) is strongly recommended for M.A. students.

## Program Requirements for the M.A./CLAD Emphasis Credential Program

<b>Professional Course Work</b>		<b>12 units</b>
EDUG 500	Mission Statement Development	.5 unit
EDUG 501	Assessing Socio/Cultural Diversity	.5 unit
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 unit
EDUG 510	Deductive Methods	1 unit
EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 unit
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 520	Classroom Management	1 unit
EDUG 521	Parent and Community Relations	.5 unit
EDUG 522	Politics and Ethics	.5 unit
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 584	Beginning Student Teaching	1 unit

Methods/Curriculum Modules (EDUG 500-522) meet two afternoons/evenings a week.

Multiple Subject Reading Modules (EDUG 543, 547, 550) meet one evening a week.

Single Subject Reading Modules (EDUG 544, 548, 551) meet on selected weekends.

The above schedule is subject to change pending enrollment. EDUG 500-584 (12 units) are generally completed during the first semester of the teacher preparation program.

### Student Teaching

#### **EDUG 584: Beginning Student Teaching (1 unit)**

Candidates must complete Beginning Student Teaching concurrent with the 500 series courses. Beginning Student Teaching will consist of a minimum of three hours a week in an instructional setting, preferably working with the same master teachers who will supervise the student during Advanced Student Teaching in the second semester.

#### **EDUG 585: Advanced Student Teaching (10-12 units)**

During the second semester, and upon satisfactory completion of initial professional coursework, portfolio and beginning student teaching, candidates will complete two additional units of professional coursework and a minimum of sixteen weeks of student teaching. High school and middle school assignments may be longer, pending site requirements. Coursework will be completed during one three-hour block on Wednesday from 4 to 7 p.m. Five sessions will be devoted to a Student Teaching Seminar. Five sessions will be devoted to each of the following courses:

EDUG 545	Specialty Designed Academic Instruction in English (SDAIE) for the Elementary Student	1 unit
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OR EDUG 546	Specialty Designed Academic Instruction in English (SDAIE) for the Secondary Student	1 unit
EDUG 557	Exceptionality and Health	1 unit

Advanced Student Teaching will be completed concurrently with the above professional coursework. Single Subject candidates will complete their student teaching in grades 7-12. Multiple Subject candidates will complete their student teaching experience in two eight week assignments in grades K-6. Student teaching is a full day experience. Single Subject candidates will teach five days a week, teaching three classes and observing in two. Multiple Subject candidates will teach a full day, five days a week. The CLAD Emphasis Credential requires that the candidate complete a student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a 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 CLAD requirements. If an incoming student has a preference regarding placement, they should express that preference to the Admission committee at the time of the interview. The department will make an effort to accommodate that preference, 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 payment of a fee of \$150 to cover additional mileage for the University Supervisor. Students with one or more years of full-time continuous private or public school experience in the appropriate credential area may be eligible for a modification of the length of student teaching. See the Credential Coordinator for additional information.

Credential requirements may change at any time during a student's program based on CTC changes and/or legislative action.

### **MA. Core Requirements**

**12 units**

<i>Prerequisites:</i>	<i>Completion of required 500 series.</i>	
	<i>Consent of director.</i>	
	<i>Candidate must be a regular standing degree student.</i>	
EDUG 605	Current Issues in Education	2 units
EDUG 606	Introduction to Educational Research	4 units
EDUG 609	Curriculum Design and Teaching	3 units
EDUG 610	Assessment and Evaluation	3 units

EDUG 605 should be taken as the first course of the M.A. Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the M.A. Core. EDUG 609 may be taken concurrently with EDUG 610.

### **Optional: Professional Clear Credential Courses**

**six units**

EDUG 565	Use of Computers in the Classroom	2 units
EDUG 566	Education of the Exceptional Child	3 units

**OPTION 2: Master of Arts in Education, CLAD Certification**

MA. Option 2 is designed for individuals who already hold a valid California teaching credential and wish to combine a Certificate in Crosscultural, Language, and Academic Development (CLAD) with additional graduate course work for a Master of Arts in Education. The CLAD authorization is intended to qualify individuals to teach students who are limited English proficient (LEP). The CLAD Certificate consists of 12 units (not including the required language verification); the MA degree requires an additional 21 units. A total of thirty-three units, including a final project, is required for the Master of Arts in Education and CLAD Certificate.

**Admission to the MA/CLAD Certificate Program:**

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with corresponding fee (VUSC graduates' application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendation, including two letters from the school site.
5. 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 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 twelve units of the program with a 3.5 GPA or higher, the student will be eligible for regular standing in the degree program, or a student with a cumulative undergraduate GPA of 2.5-2.69 may be admitted with provisional standing on a Probationary status. Upon completion of the following three conditions, the student will be eligible for regular standing:

To make up for academic deficiencies, student must complete an additional fifteen units of post-Baccalaureate course work with the following:

- a. 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
  - b. Student must complete the first required twelve 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.
7. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).
  8. Admission acceptance by the Candidate Performance Assessment Committee (CPAC).

The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.

SOCS/MATH 265C: Introduction to Statistical Methods (3 units) is strongly recommended for M.A. students.

**Requirements for the MA./CLAD Certificate:**

Language: Candidates must complete six semester units in course work that emphasizes the learning of a language other than English (including American Sign Language) is required. Course work may be lower or upper division. The CTC has defined additional ways to meet this requirement. Please see the Credential Analyst of the Graduate Program in Education to determine acceptance and documentation of the language requirement. The foreign language units are not counted as part of the degree credits.

<b>CLAD Preparation</b>		<b>12 units</b>
EDUC 453	Language, Culture, and Linguistics	3 units
EDUC 540	Cross-Cultural Studies for Educators	3 units
EDUC 501	Assessing Socio/Cultural Diversity	.5 unit
EDUC 506	Subject Matter Standards and Applications	1 unit
EDUC 507	Assessment of Student Learning	.5 unit
EDUC 514	Curriculum Unit Planning	1 unit
EDUC 543	Language Acquisition for the Elementary Student	1 unit
OR EDUC 544	Language Acquisition for the Secondary Student	1 unit
EDUC 545	Specially Designed Academic Instruction in English (SDAIE) for the Elementary Student	1 unit
OR EDUC 546	Specially Designed Academic Instruction in English (SDAIE) for the Secondary Student	1 unit
EDUC 550	Literary Classrooms and Instruction (Elementary only)	1 unit
OR EDUC 551	Literacy in the Content Areas (Secondary only)	1 unit

**MA./CLAD Electives** **nine units**

Electives will be selected with the approval of the Director.

Clear Credential courses may be applicable toward the MA./CLAD electives:

EDUC 565	Use of Computers in the Classroom	2 units
EDUC 566	Psychology and Education of the Exceptional Child	3 units
EDUC 568	Health for Educators	1 units

**MA. Core Requirements (12 units)**

*Prerequisites: Completion of all required 500 and elective courses*

*Consent of director.*

*Candidate must be a regular degree standing student.*

EDUC 605	Current Issues in Education	2 units
EDUC 606	Introduction to Educational Research	4 units
EDUC 609	Curriculum Design and Teaching	3 units
EDUC 610	Assessment and Evaluation	3 units

EDUC 605 should be taken as the first course of the MA. Core. EDUC 605 may be taken concurrently with EDUC 606. EDUC 610 must be taken as the final course of the MA. Core. EDUC 609 may be taken concurrently with EDUC 610.

## OPTION 3: Master of Arts, Preliminary Credential and Christian Education Administration

The Master of Arts with Preliminary Credential and Christian Education Administration (CEA) is intended for the individual who wants to combine a California Preliminary Multiple or Single Subject Credential with additional graduate training in Christian Organizational Management and Leadership, for a Master of Arts in Education. This program includes nine credits of graduate work from the Leadership Studies component of the M.A. Program in Religion. A total of forty-five units are required for the Master of Arts in Education with a Preliminary Credential, and Christian Education Administration Emphasis.

### **Admission Requirements for the M.A./Preliminary Credential and Christian Education Administration Program:**

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with a corresponding fee (VUSC graduates' application fee is waived).
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 fifteen units of post-Baccalaureate course work with a 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
- b. Student must complete the first required twelve graduate units of the program with a grade point average of 3.5 or higher.
- c. Student will meet with the Director for a progress evaluation conference.

The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.

6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3" X 4" transcript card to the Graduate Admissions Office. Students should plan to take the CBEST at least six months prior to submitting an application to the Graduate Program in Education.
7. Multiple Subject Credential: Submit verification of completion of a CTC approved Liberal Studies Subject Matter Preparation Program or submit a passing score report for the appropriate Subject Matter

PRAXIS/MSAT (Multiple Subjects Assessment Test). Subject Matter Preparation or the Subject Matter Examination should be verified prior to review for admission. Students needing the examination should plan to take the test at least six months prior to submitting an application to the Graduate Program in Education.

8. Single Subject Credential: Submit verification of completion of a CTC approved Subject Matter Preparation Program in an academic field or submit a passing score report for the appropriate Subject Matter PRAXIS and SSAT Series examinations. Subject Matter Preparation or the Subject Matter Examination 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.
9. U.S. Constitution: met by POLS 155C or equivalent, or by test.
10. An interview with the Director and/or Candidate Performance Assessment Committee (CPAC).
11. Admission acceptance by the Candidate Performance Assessment Committee (CPAC).

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

1. Certificate of Clearance: An application for fingerprint clearance must be submitted prior to beginning the 500-level courses. A fee is required for the Commission on Teacher Credentialing (CTC) Clearance.
2. TB Test Clearance: must be submitted prior to beginning the 500-level courses.
3. Liability Insurance: additional fee required.
4. RICA (Reading Instruction Competence Assessment) – MULTIPLE SUBJECT CANDIDATES ONLY: All students pursuing a multiple subject teaching credential must pass the RICA exam prior to applying for the credential. This exam is normally taken after completion of the reading courses.

***Prerequisite Requirements for the Preliminary Multiple/Single Subject Credential (non-CLAD)***

EDUC 315 Teaching in a Multicultural Setting (3 units) should be completed prior to beginning the 500 series.

SOCS/MATH 265C: Introduction to Statistical Methods (3units) is strongly recommended for M.A. students.

***Program Requirements for the M.A./Preliminary Credential and Christian Education Administration:***

<b><i>Professional Course Work</i></b>		<b><i>12 units</i></b>
EDUG 500	Mission Statement Development	.5 unit
EDUG 501	Assessing Socio/Cultural Diversity	.5 unit
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 unit
EDUG 510	Deductive Methods	1 unit
EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 unit
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 520	Classroom Management	1 unit
EDUG 521	Parent and Community Relations	.5 unit

EDUG 522	Politics and Ethics	.5 unit
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 584	Beginning Student Teaching	1 unit

Methods/Curriculum Modules (EDUG 500-522) meet two afternoons/evenings a week.

Multiple Subject Reading Modules (EDUG 545, 547, 550) meet one evening a week.

Single Subject Reading Modules (EDUG 544, 548, 551) meet on selected weekends.

The above schedule is subject to change depending on enrollment. EDUG 500-584 (12 units) are generally taken during the first semester of the teacher preparation program.

**EDUG 584: Beginning Student Teaching (1 unit)**

Candidates must complete Beginning Student Teaching concurrent with the 500 series courses. Beginning Student Teaching will consist of a minimum of three hours a week in an instructional setting, preferably working with the same master teachers who will supervise the student during Advanced Student Teaching in the second semester.

**EDUG 585: Advanced Student Teaching (10-12 units)**

During the second semester, and upon satisfactory completion of initial professional coursework, portfolio and beginning student teaching, candidates will complete two additional units of professional coursework and a minimum of sixteen weeks of student teaching. High school and middle school assignments may be longer, pending site requirements. Coursework will be completed during one three-hour block on Wednesday from 4 to 7 p.m. Five sessions will be devoted to a Student Teaching Seminar. Five sessions will be devoted to each of the following courses:

EDUG 545	Specially Designed Academic Instruction in English (SDAIE) for the Elementary Student	1 unit
OR EDUG 546	Specially Designed Academic Instruction in English (SDAIE) for the Secondary Student	1 unit
EDUG 557	Exceptionality and Health	1 unit

Advanced Student Teaching will be completed concurrently with the above professional coursework. Single Subject candidates will complete their student teaching in grades 7-12. Multiple Subject candidates will complete their student teaching experience in two eight week assignments in grades K-6. Student teaching is a full day experience. Single Subject candidates will teach five days a week, teaching three classes and observing in two. Multiple Subject candidates will teach a full day, five days a week. The CLAD Emphasis Credential requires that the candidate complete a student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a 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 CLAD requirements. If an incoming student has a preference regarding placement, they should express that preference to the Admission committee at the time of the interview. The department will make an effort to accommodate that preference, 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 payment of a fee of \$150 to cover additional mileage for the University Supervisor. Students with one or more years of full-time continuous private or public school experience in the appropriate credential area may be eligible for a modification of the length of student teaching. See the Credential Coordinator for additional information.

Credential requirements may change at any time during a student's program based on changes of legislative action by the CTC.

### **Christian Education Administration (CEA) Requirements**

**nine units**

Nine units may be chosen from the following courses with the consent of the director:

EDUG 541	Philosophy of the Christian School	1 unit
EDAG 538	Church Financial Management	1-3 units
EDAG 610	Appreciative Inquiry	1-3 units
EDAG 611	Leadership and the New Science	1-3 units
EDAG 622	Conflict Management	1-3 units
EDAG 623	Marketing in Christian Organizations	1-3 units
EDAG 624	Change and Strategic Planning	1-3 units
EDAG 626	Spirit and Soul of Leadership	1-3 units
EDAG 630	Pastoral Counseling in Christian Organizations	1-3 units

### **MA. Core Requirements (12 units)**

Prerequisite: completion of all required 500 and CEA series course work; consent of director. Regular standing is required prior to enrolling in the MA. Core.

EDUG 605	Current Issues in Education	2 units
EDUG 606	Introduction to Educational Research	4 units
EDUG 609	Curriculum Design and Teaching	3 units
EDUG 610	Assessment and Evaluation	3 units

EDUG 605 must be taken as the first course of MA. Core. EDUG 605 may be taken concurrently with EDUG 606.

EDUG 610 must be taken as the final course of the MA. Core. EDUG 609 may be taken concurrently with EDUG 610.

### **OPTIONAL CLAD Emphasis Credential**

Students may add the Crosscultural, Language, and Academic Development Emphasis Credential to this option by completing the following:

EDUG 453	Language, Culture, and Linguistics	3 units
EDUG 540	Cross-Cultural Studies for Educators	3 units
	Foreign Language	6 units

## OPTION 4: Master of Arts and Christian Education Administration

Option 4 (MA./CEA) is intended for the individual who wants to pursue career advancement in private education and/or administration. The focus is to integrate professional training in curriculum and Christian Organizational Management and Leadership for a Master of Arts degree. This program includes nine credits of graduate work from the Leadership Studies component of the 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 Administration Program:

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with corresponding fee (VUSC graduates' application fee is waived).
3. Official transcripts of all undergraduate and graduate courses.
4. Two years of full-time successful teaching experience in a private 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. Student will be placed on Probationary status. Upon completion of the first required twelve graduate units of the program with a GPA of 3.5 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 fifteen units of post-Baccalaureate course work with a 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
- b. Student must complete the first required twelve graduate units of the program with a grade point average of 3.5 (ex: EDUG 500-551) or higher.
- c. Student will meet with the Director for a progress evaluation conference and to determine continuation in the degree program.

The grade point average requirement is waived for a candidate with a Master's degree from an accredited institution.

7. An interview with the Director and/or Teacher Education Evaluation Committee (TEEC).
8. Admission acceptance by the Teacher Education Evaluation Committee (TEEC).

SOCS/MATH 265C Introduction to Statistical Methods is strongly recommended for M.A. students.

## Requirements for the M.A./Christian Education Administration:

<b>Curriculum Preparation</b>		<b>12 units</b>
EDUG 453	Language, Culture, and Linguistics	3 units
EDUG 500	Mission Statement Development	.5 unit
EDUG 501	Assessing Socio/Cultural Diversity	.5 unit
EDUG 506	Subject Matter Standards and Applications	1 unit
EDUG 507	Assessment of Student Learning	.5 unit
EDUG 510	Deductive Methods	1 unit
EDUG 511	Inductive Methods	1 unit
EDUG 512	Cooperative Methods	.5 unit
EDUG 514	Curriculum Unit Planning	1 unit
EDUG 540	Cross-Cultural Studies for Educators	3 units

### **Christian Education Administration (CEA) Requirements** **nine units**

Nine units may be chosen from the following courses with the consent of the director:

EDUG 541	Philosophy of the Christian School	1 unit
EDAG 538	Church Financial Management	1-3 units
EDAG 610	Appreciative Inquiry	1-3 units
EDAG 611	Leadership and the New Science	1-3 units
EDAG 622	Conflict Management	1-3 units
EDAG 623	Marketing in Christian Organizations	1-3 units
EDAG 624	Change and Strategic Planning	1-3 units
EDAG 626	Spirit and Soul of Leadership	1-3 units
EDAG 630	Pastoral Counseling in Christian Organizations	1-3 units

### **MA. Core Requirements** **12 units**

Prerequisite: completion of required 500 series and CEA 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 (3)	
EDUG 610	Assessment and Evaluation (3)	

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 520-557 and EDUG 584, 585 (and meeting other program requirements). Please see the Coordinator for an individualized plan to transition to either M.A. Option 3 or M.A. Option 1. By adding these courses, the candidate insures eligibility for a California teaching credential.

## 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 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.

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

Prerequisite: EDUC 315. Undergraduate students must have senior standing. This course surveys the acquisition and use of first and second languages. It examines the relationship of language to culture, language acquisition, and language analysis 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 required for the Crosscultural, Language, and Academic Development (CLAD) Credential and Certificate.

### EDUG 500 • Mission Statement Development (.5 unit)

Teaching candidates will take the first step in developing a reflective professional classroom philosophy. Candidates will evaluate their philosophical 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 unit)

Individuals will become familiar with the cultural and individual diversity of the school community. The individual will complete a comparative study of their worldview, including cognitive and affective preferences, in relation to those of their prospective students. 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 unit)

Assessment plays an important role in the classroom to guide the teacher's instruction and promote student accountability. This course introduces teacher candidates to the role of formative and summative assessment in guiding instruction and enhancing student motivation in the classroom setting. 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 unit)**

After a lecture or a discovery activity, students need the opportunity to independently apply the information presented by the teacher. One of the most effective way 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 unit)**

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 unit)**

This course is designed to cover the professional and ethical behaviors, which contribute to teacher success in a school community. Teachers develop a resume, a professional growth plan, and study the Commission on Teacher Credentialing "Rules for Professional Conduct."

**EDUG 540 • Cross-Cultural Studies for Educators (3 units)**

To meet the challenges of an ever-changing multicultural classroom, teachers need an understanding and

appreciation of cultural diversity utilizing 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 multi-cultural 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.

**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 557 • Exceptionality and Health (1 unit)**

Exceptionality and Health prepares candidates with basic knowledge, skills and strategies for teaching special populations, including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns to create a positive, inclusive climate of instruction for all special populations in the general classroom. 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 new CCTC standards for the level 1 and 2 technology requirement and the current Professional Clear Credential requirement.

**EDUG 566 • Psychology and Education of the Exceptional Child (3 units)**

Prerequisite: PSYC 103C or equivalent. The psychology and education of mentally retarded, gifted, physically handicapped, emotionally disturbed, and other exceptional children. This course fulfills the Professional Clear Credential requirement.

**EDUG 568 • Health for Educators (1 unit)**

Teachers will examine the K-12 curriculum for nutrition, family life and reproduction, drugs and alcohol. This course fulfills the Professional Clear Credential requirement.

**EDUG 570 • Special Topics (1-3 units)**

Special topics in education: curriculum, assessment, instruction, community partnerships, classroom management and research.

**EDUG 584 • Beginning Student Teaching (1 unit)**

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 student 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.

**EDUG 585 • Advanced Student Teaching (10-12 units)**

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.

**EDUG 590 • Seminars in Education (1-6 units)**

Mutual investigation of one topic in education of particular relevance to graduate students in education.

**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 (3 units)**

Prerequisites: EDUG 605 and consent of director. This course will provide students with the opportunity to examine historical, philosophical, and sociopolitical influences on the curriculum of American public schooling. Curriculum design, implementation and evaluation strategies will be 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 (3 units)**

Prerequisites: EDUG 605, 606 and 609 (or concurrent enrollment with EDUG 609). This course will focus on qualitative and quantitative assessment instruments that are needed to evaluate the potential and progress of children throughout the instructional process. The course will cover both individual and program evaluation methods (includes formal and informal methods of assessment).

**EDUG 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 is required.

**EDUG 690 • Seminars in Education (1-6 units)**

Mutual investigation of one topic in education of particular relevance to graduate students in education.

**EDUG 699 • Continuous Registration: Master's Study (1 unit)**

Prerequisite: EDUG 610 and advancement to candidacy. Continuation of independent project study.

Credit does not count toward Masters degree requirements. (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 Administration Courses**

**EDAG/CLSG 538 • Church Financial Management (1-3 units)**

Prerequisite: BUSN 220/221, BUSN 215/216, or permission of the instructor and consent of director. Basic accounting, cash/banking, financial record keeping and reporting, plant/property management, audits, insurance, wills, endowment and stewardship programs will be included in this course. This course is offered by the Leadership Studies component of the M.A. in Religion.

**EDAG/CLSG 610 • Appreciative Inquiry (1-3 units)**

Church leaders must discern ways that religious organizations can maintain their central identity and mission while being responsible and responsive to change. Appreciative Management taps into the power and imagination of the congregation's history, personal narratives, imagination and spiritual discernment. Participants will leave with a strategy in place for their organization's effectiveness and spiritual renewal. This course is offered by the Leadership Studies component of the M.A. in Religion.

**EDAG/CLSG 611 • Leadership and the New Science (1-3 units)**

The new science discoveries in quantum physics and chaos theory and biology have completely altered the way we think about humans and organizations. This course will focus upon these new realities with an eye toward fashioning a new science of leadership and ministry for religious organizations. This course is offered by the Leadership Studies component of the M.A. in Religion.

**EDAG/CLSG 622 • Conflict Management (1-3 units)**

Prerequisites: Regular standing and consent of director. An examination of the nature of conflict and how it develops within the church or religious organization, ways to manage conflict, and how to be effective in intervention strategies using the best models in social sciences and the Christian tradition. This course is offered by the Leadership Studies component of the M.A. in Religion.

**EDAG/CLSG 623 • Marketing in Christian Organizations (1-3 units)**

Prerequisites: Regular standing and consent of director. An exploration of the corporate vision of the organization and how a marketing theory integrates the corporate organizational mission with internal needs and community needs in a voluntary “exchange” process. This course is offered by the Leadership Studies component of the M.A. in Religion.

**EDAG/CLSG 624 • Change and Strategic Planning (1-3 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.

**EDAG/CLSG 626 • Spirit and Soul of Leadership (1-3 units)**

This course will explore the condition of the leader's interior life within a community, and the impact of the interior life upon the external world of the religious organization. This course is offered by the Leadership Studies component of the M.A. in Religion.

**EDAG/CLSG 630 • Pastoral Counseling in Christian Organizations (1-3 units)**

Prerequisites: Regular standing and consent of director. This seminar will review the literature on pastoral counseling in order to discover current trends in counseling and therapy, including Christian perspectives. The course will explore the relationship of the pastoral or Christian counselor to other health care professionals and will integrate theological reflection with social science theory and practice. This course is offered by the Leadership Studies component of the M.A. in Religion.

## **FACULTY**

### **Resident Faculty**

BARBARA ALLEN. Assistant Professor of Education. B.A., University of Michigan; M.S., National University; Ed.D. (candidate), University of LaVerne.

DOLORES GAUNTY-PORTER. Assistant Professor of Education. B.A., La Universidad de Las Americas; M.A., University of Southern Mississippi; Ph.D., University at Albany, State University of New York.

MAGALI (MIKKI) GIL. Professor of Education. B.A., Hunter College, City University of New York; M.A., University of California, Los Angeles; M.A., Ph.D., University of California, Irvine.

JEFFREY HITTEBERGER. Director of Graduate Program in Education, and Professor of Education. B.A. Evangel College; Rotary Foundation Graduate Study, l'University Mohamed V. Rabat, Morocco; MS.Ed., University of Southern California; Ph.D., University of Southern California.

SANDRA RUPPERT. Assistant Professor of Education. B.S., Drake University; M.A., California State University, Long Beach; Ph.D., University of Southern California.

JERRY TERNES. Chair of the Division of Liberal Studies and Assistant Professor of Education. B.A., Vanguard University of Southern California; M.A., California State University, Dominguez Hills; Ed.D. University of California, Los Angeles.

RAYMOND WHITE. Professor Emeritus of Education and Interim Liberal Studies/SPS Coordinator. B.A., Vanguard University of Southern California; M.A., BIOLA University; Ed.D., Northern Arizona University.

## **Adjunct Faculty**

LORI BROWN. B.A., Biola University; M.A., California State University, Fullerton.

JOEL FLORES. B.A. and M.A., Vanguard University of Southern California.

SHARON MARSHAL LOCKETT. B.A., Point Loma, Nazarene College; M.A., California State University, Fullerton.

CARRIE MILLAT. B.A., Vanguard University; M.S., California State University, Fullerton.

SONYA MITCHELL. B.A., University of Oregon.

TERRY MUNROE FOSTER. B.A., BIOLA University; M.A., University of California, Irvine; M.A., Pacifica Graduate Institute; Ph.D., Pacifica Graduate Institute.

SCOTT PAULSEN. B.A., Occidental College; M.A. California State College, Long Beach.

JANET PHILLIPS. B.A., California State University, Long Beach; M.A., Vanguard University of Southern California.

LORI ROGERS. B.A. and M.A., California State University, Fullerton.

BONNIE SWANN. B.A., Temple Buell College; M.A., California State University, Fullerton.

TOM WATT. B.A., Central Bible College; M.A., United States International University.

TAMARA WILSON. B.A., University of Wyoming; M.A. Vanguard University of Southern California.



# Graduate Program in Religion

Frank Macchia, Ph.D., Director

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*MISSION: The Graduate Program in Religion expresses our commitment to prepare individuals to become effective Christian leaders by promoting excellence in the study of Scripture, theology, and in the principles of leadership. Our purpose is to ensure that students are competent in the interpretation of biblical texts, and have the opportunity to explore the theological and ethical implications of those texts. We also encourage students to form a personal understanding of the church's mission and to develop the skills necessary to lead and manage Christian organizations.*

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More specifically, our mission is expressed through achieving the following objectives:

- offer graduate degree programs of high quality by increasing the student's capacity for critical, investigative thinking;
- provide resources for those pursuing scholarly interests in theological disciplines;
- enhance professional skills and competence among persons preparing for ministry or already in ministry;
- equip laity for ministry within local church or para-church settings; and
- promote community and collaboration among students and faculty.

VUSC offers two graduate degrees in Religion: the Master of Arts degree and the Master of Theological Studies degree.

The Master of Arts degree in Religion is a two-year program (nine units per semester) that allows the student to select a Biblical Studies, or a Leadership Studies concentration. Each concentration is an academic, research-oriented program designed to prepare graduate students for research in a chosen discipline, and for future study in a Doctoral Program. Requirements for the M.A. degree in Religion include: coursework, a comprehensive examination, specialized research instruction, and a research exit option. The program requirement assumes students have completed certain prerequisites at the Baccalaureate level or through additional courses in each of the concentrations.

The Master of Theological Studies is a three-year professional degree program (nine units per semester) that prepares students for service in the church or religious organization. The courses in this program emphasize biblical studies, theology and ethics, and leadership studies. No prerequisites in religion for admission to this program are required.

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## Abbreviations

GPR — Graduate Program in Religion
OGPR — Office of Graduate Program in Religion
The Coordinator — Coordinator for Graduate Program in Religion
The Director — Director for Graduate Program in Religion
GAAC — Graduate Academic Affairs Committee

## ACADEMIC CALENDAR 2002-2003

### Fall Semester 2002

August	23	New Students' Orientation, Friday
September	30	Last day to file notice to take Comprehensive Examination during week of November 11 (M.A. program), Monday
November	11-15	Comprehensive Examinations (M.A. program), Monday-Friday
	11-15	Spring 2003 Registration Packets mailed, Monday-Friday
	27	Registration Mail-in Deadline for the Spring 2003 Semester, Wednesday
December	9	Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper, Monday

### Spring Semester 2003

January	6	Submission Deadline for complete Thesis draft to all faculty committee members, Monday
	10	New Students' Orientation, Friday
February	3	Last day to file notice to take Comprehensive Examination week of March 17 (M.A. program), Monday
March	14	Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper in order to participate in Commencement, Friday
	17-21	Comprehensive Examination (M.A. program), Monday-Friday
April	7-11	Registration Packets for Summer and Fall 2003 mailed, Monday-Friday

May	5	Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper if NOT participating in Commencement, Monday
	9	Commencement Celebration Dinner for Graduates, Friday

### **Summer Sessions 2003**

May	5	Last day to file notice to take Comprehensive Examination during week of June 16 (M.A. program), Monday
June	16-20	Comprehensive Examination (M.A. program), Monday-Friday
July	1	Registration Mail-in Deadline for the Fall 2003 Semester, Tuesday

## **ACADEMIC CALENDAR 2003-2004**

### **Fall Semester 2003**

August	22	New Students' Orientation, Friday
September	19	Last day to file notice to take Comprehensive Examination during week of November 10 (M.A. program), Monday
November	10-14 10-14 26	Comprehensive Examinations (M.A. program), Monday-Friday Spring 2004 Registration Packets mailed, Monday-Friday Registration Mail-in Deadline for the Spring 2004 Semester, Wednesday
December	8	Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper, Monday

### **Spring Semester 2004**

January	5	Submission Deadline for complete Thesis draft to all faculty committee members, Monday
	9	New Students' Orientation, Friday
February	2	Last day to file notice to take Comprehensive Examination week of March 15 (M.A. program), Monday
March	12	Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper in order to participate in Commencement, Friday
	15-19	Comprehensive Examination (M.A. program), Monday-Friday
April	5-8	Registration Packets for Summer and Fall 2004 mailed, Monday-Thursday

May	3	Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper if NOT participating in Commencement, Monday
	7	Commencement Celebration Dinner for Graduates, Friday

### Summer Sessions 2004

May	3	Last day to file notice to take Comprehensive Examination during week of June 14 (M.A. program), Monday
June	14-18	Comprehensive Examination (M.A. program), Monday-Friday
June	29	Registration Mail-in Deadline for the Fall 2004 Semester, Tuesday

## HISTORY OF THE GRADUATE PROGRAM IN RELIGION

For almost 80 years, Vanguard University of Southern California has been a leader in educational innovation within its denomination, and in fulfilling its original vision of training men and women for Christian ministry. 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. Currently, about ninety students are actively enrolled in these degree programs.

The Graduate Program in Religion contributes to the original mission of the University, to prepare men and women for ministry within the Assemblies of God, though presently students come from other denominations and diverse backgrounds. Our commitment to all students is to provide the opportunities for academic, professional and spiritual growth, which we believe is found in the community of graduate students and faculty.

## ACADEMIC POLICIES

### Classification of Students

**Regular Standing** — Students who intend to obtain a Master's degree and who have met all admission requirements are granted regular standing in the GPR. Only those students who have regular standing may become candidates for the Master's degree.

**Provisional Standing** — This classification is used for students who have the B.A. degree but either lack some of the prerequisite undergraduate courses which are needed for regular standing (24 units of Religion, for example), the B.A. degree is from a nonregionally accredited institution, or have a deficient GPA. Students with provisional standing will be moved to regular standing after completing their course prerequisites and/or after demonstrating ability to do graduate level work by completing twelve (12) units of graduate study with at least a "B" (M.A.) or "B-" (M.T.S.) in each course.

Note: When a student is ready to transition from “provisional” to “regular standing,” he or she will request a Change of Standing form from the OGPR. Once received, the student’s academic advisor and the Graduate Studies Director, who will review the “change of status” and advise accordingly, will process the request.

**Student-at-Large** — 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. With special standing, students may apply to the GPR for regular standing in the degree program of their choice by completing the regular application packet. However, the University and the GPR are not obligated to accept a student with special standing into regular degree status. An abbreviated application form is available from the Graduate Admissions Office or the OGPR for students applying for student-at-large standing.

Students who are currently in their senior year and within 18 units of completing their Bachelor’s degree program (including the VUSC general education religion requirements) also may be granted Student-at-Large admission. Students may enroll simultaneously in undergraduate and graduate coursework while completing the requirements for the Bachelor’s degree. Such students are not considered candidates for a Master’s degree. An abbreviated application form is available from the Graduate Admissions office or the OGPR. When the Bachelor’s degree is complete, students may re-apply for full admission into the graduate program. At that time, a regular application packet will be completed. A maximum of sixteen (16) credit hours of graduate coursework may be applied toward the Master’s degree requirements.

**Auditor** — Auditor status 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 OGPR. Students who take audit courses exclusively will complete the abbreviated application form. Audit students are welcome in any available course.

- Part-time students (8 graduate units or less) or students taking only audit courses will be charged an audit fee (approximately one-half regular tuition rate per unit) for each audited course. Each audited course will be recorded on the student’s transcript.
- Full-time students (9 graduate units or more) may audit one graduate-level course per qualifying semester free of charge on a space-available basis.
- Alumni/ae of the Graduate Program in Religion, and graduate students who have completed all required coursework toward the M.A. or M.T.S. (excluding the exit option), may attend one graduate religion Master’s level course per semester free of charge on a space available, professor approved basis.

**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 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 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 Religion Admissions Committee 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 650 is normally expected. 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 that 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 exit option written work.

## Scheduling Courses

Many graduate students are adult learners who work full time. Therefore, OGPR makes every attempt to schedule courses at times that will facilitate progress in the degree program. Most courses will be scheduled in three-hour blocks, afternoon or evening, once a week. Other courses will be scheduled for several weekends during a given semester. In most cases, students should be able to carry a full load, and still limit travel time to and from campus. The faculty and staff can help evaluate individual students' ability to handle a full-time course load.

Special ministry groups or cohorts use unique intensified schedule formats for the M.A. degree with a Leadership Studies concentration. Contact the OGPR for specific information for English dominant or Spanish dominant cohorts.

The typical academic year is structured as follows:

**Fall Semester** — is generally scheduled from late August into the second week of December. Full-time status is a minimum of nine (9) units.

**Spring Semester** — is generally scheduled from mid-January to early May. Full-time status is a minimum of nine (9) units.

**Summer Sessions** — are generally scheduled from mid-May through mid-July and is divided into three modules of three-week sessions which makes earning nine (9) units during the Summer semester possible. However, the majority of courses offered during the summer are one week, all day intensive formats.

## Course Schedule Changes

When circumstances necessitate changes in a course schedule, students are required to complete and file an Add/Drop form in the Records Office. This procedure will adjust and maintain transcripts in a timely and accurate manner. Classes dropped during the first four 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 "F" without mediation from the professor. At the discretion of the professor, a "WP" or "WF" (to replace the "F") may be granted.

The course professor(s) and the student's academic advisor must approve all regularly scheduled classes added after the first five days of classes.

Courses offered at several hours each meeting day are treated as combined days. (A seven-hour day might constitute up to 3-4 days.) Therefore, withdrawals should be made before the first day of the first session.

## **Tuition Scholarships**

Students who wish to be considered for financial assistance must request a Financial Assistance Pre-Qualification form from the OGPR. Various scholarship opportunities exist as explained in the Financing Your Graduate Degree in Religion brochure, also available from the OGPR. The priority deadline for the following academic year is June 1.

## **PROGRAM POLICIES**

There are important policies that govern the student's relationship to the University. If at any time a graduate student should disagree with a policy decision (or believe it is unfair, unclear or inaccurate), he or she is encouraged to express it to the Office of Graduate Program in Religion. Every effort will be made to resolve the discrepancy. If the student is not satisfied, any formal decision of the OGPR may be appealed to the Provost. The decision of the Provost is final.

### **Student Academic Load**

A full-time academic load at the graduate level is nine (9) units or more per semester. Exceptional students may enroll for up to sixteen (16) units upon the counsel of the OGPR. Students may not enroll for more than sixteen (16) units in a regular semester without the approval of the Director. Students may petition the action of the Director to the Provost.

### **Course Numbering System**

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

500 level = M.T.S. and M.A. students, may also be taken by undergraduate students.

600 level = M.T.S. and M.A. students only.

700 level = M.A. and qualified M.T.S. students only.

### **Course Limitations**

You may apply up to four (4) 500-level courses, or a total of no more than twelve (12) units toward your M.A. degree; or up to five (5) 500-level courses, or a total of fifteen (15) units beyond the core courses toward the M.T.S. degree. Exceptions to this policy will be considered on a case-by-case basis.

### **Course Department Substitutions**

You may enroll in one course (no more than 3 units) which is in a different department than your program design specifies. For example, M.A. Leadership Studies students may request a course with an OTG or NTG department designation instead of CLSG (available to M.A. and M.T.S. students). This applies to elective coursework only. Students in either M.A. degree concentration who wish to use a THOG designated course or one described for "M.T.S. only" must secure the approval of the Director.

## Program Grade Requirements

*MA. Degree*—In order to graduate, students must maintain a cumulative grade point average of at least “B” (3.0 on a 4.0 scale). Students should therefore enroll for a reasonable course load for each semester since graduate courses generally require more time than undergraduate courses. Any grade below “B-” is below minimal performance in the MA. program and indicates that improvement is required in order to complete the MA. degree. Students who receive a second grade, which is below a “B-”, will be required to meet with their academic advisor and the Director to determine whether or not they should continue as degree students. A third course grade that is below a “B-” may result in dismissal from the program at the discretion of the Graduate Academic Affairs Committee (GAAC). No more than two (2) course grades of “C+”, or “C” may count toward the Master’s degree. Grades of “C-” and below cannot be used for credit toward the Master of Arts degree except by repeating the course with a satisfactory grade. Grades of “C-” and below will remain on the student’s permanent record.

*M.T.S. Degree*—In order to graduate, students must achieve a minimum grade point average of B- (2.67 on a 4.0 scale). Students should therefore enroll for a reasonable course load for each semester since graduate courses generally require more time than undergraduate courses. Any grade below a “C+” is considered below minimal performance in the M.T.S. program and indicates that improvement is required if students expect to complete the M.T.S. degree. If students receive a second grade below a “C+”, they will be required to meet with their academic advisor and the Director to determine whether or not students should continue as degree students. If students receive a third grade below a “C+”, they could be dismissed from the program at the discretion of the GAAC. No more than two (2) course grades of “C” or “C-” may count toward the Master’s degree. Grades of “D” and below cannot be used for credit toward the M.T.S. degree except by repeating the course with a satisfactory grade. Grades of “D” and below will remain on the student’s permanent record.

## Incomplete Work

**Definition:** An “Incomplete” grade is the way the institution agrees to respond to a student who has been prevented from completing some or all of the requirements in one or more courses due to circumstances which were beyond the student’s ability to prevent or foresee, and who has requested additional time to complete the course requirements. It is the responsibility of the student to obtain a “Petition for Incomplete Grade in a Graduate Course” form from the OGPR and to meet with the course professor(s) as early in the semester as possible. The professor will then decide if the circumstances warrant an Incomplete, what course work is necessary, and penalties (if any) for submitting work late. A professor is under no obligation to assign an incomplete grade or to administer a make-up examination.

Examples of acceptable grounds for granting an incomplete grade include: personal or family illness of more than brief duration, serious personal or family crisis, or an unplanned increase in job responsibilities. Unacceptable grounds include heavy or difficult class load, heavy work schedule, or computer problems.

**Incomplete Policy:** All incomplete work is due 90 days from the last day of that semester. (i.e., Fall semester must be submitted by the 2nd Friday of the following March, and all incomplete work from the Spring semester must be submitted by the 1st Friday of August.) Failure to complete and submit on time the required work will result in a permanent grade commensurate with the completed work at that point.

Incompletes resulting in RELG coursework will carry an alternate grade of “CE” (continued enrollment) and no credit will be 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).

Some professors may choose to work with a student's incomplete coursework by initially assigning an unsatisfactory grade (i.e., "D"), and then submitting to the Records Office a Change of Grade form upon receipt and evaluation of all necessary coursework.

### **Academic Deficiencies**

If a student has provisional standing due to coursework deficiencies, he/she may still enroll in graduate classes. However, all deficiencies must be removed before completing twenty-four (24) units of graduate work, and before making application for Advancement to Candidacy. The use of pass/fail grades may be permitted for general undergraduate deficiency courses taken at VUSC.

### **Program Time Limits**

All work for the Master's degrees will be completed within six (6) years for the M.A. degree and eight (8) years for the M.T.S. degree from the date of entrance as degree-seeking students.

If additional time is needed to complete the requirements, approval from the Director must be obtained by filing a General Petition. Extensions may be granted up to two (2) years for all programs. Students who exceed both extension deadlines must repeat any credit-bearing courses (or appropriate alternative course work) that were completed eight (8) (M.A. program) or ten (10) (M.T.S. program) years earlier.

### **Program Changes and Delays**

#### **Adding or Dropping Courses**

If one or more courses are added or dropped during a semester, a Request for Add/Drop form (available in the Records Office and OGPR) must be submitted to the Records Office after signatures are obtained from the course professor(s).

#### **Withdrawal From a Semester**

Complete withdrawal from the program during a regular academic term requires two forms (available in the Records Office): 1. "Request for Add/Drop" form with professors' signatures; and 2. Official Withdrawal form for withdrawal approval from the academic advisor. Students who do not officially withdraw from classes will automatically be given a grade of "F" (failure) by the professor(s). Failure to withdraw officially could lead to future problems in transferring credit to other graduate institutions or when applying for readmission. Students who follow the proper withdrawal procedures, due to justifiable personal circumstances submitted to the OGPR in writing, will be classified as "withdrawn in good standing." The tuition refund policy will be observed in cases of official withdrawal from the GPR.

#### **Leave of Absence**

Should personal matters prevent the student from taking any courses for one or two semesters, he or she will complete a Leave of Absence to maintain active status in the program, and to avoid the inconvenience of readmission. Leave of Absence forms are available in the OGPR. When returning from a leave of absence, the student will need to apply for re-entry to the program. A fee will be charged for re-entry.

Note: Even with one or more semesters on leave of absence, the limits (six years for the M.A., eight years for the M.T.S. degrees) still apply.

## Re-admission

If the student has been absent from the 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 OGPR. 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 VUSC.

## Transfer Credit

### MA. Degree

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 MA. degree. No transfer credit can be granted for coursework used for a degree awarded by another institution. A minimum of 27 units at VUSC is required of all students in the MA. degree program, or 30 units if the directed reading exit option is chosen. All core courses must be taken at VUSC.

### M.T.S. Degree

Students 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 rests with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B-" (2.67) will be considered in transfer toward the M.T.S. degree. No transfer credit can be granted for coursework used for a degree awarded by another institution. A minimum of 36 units at VUSC is required of all students in the M.T.S. degree program.

## GRADUATION REQUIREMENTS

Overview: To complete a graduate degree program, students will need to complete the specified coursework and pass the comprehensive examinations (MA. degree), begin an exit option and achieve Advancement to Candidacy status, complete the exit option, and apply for graduation. The graduation requirements for these steps are:

### STEP ONE: Coursework

1. Successfully complete the core and elective courses for an approved program.  
"Successful completion" means achieving a minimum cumulative grade point average of 3.0 for the MA. degree, 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 MA. degree, and no more than two course grades of C or C- can count toward the M.T.S. degree.
2. Achieve passing marks on the Comprehensive Examination (MA. only).  
The comprehensive examination is the second stage of the MA. degree. It consists of two or three parts, each part having one or more essay questions. The time limit for each part is three hours. The professors who taught the core courses of the student's concentration will construct the questions. The questions will be given to the students in advance so that research can be done as needed, and they will reflect the content of core courses and the content of other, related courses in the student's concentration. The purpose of the comprehensive examination is to evaluate the student's ability to understand and apply the course content of the graduate program. Thus, it brings closure to the coursework stage of the program. Only MA. students are required to take the comprehensive examination.

Students generally take the comprehensive examination near the end of their last semester of coursework and before they begin work on their exit option. The “Comprehensive Examination Request” form, available in the OGPR, is to be completed and returned to the Coordinator at least six (6) calendar weeks before the scheduled date of the examination. The comprehensive examination will be scheduled three times a year as follows:

Fall: The week preceding Thanksgiving; specific days and times to be announced.

Spring: The week of March Spring Break; specific days and times to be announced.

Summer: The last week in June; specific days and times to be announced.

## **STEP TWO: Advancement to Candidacy**

This important step applies to both M.A. and M.T.S. students. Granting candidacy status indicates that the student has satisfactorily completed the coursework (including any deficiencies), has an approved exit option prospectus, and is “cleared” to complete the degree program. M.T.S. students who choose an exit option (not requiring a prospectus) can apply for candidacy status after enrollment in the exit option course. The graduate student must apply for advancement to candidacy—it is not automatically granted. Advancement to Candidacy requirements are:

1. Acceptance into the GPR with regular standing by having all deficiencies (if any existed at the time of admission) removed.
2. Make application for Advancement to Candidacy no less than five calendar months before the expected date of graduation. The Advancement to Candidacy form is available in the OGPR.
3. Achieve a cumulative grade point average of at least 3.0 (M.A.), or at least 2.67 (M.T.S.) on all graduate work taken toward the degree. The GPA will be confirmed by the Registrar’s signature obtained through the Records Office.
4. Choose an exit option by which the graduate student will complete the degree with the academic advisor’s approval, and signatures of faculty members who serve on the student’s committee. At that time, the student is ready to begin research on the exit option and write a prospectus (describing exit option and a preliminary bibliography). Finally, obtain approval from the student’s faculty committee and research methodology professor.
5. If the student plans to transfer in one or more graduate courses, the OGPR requires an official transcript from the institution(s) involved.

## **STEP THREE: Choose Exit Option**

The final stage of the degree program is the exit option. M.A. students may choose one of the following options:

1. Thesis, 2. Project, or 3. Directed Reading. M.T.S. students may choose one of the following: 1. Thesis, 2.

Project, 3. Directed Reading, 4. Field Education, or 5. Integrative Seminar Course.

### ***Guidelines for Thesis and Project Options (MA/MTS.)***

A thesis is an intensive study of a subject relevant to the student’s concentration. The project options allows one to study/survey, and contribute to some aspect of ministerial studies. Research for any option will be: 1. Guided by three professors, 2. Formally written and defended, and 3. Bound and shelved in the reference section of the library (student pays for binding cost). The average size of a thesis is approximately 100 pages.

*To Complete This Exit Option:*

1. Register in the appropriate exit option design and proposal course after completing at least 20 units. RELG 790 is the course for those in the Biblical Studies concentration; RELG 791 is the course for those in Leadership Studies.
2. Select a topic. The research methodology professor and/or academic advisor should be consulted as needed.
3. Select a Faculty Committee Chair and begin to describe the research topic in prospectus form (as instructed in the Exit Option Design and Proposal course).
4. Select faculty readers after consulting with the chair.
5. Complete the Advancement to Candidacy form and return it to the OGPR.
6. File a copy of the approved prospectus with the OGPR.
7. Register for chosen exit option. Credit for the exit option will be granted only after a successful defense.
8. Submit chapter drafts regularly to your chair and committee; do not write the entire thesis before your committee reviews your document!
9. Submit final draft of thesis/ to the GPR copy editor prior to submission to faculty committee, at least three months prior to defense date.
10. Defend the exit option when the committee agrees that it is complete enough to defend. The defense will be scheduled via the OGPR when the Application for Oral Defense form is completed.

Deadlines for Defending the Thesis/Project:

- Fall 2002 Graduation—December 13, 2002
- Spring 2003 Graduation—March 1, 2003
- Summer 2003 Graduation—July 11, 2003

11. Finish the exit option in consultation with your committee chair and submit it to the OGPR to be bound and shelved in the library. Students may request any number of copies for their own use. A binding fee is required for each copy, including the library copy.

If a student needs more than one semester to complete the exit option, he or she will register in RELG 799: Continued Registration: Master's Study (1) until the exit option is complete. A tuition fee for one (1) unit is required to maintain active status in the program, to protect the thesis/project topic, to have access to library privileges, and accessible consultation with faculty.

***Guidelines for Extended Course/Directed Reading Option (M.A. and M.T.S.)***

In general, the directed reading option is an opportunity to explore a subject of interest. Often the scope of study is wider than for the thesis. Research should be supported by at least 4,500 pages of scholarly reading, and the results will be expressed by written critiques, oral or written examinations, annotated bibliographies, or other means that the student and faculty mentor have agreed on.

*To Complete This Exit Option:*

1. Register in the appropriate exit option design and proposal course approximately half-way through the degree program. RELG 790 is the course for those in the Biblical Studies concentration; RELG 791 is the course for those in Leadership Studies.
2. Register in one additional elective course (3 units) so total program equals 39 units.
3. Select a topic. The exit option design and proposal professor and/or academic advisor should be consulted as needed.
4. Select Faculty Committee Chair and begin to describe the research topic in prospectus form (as instructed in the exit option design and proposal course).
5. Select one other faculty reader after consulting with the Chair.
6. Complete the Advancement to Candidacy form and return it to the OGPR.
7. File a copy of the approved prospectus with the OGPR.
8. Register for chosen exit option.
9. Submit the final draft of the synthesis paper to the GPR copy editor prior to submission to the Chair.
10. Complete the directed reading in consultation with the Chair, and file a copy of the final synthesis paper with the OGPR.

Deadlines for Submission of the Synthesis Paper:

- Fall 2002 Graduation—December 13, 2002
- Spring 2003 Graduation—March 1, 2003
- Summer 2003 Graduation—July 11, 2003

***Guidelines for the Integrative Seminar (M.T.S. only)***

The Integrative Seminar is a classroom experience designed to help students reflect theologically on ministry experience by integrating what they have learned in graduate coursework with the practice of ministry.

*To Complete This Exit Option:*

- Register in RELG 693 Integrative Seminar (3 units).

***Guidelines for Field Education (M.T.S. only)***

The Field Education option allows students to exit the program through supervised ministry experience.

*To Complete This Exit Option:*

1. Consult the OGPR for approval of this exit option.
2. Register for RELG 694 Field Education (3 units).

3. Select the place of ministry and meet with the faculty mentor assigned by the OGPR to confirm your placement and academic requirements. (Contact the OGPR for details.)

### **STEP FOUR: Application for Graduation**

Students will file an application for graduation with the Registrar's Office prior to the semester that 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 OGPR 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 OGPR.
2. Successfully complete all degree requirements within the "maximum time" limits (eight (8) years for M.A.; ten (10) years for M.T.S. degree).
3. Settle all financial obligations to the University.

### **Commencement**

Commencement is scheduled for the second Saturday of May. Consult the university calendar for the exact date and time.

## **ACADEMIC PROGRAMS**

### ***Master of Arts with a Major in Religion: Concentration in "Biblical Studies" (36/39 units)***

The major in Religion with a Concentration in Biblical Studies emphasizes disciplined theological reflection on the study of both Old and New Testaments. This degree program requires three core courses for a total of nine units, twenty-one units of elective courses, a comprehensive examination, and an exit option (thesis, project, or directed reading with the appropriate exit option design and proposal course for a total of six units). Total units: thirty-six (36). If the Directed Reading exit option is chosen, one additional elective course is required, bringing the program total to thirty-nine (39) units.

The objectives of this concentration are to:

- acquire a deeper understanding of the content of Scripture;
- identify the principles of sound exegetical methods utilized in the interpretation of the various genres of biblical literature;
- understand the historical and cultural background of biblical times in order to interpret properly the meaning of the biblical text;
- promote knowledgeable interaction with current biblical scholarship;
- probe the significance of representative critical problems involved in biblical interpretation;
- investigate the unity and diversity of the theology found in both Old and New Testaments;
- and apply the biblical revelation to various other disciplines of study to the life and the proclamation of the church and to the personal faith of the Christian believer.

## Program Requirements

### 1. Core Course Requirements

**nine units**

Core courses are designed to explore the more significant issues and methodologies involved in contemporary scholarly study of the Old and New Testaments, and to identify the distinctive features of a Pentecostal/Charismatic theology of the church and its mission, including its biblical foundations and moral responsibilities.

OTG 725	Current Issues in Old Testament Studies	3 units
NTG 710	Current Issues in New Testament Studies	3 units

And one of the following two courses:

CLSG 710	Mission and Culture in Theological Perspective	3 units
CLSG 715	The Church and Contemporary Moral Issues	3 units

### 2. Elective Course Requirements

**twenty-one units**

Elective courses are designed to bring sound principles of hermeneutics to bear on the biblical text in order to reveal its meaning and significance in terms of theology and ethics.

#### *Biblical Interpretation Electives*

BING 540	New Testament Backgrounds	1-3 units
BING 561	Old Testament Archeology	1-3 units
BING 562	New Testament Archeology	1-3 units
BING 563	Archeological Field Work	3-6 units
BING 576	Old Testament Backgrounds	1-3 units
BING 579	Biblical Hermeneutics	1-3 units
BING 615	Hermeneutical Issues in New Testament Interpretation	1-3 units

#### *Old Testament Electives*

OTG 546	Semitic Languages I	4 units
OTG 547	Semitic Languages II	4 units
OTG 570	Special Topics	1-3 units
OTG 572	Old Testament Theology	1-3 units
OTG 582	Biblical Theology of Love, Sex, Marriage and Family	1-3 units
OTG 590	Seminar in Old Testament	1-3 units
OTG 630	The Kingdom of God in the Old Testament	1-3 units
OTG 631	Intermediate Hebrew I	3 units
OTG 632	Intermediate Hebrew II	3 units
OTG 635	Moral Issues in the Old Testament	1-3 units
OTG 680	Individual Study in Old Testament	1-3 units
OTG 734	Advanced Hebrew I	2 units
OTG 735	Advanced Hebrew II	2 units
OTG 740-742	Seminar in Old Testament Exegesis	1-3 units

#### *New Testament Electives*

NTG 520	Apocalyptic Literature	1-3 units
NTG 525	New Testament Textual Criticism	1-3 units
NTG 552	New Testament Theology	1-3 units

NTG 570	Special Topics	1-3 units
NTG 572	Synoptic Gospels	1-3 units
NTG 582	Biblical Theology of Love, Sex, Marriage and Family	1-3 units
NTG 590	Seminar in New Testament	1-3 units
NTG 631	Intermediate Greek I	3 units
NTG 632	Intermediate Greek II	3 units
NTG 680	Individual Study in New Testament	1-3 units
NTG 730-733	Seminar in New Testament Exegesis	1-3 units
NTG 733	Eschatological Themes in the New Testament	1-3 units
NTG 734	Advanced Greek I	2 units
NTG 735	Advanced Greek II	2 units

Costa Rica – Contextual study in San José, Costa Rica during the summer is available when courses appropriate for the Biblical Studies concentration are offered. Please see the OGPR for further details.

### 3. *Exit Option Requirements* *six or nine units*

The exit options provide the opportunity for the M.A. candidate to conduct guided research into an area of interest within the field of Biblical Studies.

Thesis Option:		6 units
RELG 790	Exit Option Design and Proposal: Biblical Studies (3 units)	
RELG 798	Master's Thesis (3 units)	

Project Option:		6 units
RELG 790	Exit Option Design and Proposal: Biblical Studies (3 units)	
RELG 797	Master's Project (3 units)	

Extended Course/Directed Reading Option:		9 units
RELG 790	Exit Option Design and Proposal: Biblical Studies (3 units)	
RELG 795	Directed Reading (3 units)	
One additional course at the 600/700 level (3 units)		

## ADMISSION REQUIREMENTS

***A student seeking the MA. Degree in Religion with a Biblical Studies Concentration must meet the following admission requirements.***

- Completion of a Bachelor's degree from a regionally accredited college or university that includes the following minimums (in terms of semester hours):
  - Humanities (12 units)
  - Social Science (12 units)
  - Religion (24 units, including 15 units in biblical content and 9 units of theology and/or philosophy, including at least 3 units of Christian Theology)

Exceptions:

- Applicants from an institution accredited by the American Association of Bible Colleges, or from other institutions not accredited by a regional association, will be considered on an individual basis. 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, conditional standing will be granted while finishing their Bachelor’s degree.
- If the Baccalaureate degree did not include all or some of the above courses in Social Science, Religion, and the Humanities, students can enter the M.A. program of choice with provisional standing until the necessary prerequisites are satisfied. The OGPR staff will gladly assist the student in registering for the specific courses needed.

2. A cumulative grade point average (GPA) of 3.0 or higher (on a four-point scale) in all Bachelor’s work.

Exception:

GPA below 3.0. Applications may be considered at the discretion of the Admissions Committee. If accepted, provisional status would be granted and would require the student to complete the first 12 units of graduate level courses with grades of “B” or above before receiving further consideration for regular standing in the GPR.

3. In addition to general admission requirements, applicants must have proficiency of one academic year (two semesters or three quarters) in a biblical language, and one semester of an introductory course in the alternate language (i.e., one year of Beginning Hebrew plus one semester of Introduction to Greek). Language proficiency will be demonstrated by at least one of the following means:
  - A transcript from a regionally accredited institution which has a grade of C- or higher for at least the last semester or quarter of work.
  - A grade of at least C- (or its equivalent) on any recognized standardized examination, with written substantiation.
  - A grade of C- or better on a VUSC proficiency examination (written or oral).

The OGPR reserves the right to require a proficiency examination for language units earned at unaccredited institutions, or for units which were earned five or more years ago at any institution, or upon the recommendation of the appropriate department chair.

Students deficient in biblical languages may satisfy this requirement by satisfactory completion of the two semester course in Beginning Hebrew or in Beginning Greek, and/or one semester of Introduction to Hebrew or Introduction to Greek, at Vanguard University of Southern California, or at another accredited institution, while enrolled concurrently in graduate coursework. The units of biblical language courses used to remove deficiencies will be calculated in the student academic load.

Graduate students who plan on pursuing further graduate study in Biblical Studies beyond the Master of Arts degree may consider beginning proficiency in their second language while completing the requirements for the Master’s degree.

## ***Master of Arts with a Major in Religion: Concentration in “Leadership Studies” (36/39 units)***

The major in Religion with a Concentration in Leadership Studies emphasizes disciplined research and theological reflection for the study of local and global church mission and leadership. This concentration, based on a blend of theological reflection and the social sciences, will be especially beneficial for church and religious organization leaders or graduate students who desire the enrichment of theological education. In addition, the department offers a MARLS for Hispanic Leaders is uniquely contextualized for ministry in Hispanic churches and communities.

This degree program requires four core courses for a total of twelve units, eighteen units of elective courses, a comprehensive examination, and an exit option of thesis, project, or directed reading with the appropriate exit option design and proposal course for a total of six units. Total units: thirty-six (36). If the directed reading exit option is chosen, one additional elective course is required, bringing the program total to thirty-nine (39) units.

Specifically, the objectives of this concentration are to:

- provide an understanding of the theological and ethical mission of the local and global church;
- offer a holistic understanding of leadership that integrates theology with the social sciences;
- develop an inter-cultural framework for local and global church mission;
- examine the principles for the development of vision and its implementation through organizational structures; and
- learn how to conduct research for developing, testing, or applying theory and hypotheses related to local and global church mission and leadership.

### **PROGRAM REQUIREMENTS**

#### **1. Core Course Requirements**

***twelve units***

These four core courses are designed to explore significant issues and research methodologies involved in leadership within religious organizations, and to identify the distinctive features of a Pentecostal/Charismatic theology of the church and its mission, including its biblical foundations and moral responsibilities.

CLSG 710	Mission and Culture in Theological Perspective (3 units)
CLSG 715	The Church and Contemporary Moral Issues (3 units)
CLSG 720	Theology and Theory of Leadership (3 units)
RELG 788	Research Methodology: Leadership Studies (3 units)

#### **2. Elective Course Requirements**

***eighteen units***

The elective curriculum focuses theological reflection on principles of planning, organizing, managing, and leading for the purposes of revitalization and growth of the local church and para-church organizations.

##### *Leadership and Management*

CLSG 610	Appreciative Inquiry (1-3 units)
CLSG 611	Leadership and the New Science (1-3 units)
CLSG 622	Conflict Management (1-3 units)
CLSG 623	Marketing in Christian Organizations (1-3 units)

CLSG 624	Change and Strategic Planning (1-3 units)	
CLSG 625	Principles of Church Revitalization and Renewal (1-3 units)	
CLSG 626	Soul and Spirit of Leadership (1-3 units)	

*Inter-Cultural Ministries*

CLSG 528	Contemporary Issues in Latin American Countries (1-3 units)	
CLSG 534	Urban Ministry (1-3 units)	
CLSG 554	Principles and Methods of Inter-Cultural Ministry (1-3 units)	
CLSG 557	Church Growth (1-3 units)	
CLSG 564	Religion and Culture in Latin America (1-3 units)	
CLSG 655	Theological Education in the Third World (1-3 units)	
CLSG 665	Leadership Development in Cultural Context (1-3 units)	

*Preaching*

CLSG 627	New Forms of Preaching in a Postmodern World	1-3 units
CLSG 741	Biblical Exegesis and Expository Preaching	1-3 units

*Pastoral Care and Counseling*

CLSG 630	Pastoral Counseling in Christian Organizations	1-3 units
CLSG 635	Issues in Pastoral Leadership	1-3 units

*Spirituality and Spiritual Formation*

CLSG 521	Disciplines of the Spiritual Life	1-3 units
CSLG 606	Spiritual Formation	1-3 units
CSLG 607	Spiritual Direction	1-3 units

*Special Topics, Seminars, and Individual Study*

CLSG 570	Special Topics	1-3 units
CLSG 590	Seminar in Christian Leadership Studies	1-3 units
CLSG 640	Seminar in Practical Theology	1-3 units
CLSG 670	Special Topics	1-3 units
CLSG 680	Individual Study	1-3 units
CLSG 690	Seminar in Christian Leadership Studies	1-3 units

Costa Rica — Contextual study in San José, Costa Rica during the summer is available each year for Leadership Studies students. Inter-cultural dimensions of leadership are the focus of this intensive on-site, travel-study experience. Please see the OGPR for further details.

**3. Exit Option Requirements**

***six or nine units***

The exit options provide the opportunity for the M.A. candidate to conduct guided research (including field studies) into an area of interest within the context of Leadership Studies.

1. Thesis Option:		6 units
RELG 791	Exit Option Design and Proposal: Leadership Studies (3 units)	
RELG 798	Master's Thesis (3 units)	

- |  |         |
|--|---------|
| 2. Project Option:   | 6 units |
| RELG 791 Exit Option Design and Proposal: Leadership Studies (3 units) |         |
| RELG 797 Master's Project (3 units)                                    |         |
| 3. Extended Course/Directed Reading Option:                            | 9 units |
| RELG 791 Exit Option Design and Proposal: Leadership Studies (3 units) |         |
| RELG 795 Directed Reading (3 units)                                    |         |

One additional course at the 600/700 level (3 units)

## ADMISSION REQUIREMENTS

***A student seeking the MA Degree in Religion with a Leadership Studies Concentration must meet the following admission requirements:***

1. Completion of a Bachelor's degree from a regionally accredited college or university. In addition, this degree must include the following minimums (in terms of semester hours):
  - Humanities (12 units)
  - Social Science (12 units)
  - Religion (24 units, including 15 units in biblical content and 9 units of Theology and/or Philosophy, including at least 3 units of Christian Theology)

Exceptions:

- Applicants from an institution accredited by the American Association of Bible Colleges, or from other institutions not accredited by a regional association, will be considered on an individual basis. 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, conditional standing will be granted until they are finished with their Bachelor's degree.
  - If the Baccalaureate degree did not include all or some of the above courses in Social Science, Religion, and the humanities, students can enter the MA program of choice with provisional standing until the necessary prerequisites are satisfied. The OGPR staff will gladly assist in identifying and registering for the specific courses needed.
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.

## ***Master of Theological Studies (M.T.S.) (48/51 units)***

Graduate students in this program will benefit from a professional degree designed to prepare men and women for service in local church or para-church organizations. The M.T.S. program provides training for participants to reflect theologically on the role of the church in contemporary society and to develop skills necessary for

effective ministry within local churches, mission agencies or para-church ministries. The courses in this program are designed to produce theological and research competencies in three major areas of study: Biblical Studies, Theology and Ethics, and Leadership Studies.

The Biblical Studies objectives of the M.T.S. degree program focus on development of competency in the interpretation of Scripture. Each student will learn to:

- gain exegetical skills in understanding the content of Scripture through its form, context, structure and vocabulary;
- identify the basic issues involved in exposition of Scripture including the cultural and historical background of the texts; and,
- apply skills to use Scripture in a variety of life and church circumstances: polity, apologetics, homiletics, Christian ethics, doctrine and mission.

The Theology and Ethics objectives are to investigate the relationship between theological and ethical reflection. Each student will learn to:

- examine the development of Christian life and thought in their historical contexts;
- compare and evaluate prominent theological systems and movements in the twentieth century; and
- cultivate skills involved in analyzing moral issues facing the church.

The 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 will be encouraged to:

- cultivate the dimensions of spirituality by exploring the disciplines of the spiritual life, the process of faith formation and the nature of ever-deepening moral life;
- develop the leadership roles of the minister (clergy and lay leader) as preacher, educator, caregiver and administrator in the life of the local church or para-church ministry; and
- examine the larger cultural and social environment in which the church carries out its global mission.

## Program Requirements

**Overview:** This degree program requires one six-unit (6) foundation course, four core courses for a total of twelve (12) units, twenty-seven (27) units of elective courses, and an exit option of one of the following: the Integrative Seminar course, the Field Education course, or a thesis, project, or directed reading with the appropriate exit option design and proposal course for a total of three (3) or, in the case of the last three options, six (6) units. Total units: 48/51.

### 1. *Foundational Requirement*

***six units***

This one four-segment course embodies specific, foundational readings, dialogue and research/writing instruction for each of the three areas of the degree. Students will gain familiarity with the scope of each academic discipline enabling them to proceed with the second level of the program.

THOG 501-A	Foundations for Theological Studies: Old Testament	1 unit
THOG 501-B	Foundations for Theological Studies: New Testament	1 unit
THOG 501-C	Foundations for Theological Studies: Theology	2 units
THOG 501-D	Foundations for Theological Studies: Leadership	2 units

**2. Core Course Requirements****twelve units**

These four core courses introduce the student to the books of the Old Testament and New Testament, to the study of Christian theology and ethics, to the distinctive features of a Pentecostal/Charismatic theology of church leadership and mission, including its biblical foundations and moral responsibilities, and principles of leadership which include sermon preparation, administration, pastoral care and counseling, intercultural and urban ministry, and spirituality.

OTG 505	Old Testament Life and Literature	3 units
NTG 505	New Testament Life and Literature	3 units
THOG 505	Introduction to Theology and Ethics	3 units
CLSG 504	Introduction to Leadership	3 units

**3. Elective Course Requirements****twenty-seven units**

The elective courses provide a broad base of interpretive skills in biblical interpretation, an understanding of Christian theology and ethics, and an introduction to the ministry and mission of the Christian church.

Elective units may be divided among the three major areas of the degree described above, or focused within only one or two of them. Students who select the thesis, project or directed reading exit option must enroll in RELG 790: Exit Option Design and Proposal: Biblical Studies or RELG 791: Exit Option Design and Proposal: Leadership Studies. This course may be included in students' electives as part of their 48 units, or it may need to be added thus requiring a 51 unit total program.

**Biblical Studies Electives***Biblical Interpretation*

BING 540	New Testament Backgrounds	1-3 units
BING 561	Old Testament Archeology	1-3 units
BING 562	New Testament Archeology	1-3 units
BING 563	Archeological Fieldwork	3-6 units
BING 576	Old Testament Backgrounds	1-3 units
BING 579	Biblical Hermeneutics	1-3 units
BING 615	Hermeneutical Issues in New Testament Interpretation	1-3 units

*Old Testament*

OTG 503	Beginning Hebrew I	3 units
OTG 504	Beginning Hebrew II	3 units
OTG 520	Apocalyptic Literature	1-3 units
OTG 546	Semitic Languages I	3 units
OTG 547	Semitic Languages II	3 units
OTG 566	Introduction to Judaism	1-3 units
OTG 570	Special Topics	1-3 units
OTG 572	Old Testament Theology	1-3 units
OTG 574	Old Testament Ethics	1-3 units
OTG 582	Biblical Theology of Love, Sex, Marriage and Family	1-3 units
OTG 590	Seminar in Old Testament	1-3 units

OTG 630	The Kingdom of God in the Old Testament	1-3 units
OTG 635	Moral Issues in the Old Testament	1-3 units
OTG 680	Individual Study in Old Testament	1-3 units

*New Testament*

NTG 503	Beginning Greek I	3 units
NTG 504	Beginning Greek II	3 units
NTG 520	Apocalyptic Literature	1-3 units
NTG 525	New Testament Textual Criticism	1-3 units
NTG 552	New Testament Theology	1-3 units
NTG 555	New Testament Ethics	1-3 units
NTG 570	Special Topics	1-3 units
NTG 572	Synoptic Gospels	1-3 units
NTG 582	Biblical Theology of Love, Sex, Marriage and Family	1-3 units
NTG 590	Seminar in New Testament	1-3 units
NTG 680	Individual Study in New Testament	1-3 units

**Theology, Ethics, Philosophy and Church History Electives**

*Biblical Theology*

THOG 552	New Testament Theology	1-3 units
THOG 572	Old Testament Theology	1-3 units
THOG 635	Moral Issues in the Old Testament	1-3 units

*Biblical Ethics*

THOG 555	New Testament Ethics	1-3 units
THOG 574	Old Testament Ethics	1-3 units

*Theology and Ethics*

THOG 535	Current Religious Trends	1-3 units
THOG 565	Christianity and Society	1-3 units
THOG 570	Special Topics	1-3 units
THOG 575	Contemporary Theological Ethics	1-3 units
THOG 590	Seminar in Theology and Ethics	1-3 units
THOG 680	Individual Study in Theology and Ethics	1-3 units

*Philosophy*

PHLG 530	Ethics	1-3 units
PHLG 537	Philosophical Theology	1-3 units

*Church History*

CHSG 551	Renaissance and Reformation	1-3 units
CHSG 552	History of Christianity in America	1-3 units
CHSG 532	History of Pentecostalism	1-3 units

## Leadership Electives

### *Leadership and Management*

CLSG 538	Church Financial Management	1-3 units
CLSG 610	Appreciative Inquiry	1-3 units
CLSG 611	Leadership and the New Science	1-3 units
CLSG 622	Conflict Management	1-3 units
CLSG 623	Marketing in Christian Organizations	1-3 units
CLSG 624	Change and Strategic Planning	1-3 units
CLSG 625	Principles of Church Revitalization and Renewal	1-3 units
CLSG 626	Soul and Spirit of Leadership	1-3 units

### *Inter-Cultural Ministries*

CLSG 528	Contemporary Issues in Latin American Countries	1-3 units
CLSG 532	History of Pentecostalism	1-3 units
CLSG 534	Urban Ministries	1-3 units
CLSG 554	Principles and Methods of Inter-Cultural Ministry	1-3 units
CLSG 557	Church Growth	1-3 units
CLSG 564	Religion and Culture in Latin America	1-3 units
CLSG 655	Theological Education in the Third World	1-3 units
CLSG 665	Leadership Development in Cultural Context	1-3 units

### *Preaching*

CLSG 627	New Forms of Preaching in a Postmodern World	1-3 units
CLSG 741	Biblical Exegesis and Expository Preaching	1-3 units

### *Pastoral Care and Counseling*

CLSG 630	Pastoral Counseling in Christian Organizations	1-3 units
CLSG 635	Issues in Pastoral Leadership	1-3 units

### *Spirituality and Spiritual Formation*

CLSG 521	Disciplines of the Spiritual Life	1-3 units
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### *Special Topics, Seminars, and Individual Study*

CLSG 570	Special Topics	1-3 units
CLSG 590	Seminar in Christian Leadership Studies	1-3 units
CLSG 670	Special Topics	1-3 units
CLSG 680	Individual Studies	1-3 units
CLSG 690	Seminar in Christian Leadership Studies	1-3 units

Costa Rica — Contextual study in San José, Costa Rica during the summer is available each year for M.T.S. students who wish to take Leadership Studies elective courses. Inter-cultural dimensions of church leadership are the focus of this intensive on-site, travel-study experience. Please see the OGPR for further details.

## **4. Exit Option Requirements three units**

The exit options provide the opportunity for the M.T.S. candidate to conduct guided research (including field studies) within an area of interest within the context of Biblical Studies or Leadership Studies.

Choose one of the following options:

1. Integrative Seminar (3 units)  
RELG 693            Integrative Seminar (3 units)
2. Field Education (3 units)  
RELG 694            Field Education (3 units)
3. Directed Reading (6 units)  
RELG 790            Exit Option Design and Proposal: Biblical Studies (3 units)  
    OR RELG 791        Exit Option Design and Proposal: Leadership Studies (3 units)  
RELG 795            Directed Reading (3 units)
4. Thesis Option (6 units)  
RELG 790            Exit Option Design and Proposal: Biblical Studies (3 units)  
    OR RELG 791        Exit Option Design and Proposal: Leadership Studies (3 units)  
RELG 798            Master's Thesis (3 units)
5. Project Option (6 units)  
RELG 790            Exit Option Design and Proposal: Biblical Studies (3 units)  
    OR RELG 791        Exit Option Design and Proposal: Leadership Studies (3 units)  
RELG 797            Master's Project (3 units)

## ADMISSION REQUIREMENTS

***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 an institution accredited by the American Association of Bible Colleges, or from other institutions not accredited by a regional association, will be considered on an individual basis. 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, he or she will have conditional standing while finishing their Bachelor's degree.

2. A cumulative grade point average of 2.5 or higher (on a four-point scale) in all Bachelor's work.

Exception:

If the GPA is below 2.5, student applications may still be considered at the discretion of the Admissions Committee. If accepted, provisional status will be 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.

## COURSE DESCRIPTIONS

### Biblical Interpretation

#### *500-Level Graduate Courses*

BING 540 • New Testament Backgrounds (1-3 units)

A study of the world of Jesus and the early church through the Greek, Roman and Jewish Backgrounds of the New Testament, including extensive readings in the apocrypha, pseudepigrapha, Dead Sea Scrolls, and other significant literature.

BING 561 • Old Testament Archeology (1-3 units)

An examination of archeological methodology and evidence concerned with the recovery and interpretation of the physical remains of the biblical period as a vital supplement to the interpretation of the biblical text.

BING 562 • New Testament Archeology (1-3 units)

An examination of archeological methodology and evidence pertaining to the land of Israel during the time of Christ, and the lands of the Mediterranean world during the time of the early church.

BING 564 • Archeological Fieldwork (3-6 units)

Prerequisite: BINT 461/BING 561 or BINT 462/BING 562. Participation in an archeological excavation and/or a study tour of the important sites of the Bible Lands. May be repeated for credit on student's transcript of record. A maximum of six units may be applied toward the degree requirements.

BING 576 • Old Testament backgrounds (1-3 units)

An exploration of Egyptian, Babylonian, Assyrian, and Persian backgrounds of the Old Testament, designed to provide the student with an understanding of the Old Testament world.

BING 579 • Biblical Hermeneutics (1-3 units) (M.T.S.)

A study of the science and art of the interpretation of the Scriptures which aims at providing the student with a basic knowledge of the exegetical process. Various historical schools of interpretation are also studied in order to acquaint the student with the hermeneutical principles used by these various schools.

#### *600-Level Graduate Only Courses*

BING 615 • Hermeneutical Issues in New Testament Interpretation (1-3 units)

A study of the hermeneutical issues involved in understanding the intended meanings of the New Testament writers within the various genres of New Testament literature. The particular corpus under study — for example, Synoptic Gospels, Johannine literature, Pauline literature, apocalyptic literature — will be announced in the Graduate Course Schedule in the semester when offered.

### Old Testament

#### *500-Level Graduate Courses*

OTG 503 • Beginning Hebrew I (4 units) (M.T.S. or prerequisite for M.A.)

An introduction to Hebrew grammar, vocabulary and syntax for the graduate student. Offered alternate years.

**OTG 504 • Beginning Hebrew II (4 units) (M.T.S. or prerequisite for MA.)**

A continuation of Beginning Hebrew I. Offered alternate years.

**OTG 505 • Old Testament Life and Literature (3 units) (M.T.S. core)**

A survey of the history and literature of the Old Testament, with special attention paid to significant events (e.g., creation, the Exodus from Egypt), outstanding persons (e.g., Moses), and dominant theological motifs (e.g., redemption). An emphasis will be laid on certain books that advance and develop one's grasp of the holistic message of Scripture.

**OTG/NTG 521 • Apocalyptic Literature (1-3 units)**

Daniel, 1 Enoch, 4 Ezra, the Olivet Discourse, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

**OTG 546 • Semitic Languages I (3 units)**

Prerequisite: Approval of the professor and one year of Biblical Hebrew or its equivalent. Any of the following Semitic languages may be offered on demand: Akkadian, Arabic, Aramaic, Syriac, and Ugaritic. More than one language may be taken for credit.

**OTG 547 • Semitic Languages II (3 units)**

A continuation of the particular language offered in Semitic Languages I. Offered as needed.

**OTG 570 • Special Topics (1-3 units)**

Study in a special topic in Old Testament.

**OTG/THOG 572 • Old Testament Theology (1-3 units)**

An exploration of the meaning of, and limits for, biblical theology, together with the works of certain prominent scholars in the area; and of selected motifs found in the Old Testament.

**OTG/THOG 574 • Old Testament Ethics (1-3 units) (MA. or M.T.S.)**

The study of moral theology through a biblical theology of the created order. It is designed to explore the possibility of formulating a systematic approach to 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.)

**OTG/NTG/THOG 582 • Biblical Theology of Love, Sex, Marriage and Family (1-3 units) (MA. or M.T.S.)**

Exploration of the biblical attitudes expressed toward the oft-neglected themes of love, sex, marriage, family, and community. Examination of the claims of the traditional Judaeo-Christian silence, ignorance and prudery on the one hand, and the claims of an amoral atheological social scene that is constantly shifting its grounds on the other.

**OTG/NTG/THOG 586 • Biblical Theology of Power, Wealth and Prosperity (1-3 units) (MA. or M.T.S.)**

A seminar which explores the biblical attitudes expressed toward the oft-misunderstood themes of power, wealth, and prosperity, their benevolent uses together with their dark sides (oppression, affliction, theological exclusivity), and their reciprocals (powerlessness, helplessness, poverty and suffering). Hopefully, it will enable us to thread our way more effectively through the claims by the proponents of the current "health-and-wealth" movement on the one hand, and those by liberationists on the other. (M.T.S. must have OT or NT Life and Literature or its equivalent.)

OTG 590 • Seminar in Old Testament (1-3 units) (M.A. or M.T.S.)

Mutual investigation of one topic in Old Testament of particular relevance to graduate students in religion.

### *600-Level Graduate Only Courses*

OTG 630 • The Kingdom of God in the Old Testament (1-3 units) (M.A. or M.T.S.)

An exegetical and comparative study of Samuel-Kings and of Chronicles-Nehemiah which seeks to discover the theological distinctive of each of these bodies of literature.

OTG 631 • Intermediate Hebrew I (3 units) (M.A.)

Further study of grammar and syntax including extensive exegesis of the narrative portions of the Old Testament. Offered alternate years.

OTG 632 • Intermediate Hebrew II (3 units) (M.A.)

A continuation of Intermediate Hebrew I. Offered alternate years.

OTG/THOG 635 • Moral Issues in the Old Testament (1-3 units) (M.A. or M.T.S.)

An examination of the moral values that govern human behavior in the Old Testament, with special attention given to the relationship between moral behavior and its theological foundations.

OTG 670 • Special Topics (1-3 units) (M.A. or M.T.S.)

Study in a special topic in Old Testament.

OTG 680 • Individual Study in Old Testament (1-3 units) (M.A. or M.T.S.)

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 (1-3 units) (M.A. or M.T.S.)

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) (M.A. core)

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.

OTG 734 • Advanced Hebrew I (2 units) (M.A.)

Syntactical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered as needed.

OTG 735 • Advanced Hebrew II (2 units) (M.A.)

A continuation of Advanced Hebrew I. Offered as needed.

OTG 740-742 • Seminar in Old Testament Exegesis (1-3 units) (M.A.)

A research oriented course that seeks to identify the principles of sound exegetical method through an examination of topics that will include but not be limited to the following seminar. The particular topic will be

announced in the registration class schedule in the semester when offered. May be repeated for credit.

- The Theology of Atonement in the Old Testament—A study of the theology of atonement that underlies the sacrificial system of the Old Testament, with an emphasis on the book of Leviticus.

## New Testament

### *500-Level Graduate Courses*

NTG 503 • Beginning Greek I (4 units) (M.T.S. or MA. prerequisite)

An introduction to Greek grammar, vocabulary and syntax for the graduate student. Offered alternate years.

NTG 504 • Beginning Greek II (4 units) (M.T.S. or MA. prerequisite)

A continuation of Beginning Greek I.

NTG 505 • New Testament Life and Literature (3 units) (M.T.S. core)

A survey of the literary and theological dynamics of the New Testament, with special attention to the role those dynamics would have played in the developing social milieu of Early Christianity.

NTG/OTG 521 • Apocalyptic Literature (1-3 units) (MA. or M.T.S.)

Daniel, 1 Enoch, 4 Ezra, the Olivet Discourse, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

NTG 525 • New Testament Textual Criticism (1-3 units) (MA. or M.T.S.)

An applied study of the history, canons and goals of the text-critical method.

NTG 552 • New Testament Theology (1-3 units) (MA. or M.T.S.)

A study of the history and methods of biblical theology and examination of the major themes of the principal New Testament writers in the light of their historical backgrounds.

NTG 555 • New Testament Ethics (1-3 units) (MA. or M.T.S.)

This course is designed to acquaint students with the ethical teachings of the New Testament, and to probe the relevance of New Testament ethics for a contemporary personal and social ethic.

NTG 570 • Special Topics (1-3 units) (MA. or M.T.S.)

Study in a special topic in New Testament.

NTG 572 • Synoptic Gospels (1-3 units) (M.T.S.)

The study of the history and nature of the Synoptic Problem and the methods of Gospel research; and an overview of the content, characteristics, and theology of the first three Gospels.

NTG/OTG/THOG 582 • Biblical Theology of Love, Sex, Marriage and Family (1-3 units) (MA. or M.T.S.)

Exploration of the biblical attitudes expressed toward the oft-neglected themes of love, sex, marriage, family, and community. Examination of the claims of the traditional Judaeo-Christian silence, ignorance and prudery on the one hand, and the claims of an amoral atheological social scene that is constantly shifting its grounds on the other. (M.T.S. must have OT or NT Life and Literature or its equivalent.)

NTG/OTG/THOG 586 • Biblical Theology of Power, Wealth and Prosperity (1-3 units) (MA. or M.T.S.)

Seminar designed to explore the biblical attitudes expressed toward the oft-misunderstood themes of power, wealth, and prosperity, their benevolent uses together with their dark sides (oppression, affliction, theological exclusivity) and their reciprocals (powerlessness, helplessness, poverty and suffering). Hopefully, it will enable us to thread our way more effectively through the claims by the proponents of the current “health-and-wealth” movement on the one hand, and those by liberationists on the other. (M.T.S. must have OT or NT Life and Literature or its equivalent.)

NTG 590 • Seminar in New Testament (1-3 units) (MA. or M.T.S.)

Mutual investigation of one topic in New Testament of particular relevance to graduate students in religion.

### *600-Level Graduate Only Courses*

NTG 631 • Intermediate Greek I (3 units) (MA.)

Further study of grammar and syntax, including extensive exegesis of selected Johannine and Pauline texts. Offered alternate years.

NTG 632 • Intermediate Greek II (3 units) (MA.)

A continuation of Greek I. Offered alternate years.

NTG 670 • Special Topics (1-3 units) (MA. or M.T.S.)

Study in a special topic in New Testament.

NTG 680 • Individual Study in New Testament (1-3 units) (MA. or M.T.S.)

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 (1-3 units) (MA. or M.T.S.)

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) (MA. core)

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.

NTG 730-733 • Seminar in New Testament Exegesis (1-3 units) (MA.)

A research oriented course that seeks to identify the principles of sound exegetical method through an examination of topics that will include but not be limited to the following seminars. The particular topic will be announced in the registration class schedule in the semester when offered. May be repeated for credit.

- Second Peter—An intensive study of II Peter, including an overview of the book’s introductory issues, its theology, and a translation of I Peter, II Peter and Jude from the original Greek. Greek required.
- Issues in Acts—A study of the historical, exegetical and theological issues in view of purposes of Luke in writing the Acts. Greek required.
- The Body of Christ in Pauline Theology—A study of the emerging church, emphasizing its identity in relation to the Kingdom of God, the spiritual gifts and offices, and its mission in the world.
- Eschatological Themes in the New Testament—A study of the major themes of the Olivet Discourse, including their origin and development, in order to understand the eschatology of Jesus and the early church.

NTG 734 • Advanced Greek I (2 units) (M.A.)

Reading and exegesis of selected texts from the New Testament, Apostolic Fathers and the Septuagint. Offered on demand.

NTG 735 • Advanced Greek II (2 units) (M.A.)

A continuation of Advanced Greek I. Offered on demand.

## Theology and Ethics – only available to M.T.S. students

### *500-Level Graduate Courses*

THOG 501-A, B, C, D • Foundations of Theological Studies (Required for M.T.S. prior to core or electives)

This is a required course for new MTS students that is divided into 4 distinct disciplines reflective of the degree: Biblical Studies—Old Testament, Biblical Studies—New Testament, Theology and Ethics, and Christian Leadership. Students will complete foundational readings in each of the respective disciplines and then come on site for discussion and further lecture by respective faculty on a periodic basis. Research within each discipline will also be discussed and illustrated.

THOG 501-A • Foundations of Theological Studies: Old Testament (1 unit)

THOG 501-B • Foundations of Theological Studies: New Testament (1 unit)

THOG 501-C • Foundations of Theological Studies: Theology (2 units)

THOG 501-D • Foundations of Theological Studies: Leadership Studies (2 units)

THOG 505 • Introduction to Theology and Ethics (3 units) (M.T.S. core)

A study of the relationship between theological reflection and ethical theology. Based on an examination of the theocentric character of ethical reflection in the Bible, the course aims to formulate a constructive theological ethics for the grounding of the Christian moral life.

THOG 515 • Introduction to Narrative Theology (1-3 units)

A study of the implications of storytelling and narrative as a way of engaging in the theological task.

THOG 534 • Urban Ministry (1-3 units)

An examination of the multi-ethnic mosaic emerging in North America, particularly in urban settings, with special attention given to the multiple factors influencing strategies necessary for establishment of churches in urban contexts.

THOG/PHLG 537 • Philosophical Theology (1-3 units)

The course employs philosophical methodology to examine the problems of the nature, limits and validity of religious knowledge, the meaning of religious language, and the origin and nature of evil.

THOG 554 • Historical Theology I: Beginnings to the Reformation (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 they made.

THOG 556 • Historical Theology II: Reformation to Present (1-3 units)

This course is an exploration of the development of Christian theology and doctrine that began with the Reformation period of the sixteenth century and culminated at the close of the twentieth century. The development of theological themes during this modern period will be discussed against the background of major events in church history and will be evaluated in terms of its relevance for the current situation of the churches.

**THOG/NTG 552 • New Testament Theology (1-3 units)**

A study of the history and methods of biblical theology and examination of the major themes of the principal New Testament writers in the light of their historical backgrounds.

**THOG/NTG 555 • New Testament Ethics (1-3 units)**

An introduction to the ethical teachings of the New Testament and the relevance of New Testament ethics for a contemporary personal and social ethic.

**THOG 565 • Christianity and Society (1-3 units)**

An examination of the possible theoretical relationships between Christianity and culture, assessing the Christian's relationship to society, particularly in regard to social practices and values.

**THOG 570 • Special Topics (1-3 units)**

Study in a special topic in theology and ethics.

**THOG/OTG 572 • Old Testament Theology (1-3 units)**

An exploration of the meaning of, and limits for, biblical theology, together with the works of certain prominent scholars in the area; and of selected motifs found in the Old Testament.

**THOG/OTG 574 • Old Testament Ethics (1-3 units)**

This seminar uses a biblical theology of the created order as an avenue to pursue the study of moral theology. It is designed to explore 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.)

**THOG/OTG/NTG 582 • Biblical Theology of Love, Sex, Marriage and Family (1-3 units)**

Exploration of the biblical attitudes expressed toward the oft-neglected themes of love, sex, marriage, family, and community. Examination of the claims of the traditional Judaeo-Christian silence, ignorance and prudery on the one hand, and the claims of an amoral atheological social scene that is constantly shifting its grounds on the other. (M.T.S. must have OT or NT Life and Literature or its equivalent.)

**THOG/OTG/NTG 586 • Biblical Theology of Power, Wealth and Prosperity (1-3 units)**

Seminar designed to explore the biblical attitudes expressed toward the oft-misunderstood themes of power, wealth, and prosperity, their benevolent uses together with their dark sides (oppression, affliction, theological exclusivity) and their reciprocals (powerlessness, helplessness, poverty and suffering). Hopefully, it will enable us to thread our ways more effectively through the claims by the proponents of the current "health-and-wealth" movement on the one hand, and those by liberationists on the other. (M.T.S. must have OT or NT Life and Literature or its equivalent.)

**THOG 589 • C. S. Lewis Seminar II (1-3 units)**

A study of selected writings of C. S. Lewis designed to promote the student's personal spiritual growth, appreciation for biblical truths, and ability to articulate and defend the Christian faith.

**THOG 590 • Seminar in Theology and Ethics (1-3 units)**

Mutual investigation of one topic in theology and ethics of particular relevance to graduate students in religion.

### *600-Level Graduate Courses*

THOG/OTG 635 • Moral Issues in the Old Testament (1-3 units)

An examination of the moral values that govern human behavior in the Old Testament, with special attention given to the relationship between moral behavior and its theological foundations.

THOG 670 • Special Topics (1-3 units)

Study in a special topic in theology and ethics.

THOG 680 • Individual Study (1-3 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.

THOG 690 • Seminar in Theology and Ethics (1-3 units)

Mutual investigation of one topic of particular relevance to graduate students in theology and ethics.

## **Philosophy**

### *500-Level Graduate Courses*

PHLG 530 • Ethics (1-3 units)

The course provides an introduction to a variety of ethical theories and systems in order to formulate alternative perspectives for ethical analysis and decision-making.

PHLG/THOG 537 • Philosophical Theology (1-3 units)

The course employs philosophical methodology to examine the problems of the nature, limits and validity of religious knowledge, the meaning of religious language, and the origin and nature of evil.

## **Church History**

### *500-Level Graduate Courses*

CHSG 532 • History of Pentecostalism (1-3 units)

Antecedents, Wesleyan and nineteenth century holiness backgrounds; origin, development, and varieties of traditional Pentecostalism; some attention to the Neo-Pentecostal or charismatic movement. Course may include field trips to significant Southern California sites.

CHSG 551 • Renaissance and Reformation (1-3 units)

A study of the transition from Medieval to Modern Civilization which emphasizes the forces and persons which brought about change in Europe's intellectual and religious outlook.

CHSG 552 • History of Christianity in America (1-3 units)

The development of the various denominations and sects in the Protestant church from colonial times to the present, giving European backgrounds of the American church.

## Leadership Studies

### *500-Level Graduate Courses*

CLSG 504 • Introduction to Christian Leadership Studies (3 units) (M.T.S. core)

A study of selected models and principles by which to understand the interior life of the leader as well as skills needed to facilitate the church's spiritual life and mission within cultural and social environments.

CLSG 521 • Disciplines of the Spiritual Life (1-3 units) (M.A. or M.T.S.)

A study of the biblical and theological foundations of spiritual formation. The course seeks to establish a sound theological framework for a functioning spirituality within the Pentecostal/Charismatic tradition. Such topics as prayer, worship, community, study and other such disciplines will be considered.

CLSG 523 • Sociology of Religion (1-3 units) (M.A. or M.T.S.)

The social structural approach to the study of religion, with particular emphasis on American society. Each unit will focus on one of the following major topics: defining religion; the restructuring of American religion; religion and public square.

CLSG 524 • Pentecostal-Charismatic Movements (1-3 units) (M.A. or M.T.S.)

A socio-historical approach to the study of Pentecostal-Charismatic movements in American society. Each unit will focus on one of the following: charisma and institutional dilemmas; contemporary renewal and revival; and Pentecostal-Charismatic healing beliefs and practices.

CLSG 526 • Small Group Ministry (1-3 units) (M.T.S. elective)

A study of group dynamics within the context of local congregational mission and ministry. Issues in design and implementation of small group programming are also explored.

CLSG 528 • Contemporary Issues in Latin and South American Countries (1-3 units) (M.A. or M.T.S.)

An examination of current strategic, political and theological issues characteristic of Latin American religion and culture, including research in Latin and South America, Caribbean and Latin American politics, media, social movements, and gender.

CLSG 532 • History of Pentecostalism (1-3 units) (M.A. or M.T.S.)

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.

CLSG 538 • Church Financial Management (1-3 units) (M.T.S. elective)

Prerequisite: BUSN 220/221, BUSN 215/216, or permission of the professor. Basic accounting, cash/banking, financial record keeping and reporting, plant/property management, audits, insurance, wills, endowment and stewardship programs will be included in this course.

CLSG 545 • Lay Ministry Development (1-3 units) (M.T.S. elective)

A study of the untapped potential resident in the laity of the church with emphasis on developing strategies for lay renewal and equipping for active participation in the mission of the church. Current alternative models of doing church are critiqued.

CLSG 546 • Parables for Preaching (1-3 units) (M.T.S. elective)

An examination of the interrelationship between the meaning of the parables as Jesus spoke them to His original hearers and the message of parables proclaimed in the church today.

CLSG 554 • Principles and Methods of Inter-Cultural Ministry (1-3 units) ((MA. or M.T.S.)

An examination of the principles and methods of inter-cultural ministry from the perspective of a North American missionary. Special emphasis is given to the discussion of a truly indigenous church, and the analysis of effective mission strategies.

CLSG 556 • Current Issues in Youth Ministry (1-3 units) (M.T.S.)

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.

CLSG 557 • Church Growth (1-3 units) (MA. or M.T.S.)

An examination of the underlying biblical and sociological principles and dynamics involved in the qualitative and quantitative growth of the body of Christ. Particular attention will be given to an analysis of the "vital signs" of health and growing churches for application to less healthy and non-growing situations.

CLSG 564 • Religion and Culture in Latin America (1-3 units) (MA. or M.T.S.)

An examination of the dynamics of traditional and evangelical forms of religion in Latin America, including the milieu of popular culture and beliefs, the functions of the Catholic church, current movements within Catholicism, evangelical influences, and Pentecostal growth.

CLSG 570 • Special Topics (1-3 units) (MA. or M.T.S.)

Study in a special topic in leadership studies.

CLSG 590 • Seminar in Leadership Studies (1-3 units) (MA. or M.T.S.)

Mutual investigation of one topic in practice of particular relevance to graduate students in leadership studies.

*600-Level Graduate Only Courses*

CLSG 606 • Spiritual Formation (1-3 units)

Strongly recommended prerequisite: CLSG 521. This course will be a journey together, discussing the various and diverse meanings of spirituality and the implications of a spiritual life. It will look into the issues of faith that flow from the 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 (1-3 units)

Prerequisite: CLSG 606. This course equips the scholar with foundational understandings and resources necessary to serve as a spiritual director for persons who are seeking guidance to discern the mysterious and tangible ways that God is present and at work in their lives.

**CLSG/EDAG 610 • Appreciative Inquiry (1-3 units) (MA. or M.T.S.)**

Church leaders must discern ways that religious organizations can maintain their central identity and mission while being responsible and responsive to change. Appreciative Management taps into the power and imagination of the congregation's history, personal narratives, imagination and spiritual discernment. Participants will leave with a strategy in place for their organization's effectiveness and spiritual renewal.

**CLSG/EDAG 611 • Leadership and the New Science (1-3 units) (MA. or M.T.S.)**

The new science discoveries in quantum physics and chaos theory and biology have completely altered the way we think about humans and organizations. This course will focus upon these new realities with an eye toward fashioning a new science of leadership and ministry for religious organizations.

**CLSG 622 • Conflict Management (1-3 units) (MA. or M.T.S.)**

An examination of the nature of conflict and how it develops within the church or religious organization, ways to manage conflict, and how to be effective in intervention strategies using the best models in social sciences and the Christian tradition.

**CLSG 623 • Marketing in Christian Organizations (1-3 units) (MA. or M.T.S.)**

An exploration of the corporate vision of the organization and how a marketing theory integrates the corporate organizational mission with internal needs and community needs in a voluntary "exchange" process.

**CLSG 624 • Change and Strategic Planning (1-3 units) (MA. or M.T.S.)**

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 625 • Principles of Church Revitalization and Renewal (1-3 units) (MA. or M.T.S.)**

A study of the principles of church revitalization and renewal. The course will examine the role of the Holy Spirit in church renewal, explore the history and biblical principles of church revitalization, and analyze selected models of church organization in order to assess the forms of congregational life that facilitate renewal and revitalization.

**CLSG/EDAG 626 • Spirit and Soul of Leadership (1-3 units) (MA. or M.T.S.)**

This course will explore the condition of the leader's interior life within a community, and the impact of the interior life upon the external world of the religious organization.

**CLSG 627 • New Forms of Preaching in a Postmodern World (1-3 units) (MA. or M.T.S.)**

This course focuses upon narrative forms of preaching in a postmodern context. The shift from the instructional and cognitive to the oral and visual will be explored. Preaching forms utilizing word pictures and images to communicate the story as sermon will be developed.

**CLSG 630 • Pastoral Counseling in Christian Organizations (1-3 units) (MA. or M.T.S.)**

This seminar will review the literature on pastoral counseling in order to discover current trends in counseling and therapy, including Christian perspectives. The course will explore the relationship of the pastoral or Christian counselor to other health care professionals and will integrate theological reflection with social science theory and practice.

**CLSG 635 • Issues in Pastoral Leadership (1-3 units) (MA. or M.T.S.)**

A study of the leadership role of the pastor in developing evangelistic strategies, lay leadership, and group and individual interaction in the church. Also included will be issues of the minister's ongoing personal growth, skill development and mental health with assessment of the "life passages" of the pastor. Strategies of resolving role conflicts will be evaluated, including role definition and conflict in multiple staff relations.

**CLSG 655 • Theological Education in the Third World (1-3 units) (MA. or M.T.S.)**

Biblical, historical, ecclesiastical and cultural considerations in theological education. Discussions on theological education by extension, non-formal learning structures and contextualization of theological education.

**CLSG 665 • Leadership Development in Cultural Context (1-3 units) (MA. or M.T.S.)**

The role of church leadership in relationship to social/organizational structures, with an emphasis on leadership development that occurs among developing nations or people groups.

**CLSG 670 • Special Topics (1-3 units) (MA. or M.T.S.)**

Study in a special topic in leadership studies.

**CLSG 680 • Individual Study in Leadership Studies (1-3 units) (MA. or M.T.S.)**

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 (1-3 units) (MA. or M.T.S.)**

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) (MA. core)**

This interdisciplinary study, integrating theology and praxis, seeks to develop a theology of mission based on the premise that the unifying theme of Scripture is embodied in the concept of the Kingdom of God introduced in the Old Testament, fulfilled in the ministry of Jesus Christ in the New Testament, and demonstrated to the world through the life and actions of a believing community empowered by the Holy Spirit.

**CLSG 715 • The Church and Contemporary Moral Issues (3 units) (MA. core)**

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) (MA. core)**

An examination of selected theological issues regarding leadership and an overview of leadership theory since its inception as a discipline and a focus in research. Particular emphasis is placed on the student's research skills to explore and articulate theological, theoretical and contemporary findings in the field.

CLSG 740-742 • Seminar in Practical Theology (1-3 units) (M.A. elective)

A research oriented course that deals with topics of particular relevance to students in Christian leadership studies. The particular topic will be announced in the registration class schedule in the semester when offered. Topics will include but may not be limited to the following seminars. may be repeated for credit.

- Contemporary Theological Movements and Church Mission—A study of the mission and the ministry of the church from the perspective of one or more of the major significant theological movements of the twentieth century. The particular theological movement(s) — for example, Pentecostalism, evangelicalism, theological existentialism, ethno-theology — will be announced in the Graduate Course Schedule in the semester when offered.
- Biblical Exegesis and Expository Preaching—A study of the movement from the sound exegesis of the biblical text to the effective exposition of the text in sermon form.
- Education and Faith Formation—A study of educational learning theories as they apply to the formation of faith in Christian life, including the themes of faith development in the family, the use of small groups in faith formation, gift discovery and development, value clarification and moral development, and the use of theories of faith formation in age level education.

## Religion

The following courses are offered on a CR/Fail Basis.

### *600-Level Graduate Only Courses*

RELG 693 • Integrative Seminar (3 units) (M.T.S. only)

The Integrative Seminar is a classroom experience designed to help students reflect theologically on ministry experience by integrating what they have learned in graduate coursework with the practice of ministry.

RELG 694 • Field Education (3 units) (M.T.S. only)

A field education experience with a qualified mentor approved by the Faculty Supervisor in Field Education. See the Graduate Religion Office for applications.

### *700-Level Graduate Only Courses*

RELG 778 • Thesis Proposal (4 units) (OCMS only)

A course which facilitates the development of a thesis proposal for the Oxford Centre for Mission Studies.

RELG 779 • Continued registration (1-4 units) (OCMS only)

A course which facilitates the continuing research of a thesis proposal for the Oxford Centre for Mission Studies.

RELG 780 • Individual Studies (1-4 units) (OCMS only)

An individual study in the area of religion.

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 790 • Exit Option Design and Proposal: Biblical Studies (1-3 units)**

The development of appropriate thesis, project and directed reading topics in the field of leadership, 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 present their 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, project or directed reading option in the field of Biblical Studies.

**RELG 791 • Exit Option Design and Proposal: Leadership Studies (3 units)**

The development of appropriate theses and directed reading topics in the field of Leadership Studies, and the descriptions of these topics in formal proposal formats. 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) (M.A. or M.T.S.)**

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 797 • Master's Project (3 units) (M.A. or M.T.S.)**

The application of a theory or concept in a specific research setting culminating in a written research report with the guidance of a faculty committee.

**RELG 798 • Master's Thesis (3 units) (M.A. or M.T.S.)**

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.]

## **FACULTY**

### **Resident Faculty**

DONALD E. BALDWIN. Professor of Philosophical Theology and Spiritual Formation, and Associate Chair of the DCP Program in Religion. B.A., University of California, Los Angeles; M.A., University of Colorado; M. Div., Fuller Theological Seminary; Ph.D., University of Missouri.

SHERILYN BENVENUTI. Associate Professor of Social Ethics and Vice President for Student Affairs. B.A. and M.A., Vanguard University; Ph.D., University of Southern California, Los Angeles.

JERRY CAMERY-HOGGATT. Professor of New Testament and Narrative Theology and Chair of the Division of Religion. B.A., Vanguard University; M.T.S., Gordon-Conwell Theological Seminary; Ph.D., Boston University.

DAVID G. CLARK. Professor of New Testament and Chair of the Department of Biblical Studies. Diploma, Apostolic Bible College; B.A., Vanguard University; Ph.D., University of Notre Dame.

WILLEM DOGTEROM. Assistant Professor of Pastoral Leadership and Chair of the Department of Leadership Studies. B.A., North American Baptist College; M.Div., D.Min. (Candidate, 1999), Fuller Theological Seminary.

ROGER D. HEUSER. Professor of Leadership Studies. B.A., Trinity College; M.A., Trinity Evangelical Divinity School; Ph.D., New York University.

FRANK D. MACCHIA. Associate Professor of Christian Theology and Director of the Graduate Program in Religion. B.A., Vanguard University; M.A., Wheaton Graduate School; M.Div., Union Theological Seminary, New York; D. Theol., University of Basel.

JESSE MIRANDA. Distinguished Professor of Urban and Ethnic Leadership and Director of the Center for Urban Studies and Ethnic Leadership. B.A., Vanguard University; M.A., Biola University; M.S., California State University, Fullerton; D.Min., Fuller Theological Seminary.

DOUGLAS PETERSEN. Distinguished Professorial Chair of World Mission and Intercultural Studies and Director of the Costa Rica Study Center. Diploma, Northwest Bible College; B.A., Vanguard University; M.A., Pepperdine University; M.Th., Instituto Missionologico de las Americas; Ph.D., Oxford Centre for Mission Studies, Oxford, England.

NORMAN SHAWCHUCK. Professor of Leadership Studies. B.A., Jamestown College; M.Div., Garrett-Evangelical Theological Seminary; Ph.D., Northwestern University.

APRIL D. WESTBROOK. Assistant Professor of Biblical Studies. B.A., LIFE Bible College; M.A., Vanguard University of Southern California; Ph.D. (c), Claremont University.

WILLIAM C. WILLIAMS. Professor of Old Testament. Diploma, Northeast Bible Institute; B.A., M.A., Central Bible College; M.A., Ph.D., New York University.

## **Adjunct Faculty**

COLON BROWN. Director of Congregational Development, Detroit Annual Conference, The United Methodist Church (Church Development and Renewal). B.A., Evangel College; M.Div., Trinity Evangelical Divinity School; D.Min., McCormick Theological Seminary.

AUGUSTUS CERILLO, JR., Professor of History (American Urban and U.S. Religious History). B.S., Evangel College; M.A., University of Nebraska at Omaha; Ph.D., Northwestern University.

RICHARD DRESSSELHAUS. Senior Pastor, First Assembly of God, San Diego, California (Pastoral Preaching). B.A., Luther College; M.A., Wheaton Graduate School; D.Min., Fuller Theological Seminary.

DAVID C. GABLE. Assistant Superintendent for the Southern California District of the Assemblies of God, Irvine (Church Renewal). B.A., Valley Forge Christian College; M.Div., Faith Theological Seminary; D.Min., Fuller Theological Seminary.

MARTIN L. HARRIS. Assistant Professor of Clinical Psychology and Associate Professor. B.A., University of California, Irvine; M.S. and Ph.D., Washington State University.

BYRON D. KLAUS. President of Assemblies of God Theological Seminary, Springfield, Missouri. (Pentecostal Foundations for Church Mission and Cross-Cultural Ministry.) B.S., Bethany Bible College; M.R.E., Southwestern Baptist Theological Seminary; D.Min., Fuller Theological Seminary.

VICTOR MENDEZ. Assistant to the Director of the Center for Urban and Ethnic Leadership at Vanguard University (Urban and Ethnic Leadership). B.A., Th.B., Latin American Theological Seminary; M.Div., Haggard Graduate School of Theology; D.Min., Gordon-Conwell Theological Seminary.

MARGARET POLOMA. Professor Emeritus at Akron University, Akron (Sociology of American Cultures, Institutions and Pentecost). B.A., Notre Dame College of Ohio; M.A., Ph.D., Case Western Reserve University.

SAMUEL SOUTHARD. Professor of Graduate Psychology (Integration of Theology and Psychology). B.A., Georgetown University; M.G.A. Georgia State University; B.D. and Ph.D., Southern Baptist Seminary.

EVERETT WILSON. President of Bethany Bible College, Scotts Valley (Latin American Studies). Diploma, Bethany Bible College; B.A., Sacramento State University; M.A., University of California, Berkeley; Ph.D., Stanford University.

# School for Professional Studies

Paul Cox, Ph.D., Director

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*MISSION: The School for Professional Studies at Vanguard University serves life long learners throughout their educational journey. Through its Degree Programs, Certificate Programs, Special Interest Programs, and Educational Partnerships, the School provides ongoing educational opportunities that enhance family life, work, ministry, and community service.*

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## GENERAL INFORMATION

### Introduction to the School for Professional Studies (SPS):

SPS serves working adults, twenty five years and older, who have at least five years of work experience. In addition to degree programs, certificate programs and general education/elective courses are also available. Individuals are typically employed full-time and interested in attending classes in the evening or on weekends in a setting that is conducive to learning for adults. The Degree Program's innovative format allows students to earn their Bachelor's Degree in a manageable amount of time. Classes begin at different times of the year and generally meet one night per week on a year-round basis. An atmosphere of shared family, career and special interests often develops among the students. Courses are offered in an adult learning compressed time format and run 3-8 weeks. All program degrees granted are under the auspices of the appropriate VUSC academic division.

### Locations

In addition to the main campus in Costa Mesa, SPS provides programs of study at satellite locations including San Juan Capistrano and Culver City. Other off-site locations may be available throughout the academic year. Some certificate classes may be held off-site (please check with the SPS office).

### Individualized Appointments

Prospective students meet regularly with SPS Staff to discuss their academic needs and develop educational plans. These appointments cover:

- The nature of the Degree Program, Certificate programs, or Special Interest Programs
- Meeting the needs of the adult student
- Financial matters, such as:
  - Employer reimbursement
  - Loans and grants
  - University payment plan
- Beginning dates for groups
- Application procedures
- Questions and answers

To schedule an appointment, please call the SPS office at (714) 668-6130. Office hours are M-Th: 9am-6pm & F: 10am-2pm. Appointments can also be arranged before or after work or during lunch hours.

### Academic Calendar

The School for Professional Studies operates on a year round, semester basis. Degree Program groups begin at six different intervals throughout each year. Each group takes approximately 75-85 class meetings to complete the program. Each group is given a schedule which indicates the dates the group will meet over a given period of enrollment.

Calendars for Degree Programs as well as Certificate Programs and Special Courses are available through the SPS office.

## **ADMISSIONS REQUIREMENTS**

Students applying for enrollment in the School for Professional Studies must:

- Demonstrate proof of at least 5 years of work experience.
- Provide proof of High School graduation.
- Cumulative grade point average of 2.0 (on 4.0 scale) or better on all prior college work.
- Complete the Application Process including forms, fees, essays, references, transcripts & official entrance interview.

NOTE: Any applicant not meeting the above-stated requirements will be considered by the Admissions Committee. During the admission process, students will be informed of any general education courses still required, accompanied by a recommendation as to when and where the requirements may be completed

## **APPLICATION PROCESS**

Once a student has decided to apply, the application process is as follows:

1. Complete and turn in the Application for Admission.
2. Pay the non-refundable application fee of \$30.00 (with application).
3. Send a Request for Official Transcript form to each college or university previously attended. Check with the Registrar from each institution for the appropriate transcript fee. All institutions attended since high school must receive a transcript request regardless of completion of courses.
4. Submit Personal and Business Reference Questionnaires.
5. Submit a 250-word (approximately one type written page, double-spaced page) synopsis of your career history and how your education through VUSC will affect your life and career goals.
6. After transcripts have been received and evaluated by VUSC, schedule an appointment with a Student Services Coordinator to discuss transfer credits and any remaining General Education/Elective requirements.
7. Once a decision has been made about a preferred starting date, the \$100.00 enrollment deposit must be paid to reserve a place. (This fee is applied toward tuition.)

All forms are available in the SPS Office or at [www.vanguard.edu/sps](http://www.vanguard.edu/sps).

Upon meeting all of the above criteria, the Associate Provost will accept the application. The Admissions Committee will consider all applications to the SPS.

The Admission Deadline for each cohort/group is two (2) weeks prior to the orientation date.

## **ACADEMIC SERVICES**

Satellite Students – Consult with your Coordinator for information on the following services for your site.

## **Library**

The Library Reference Staff, in cooperation with the instructors, will provide instruction in basic information gathering, including learning the basics of database searching and critical thinking skills. These life-long learning skills are essential preparation to effectively function in this "information society." Students are encouraged to utilize the services and resources of the library. For library hours or more information, call (714) 556-3610 x419.

## **Learning Assistance**

The Writing Center provides writing assistance as needed for all students. This is a free service and students are strongly encouraged to utilize this facility as necessary. (Those students who do not meet the writing standards mandated by a given instructor may be required to use the writing center to improve their skills.) The writing center operates on an appointment basis and can be reached at (714) 556-3610 x317.

## **Learning Disabilities**

Students enrolled at VUSC with learning disabilities, Attention Deficit Disorder and/or Hyperactivity, are welcome to contact the Office of Learning Skills on a voluntary, self-identifying basis at (714) 556-3610 x227.

Learning disability services and accommodations are available for students who qualify according to the American with Disabilities Act (ADA), as an "individual with a disability" in reference to an impairment. This applies to an individual who: (1) has a physical or mental impairment that substantially limits one or more of the individual's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

Students with learning disabilities may be eligible for learning disability services after completing registration with the Office of Learning Skills and making available certified, appropriate, and current testing documentation of the disability from a qualified medical or educational specialist. Accompanying the test results should be the physician's or psychologist's statement of how the disability affects the academic process, and the recommended accommodations. Accommodation requests are to be made formally and in writing. All information and documents are confidential.

## **Computer Lab**

Personal computers and software are available for all students to use in the library, and main computer lab located in Smith Hall. All students are encouraged to make use of these resources. Passwords can be obtained in the IT Department which is located in the Scott Academic Center at (714) 566-3610 x387.

## **Copy Center**

The Copy Center is available for making copies as you need them. Hours and costs are posted. (All students are encouraged to make a copy of turned in assignments.) (714) 556-3610 x229.

## **MATRICULATION REQUIREMENTS**

Students applying for admission to one of the Degree Programs, must meet the Admissions Requirements for the School for Professional Studies. Students must also have completed 57 units from an accredited college/post-secondary institution.

## Degree Program Registration and Orientation Date

Orientation is normally held one week before the first class of the major. Tuition must be paid on, or prior to, orientation night (see Financial Information). Pertinent academic and financial information is distributed. Individual academic advising is available by appointment but is not done on orientation night.

## GRADUATION REQUIREMENTS

To graduate with a Bachelor's Degree, students must:

1. Complete all coursework in prescribed major.
2. Complete 124 semester hours accepted by Vanguard University.
3. Have a cumulative grade point average of 2.0 (4.0 system) or above for work taken at VUSC.
4. Complete the General Education Requirements (or transfer equivalents) as stated in the Official Evaluation from the Records Office.
5. Submit an application for graduation to the Records Office no later than the beginning of the term in which graduation is anticipated.

(See also Academic Policies section for further information on diplomas and degree candidacy.)

## FINANCIAL INFORMATION

### Application Fee and Enrollment Deposit

Applicants will need to pay the non-refundable application fee at the time of application and the enrollment deposit prior to registration. The enrollment deposit is paid to reserve a place in a particular group and is applied to tuition. (See "Minimum payment due on or before admission deadline.")

### Tuition

Tuition and fees are paid prior to the beginning of each semester. The Tuition and Fee Schedule is published annually. Prospective students and current students may refer to the SPS office for current costs.

NOTE: For information about loans and grants, see the Financial Aid section.

First semester tuition is due at orientation prior to the first class session. Subsequent semester payments are due on or before designated registration periods.

### Books and Materials

Books required for courses are available from Founders Bookstore by ordering toll free (877) 593-6058, or by accessing [www.foundersbookstore.com/vanguard](http://www.foundersbookstore.com/vanguard). Curriculum is available online at [www.vanguard.edu/spc](http://www.vanguard.edu/spc).

### Payment Information

Minimum Payment Due - on or before admission deadline:

- Payment of \$30 Application Fee.
- Payment of \$100 Deposit (paid in advance to assure place in group and applied to tuition) – AND Determination of Financial Aid eligibility (based on submission of a FAFSA form), a complete Financial

Aid file, OR utilization of one of the following Payment Plans:

- Semester Payment: Payment of the semester tuition amount plus fees at registration time.
- Monthly Payment Plan: The E.A.C.T.S. Tuition Payment Plan provides a monthly payment plan for a nominal fee of \$45 per year (12 months) with no interest charge. Pay \$45 fee/year or \$90 for entire program and up to 18 monthly payments.
- VISA and MASTER CARD are accepted for payment of tuition and fees. However, there is an additional 1.5 % assessed to a student's account based on the tuition amount charged.

Refer to SPS Financial Aid section for additional information and policies regarding Financial Aid.

(Certificate and Special Interest Programs costs differ. Contact the SPS office for updates.)

## FINANCIAL AID

### The Financial Aid Office

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

The Financial Aid Office is available to answer questions and to help estimate eligibility for financial assistance. To insure that financial aid eligibility may be determined in a timely manner, students should contact the Financial Aid Office at least 4-6 weeks prior to the beginning of their first course. Contact the Financial Aid Office at (714) 556-3610 x355.

Any student wishing to apply for financial assistance should contact the Financial Aid Office. The Financial Aid Office is available to answer your questions and to provide information about financial aid application procedures and aid options. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. The SPS financial aid counselor is available by appointment. Phone: (714) 556-3610 x315.

Financial aid packets, which include the FAFSA and information regarding the necessary steps to apply for financial aid, are available in the SPS or Financial Aid Offices.

\*NOTE: All information in the Financial Aid Section is subject to change during the academic year. Please contact the Financial Aid Office for updates.

### Financial Aid Sources

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

## Federal Eligibility Requirements

In order to qualify for federal financial aid, you must meet the following requirements:

- Be a U.S. citizen or an eligible non-citizen.
- Be enrolled in an eligible program and matriculated by the Records Office.
- Have a high school diploma or its recognized equivalent.
- Not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal Stafford Loan (Guaranteed Student Loan), PLUS Loan, or SLS, or not more than 90 days delinquent in repaying a consolidated loan, and will not have borrowed in excess of federal loan limits.
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, or a State Student Incentive Grant.
- Sign a Statement of Updated Information certifying that specific items on the Student Aid Report (SAR) are correct and understanding that information may be verified with the IRS.
- Sign a "Terms and Conditions Form" stating the student will use federal student aid funds only for expenses related to attending VUSC.
- Sign a Statement of Registration status indicating the student has registered with the Selective Service, if required to do so.
- Complete the Verification process as required by the U.S. Department of Education if required to do so.
- Have a valid Social Security number.
- Maintain satisfactory academic progress, as defined by the University's Financial Aid Office below.

## Steps for Completing Financial Aid

Students applying for financial aid should follow the steps below:

- Step 1: Apply for admission to Vanguard University. All applicants for financial aid must be accepted for admission to the University.
- Step 2: File the Free Application for Federal Student Aid (FAFSA). FAFSA can be submitted online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code (001293) must be included for information to be sent to Vanguard University.
- Step 3: California residents applying for the Cal Grant Program must complete and mail the Cal Grant GPA Verification Form by the March 2 prior to each academic year.

The financial aid application process must be completed by the admission deadline for your intended start date (2 weeks prior to the group orientation date).

Once the Financial aid file is complete and the student is enrolled in at least six units, the Financial Aid Office will respond to the student with a financial aid offer. Students must respond to this offer in a timely manner in order to be awarded.

*Students must re-apply for financial aid each academic year.* (An academic year is September through August.) Aid applications are available in the Financial Aid Office.

## Aid Application Deadlines

The Priority Deadline for financial aid is March 2 of each year. Students applying by the Priority Deadline will be 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 for the following academic year.

### **Financial Aid Disbursements**

Financial aid will be applied directly to the student's account in the Business Office to cover tuition, fee, room, and board charges. Students attending both the Fall and Spring will receive two disbursements, one at the beginning of each semester. Financial aid is awarded for the full academic year (fall and spring) and will be disbursed by semester to the student's account. The summer term will be treated as a trailer to the rest of the academic year. As a result, students attending during the summer will be awarded for that term based upon remaining financial aid eligibility after taking into account aid received during the fall and spring terms. Students attending only one semester are only entitled to the financial aid awarded for that semester.

Federal Stafford, Plus loans and alternative loans are co-payable to the borrower and Vanguard University and will be applied to the student's account in the Business Office. Students attending VUSC for one semester may be subject to their loan funds being split into two disbursements within their one semester of attendance. If this is required, the earliest the first loan disbursement will be credited to the student's account is during the first module in which the student is enrolled. The second disbursement will be made no earlier than the mid point of the semester.

### **Satisfactory Academic Progress Policy**

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

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

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

Undergraduates = 24 units per academic year

Graduates = 18 units per academic year

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

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

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

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

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

Undergraduates = 10 full time semesters

Degree Program Students & Graduates = 6 full time semesters

The Financial Aid Office will review satisfactory academic progress at the end of each semester. Students not maintaining the GPA or unit requirements will be granted one semester of probation to bring the deficit units or GPA back to minimum standard. Failure to make up the deficit units and/or GPA by the end of the probation semester will result in the immediate termination of financial aid eligibility. Students completing the maximum number of semesters allowed for their degree program will be terminated from future financial aid. Students may appeal termination from financial aid due to lack of satisfactory academic progress by completing the required appeal forms available in the Financial Aid Office.

## ACADEMIC POLICIES

Please see the University section of this catalog for expanded information on institutional policies.

### Admissions Status

*Regular Students:* Students who have fully met all the requirements for admission are considered regular-standing students.

*Provisional Students:* A limited number of students who have not met the admissions requirements may be admitted as "provisional" students. Students admitted provisionally are generally required to limit their course load to twelve units per term and are placed on an academic contract. In order to receive regular classification and continue in SPS, provisional students must attain a 2.0 grade point average in their first term of full-time enrollment. Provisional students are eligible for limited financial aid (freshman level student loans only) for a maximum of twelve consecutive months.

*Students-at-Large:* Students who are allowed to attend Vanguard University of Southern California without submitting the credentials required for admission with regular status are considered students-at-large. Such students would include those attending General Education/Elective classes only, Certification Programs, and/or Special Interest classes. This classification is possible only for those taking six units or less during any term. Students-at-large earn academic credit for work completed successfully, but they are not considered degree-seeking students at Vanguard University of Southern California and are not eligible to receive Financial Aid.

*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.

### University Selection and Community Participation

Vanguard University selects students based on academic record, moral character, and willingness to comply with the standards and values of the university. It is expected that each individual who voluntarily joins the academic community of Vanguard University will deepen his or her spiritual commitment and understanding, moral character, 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, disre-

spectful, 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 Dishonesty

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

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

- Part or all of an assignment copied from another person's assignment, notes or computer file.
- Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet, or website.
- A sequence of ideas transferred from another source which the student has not digested, integrated and reorganized, and to 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.

## Student Guidelines for Computer Usage

### *General Use Guidelines*

As an educational institution, VUSC is firmly committed to the discovery of truth, the life of the mind, and the free interchange of ideas. The university recognizes that in order for the best learning to take place, students 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, VUSC is more than just an educational institution: it is a spiritual community committed to nurturing its members, providing them with good values and an atmosphere as positive and wholesome as possible. The Campus Computing Committee, in consultation with the Information Technology Department, therefore reserves the right to regulate or prohibit access to obscene, pornographic, and unlawful materials (such as by way of the Internet) and 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 VUSC should be used for legitimate instructional, research, and administrative or other approved purposes.

### *Student Computing and Network*

VUSC makes available computing and network resources for use by the University's students. As a VUSC student, you have certain privileges. They include:

1. Use of Campus LAN and Intranet.
2. E-mail.
3. Use of Internet.
4. Priority over non-VUSC users and/or guests when using campus computer labs.
5. Use of computers and printers in the campus computer labs.

### *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 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 VUSC. VUSC's information technology resources may not be used for any unauthorized purpose 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 VUSC 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 VUSC 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 VUSC 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 RAID 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 VUSC computer equipment.
14. Equipment and supplies for VUSC 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 VUSC 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.

## 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 VUSC 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. No computer privileges will be revoked without discussion and approval of the Vice President for Student Affairs, except in the case of security violations.

### **Access of Internet Material**

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

### **Academic Probation**

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

*Causes* - A student's official transcript will reflect academic probation following any full term in which any one of the following conditions exists:

- When a student's current or cumulative grade point average drops below a "C" average (2.0).
- When a student does not achieve passing grades in at least half of the credits attempted in a term.
- When a student receives a grade of "F" for six credits or more in a given term.
- When a student receives three "incompletes." (At this point, the student will be placed on academic probation and attendance in further courses will not be allowed until "incompletes" have been removed.)

*Removal* - Academic probation will continue for the student until the current and cumulative GPAs are raised to 2.0 and satisfactory progress has been made.

Due to the Lock-Step nature of the Degree Programs, the following policy of Immediate Probation and Immediate Disqualification has been established:

- A student is subject to Immediate Probation if at any time the student earns two "F" grades in one term.

- A student is subject to Immediate Disqualification if at any time the student earns three "F" grades within two terms.

After one clean term, a student is removed from Academic Probation. A clean term is one in which at the end of the term the student's cumulative and current GPA is 2.0 or better.

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 term. Students in jeopardy of Immediate Disqualification should register for the next term at their own risk. Should Immediate Disqualification occur, they will be dropped from all subsequent courses.

## **Repetition of Courses and Grade Changes**

A student may repeat, at the prevailing cost per unit, any course for which a grade of "F," "D," or "C-" was earned. Required courses, which resulted in a grade of "F", must be repeated. No course may be repeated more than once. Any exception must be authorized by the Associate Provost.

It is the student's responsibility to notify their Student Services Coordinator regarding the need to repeat courses. The student's coordinator will assist with the registration process for such courses.

## **Academic Drop Policy**

Students must note that lack of attendance does not constitute the dropping of a course. Students must notify their coordinator if they desire to drop a course (the course must then be taken at a later date). Dropping courses may have financial aid implications. Be sure to discuss this with your coordinator and a financial aid counselor.

Drops before the 3rd class meeting result in no academic consequence. Drops after the 3rd meeting and before the 4th meeting result in a "W" (Withdrawal). Drops after the 4th week results in an "E"

(Refer to the SPS Refund Schedule section for financial implications.)

Students receiving a failing grade ("F") for a course may repeat the course again at their earliest convenience. Their coordinator will assist with the registration process for the repeated course. Prevailing tuition charges for the repeat will be effective. If the same course is failed a second time, the student cannot continue with other program courses without written approval from the Application of Standards Committee.

## **Program Withdrawal Policy**

Students must notify the Records Office if they intend to withdraw from the program. Students will be withdrawn per the date of notification. Date of notification and last date of attendance are recorded and submitted to SPS, Financial Aid, Business, and Records Offices. See Refund Schedule portion of this catalog for information on prorating.

## **Academic Disqualification**

A student is subject to academic disqualification, which precludes further enrollment after one term on academic probation unless, in the judgment of the Associate Provost, significant academic improvement is made in the probationary term. A disqualified student may appeal for re-entry by petition to the Associate Provost.

## **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 financial obligations when due or for failure to comply with community participation standards.

## **Re-Admission to the Program**

Students who wish to re-enroll must request re-admission in writing. Contact the SPS Office for further information. The re-admission decision will be based upon prior experience with the program and the student's current situation and motivation. A re-admission processing fee will be assessed.

## **Student Records**

Records submitted for the purpose of admission or for recording supplemental work become part of the student's permanent record file and may not be reclaimed or duplicated. Student records are retained permanently.

## **Requesting Transcripts**

Student requests for transcripts of their course work are to be directed to the Records Office. Due to requirements of the Educational Rights and Privacy Act of 1974, any requests for transcripts must be submitted in writing and include the student's signature, student ID number and/or Social Security number. After the first two requests there is a \$4.00 fee for each transcript, payable in advance. Transcripts will be issued only after all financial obligations are settled and are generally sent within 3-7 days. A rush order will be processed within 24 hours for an extra fee. All records and services are withheld from students who have any outstanding financial obligations to the University or have defaulted on a Title IV loan. Transcripts issued contain only course work completed at Vanguard University of Southern California.

To order transcripts, submit a document to the Records Office c/o Transcript Clerk, including name, ID #, social security #, birth date, indication of status as an SPS Student, address where transcripts are to be sent, and student signature. Requests may be sent via fax to (714) 966-5471 or via mail to 55 Fair Drive, Costa Mesa, CA 92626.

## **Refunds**

Students must notify the Records Office if they intend to withdraw from the program. A student shall normally be assessed tuition charges by the semester. When a student withdraws during a course for any reason, refunds are prorated according to the refund schedule.

Date of notification and last date of attendance are recorded and submitted to the Financial Aid, Records, and Business Offices. The recorded date of withdrawal will be the date on which the student completes and submits the appropriate forms to the university, and not the date of last attendance (forms are available in the SPS Office). However, for financial aid purposes, aid will be returned to the programs based on the date the student notifies the Records Office of their intent to withdraw. If a course is failed, the student will be assessed the tuition again when repeating the course. Students dropping back to a later group will be assessed the prevailing tuition rate for courses/units needed at the time of re-entry.

## Refund Schedule

Five Week to Eight Week Classes	
Prior to First Night	100%
Prior to Second Night	50%
Prior to Third Night	25%
Prior to Fourth Night	0%
Prior to Fifth Night	0%

Three to Four Week Classes	
Prior to First Night	100%
Prior to Second Night	50%
Prior to Third Night	0%
Prior to Fourth Night	0%

Financial Aid Students: Student financial aid recipients are subject to refund policies, which may result in a refund of aid to the appropriate Federal Aid program. The Financial Aid Office will notify the student of any required refund or repayment that is due the appropriate programs within 30 days of the official withdrawal, drop, or expel date. Charges not covered by remaining allowable aid will be charged to the student's account.

Refund schedule applies to tuition, room, board and residence life, student services, and unused course fees. Students who withdraw or are expelled from the institution may be required to have some or all of their financial aid returned to the various aid programs. Any student who wishes to withdraw from the University must notify the Records Office of their "intent to withdraw." The amount of financial aid to be returned for the student will be calculated based on this date. Federal aid will be returned based on the amount of the semester the student has completed. State and institutional aid will be returned based on the refund percentage applied to the student's institutional charges. See the Financial Aid Office for calculation.

## Student Account Credit Balances

Refunds due to the student are not automatically disbursed. No refund will be due unless the student's account has a credit balance. A student may request a refund by submitting a written request to the Business Office. Refunds will be processed within two weeks from the receipt of the written request. Refund request forms are available in the Business Office and require a student ID number. Refund request amounts may not exceed the student's credit balance.

## Diplomas

Students completing the requirements will receive the Bachelor of Arts or Bachelor of Science Degree. Diplomas are ordered in January, September and June after all requirements have been met (orders require six to ten weeks).

## Degree Completion

Students will have twelve months after they have finished the Program major to complete any outstanding coursework to become a degree candidate (124 units). Those returning after 12 months away from the program will be required to apply for re-admission and complete any additional requirements in effect at the time of re-enrollment.

## Official Evaluations

Official Evaluations come only from the Records Office. Those from Admission Counselors, Student Services Coordinators or otherwise should be considered unofficial evaluations. Evaluations of Degree Progress are completed as new transcripts are received and/or as evaluations are requested by students. Once students have received an updated official evaluation, they may review (with or without their coordinator) and request clarification on anything they may find unclear or questionable.

## Grade Reports

A Grade Report will be mailed to students after each term. Grades will be released only on an official grade report or transcript and will not be given over the telephone. Composite semester grade reports are forwarded to students after all grades have been submitted at the end of a term.

## Grading System

<b>Grade</b>	<b>Significance</b>	<b>Grade Points</b>
A	Exceptional	4.0
A-		3.67
B+		3.33
B	Above Average	3.0
B-		2.67
C+		2.33
C	Average	2.0
C-		1.67
D+		1.33
D	Below Average	1.0
D-		0.67
F	Failure*	0
W	Withdrawal	Not Applicable
WP	Withdrawal Passing	Not Applicable
WF	Withdrawal Failure	Not Applicable
Cr	Credit	Not Applicable
I	Incomplete*	Not Applicable
P	Pass	Not Applicable
Au	Audit	Not Applicable

\*Students receiving an Incomplete (I) for a course have 30 days to make up work before the Incomplete becomes a Failing (F) Grade.

Students Withdrawing (W) from a course or group must follow the Re-Admission Policy for re-enrollment.

## Academic Credits

Credit granted is in term units and each course is normally two to four units of credit.

## **Evaluation of Previous College Transcripts**

The amount of credit, the courses to be accepted, and the method of evaluation will be determined by the nature of the courses and the type of institution. An applicant who has attended any college or university after graduation from high school must submit an official transcript from each institution. The Records Office will do all official evaluations.

## **Writing Standards**

Students are required to use the minimal format shown below for all papers submitted unless otherwise noted by their instructor. The following information should be placed at the top right corner of the first page.

Student's Name  
Instructor's Name  
Course Name  
Group Name/Meeting Night  
Date  
Course Assignment

The following standards also apply:

- Business and Psychology students are required to use the APA format and the Religion students are required to use the MLA format. This is further detailed in the writing courses.
- Title pages and plastic covers are not required unless requested by the course instructor.
- Double spaced and typewritten work with a 10-12-point font will only be accepted.
- Work should be submitted in black ink except when color graphs and documents are used.

## **Course Attendance**

Due to the concentrated scheduling and the emphasis upon participatory learning, students need to be in attendance every week. Absence due to illness or other emergency situations must be made up through activities required by the instructor.

Students who miss two class meetings in any given course will automatically need to retake the course unless the instructor grants a passing grade with the appropriate make up work. Three absences or more constitute a failing grade and the student will be required to retake the course.

Make up work will be assigned at the discretion of the instructor for all absences. The make up work is in addition to the normal assignments and makes up for the missed contact hours. The assignments are generally summary papers for chapters missed. Students should contact their coordinator and instructor regarding absences.

# Degree Program Majors

## Instructional Modules

Each program major consists of courses that are scheduled in a way that allows you to fit the program into an already busy schedule. The Degree Program courses generally meet from 6:00 p.m. to 10:00 p.m. one night per week for the duration of the program. Occasional Saturday meetings may be required. Only one class is taken at a time, and each cohort progresses through a Degree Program together. Each class runs 3-8 weeks. Students in Degree Program majors receive their entire program's calendar at the beginning of the program allowing students to plan ahead. Students in General Education, Certificate Programs and Special Interest classes may have various schedules from which to choose.

## Credit for Prior Learning (CPL)\*

Students may be able to earn additional semester hours through Credit for Prior Learning by completing the course BUOM 370: Career and Life Assessment and by developing a personal portfolio.

These credits can be from a number of different sources, including workshops, seminars, self-study, non-credit classes, training programs, and work experiences. Please note that it is the learning from, not just the exposure to these sources, which is evaluated and results in credit hours being awarded.

In the admission process, you may be provided with an opportunity to obtain an estimate of the number of CPL credits you might receive.

\* Note: A maximum of thirty semester hours can be earned by Credit for Prior Learning.

## Credit by Examination\*

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 VUSC 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.
- Challenge Examination—used when the student already has an adequate background to earn credit for an existing college course.

\* Please note that a maximum of twenty-four units will be accepted from Credit by Examination.

## Faculty

Faculty members who teach in the School for Professional Studies will be highly qualified with graduate degrees, qualified professional designations and significant business experience in either for profit or not-for-profit organizations. All will hold the Masters or Doctoral Degree and most will be full-time faculty of Vanguard University of Southern California.

## **BUSINESS MAJOR WITH A CONCENTRATION IN ORGANIZATIONAL MANAGEMENT**

*Edward Westbrook, JD, Associate Chair*

This innovative program provides you with a well-rounded business management education in marketing, business law, organizational concepts and practices. Plus, a Christian-value-centered point of view is integrated into business and management to bring new spirit and content into business.

### **Business: Organizational Management Major Requirements**

English Composition	6 units
Humanities/Fine Arts	9 units
Science (3 units) with Lab (1 unit)	4 units
College Math	3 units
Science or Math	3 units
Philosophy/Religion	3 units
Social Sciences	12 units
G.E. Core Electives	12 units
Total General Education Core units	52 units
Major units earned in Degree Program	45 units
Elective units needed	27 units
Total units needed for BA degree	124 units

### **Course Descriptions**

#### **BUOM 315 • 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.

#### **BUOM 360 • Organizational Concepts and Communication (3 units)**

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.

#### **BUOM 371 • Group and Organizational Behavior (3 units)**

Study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups and individuals.

**BUOM 375 • Methods of Research and Analysis (3 units)**

An introduction to research and its tools with specific emphasis on helping the student to complete the organizational research project and understand managerial decision making. Content will include statistical methods, database research, and evaluating a problem or opportunity suitable for the Organizational Research Project.

**BUOM 376 • Business Writing for Professionals (3 units)**

A thorough review of all English grammar and writing skills is provided. Students will be introduced to library research for essay composition.

**BUOM 455 • Business Policy and Strategy (3 units)**

Designed to allow the student the opportunity of integrating the knowledge obtained from accounting, economics, marketing, and organizational management into coherent analytical skills on case studies approximating real world business situations.

**BUOM 461A, 461B, 461C • Organizational Research Project I, II, III (1, 1, 1 unit)**

The Organizational Research Project is supervised by a faculty member and an on-site coordinator. Research will address an issue related to the student's work or avocation. The total project requires documentation of 250 clock hours of study. The student will attend a series of workshops that will enable them to define the topic, locate the sources and begin the research and writing.

**BUOM 463 • Principles of Management and Supervision (3 units)**

An overview of management and how leadership forms an integral part of it along with planning, organizing, staffing, leading and controlling/evaluating. An examination of the field of management from the perspective of a manager wishing to be more effective.

**BUOM 472 • Managerial Economics (3 units)**

An examination of the principles of economics needed to be understood and utilized by managers and supervisors in all fields. The internalization of the U.S. economy and possible actions affecting economy in all organizations will be included.

**BUOM 473 • Marketing in a Global Economy (3 units)**

An introduction to basic marketing theory and terminology. Students will analyze real-world cases exploring domestic and international marketing opportunities and problems, develop skills and confidence to identify and evaluate critical marketing data, and develop successful programs to solve problems and capitalize on opportunities.

**BUOM 474 • Accounting for Managers (3 units)**

An overview of the financial tools available to the manager in decision making. Includes a study of income statements, balance sheets, cash flow projections, budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents rather than on their preparation.

**BUOM 476 • Human Resource Management (3 units)**

An exploration of the values and perceptions of selected groups affecting social and economic life through an analysis of policies and procedures relating to recruitment, selection, training, development, and compensation of employees. Special attention is given to Equal Opportunity Employment and the Office of Safety and Health Administration legislation through a series of case studies and simulations.

**BUOM 478 • Organizational Ethics (3 units)**

A study of ethical situations in organizations, accountability in government, respect for human rights, and responsibility for ethical and contemporary life choices. Ethical theories and personal values are examined through readings and analysis of situations in organizations.

**BUOM 481 • Business Through the Eyes of Faith (3 units)**

A study of the nature of business from the perspective of the Christian faith.

**BUOM • Organizational Research Project IV (3 units)**

A continuation of the process begun earlier in Organizational Research Project - Parts A, B, and C. The project is the culmination of more than a year's research and writing on a topic of employer or community interest. During this module the project documentation is evaluated and a final oral presentation of the findings is presented to the group.

## **BUSINESS MAJOR WITH A CONCENTRATION IN INFORMATION SYSTEMS**

*David Stoops, M.B.A., Ph.D. (candidate), Associate Chair*

The Business: Information Systems Major may lead to a Bachelor of Arts or Bachelor of Science degree, depending on the number of technical and computer science courses completed. Both BA and BS degrees require 36 elective units; the BS degree requires that at least 12 of those units be from technical computer science courses.

### **Business: Information Systems Major Requirements**

English Composition	6 units
Humanities/Fine Arts	9 units
Science (3 units) with Lab (1 unit)	4 units
College Math	3 units
Science or Math	3 units
Philosophy	3 units
Social Sciences	12 units
G.E. Core Electives	12 units
Total General Education Core Units	52 units
Major units earned in Degree Program	51 units
Bachelor of Arts Elective Units Needed	21 units
OR	
Bachelor of Science Elective Units Needed	9 units
BS Technical Emphasis Certification Units (MCSE, MCSA, A+, Novell, etc.)	12 units
Total Units Needed For BA or BS Degree	124 units

## Course Descriptions

### **BUIS 295 • Technical Certification (3-16 units)**

Consent of the MIS Chair required. An applied study of technical subject matter which has resulted in a Vendor Based Certificate such as Microsoft's MCSE, Novell, A+, etc., which not only verifies course completion but certifies the student's technical competency through successfully passing the industry standardized examinations.

### **BUOM 371 • Group and Organizational Behavior (3 units)**

Study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups and individuals.

### **BUOM 376 • Business Writing for Professionals (3 units)**

An introduction to the advanced skills needed for academic writing. Students will be introduced to advanced academic research techniques.

### **BUIS 456 • Computing Fundamentals and MIS (3 units)**

Introduction to the computer, as well as other hardware tools, application software, the Internet, various software tools and the management information systems role in the business environment. Each student will study the capabilities of computer systems and the details of how various components of hardware and software accomplish each role.

### **BUIS 458 • Programming Concepts and C++ (3 units)**

The first course in programming and computer science using the C++ language. It assumes no previous programming experience and no mathematics beyond high school algebra. Topics covered include algorithms, program design, testing and debugging, variables, input and output, data types and expressions, flow control and programming style.

### **BUIS 461 • Object Oriented Analysis and Design (3 units)**

Introduction to the object oriented paradigm for system design and analysis. Activities include the development of an object model for use in object oriented programming in C++.

### **BUIS 462 • Database Programming (3 units)**

A practical introduction to database programming techniques using the ANSI standard structured query language (SQL). Design and implementation of a relational database, data manipulation, table joins, Boolean expressions, creation and utilization of views, sub-queries, and data security are studied in depth. Students learn to differentiate between data and information in the technology age.

### **BUOM 463 • Principles of Management and Supervision (3 units)**

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.

**BUIS 464 • Operating Systems Concepts (3 units)**

An introductory course on operating systems that emphasizes the concepts that underlie operating systems. These studies will include batch processing, interactive processing, storage management, data sharing in main storage, resource control, file systems and processor scheduling. Modern examples such as Microsoft MS-DOS, Windows, Windows NT, IBM OS/2, the Apple Macintosh Operating System and UNIX are studied.

**BUIS 466 • Systems Design and Analysis (3 units)**

Focus on the design of management information systems that will meet the needs of the end-user. The entire process from requirements-analysis to implementation is carefully studied along with other key issues such as human resources, networks, data-warehouse, testing and maintenance. The process of implementing system changes after careful analysis of problem and alternative solutions is presented using case studies.

**BUIS 468 • Computer Networks & Telecommunications (3 units)**

An introduction to the basic principles of Data Communications, Telecommunications, and Networking. Strong emphasis is placed on the proper use of terminology and current technologies.

**BUOM 472 • Managerial Economics (3 units)**

An examination of the principles of economics needed to be understood and utilized by managers and supervisors in all fields. The internalization of the U.S. economy and possible actions affecting economy in all organizations will be included.

**BUOM 473 • Marketing in a Global Economy (3 units)**

An introduction to basic marketing theory and terminology. Students will analyze real-world cases exploring domestic and international marketing opportunities and problems, develop skills and confidence to identify and evaluate critical marketing data, and develop successful programs to solve problems and capitalize on opportunities.

**BUOM 474 • Accounting for Managers (3 units)**

An overview of the financial tools available to the manager in decision making. Includes a study of income statements, balance sheets, cash flow projections, budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents rather than on their preparation.

**BUOM 478 • Organizational Ethics (3 units)**

A study of ethical situations in organizations, accountability in government, respect for human rights, and responsibility for ethical and contemporary life choices. Ethical theories and personal values are examined through readings and analysis of situations in organizations.

**BUOM 481 • Business Through the Eyes of Faith (3 units)**

A study of the nature of business and its practice from the perspective of the Christian Faith.

**BUIS 482 • Project Management I (3 units)**

This course explores the all-encompassing aspects of managing projects. The phases of requirement analysis, detailed specification, data input and output report requirements, relational database design, and processing are all part of this significant field of expertise. Key emphasis goes to teamwork and group collaboration.

**BUIS 483 • Project Management II (3 Units)**

This course is designed as a true capstone project within the MIS major. While MIS 482 focuses on learning about Project Management software and the breadth of its application, this module uses the software to design, organize, monitor, implement and evaluate projects. Special attention is given to practical implementation of working projects and subsequent refinement for optimum functionality. Priority goes to projects which implement a new functionality in the systems in place at this university.

## **PSYCHOLOGY MAJOR WITH A CONCENTRATION IN HUMAN DEVELOPMENT**

*Claudia Degelman, M.F.C.C., Associate Chair*

The major in Psychology: Human Development Concentration 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.

### **Psychology: Human Development Major Requirements**

English Composition	6 units
Humanities/Fine Arts	9 units
Science (3 units) with Lab (1 unit)	4 units
College Math	3 units
Science or Math	3 units
New Testament Survey	3 units
Philosophy	3 units
Social Sciences	9 units
General Education Core Electives	12 units
Total General Education Core units	52 units
Major units earned in Degree Program	52 units
Elective units needed	20 units
Total units needed for B.A. degree	124 units

## Course Descriptions

### PSYD 265 • Introduction to Statistical Methods (3 units)

Introduction to Statistical Methods is 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.

### PSYD 366 • Survey of Human Behavior (3 units)

Survey of Human Behavior 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)

Writing and Research Skills is 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.

### PSYD 368 • Survey of Human Services (3 units)

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 in human services practice is 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)

Childhood and Adolescence 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)

Adulthood and Aging 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)

Psychology of the Family 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)

Understanding Research Design 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)**

Behavior Modification 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 the-ological aspects of therapy is also addressed.

**PSYD 432 • Social and Cultural Psychology (3 units)**

Social and Cultural Psychology 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)**

Group Dynamics 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)**

Abnormal Psychology 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 439 • Physiological Psychology and Cognition (4 units)**

Physiological Psychology and Cognition studies cognition and 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.

**PSYD 442 • Introduction to Counseling (3 units)**

Introduction to Counseling studies the various theoretical approaches to counseling, the personhood of the counselor and the dynamics of effective behavioral change from a Christian as well as a secular perspective. Emphasis is placed upon the counseling process, establishing and maintaining the counseling relationship, developing multicultural sensitivity, and ethical issues in practice.

**PSYD 446 • Psychological Testing (3 units)**

Psychological Testing 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 448 • Issues of Religious Faith (3 units)**

Issues of Religious Faith focuses on the process of integration of psychology and faith. The evolving relationship between psychology and theology is studied from past to present. A variety of theoretical frameworks for integration are explored and applied to contemporary Christian counseling and pastoral care.

**PSYD 460A, 460B, 460C • Field Practicum (1, 1, 1, unit)**

Students will accrue 100 hours at a human services agency or research facility as a student intern. Students will begin their practicum after the Human Services module, accruing hours over the course of the program. A written report detailing the field practicum experience and as well as oral presentation will be completed during this module.

## **PSYCHOLOGY MAJOR WITH A CONCENTRATION IN LEARNING**

The major in Psychology: Learning provides a foundation for the understanding of child development with an emphasis on learning and educational settings, issues, and research. In collaboration with the Psychology Department, Liberal Studies Division, and the Graduate Program in Education, this program explores the cognitive, behavioral, biological, social-cultural, and spiritual perspectives of child development within an educational framework. All students learn the skills necessary to conduct research and to thoroughly evaluate the research of other scholars.

Examples of students who should consider the major include those who plan on teaching in public schools, Christian schools, preschools, alternative educational institutions and/or those who desire to enter graduate school or public service careers. It should be noted that this Psychology: Learning major provides only a first step for those students desiring to obtain the California Multiple Subject Teaching Credential, which authorizes the holder to "teach in a self-contained classroom such as the classrooms in most elementary schools" (California Commission on Teaching Credentialing [CCTC]).

**Students enrolled in the Psychology: Learning major, who desire to obtain a California Multiple Subjects Teaching Credential should contact the Graduate Program in Education for information about pursuing a teaching credential and make arrangements to take the CBEST and MSAT exams.**

California has a two-tier credential structure, with a five-year preliminary credential as the first document issued after an individual meets the basic credential requirements, and a professional clear credential when all the required components have been completed [CCTC]. \*For all California Multiple Subject teachers, the requirements for the Five-Year Preliminary Teaching Credential include all of the following:

1. Completion of a bachelor's degree (or higher).
2. Completion of a multiple subject teacher credential program including successful student teaching, and obtain the formal recommendation for the credential by the California college or university where the program was completed (see VUSC's Graduate Program in Education).
3. Pass the California Basic Educational Skills Test (CBEST).
4. Complete the Developing English Language Skills, including the Reading requirement by completing a comprehensive reading instruction course.
5. Pass the Reading Instruction Competence Assessment (RICA).
6. Complete a course in the provisions and principles of the U.S. Constitution, or pass an examination in the subject given by a regionally-accredited institution.
7. Verify knowledge of the subject matter to be taught. [\*\*Note: Students majoring in Psychology: Learning can meet this requirement by achieving a passing score on the Multiple Subject Assessment for Teachers (MSAT).]

\*Requirements for obtaining a California teaching credential are subject to change based on new legislation.

\*\*The completion of this major does not in any way guarantee the passing of any required tests for obtaining a California teaching credential.

## Psychology: Learning Major Requirements

English/Communication (6 units of composition/writing; 3 units of literature)	9 units
Humanities/Fine Arts (including speech/oral communication)	9 units
Social Sciences (including U.S. History and U.S. Government)	9 units
Science (one each: physical, earth, life)	9 units
Science with Lab (either physical, earth or life)	1 unit
College Math	6 units
Religion (N.T Survey, Theology, or Christian Living)	6 units
Philosophy	3 units
Total General Education Core units	52 units
Major units earned in Degree Program	43 units
Elective units needed	29 units
Total units needed for B.A. degree	124 units

## Course Descriptions

### EDUC 100 • Introduction to Education (3 units)

This course explores the role of education and teaching in modern American Society. Current political and social issues and their impact on schools will be 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. Students who have already received credit for EDUC 302: Introduction to Education in a Multicultural Setting or equivalent CANNOT receive credit at all for this course.

### EDUC 448 • Faith and Learning (3 units)

The Faith and Learning course focuses on the process of integration of education, psychology and faith. The evolving relationship between education, psychology and theology is studied from past to present. A variety of theoretical frameworks for integration are explored and applied to contemporary Christian service.

**MATH 120 • Mathematics for Elementary Teachers (3 units)**

Prerequisite: MATH 116 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.

**PSYD 265 • Introduction to Statistical Methods (3 units)**

Introduction to Statistical Methods is 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.

**PSYD 366 • Survey of Human Behavior (3 units)**

Survey of Human Behavior 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)**

Writing and Research Skills is 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.

**PSYD 370 • Childhood and Adolescence (3 units)**

Childhood and Adolescence 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 373 • Psychology of the Family (3 units)**

Psychology of the Family 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)**

Understanding Research Design 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 432 • Social and Cultural Psychology (3 units)**

Social and Cultural Psychology 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 420 • Behavior Modification (3 units)**

Behavior Modification 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 the biological aspects of therapy is also addressed.

**PSYD 439 • Physiological Psychology and Cognition (4 units)**

Physiological Psychology and Cognition studies cognition and 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.

**PSYD 446 • Psychological Testing (3 units)**

Psychological Testing examines basic principles of construction, administration, scoring, interpretation and the use of psychological tests and measurements, including the study of problems related to reliability and validity.

## **RELIGION MAJOR WITH A CONCENTRATION IN MINISTRY AND LEADERSHIP**

*Donald Baldwin, Ph.D., Associate Chair*

This unique program is designed for individuals who are involved in church or para-church activities, and who wish to gain knowledge to improve them personally and professionally and gain the skills to take a leadership role in their church or para-church community.

### **Religion: Ministry and Leadership Major Requirements**

English Composition	6 units
Humanities/Fine Arts	9 units
Science (3 units) with Lab (1 unit)	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
General Education Core Electives	6 units
Total General Education Core units	52 units
Major units earned in Degree Program	51 units
Elective units needed	21 units
Total units needed for B.A. degree	124 units

### **Course Descriptions**

**MILD 305 • Church History (3 units)**

The development of the Christian Church throughout its history as reflected in its life, thought, institutions, leaders, and literature.

**MILD 364 • Critical Thinking and Writing for Ministry (3 units)**

A thorough review of all English grammar and writing skills is provided. Theories describing life learning experiences are explored and analyzed. Students will be introduced to library research for essay composition.

**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 460 • Foundations of Christian Ethics (3 units)**

An investigation of the moral implications of the Christian faith from a biblical and theological perspective.

**MILD 461 • Theological Themes of the Old Testament (3 units)**

A study of selected, major themes in the writings of the Old Testament.

**MILD 462 • Management in Christian Organizations (3 units)**

The principles of effective management as a learning organization in understanding the church's internal processes as well as its relationship with the environment.

**MILD 463 • Theological Themes of the New Testament (3 units)**

A study of selected, major themes in the writings of the New Testament.

**MILD 464 • The Ministry of Preaching and Teaching (3 units)**

A study of the theology and practice of preaching and teaching.

**MILD 466 • The Ministry of the Spirit in the Church (3 units)**

A theological study of the person and Holy Spirit with 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 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.

# General Education Core and Elective Courses

General Education Core and Elective Courses are offered each semester through the School for Professional Studies. Students need to register at the designated/published registration times for semester courses. Notification of courses is made available each term. Students must have prior term tuition and fee balances current to register. Additional financial aid must be approved through the Financial Aid Office. Each course runs 3-8 weeks in length. These courses are specifically designed to meet General Education Core or Elective requirements. Additional lab fees may also be required. Students enrolled in at least 6 units may be eligible for Financial Aid.

## **COURSES OFFERED**

### **BUOM 320 • Community Leadership (3 units)**

This is a foundational course in community leadership. Participants will be exposed to a variety of community, business, public and private sector issues. Components covered include: economy, local community associations, image, education, social services and government. The purpose for this course is to instill the knowledge of community and the skills needed for leadership in both present and future leaders. "The community is the subject, the classroom and the laboratory."

### **BUOM 370 • Career and Life Assessment (3 units)**

Theories describing life learning experiences are explored and analyzed. A professional portfolio is prepared and guidance is given to those students seeking credit for prior experiential learning.

### **CAPL 266 • Internet Foundations (3 units)**

This course covers the Internet, browsers and e-mail, the World Wide Web, newsgroups, Gopher, Veronica, FTP and Telnet. Students will learn about business on the Internet, and how research can help companies gain market intelligence.

### **CAPL 268 • E-Commerce Professional (3 units)**

This course focuses on high-level information and planning to provide necessary background for designing and building electronic commerce web sites. Students will build a functional site, examining the relationships among cardholders, merchants, issuers, and payment gateways. Pre-requisite: Foundations course.

### **CAPL 270 • Internet Site Design (3 units)**

This course covers web site design methodology and technology. Students learn how to create and manage web sites using FrontPage 98, NetObjects Fusion 3.0, Dynamic HTML, and various multimedia and CSS standards. Pre-requisite: Foundations course.

### **CAPL 272 • A+ Certification (3 units)**

This course prepares students for A+ certification in hardware and software. It has instruction on hardware topics of processors, memory, storage, video, modems and peripherals. Software topics include DOS, optimization, device drivers, batch files, and Windows.

**CAPL 210A • Beginning Java (3 units)**

Core language and Object Oriented Programming. This course teaches the fundamental language syntax and Java's architecture. Students will be able to build simple programs. The topics to be covered are: Getting Started with Java, Syntax, Numbers, Letters, Identifiers, Keywords, data types, Variables, Arrays, Expressions, Statements, Flow Control, Methods, Classes, and Packages.

**CAPL 210B • Intermediate Java (3 units)**

Writing robust programs. This course teaches Object Oriented Programming and Java's basic libraries that altogether add enough functionality to build useful, stand alone applications. The topics to be covered are: Analysis and Design Using UML, Polymorphism, inheritance, Data Structures (Stacks, Trees, Collections), Files and Streams, Exceptions, and AWT/Swing GUI.

**CAPL 210C • Advanced Java (3 units)**

Architecting and managing advanced software projects. This course teaches the most used sophisticated techniques and libraries needed to build advanced programs. The topics to be covered are: Multiple threads, Java Database Connectivity (JDBC), Internet & Networking, JavaServer Pages, XML, Advanced Topics, Performance Tuning, Security, Internationalization and development process management.

**ECED 101 • Child Growth and Development (3 units)**

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

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

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

**ECED 105 • Introduction to Curriculum/Programs (3 units)**

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

**ECED 107 • Advanced Curriculum/Programs (3 units)**

The study of curriculum designs for young children that foster competence in all areas of development. The approach to curriculum will be developmentally based and aimed at nurturing the child's spiritual development, creativity, emotional health, social relationships, and intellectual skills. Topics covered will include planning, setting objectives, implementing and evaluating curricula as well as observing and assessing the child.

**ECED 120 • Intro to Administration of Early Education Programs (3 units)**

Application of the basic principles for the establishment, operation, supervision and evaluation of a preschool/daycare program. This includes an overview 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 122 • Advanced Administration of Early Education Programs (3 units)**

Application of advanced principles for the ongoing, operation, supervision and evaluation of a preschool/ day-care program. 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 course requirement for operating a licensed daycare program.

**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. Students who have already received credit for EDUC 302: Introduction to Education in a Multicultural Setting or equivalent CANNOT receive credit at all for this course.

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

(Satisfies English Composition Requirement.) 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 120C. Must be passed with a "C" (not "C-") or better to fulfill the core curriculum requirement.

**COMM 290 • Introduction to Interpersonal Communication (3 units)**

(Satisfies Humanities/Fine Arts Requirement.) 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.

**HIST 275 • Topics in American History (3 units)**

(Satisfies Social Science Requirement.) A study of five periods in American history emphasizing the development of a distinctive American culture.

**Mathematics Review Workshop (0 units)**

Strongly recommended prior to Math 104; \$100 fee.

**MATH 104 • Mathematics for Liberal Arts Students (3 units)**

(Satisfies Natural Science/Math Requirement.) 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 120 • Mathematics for Elementary Teachers (3 units)**

(Satisfies Natural Science/Math Requirement.) Prerequisite: MATH 116 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.

**MILD 346 • Romans and Galatians (3 units)**

An exploration of the major themes in these books including such issues as: justification by God's grace, universal sinfulness and human guilt, propitiation and antinomianism.

**MUSC 202C • Introduction to Music (3 units)**

(Satisfies Humanities/Fine Arts Requirement.) 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.

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

(Satisfies G.E. Core Religion Requirement for Ministry & Leadership or Humanities.) 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.

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

(Satisfies G.E. Religion Requirement for Ministry & Leadership or Humanities.) 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.

**PHIL 201 • Introduction to Philosophy (3 units)**

(Satisfies Religion/Philosophy or Humanities Requirement.) 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.

**PSCI 215 • Fundamentals of Earth Science (4 units)**

(Satisfies Natural Science/Math Requirement.) 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. Students who have already received credit for PSCI 115: Introduction to Earth Science or equivalent CANNOT receive credit at all for this course.

**PSCI 216 • Fundamentals of Physical Science (4 units)**

(Satisfies Natural Science/Math Requirement.) 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. Students who have already received credit for PSCI 116: Introduction to Physical Science or equivalent CANNOT receive credit at all for this course.

**PSYC 103C • General Psychology (3 units)**

(Satisfies Social Science Requirement.) Prerequisite to all other psychology courses. This course explores the fundamental issues of psychology, including research in psychology, biological influences on development and behavior, learning and memory, motivation, personality, psychological disorders, psychological interventions, and social behavior.

**SOCI 100C • Introduction to Sociology (3 units)**

(Satisfies Social Science Requirement.) An introduction to the study of society, considering the fundamental concepts of sociology in each of three great areas: social structure, social processes, and social problems. Sociology deals with the way individuals, groups, and institutions are related to one another.

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

(Satisfies G.E. Religion Requirement for Ministry & Leadership.) 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)**

(Satisfies G.E. Religion Requirement for Ministry & Leadership.) 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 general education core requirement in theology.

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## FACULTY

ALBERTSON OWENS, SHIRLEY, Ph.D. (1989) Chair of the Department of Psychology and Professor of Psychology. B.A., California State University, Long Beach; M.A., California State University, Long Beach; Ph.D., Claremont Graduate School.

ALLEN, BARBARA, Ed.D. (Candidate) (2001) Assistant Professor of Education. B.A. University of Michigan; M.S.Ed., National University; Ed.D. (Candidate), University of LaVerne.

AUSTRING, GREG, M.A. (2000) Campus Pastor and Assistant Professor of Church Ministries. B.A., Vanguard University of Southern California; M.A., Vanguard University of Southern California.

BALDWIN, DONALD, Ph.D. (1977) Associate Chair of the Degree Completion Program in Religion and Professor of Philosophical Theology and Spiritual Formation. B.A., University of California, Los Angeles; M.A., University of Colorado; M.Div., Fuller Theological Seminary; Ph.D., University of Missouri.

BELL, MARK J., M.A. Professor Emeritus of Fine Arts. 1962-1982.

BENVENUTI, SHERILYN, Ph.D. (1996) Vice President for Student Affairs and Assistant Professor of Social Ethics. B.A., M.A., Vanguard University; Ph.D., University of Southern California.

BERKOMPAS, SUSAN K., M.F.A. (1998) Chair of the Department of Theatre Arts and Assistant Professor of Theatre. B.E.A., University of Montana, Missoula; M.F.A., California State University, Long Beach.

BOSCH, ER., Ph.D. (2002) Associate Professor of Business. B.S., California State University; M.S., California State University; Ph.D., Clayton University; Ph.D., Potchefstroom University.

BUSHNELL, WILLYLA, M.A. Professor Emeritus of Religion. 1950-1974.

CAMERY-HOGGATT, JERRY, Ph.D. (1985) Chair of the Division of Religion and Professor of New Testament and Narrative Theology. B.A., Vanguard University; M.T.S., Gordon-Conwell Theological Seminary; Ph.D., Boston University.

CARLSON, WAYMANN C., Ed.D. Professor Emeritus of Education. 1958-1995.

CARMODY, THOMAS, Ph.D. (Candidate) (1989) Chair of the Division of Communication and Assistant Professor of Communication. B.A., Biola University; M.A., California State University, Fullerton. Ph.D. (c), Regent University.

CERILLO, JR., AUGUSTUS, Ph.D. (2000) Professor of History. B.S., Evangel University; M.A., University of Nebraska; Ph.D., Northwestern University.

CEROVAC, CAROL, M.A. (1996) Chair of the Division of Business and Associate Professor of Accounting. B.A., California State University, Fullerton; C.P.A., State of California Board of Accountancy; M.A., Vanguard University.

CHOI, TONY Y. W., C.P.A., M.B.A. (1996) Director of Budgets and Finance and Assistant Professor of Accounting.

- B.A., Vanguard University; C.P.A., State of California Board of Accountancy; M.B.A., Chapman University.
- CLARK, DAVID G., Ph.D. (1974) Chair of the Department of Biblical Studies and Professor of New Testament. Diploma, Apostolic Bible College; B.A., Vanguard University; Ph.D., University of Notre Dame.
- CLARKE, EDWARD, Ph.D. (2000) Assistant Professor of Sociology. B.A., Vanguard University of Southern California; M.A., M.M.F.T., University of Southern California; Ph.D., University of Southern California.
- CONVERSE, CHERLYN, Ph.D. (2000) Associate Professor of Mathematics. B.A., California State University, Fullerton; M.A., California State University, Fullerton; Ph.D., Claremont Graduate University.
- COUNTS, LES, M.M. (2002) Instructor of Music. B.M., California State University, Long Beach; M.M., The Julliard School.
- COVETTA, MELVYN, M.L.S. (1980) Associate Librarian. B.S., Trevecca College; M.L.S., Kent State University; M.S., Columbia State University.
- COX, PAUL Ph.D. (2002) Director of School for Professional Studies. B.A., History, University of Missouri; M.A., University of Southern California; M.Div., Trinity Evangelical Divinity School; Ph.D., University of Southern California.
- DEGELMAN, CLAUDIA, M.F.C.C., (1999) Associate Chair of the Degree Completion Programs in Psychology and Assistant Professor of Psychology; B.A., Westmont College; M.A., Eastern Nazarene College; M.F.C.C., State of California.
- DEGELMAN, DOUGLAS, Ph.D. (1986) Professor of Psychology. B.A., Westmont College; M.S., Ph.D., University of Pittsburgh.
- DEMPSTER, MARLON M., Ph.D. (Candidate) (1999) Assistant Professor of English. B.A., Vanguard University; M.A., California State University, Long Beach; Ph.D. (Candidate), King's College, University of Aberdeen, Scotland.
- DEMPSTER, MURRAY W., Ph.D. (1969) President and Professor of Social Ethics. Diploma, Canadian Northwest Bible Institute; B.A., Vanguard University; M.A., Ph.D., University of Southern California.
- DOGTEROM, WILLEM, D.Min. (Candidate) (1999) Chair of the Department of Leadership Studies and Assistant Professor of Pastoral Leadership. B.A., North American Baptist College; M.Div., D.Min. (Candidate), Fuller Theological Seminary.
- DOODY, WARREN, MA. (1999) Assistant Professor of English and Theatre Arts. B.A., California State University, Long Beach; M.A., Northern Arizona University.
- DULIN, NOREEN, Ph.D. (Candidate) (2002) Assistant Professor of Psychology. B.S., University of Washington, Seattle; M.A., Ph.D. (c), University of California, Riverside.
- ELLIOTT, DAVID, M.M. (1994) Executive Director of University Relations. B.S., University of Arizona; M.M., Azusa Pacific University.
- ELLIOTT, EDWIN L., M.Mus. Professor Emeritus of Music. 1960-1998.
- ENGLISH, ALISON, M.L.S. (1994) Head Librarian. B.A., M.L.S., University of Alabama. (On sabbatical leave, Spring 2003.)
- ESPINOZA-JOHNSON, REGINALD (Chip), MA. (2002) Assistant Professor of Business. B.A., Southwestern Assemblies of God University; M.A., Vanguard University.
- EWING, H. KEITH, MA. (1971) Associate Professor of Humanities. B.A., Cascade College; M.A., University of Portland.
- FELT, SHIRLEY RADER, Ph.D. Professor Emeritus of English (1967-1999)
- FUKUDA, JONI, M.M. (2002) Assistant Professor of Music. B.A., California Baptist University; M.M., California State University, Fullerton.
- GARDNER, DARREL, B.A. (2000) Instructor of Music. B.A., Vanguard University of Southern California.
- GAUNTY-PORTER, DOLORES, Ph.D. (2002) Assistant Professor of Education.
- GIL, MAGALI (MIKKI), Ph.D. (1995) Professor of Education and Anthropology. B.A., Hunter College, City University of New York; M.A., University of California, Los Angeles; M.A., Ph.D., University of California,

Irvine.

- GIL, VINCENT E., Ph.D., F.A.A.C.S. (1975) Chair of the Division of Social Science and Professor of Anthropology. B.A., Vanguard University; M.A., Ph.D., University of California, Los Angeles; Post-doctorate, The Masters & Johnson Institute, St. Louis.
- GLANCEY, GREG, Ph.D. (2002) Assistant Professor of Music. B.M., University of Wisconsin, Madison; M.A., Stony Brook University; Ph.D., Stony Brook University.
- GRANT, KEVIN, M.B.A. (2002) Assistant Professor of Business. B.A., Sterling College; M.B.A., Azusa Pacific University.
- GREVE, FRED, M.A., Ed.D. Professor Emeritus of Psychology. 1975-1984.
- GULBRANSON, ERIKKA, M.A. (2002) Assistant Professor of Exercise and Sports Science.
- HANSEN, LIA, M.F.A. (2002) Assistant Professor of Theatre Arts. B.F.A., University of Nebraska, Lincoln; M.F.A., San Diego State University.
- HARRIS, MARTIN L., Ph.D. (1998) Associate Provost and Assistant Professor of Psychology. B.A., University of California, Irvine; M.S., Washington State University; Ph.D., Washington State University.
- HEIDEBRECHT, NANCY, Ph.D. Professor Emeritus of Old Testament. 1984-2000.
- HEUSER, GAYLE ROYKO, M.M. (1993) Assistant Professor of Communication. B.M., M.M., Northwestern University.
- HEUSER, ROGER, Ph.D. (1983) Professor of Leadership Studies. B.A., Trinity College; M.A., Trinity Evangelical Divinity School; Ph.D., New York University.
- HITTENBERGER, JEFFREY, Ph.D. (1999) Director of the Graduate Program in Education and Professor of Education. B.A., Evangel University; M.S.Ed., Ph.D., University of Southern California.
- HOWARD, JULIE, Psy.D. (2002) Director of Clinical Training and Assistant Professor of Graduate Psychology. B.A., California State University, Long Beach; M.A., Psy.D., Biola University, Rosemead School of Psychology.
- HUFF, JR., JAMES, Ph.D. (Candidate) (2002) Instructor of Anthropology. B.A., Vanguard University; Ph.D. (c), American University.
- HUMMEL, KAREN (K.J.), Ph.D. (2001) B.A., University of California, Irvine; M.A., Ph.D., California School of Professional Psychology.
- KANAGA, LYNN D., M.S. Professor Emeritus of English. 1969-1993.
- KARI, DAVEN, Ph.D., (2002) Associate Professor of English. B.A., Fresno Pacific University; M.A. Baylor University, M.A., Purdue University; Ph.D. Purdue University; M.Div. The Southern Baptist Theological Seminary; Ph.D. Theological Aesthetics, The Southern Baptist Theological Seminary.
- KASPER, KEVIN, B.A. (1996) Assistant Professor of Exercise and Sports Science. B.A., Vanguard University; M.S., California State University, Fullerton.
- LACKEY, JOHN W., Ed.D. Professor Emeritus of Education. 1967-1993.
- LEE, KAREN, Ph.D. (2000) Director of the Writing Center and Assistant Professor of English. B.A., M.F.A., Brown University; M.A., Ph.D., University of California, Berkeley.
- LEONARD, ELIZABETH, Ph.D. (1997) Associate Professor of Sociology. B.S., M. A., Ph.D., University of California, Riverside.
- LEVERETT, JOHN, D.M.A. (1967-71, 1981) Professor of Music. B.A., Central Bible College; M.M., D.M.A., University of Southern California.
- LIMA, MARGARITA, M.A. (1995) Assistant Professor of Spanish. B.A., M.A., University of California, Riverside.
- LORANCE, E. DONALD, Ph.D. (1969) Chair of the Department of Chemistry and Professor of Chemistry. B.A., Oklahoma State University; M.S., Kansas State University; Ph.D., University of Oklahoma.
- LORANCE, Edward D., Ph.D. (2002) Assistant Professor of Chemistry. B.A., Vanguard University; Ph.D., University of Arizona.
- MACCHIA, FRANK, D.Theo. (1999) Director of the Graduate Program in Religion and Associate Professor of Theology. B.A., Vanguard University; M.A., Wheaton College Graduate School; M.Div., Union Theological Seminary, New York; D.Theol., University of Basel, Switzerland.

- McHARGUE, LAWRENCE, Ph.D. (1969) Chair of the Department of Biology and Professor of Botany and Ecology. B.A., Occidental College; M.A., California State University, Los Angeles; Ph.D., University of California, Irvine.
- McNUTT, DENNIS M., Ph.D. (1966-2002) Professor Emeritus of History and Political Science.
- MELTON, JAMES, D.M.A. (1997) Chair of the Division of Fine Arts, Chair of the Department of Music, and Professor of Music. B.Mus.Ed., Oklahoma Baptist University; M.M.; D.M.A., Arizona State University.
- MÉNDEZ, VICTOR, D.Min. (Candidate) (2002) Assistant Professor of Religion. Th.B., Latin American Theological Seminary; M.Div., Azusa Pacific University; D.Min.(c), Gordon-Conwell Theological Seminary.
- MILLER, CECIL B., Ph.D. (1994) Chair of the Division of Natural Sciences and Mathematics and Associate Professor of Biology. B.A., Vanguard University; M.S., Ph.D., Loma Linda University.
- MINTON, SCOTT T., Ph.D. (Candidate). (1996) Assistant Professor of Biology. B.A. Point Loma College; M.A., Ph.D. (Candidate), The University of Michigan.
- MIRANDA, JESSE, D.Min. (2000) Distinguished Professor of Urban and Ethnic Leadership. B.A., Vanguard University of Southern California; M.A., Talbot Seminary; M.S., California State University, Fullerton; D.Min., Fuller Theological Seminary.
- MOYERS, TIM, D.Min. (Candidate) (2002) Assistant Professor of Graduate Psychology. B.A., M.A. Vanguard University; M.A. Azusa Pacific University; D.Min (can), Assemblies of God Theological Seminary.
- MUELLER, TIM, B.A. (1996) Instructor of Dramatic Arts. B.A., Concordia University.
- PATTERSON, ERIC, Ph.D. (Candidate) (2002) Assistant Professor of History and Political Science. B.A., Evangel University; M.Sc., University of Wales; Ph.D. (can), University of California, Santa Barbara.
- PETERSEN, DOUGLAS, Ph.D. (1988) Distinguished Professorial Chair of World Mission and Intercultural Studies. Diploma, Northwest Bible College; B.A., Vanguard University; M.A., Pepperdine University; M.Th., Instituto Missionológico de las Americas; Ph.D., Oxford Centre for Mission Studies, Oxford, England.
- PIKE, MORRIS R., Ph.D. Professor Emeritus of Theatre. 1980-1998.
- ROBINETTE, PHILLIP D., Ph.D. (1983) Professor of Sociology. B.A., Vanguard University; M.A., California State University, Fullerton; Ph.D., University of California, Riverside.
- ROSSI, MAXIMO, Ph.D. (2002) Provost/Vice President Academic Affairs and Professor Modern Languages. B.A. King's College; M.A. Syracuse University; M.A. Azusa Pacific University; Ph.D. City University of New York.
- ROUSE, BARBARA, M.S. (1988) Director of Learning Skills and Assistant Professor of English. B.A., Vanguard University; M.S., Pepperdine University.
- RUPPERT, SANDRA, Ph.D. (1997) Assistant Professor of Education. B.S., Drake University; M.A., California State University, Long Beach; Ph.D., University of Southern California.
- RUSCH, CRAIG D., Ph.D. (1996) Chair of the Department of Anthropology-Sociology and Associate Professor of Anthropology. B.A., Vanguard University; M.A., Fuller Theological Seminary; M.A., Ph.D., University of California, Irvine.
- RYBARCZYK, EDMUND, Ph.D. (2002) Assistant Professor of Systematic Theology. B.A., Vanguard University; M.A., Ph.D., Fuller Theological Seminary.
- SHAWCHUCK, NORMAN, Ph.D. (1999) Professor of Leadership Studies. B.A., Jamestown College; M.Div., Garrett-Evangelical Theological Seminary; Ph.D., Northwestern University.
- SOUTHARD, SAMUEL, Ph.D. (2000) Professor of Graduate Psychology. B.A., George Washington University; B.D., Ph.D., Southern Baptist Seminary; M.G.A., Georgia State University.
- STEENSLAND, MARK, M.A. (2001) Assistant Professor of Communication. B.S., Ithaca College; B.A., University of California, Santa Barbara; M.A., University of California, Los Angeles; M.A., California State University, Sacramento.
- STENHOUSE, E. ANDREW, Ed.D. (1995) Director of the Graduate Program in Business and Associate Professor of Business. B.A., M.A., Vanguard University; Ed.D., Pepperdine University.

- STOOPS, DAVID, Ph.D. (Candidate) (1999) Associate Chair of the Degree Completion Program in Business with a Concentration in Management Information Services and Assistant Professor of Business Management. B.M., University of Northern Colorado; M.B.A., University of Phoenix; Ph.D. (Candidate), University of Nebraska.
- STORHOLM, GORDON, Ph.D. (2000) Associate Professor of Business. B.S., LaSalle College; M.B.A., Ph.D., University of Pennsylvania, Wharton School.
- TERNES, JERRY B., Ed.D. (2001) Chair of the Division of Liberal Studies and Assistant Professor of Education. B.A., Vanguard University; M.A., California State University, Dominguez Hills; Ph.D., University of California, Los Angeles.
- TRACY, KENNETH L., M.A. Librarian Emeritus. 1972-1994.
- TYRA, GARY J., M.Div. (2002). Assistant Professor of Religion. B.A., West Coast Christian College; M.Div., Fuller Theological Seminary.
- WAGNER, DALE, Ph.D. (1998) Chair of the Department of Exercise and Sports Science and Assistant Professor of Exercise and Sports Science. B.S., Slippery Rock University; M.Ed., Temple University; M.A., Springfield College; Ph.D., University of New Mexico.
- WALTER CARNEY, KELLY, Ph.D. (1994) Chair of the Division of Literature and Modern Languages, Chair of the Department of English, Chair of the Department of Spanish, and Associate Professor of English. B.A., Oral Roberts University; M.A., Ph.D., Pennsylvania State University.
- WESTBROOK, APRIL, Ph.D. (Candidate) (2000) Assistant Professor of Old Testament. B.A., L.I.E.E. Bible College; M.A., Vanguard University of Southern California; Ph.D. (Candidate), Claremont Graduate University.
- WESTBROOK, EDWIN, J.D. (1995) Professor of Business. B.A., Westmont College; J.D., Western State University College of Law, Fullerton.
- WHITE, JERRE L., Psy.D. (1998) Director of Clinical Training and Assistant Professor of Clinical Psychology. B.A., Point Loma Nazarene University; M.A., Rosemead School of Psychology; Psy.D., Rosemead School of Psychology.
- WHITE, RAYMOND E., Ed.D. Professor Emeritus of Education. 1992-1998.
- WILLIAMS, WILLIAM C., Ph.D. (1969) Professor of Old Testament. Diploma, Northeast Bible Institute; B.A., M.A., Central Bible College; M.A., Ph.D., New York University.
- WILSON, JOHN, Ph.D. (1989) Chair of the Department of History and Political Science and Professor of History. B.A., University of California, Santa Barbara; Ph.D., Northwestern University.
- WILSON, LEWIS F., Ph.D. Professor Emeritus of History. 1967-1995.
- WILSON, MICHAEL D., Ph.D. (1998) Assistant Professor of History. B.A., Vanguard University; M.A., Ph.D., University of California, Los Angeles.
- WILSON, ROBERT, MA (1995) Athletic Director and Associate Professor of Exercise & Sports Science. B.A., University of Wyoming; M.A., University of Nebraska at Omaha.
- WONG, JOSHUA, (2002) Ph.D. Associate Professor of Music. B.A. Hong Kong Baptist College; M.M. University of Texas at Austin; D. Mus. Florida State University.
- YORBA-GRAY, GALEN B., Ph.D. (1998) Assistant Professor of Spanish. B.A., Vanguard University; B.A., California State University, San Bernardino; M.A. University of California, Riverside; Ph.D., Texas Tech University.
- YOUNG, ROY, M.S. (1995) Chair of the Department of Mathematics and Computer Sciences and Associate Professor of Mathematics and Physics. B.S., M.S., California State University, Long Beach.
- ZEIGLER, TERRY, Ed.D. (1988) Associate Professor of Exercise and Sports Science. B.A., Chapman University; M.A., California State University, San Diego; Ed.D., Nova Southeastern University.

## ADJUNCT FACULTY AND COACHES

ADAMS, SHARI	SPS Psychology	KIRK, DOUG SPS	Business
ATKINS, STUART	SPS Religion	KLAUS, BYRON D.	Graduate Religion
AUSTRING, GREG	SPS Religion	KNIGHT, BILL	Education
AXTON, JAMES	Social Science	KRESS, DAVID	Music
BALITON, LULA	SPS Business	LADNER, ALAN	Mathematics, SPS General Education
BEALS, MICHAEL	SPS Religion	LAK, JULEEN	Exercise & Sports Science
BECKHAM, ANTONY	SPS Business	LEHMANN, DEANNA	SPS Business
BENDA, BROOKE	SPS General Education	LYMAN, JENNIFER	SPS Psychology
BEYER, LaVAUN	Music	MARLEY, DAVID	History/Political Science
BOLLIG, RHONDA	SPS General Education	MARSHAL LOCKETT, SHARON	Education
BOTTORF, DEANE	Music	MARTIN, BREN	SPS General Education
BOWER, MIKE	Business, Communication	MASON, TERI	Music
BRENTON, MIKE	Music	MAYO, PHIL	Religion
BRIGMAN, BONNIE	Education	McGILL, JOHN	Business
BROOKS, DAVID	SPS Business	McCOLLAM, JOHN	SPS Psychology
BROWN, COLON	Graduate Religion	McDONALD, SHERRI	Graduate Education
BROWN, GERALD	SPS Religion	McGRATH CROOKS, KERRY	Women's Soccer Coach
BROWN, LORI	General Education	McGUIRE, KELLY	SPS Psychology
CABRERA-ORTEGA, KATRINA	Communication	McLEISH, RANDY	Men's Soccer Coach
CAMPAGNA, TRICIA	SPS Psychology	McNAUGHTON, HAL	Business
CANNON, ARTHUR	SPS Religion	MEIHARDT, MICHAEL	English
CARLSON, ROGER	Accounting	MENDEZ, VICTOR	Graduate Religion, SPS Religion
CARRERA, CHERYL	Mathematics	MILLAT, CARRIE	Education
CHASIN, RICH	Music	MITCHELL, SONY	Exercise & Sports Science
CERRY, M. WAYNE	SPS Business	MORGAN, JEFF	Math/Biology
CERRY, LISA	Music	MORTENSEN, GREGORY	Theatre
COLBERT, DAVID	SPS Business	MUNROB-FOSTER, TERRY	Graduate Education
COLEY, GREG	SPS MIS	MULLEN, DENISE	SPS Psychology
COLLINSKE, TONIA	SPS Business	NAMAN, TRUDY	Religion
CONNOR, CHRIS	Exercise & Sports Science	OLAIRE, KEVIN	Exercise & Sports Science
COTTRELL, FRED	SPS Religion	ORBAKER, KEVIN	SPS Business: IS
CRANE, BILL	SPS Business: IS	OSBORN, JAN	Education
CREDA, SUSAN	Communications	OSBORNE, MONICA	English
CUFFARI, STEVE	SPS Religion/Psychology	PANARO, MARILYN	Biology
DAVENPORT, JAMIE	Communications	PHILLIP, JANET	Graduate Education
DAVIS, RUSS	Women's Basketball Coach	PAULSEN, SCOTT	Education
DEVITO, MIKE	Religion	POLOMA, MARGARET	Graduate Religion
DODGE, RANDY	Men's Soccer Coach	RENKOSKI, BETH	Softball Coach, Sports Information Director
DOLAN, GREG	Exercise & Sports Science	REILLY, JOHN	Music
DONNELLY, MARGARET	Music	ROBERSON, MARKITA	Religion
DRESSSELHAUS, RICHARD	Graduate Religion	ROBINSON, LORETTA	Music
ELLIOTT, JEANNETTE	SPS Business	ROGERS, LORI	Graduate Education
FARRIS, LEE	Accounting	ROSSI, MELODY	Music
FESSLER, GEORGE	SPS Business/Religion, Psychology	RUSH, KENT	Business
FINDLEY, KEVIN	SPS Business	RUSSELL, BRANDON	SPS Business: IS
FLORES, JOEL	Graduate Education	RYBARCZYK, EDWARD	Religion, History, SPS Religion
FRENCH, STEPHEN	Men's Basketball Coach	SAWYERR, DESMOND	English
FRIEDERICH, GEOFFREY	SPS Business	SCHLITT, WILLIAM	Music
GABLE, DAVID C.	Graduate Religion	SCHWARTZ, MARK	English
GARRITY, MICHAEL	Religion	SEWELL, Don	Music
GILLIS III, DAVID	SPS Business	SMITH, BRANDON	Communications
GORDON, HOPE	SPS Business	SMITH, CAREY	Theatre
GOSSENBERGER, SCOTT	Religion	STEFFENS, LEA	Music
GREEN, NOLAN	SPS General Education	STRAZICICH, JOHN	Religion
GREER, CALVIN	Religion	SWANN, BONNIE	Education
GROOMS, SCOTT	SPS Psychology	TRAVIS, RICK	Communication
GULBRANSON, ERIKKIA	Women's Volleyball Coach	TROTTER, ALAIN	SPS Business: IS
HANSEN, IJA	Theatre	VOLONTE, DAN	Theatre
HARLAN, WILLIAM	SPS Business	WALSH, CRAIG	SPS General Education
HEIDT, DAVID	Mathematics	WAMPLER, GARY	Music
HOULLIHAN, BRUCE	Biology/Chemistry	WATT, THOMAS	Education
JACOBO, DANIEL	Communications	WHITEFORD, AMY	English
JACOBSON, FRANK	Business	WICKMAN, REGAN	Music
JAMES, MARK	Music	WILKINS, BRYAN	Cross Country and Track & Field Coach
JOHANSSON, MATTIAS	Exercise & Sports Science, Tennis Coach	WILLIAMS, GARY	Exercise & Sports Science
JOHNSON-MILLER, BEVERLY	Religion	WILLS, CHRIS	Music
KEELER, DEBRA	SPS General Education	WILSON, EVERETT	Graduate Religion
KELLEY, JACK	Marketing, SPS Business	WILSON, TAMMY	Graduate Education
KILLIAN, KEN	Graduate Education	YARBROUGH, CHERYL	SPS Business
KIM, PETER Exercise & Sports Science		YARCHIN, WILLIAM	SPS Religion

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## Contributions

Vanguard University is heavily dependent for its continuing ministry, education, and outreach on the generous gifts of friends. The students, faculty, and administrative staff of VUSC are men and women who have dedicated their lives in service to God and to reaching the world with the good news of Jesus Christ.

For further information please call or write: Development Office • Vanguard University • 55 Fair Drive Costa Mesa, CA 92626-6597 • (714) 556-3610.

## 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 20202-4605

The University may release public directory information concerning students. Such information includes, but is not limited to, the student's name, address, email address, telephone listing, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, degrees, honors and awards received, and the most recent educational agency or institution attended. The above designated information is subject to release by the campus at any time unless the campus has received a prior written objection from the student specifying information which the student request not be released.

## **Grievance Rights and Procedure**

Vanguard University subscribes to the principle of equal educational opportunity, regardless of sex (cf. Title IX of EDUCATION AMENDMENTS OF 1972). Any member of the University community who has a grievance related to this principle should petition in writing to the Vice President for Student Affairs, who will work with the petitioner for a resolution of the problem. The Administrative 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).