



WILLIAM JESSUP UNIVERSITY

2005-2006 CATALOG

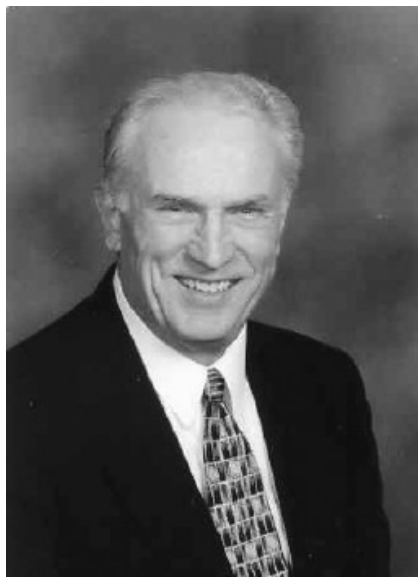
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This catalog is published annually. Although care is given to assure that this publication is an accurate description of traditions, programs, policies, procedures, facilities, personnel, and other matters relevant to the function of William Jessup University, the catalog is not intended as a contract. As changes occur, they may supersede the descriptions herein.





GREETINGS FROM WILLIAM JESSUP UNIVERSITY!

Many good things have happened since our beginning in 1939, but the best days of the University are taking place right now. Since relocating the University to Rocklin, CA we are facing a wonderful future of growth opportunity! We look with eager anticipation at what God has planned for us on this exciting journey toward becoming a premier Christian University in Northern California.

We are an educational institution with a difference. As a University accredited by Western Association of Schools and Colleges (WASC) and Association for Biblical Higher Education (ABHE), we fulfill our mission in the spirit of a family where we love one another and help each other to achieve God's best in our lives. Our University is small enough to care about every individual but large enough to provide quality Christian higher education.

You may not know exactly how God will use you in the future, but you do know you want to deepen your life so that God can broaden your ministry for Him. Many come to WJU so that they can better understand the will of God for their lives and then they go forth to serve Him in hundreds of different places around the world—for opportunity always follows preparation!

As I begin my 22nd year as President of William Jessup University, it is a privilege, joy, and honor to serve the Lord in this vital ministry. I would love to have the opportunity to share in your life as, together, we seek to glorify God through WJU.

A handwritten signature in black ink, reading "Bryce Jessup". The signature is written in a cursive, flowing style.

Bryce Jessup
President

ACCREDITATIONS, RECOGNITIONS, AND MEMBERSHIPS

William Jessup University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001), one of the six major regional college accreditation agencies in the United States; and the Association for Biblical Higher Education (5575 S. Semoran Blvd, Suite #26, Orlando, FL 32822-1781, 407-207-0808), a national accrediting organization specializing in programs in Bible and religion.

WJU is approved by the U.S. Department of Education and the State of California for veterans, for the training of foreign students, and to award the degrees of Bachelor of Arts, Bachelor of Science, Associate of Arts and Associate of Science; and certificates in Youth Ministry, Bible, Children's Ministry, Counseling, Credentials with Character, Family Ministry, Intercultural Studies, Management, Music & Worship, Pastoral Ministry, and Sports Ministry. See below for a complete list of the University's institutional and individual memberships.

AACC – American Association of Christian Counselors
AACRAO – American Association of Collegiate Registrars and Admissions Officers
AAC&U – Association of American Colleges & Universities
AAR – American Academy of Religion
ABACC – Association of Business Administrators of Christian Colleges
ABHE – Association for Biblical Higher Education
ACA – American Counseling Association
ACL – Association of Christian Librarians
ACSD – Association of Christians in Student Development
ACSI – Association of Christian Schools International
AH – Academy of Homiletics
AHEFO – Association of Higher Educational Facilities Officers
AICCU – Association of Independent California Colleges and Universities
ALA – American Library Association
AOM – Academy of Management
APA – American Psychological Association
APM – Association of Professors of Missions
ASA – American Scientific Affiliation
ASCH – American Society of Church History
ASM – American Society of Missiology
ATLA – American Theological Library Association
AYME – Association of Youth Ministry Educators
BAS – Biblical Archaeological Society
CALPAC – California Pacific Conference
CAMFT – California Association of Marriage and Family Therapists
CAPS – Christian Association for Psychological Association
CASE – Council for Advancement and Support of Education
CASFAA – California Association of Student Financial Aid Administrators
CBE – Christians for Biblical Equality
CCCC – Council on College Composition and Communication
CCC&U – Council for Christian Colleges & Universities (affiliate member)
CCTC – California Commission on Teacher Credentialing
CCTE – California Council on Teacher Education
CHEA – Council for Higher Education Accreditation
CLA – California Library Association
CMEA – California Music Educators Association
EHS – Evangelical Homiletics Society
E&I – Educational and Institutional Cooperative
EMS – Evangelical Missiological Society
ETA – Evangelical Training Association
ETS – Evangelical Theological Society
IMCA – Investment Management Consultants Association
ISPI – International Society of Performance Improvement
LAMA – The Library Administration and Management Association (Division of American Library Association)
LITA – Library and Information Technology Association (Division of American Library Association)
MENC – Music Educators National Conference
NACAC – National Association for College Admission Counseling
NACCAP – National Association of Christian College Admissions Personnel
NACUBO – National Association of College and University Business Officers
NAEB – National Association of Educational Buyers
NAFSA – Association of International Educators
NAIA – National Association of Intercollegiate Athletics
NAICU – National Association of Independent Colleges & Universities
NAPCE – North American Professors of Christian Education
NAPS – North American Patristics Society
NARTH – National Association for the Reparative Therapy of Homosexuality
NEAS – Near Eastern Archaeological Society
NCTE – National Council of Teachers of English
PACRAO – Pacific Association of Collegiate Registrars and Admissions Officers
RSPCA – Religious Speech and Communication Association
SBL – Society of Biblical Literature
SCELC – Statewide California Electronic Library Consortium
STMA – Sports Turf Managers Association
USCAA – United States Collegiate Athletic Association
WACUBO – Western Association of College and University Business Officers
WASC – Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges
WASFAA – Western Association of Student Financial Aid Administrators

EXTRAORDINARY TIMES!

As we look to the history of William Jessup University, we see an institution with a consistent and essential purpose: to educate Christians for leadership and service in church and society.

William Jessup University began during the Great Depression of the 1930s. Dr. Eugene Sanderson, who had already started three other Bible colleges, saw the need for a Bible college in the greater San Francisco Bay Area. He purchased two large houses on adjacent lots at Fifth and San Carlos Streets, across from the campus of San Jose State Teachers College. During the next five years, he improved the property and built a chapel for the faculty and student body yet to come.



Homes on 5th and San Carlos in Downtown San Jose

In January of 1939, Sanderson asked William L. Jessup to carry on the vision and start the College. Bill and his wife, Carrie, moved from Visalia to San Jose to open the College. On September 20, 1939, classes began with fourteen students. The curriculum focused on the study of the Bible and preparation for church vocations.

During the next few years growth at San Jose Bible College created the need for a new and larger campus. Seven and one-half acres were purchased at Twelfth and Virginia Streets where the college remained until the move to Rocklin, California, in 2004. The first three buildings were erected and put into use by February 1951. The first on-campus housing, Beach Memorial Hall, a dormitory for women, was dedicated in 1960.



Campus at 12th and Virginia circa 1950s

During the 1960s and 1970s new buildings included a second dormitory, a cafeteria, the Memorial Library, the Tiffin Center, a multipurpose gymnasium, and a classroom building. The College received accreditation with Accrediting Association of Bible Colleges (AABC), presently known as Association of Biblical Higher Education (ABHE), in 1962.

Dr. Bryce Jessup, the son of the founder and president since 1984, has led the University to its greatest growth in enrollment, facilities and curriculum. Multicultural programs focusing on leadership training were added to the curriculum for students from various cultural heritages in and around San Jose. Students come to WJU from more than thirty different birth countries enrolled. The Degree Completion Program for working adults was added in 1996 to meet the educational needs of adult learners and now comprises nearly one-third of the student population.

San Jose Bible College became San Jose Christian College on July 1, 1989. Regional accreditation was granted by the Western Association of Schools and Colleges in 2002. The name was changed to William Jessup University in 2003, and the campus was moved to Rocklin, California, in 2004. The name change reflected the decision to broaden the academic programs to include traditional undergraduate studies, professional studies and graduate studies in a variety of disciplines.

Living Block at Rocklin campus



Reconstruction of the Herman Miller complex in Rocklin now provides 150,000 sq. ft. of finished space on the 125-acre campus, including 14 classrooms, the library, faculty and administrative offices, three residence halls, student center, bookstore, coffee shop, dining room, chapel, cross country course, soccer field and basketball practice court. Additional construction planned for the future includes: additional classrooms, faculty offices and science labs; gymnasium, fitness center and recreation facilities; event center, group and individual music rehearsal rooms; permanent dining halls and additional residence halls.

GREATER SACRAMENTO AREA ROCKLIN, CA – PLACER COUNTY

In 1839 Johann Augustus Sutter settled at the point where the American and Sacramento Rivers converge. Sutter was later granted 48,000 acres by the Mexican Government – little did they realize they had given away a goldmine! In 1848, just thirty miles east of Sacramento, gold was discovered. The news quickly spread and soon fortune hunters from around the world were flocking to the area in what was recorded as the largest human migration in history.

Sacramento became the State Capital in 1854 and also serves as the county's seat. Today, gold is still being discovered in the area, only now it is in the form of beautiful architecture, exciting recreational attractions, and a culturally rich and diverse world-class city!

With a fast-growing population of 1.2 million people, the Greater Sacramento area is a thriving metropolis. Sacramento has many professional sports teams, including the Sacramento Kings, the Monarchs, the Rivercats, and the Knights. Performing arts are also important, and residents can enjoy the ballet, opera, symphony, and theater.

William Jessup University is located in Rocklin, CA a beautiful town of 43,000 nestled at the base of the Sierra Nevada foothills in Placer County, 20 miles northeast of Sacramento. The University's location, halfway between San Francisco and Lake Tahoe and only minutes from downtown Sacramento, provides WJU students with a wide range of service and recreational options.

Placer County offers both urban and rural recreation opportunities. You can catch a play and dinner in Sacramento, or head up to Lake Tahoe for fishing, boating, or camping. World class ski resorts are only a short drive away and an extensive regional mall called The Roseville Galleria is just a few minutes from the University.

The county is one of the fastest growing in California. This popularity is not only because of the various recreational attractions, but the strong and diverse economy. Computer and technological companies, business services, medical, freight, and recreation industries are just some of the top employers in the area.

Rocklin and its surrounding area hold many opportunities for service and outreach to people in need. Placer and Sacramento Counties are exciting places to be to learn more about the Lord and serve His people!



MISSION STATEMENT

In partnership with the Church,
the purpose of William Jessup University is
to prepare Christians for leadership and service
in church and society,
through Christian higher education,
spiritual formation, and directed experiences.



Education at William Jessup University is:

Christ-centered education
Biblical education
General education
Practical education
Multicultural education

VISION STATEMENT

The William Jessup University vision is that our graduates will be transformed and help redeem world culture by providing notable servant leadership; by enriching family, church and community life; and by serving with distinction in their chosen career.

DOCTRINAL STATEMENT

William Jessup University is committed to an evangelical expression of Christian faith:

We believe in the one God: Father, Son and Holy Spirit, as revealed in the Holy Bible and made known in Jesus Christ our Lord,

We believe that Jesus the divine Son became human, was born of a virgin, ministered in word and miracle, died for our sin, was raised bodily from the dead, ascended to God's right hand and is coming again for his people,

We believe that the Holy Spirit is presently ministering through the Christian community, empowering lives of godliness and service,

We believe that the Holy Bible is completely God breathed, true in all its teaching, and the final authority for all matters of faith and practice,

We believe that Jesus Christ established his church on earth to carry out his saving mission among all ethnic groups and formed her to be one holy people,

We believe in God's saving grace that calls forth from all people: faith, repentance, confession, baptism, and new life and ministry through the Spirit,

We commit ourselves to the teaching, practice and defense of these truths until the coming of our Lord Jesus Christ.

EDUCATIONAL PHILOSOPHY

William Jessup University fulfills its mission with an emphasis on education that prepares Christians for leadership and service in the church and society, the one institution commissioned by God to fulfill His plan in the world. Such an emphasis mandates a curriculum which prepares persons who are thoughtful, compassionate, culturally sensitive, and capable of integrating personal faith and vocation in *all* avenues of society.

EDUCATIONAL GOAL

The primary goal of education at William Jessup University is the integration of faith and learning. In pursuing this goal, we accept the unity of all knowledge under God and perceive no contradiction between the truth of the Christian revelation and that of scholarly investigation. WJU offers both general education courses that provide the broad scope of human knowledge and a biblical studies core that establishes a perspective which gives coherence and purpose to that knowledge.

EDUCATIONAL OBJECTIVES

The integration of faith and learning is facilitated by a curriculum and learning environment which:

1. offer an appropriate balance between courses in Bible and theology, practical ministry, and general education, and erase any artificial barriers between these areas of study;
2. encourage a well-conceived system of values and beliefs;
3. celebrate and honor all cultural groups;
4. personalize the educational process by emphasizing the priority of relationship-building throughout the University experience.

STUDENT LEARNING OUTCOMES

The integration of faith and learning is demonstrated in the lives of students who:

1. demonstrate understanding of the Christian Scriptures and its major theological themes;
2. gain and apply knowledge and skills in systematic inquiry in Biblical thought, quantitative thought, and critical analysis of data and argument;
3. demonstrate competence in reading, writing, listening comprehension, and oral communication in the English language;
4. have entered into a life of spiritual formation integrating vocation, ministry, character, and lifestyle;
5. are actively involved in applying knowledge and skills acquired to practical Christian ministry;
6. understand and appreciate cultural and ethnic differences and are sensitive to the needs of all humanity.

MULTICULTURAL EDUCATION AT WJU

William Jessup University encourages a multicultural environment where all cultural groups are celebrated and honored. Multicultural education at WJU seeks to remove the barriers of culture and language that would prohibit that contextualization of the gospel of Jesus which is crucial to the ethnically diverse world in which we live. The purposes of multicultural education at WJU are to:

1. educate, train, and prepare Christians from various ethnic groups for service and leadership in Christian ministry;
2. teach principles of crosscultural appreciation, evangelism, and ministry to all students.

Multicultural education at WJU emphasizes a bicultural and bilingual aspect where international students and students from minority cultural heritages learn to function in the dominant American culture without losing their cultural distinctive. To accomplish this goal, WJU offers specialized, multicultural tracks of courses at the Rocklin campus and extension sites.

Ministry courses are available in several of the students' first languages. In this way, students are equipped for bicultural ministry through specialized bicultural and transitional courses. In such ways, students are encouraged to contextualize ministry skills, studying in their original language with qualified professors who demonstrate bicultural proficiency usually by earning degrees from both an American university and from a foreign university. This education prepares students to return to their homeland or to minister to various cultural groups in America or elsewhere.

Furthermore, all students at WJU are expected to acquire skills in crosscultural communication in order to proclaim the Christian story in our world of many ethnic groups. Students with particular interest in multicultural or crosscultural education are encouraged to pursue a degree in Intercultural Studies. In this way, students from the dominant culture are equipped not only to appreciate cultural diversity in America but to experience crosscultural ministry within or beyond our borders.

This rationale for multicultural education is consistent both with our view that God honors people from all cultural heritages without showing favoritism and with our Christian commitment to giving all people an opportunity to respond to the good news of Jesus.

DEGREE COMPLETION PROGRAM

William Jessup University has developed its Degree Completion Program to meet the needs of working adults who are 25 or older, or have completed 2 years of full-time work, and have the equivalent of two years or more of transferable college credits. These individuals are typically employed full-time and interested in completing a bachelor's degree in the evening while continuing to work. This program's innovative format allows them to earn their Bachelor of Science degree with a major in Bible and Theology and a second major in: Christian Leadership, Management and Ethics, or Counseling Psychology in a manageable amount of time. Classes begin at different times throughout the year and meet one night per week on a year-round basis. Students meeting all entrance requirements can complete the degree in less than two years.

Contact the Degree Completion Office for information on starting dates for classes at (916) 577-2336 in the Greater Sacramento Area or (800) 205-6100 in San Jose. This bachelor's degree is designed to apply closely to students' career goals and to equip students to be more effective team leaders.

Information pertaining to Admissions and Academic policies of the Degree Completion Program begins on page 61 of this catalog.

WJU LOCATIONS

San Jose Center

Degree Completion Program

1190 Saratoga Avenue, Suite #210
San Jose, CA 95129

Fresno Extension

(classes in English, Armenian, and Hmong languages)

Butler Mennonite Brethren Church
4884 Butler Avenue
Fresno, CA 93727

San Francisco Extension

(classes in Korean language)

Shepherd of the Hills Lutheran Church
Diamond Heights Boulevard at Addison Street
San Francisco, CA 94131



WJU in San Jose

ADMISSIONS

Rocklin Campus (Greater Sacramento Area):
333 Sunset Blvd., Rocklin, CA 95765
916-577-2222
800-355-7522

VISITING THE CAMPUS

We encourage you to visit our campus! This is a time for prospective students and their families to visit the WJU campus, meet students and faculty and receive valuable information about the WJU experience. We will host two events called "Preview Days", one in November and one in February. There is no cost and an RSVP is required. Please contact the Admission Office or check our web site for details. If you can not make it for a Preview Days, contact us a few days in advance and we will gladly arrange for a campus tour and a meeting with an admission counselor. Either way, "seeing is believing" and we hope you will take advantage of a visit.

APPLICATION PROCEDURES

The following list will tell what is needed to complete an application for William Jessup University.
Admission policies specific to the Degree Completion Program can be found on page 60.

1. Completed formal application, submitted between September 1st and the priority filing deadline of June 1st.
2. A non-refundable application fee of \$35.00 is required with either the online or paper version of the application.
3. The confidential Academic Recommendation, completed by a teacher or professor in an academic solid subject.
4. The confidential Personal Recommendation, completed by your senior pastor, youth pastor, or school counselor.
5. Personal letter of introduction (typed, minimum of 300 words) addressing academic preparation, co-curricular activities, services to your community or church and a statement of personal faith.
6. **Official** high school transcript for entering first-year students. (a GED or High School Proficiency Exam may serve as equivalence).
7. **Official** reports of the Scholastic Aptitude Test (SAT) scores or the American College Test (ACT). WJU's college number for the SAT is 4756 and the number for the ACT is 0417.
- 8a. **Official** college transcript(s) for a transfer student. Note: If a transfer student has less than 24 academic semester units completed at the time of application, a final official high school transcript and SAT/ACT score are required.
- 8b. Foreign-born students who have successfully completed fewer than three years of American high school may substitute the TOEFL (Test of English as a Foreign Language) for the SAT/ACT. The WJU number for the TOEFL is 4756. International students who do not have access to the SAT or ACT testing programs may also waive these tests but must submit TOEFL scores instead.

APPLICATION DEADLINES

To avoid any processing delays, all applicable items above must be submitted by the following priority filing dates:

Fall Semester.....June 1 (Postmarked)
Spring Semester.....December 1 (Postmarked)

INTERNATIONAL STUDENT ADMISSIONS

William Jessup University is approved by the U.S. Citizenship and Immigration Services for the admission of foreign students. Foreign students who can meet the following requirements are encouraged to apply for admission.

1. International students must meet the same standards required of other students.
2. International students must be able to read, write, speak, and aurally comprehend English sufficiently to do university work. The TOEFL (Test of English as a Foreign Language) score must be submitted to the University as evidence of this ability before admission will be granted. A minimum paper-based score of 500 or a computer-based score of 173 must be attained for full participation in those courses taught in English.
3. The TOEFL requirement may be waived for a student who has completed at least four years of successful full-time study at the secondary or post-secondary level in which English was the language of instruction. An official letter from that institution is required to verify that English was the language of instruction. In addition to a letter from the institution, the ACT or SAT will be required as a means of determining the level of English proficiency.
4. International students must have their own financial support. They should have an additional \$1,000 in the bank to allow them to return to their home country when they leave the University. The student's sponsor must fill out and have notarized an affidavit of support. The official evidence that funds are available must be shown by official bank statements with the total amount in US dollars. Financial support can come from more than one source.
5. International students must submit official transcripts in English of all school and college work done above eighth grade (age 14). It is recommended that the student have their transcripts translated/evaluated by an appropriately recognized international educational evaluation service such as IERF (International Education Research Foundation); contact the Admissions Office for a list of other acceptable evaluation services.
6. International students must apply for a passport from their country's Foreign Ministry.
7. International students will be sent an I-20 form once they have received notification from the Admissions Office that they have been accepted to study at William Jessup University. Once they receive an I-20, they should apply to the U.S. Consul in their country for a nonimmigrant student visa. This visa is a stamp placed in the passport which gives permission to enter the United States and enroll in college.

Foreign students should begin correspondence with the University several months before the beginning of the semester in which they wish to enroll. All correspondence should be sent by air mail, facsimile: (916-577-2220), or e-mail: admissions@jessup.edu.

ADMISSIONS CRITERIA

An applicant's academic records, supporting documents, moral character, and willingness to comply with the standards and values of the University are considered before a final decision about admission is made.

William Jessup University may choose to not offer admission or not honor any request for readmission for any reason it may consider valid. Following are examples of the reasons that a student may be refused admission to WJU:

1. Academic record deemed deficient.
2. Substance abuse.
3. Mental illness. Students who apply to WJU following a hospitalization must sign a release to allow school officials to confer with appropriate professionals. The University reserves the right to be informed of a student's after-care plan and to determine if a student is ready for the academic and social environment at WJU. The University requires that students wait one year between completing hospitalization and applying for admission.
4. Moral objections. Persons who show a lack of Christian character by practicing criminal acts of any kind, sexual immorality, witchcraft, or any other immorality and unchristian acts are requested not to apply for admission.

All students are accepted on the assumption that they will abide by the rules as printed in the Student Handbook and by the standards of the University.

An admissions consultation with a representative from the Admissions Office may also be required of applicants prior to acceptance, at the discretion of the Admissions Committee. An applicant who does not enroll within one year of submitting an application must reapply. Acceptance of an applicant to WJU is determined by the Admissions Committee.

ENGLISH PROFICIENCY

All degree-track students must satisfy the University's General Education requirements. Completion of Composition and Communication I and II or their equivalents (as determined by the General Education Department), is required of every candidate for a degree at WJU. Courses in English as a foreign language taken at an overseas school may not be used to satisfy English composition requirements at WJU.

ENROLLMENT DEPOSIT

Once offered admission, applicants are required to submit a \$250 enrollment deposit postmarked by June 1. Priority consideration for housing, registration, and financial aid is given to those students who submit the deposit to the Admission Office postmarked by June 1. Note: In accordance with NACAC and the National Candidates Reply Date, this deposit is refundable until May 1.

ON-CAMPUS HOUSING

Men's and Women's Residence Halls are available for single students. All unmarried freshmen and sophomores under the age of 21 are required to live on campus unless they live with family members approved by the Associate Dean of Students.

Those intending to live in on-campus housing should contact the Admissions Office for an application

PLACEMENT TESTING

Placement tests are administered during fall semester and immediately preceding the spring semester. Students who miss scheduled placement testing will be charged a late test administration fee of \$35.00 per test.

English and Math Placement Tests are required of all students at WJU. Students will be placed in the appropriate levels of English and Math based on their scores. Students may be considered exempt from placement testing if they have:

1. passed college-level English (English 1A) and/or Math courses (Algebra II or higher) with a "C" or better at an approved U.S. college or university;
2. achieved an ACT composite score of at least 22;
3. achieved an SAT score of at least 550 (recentered) on the "verbal" section, to be exempt from English placement testing;
4. achieved an SAT score of at least 570 (recentered) on the "math" section, to be exempt from Math placement testing.

A Computer Proficiency Exam determines the knowledge and skill level that a student possesses with personal computers. Students whose scores do not indicate proficiency will enroll in Introduction to Information Technology.

The Writing Proficiency Exam (WPE) is required of all students who have passed Composition and Communication I and II, and must be passed in order to attain upper division standing and participate in upper division courses. Both continuing and transfer students will take the WPE before they complete 64 units of study. Transfer students who have passed Composition and Communication II at an approved U.S. college or university are required to take the WPE at entrance to WJU to verify English competence for upper division placement.

First-time and lower division transfers who do not achieve satisfactory scores in writing on Advanced Placement, SAT, ACT, and/or EPT, must enroll immediately in remedial or developmental programs to correct the deficiency. First-time and lower division transfers who do not achieve satisfactory scores in mathematics on Advanced Placement, SAT, ACT, and/or MPT, must enroll in remedial or developmental programs by their third term to correct the deficiency.

STUDENT LIFE

CAMPUS LIFE

In order for students to be prepared as Christian leaders, they must continue to develop their integrity and Christian character. Intellectual growth without personal growth is of limited value for leadership and service. The right balance of hard work, academic study, spiritual discipline, relationship building, mentoring, and involvement in service is important to develop at an early stage in one's university experience. As faculty, staff, and administration work together for the development of the whole person, students develop a deep and meaningful commitment to our Lord while understanding their own particular calling to Christian character and career. The Student Development Department partners with faculty to help students round out and balance their university experience with growth opportunities beyond classroom and coursework.

The Student Development Department at WJU exists to:

1. Foster a community of learning where intellectual, emotional, spiritual, and physical dimensions of life can be developed;
2. Provide opportunities which enable students to grow in their understanding of and ability to confront values, ideas, and cultures which may be new and different;
3. Create an atmosphere in which students can cultivate and refine their temperaments and abilities and are empowered with life skills;
4. Encourage students to pursue the goal of Christian servanthood on campus, in the church, in the community, and around the world.

STUDENT ATTITUDES & BEHAVIOR

Students at WJU are a special breed who want to push intellectual, spiritual, and emotional growth to the edges, not push the limits of extreme behavior. WJU emphasizes positive attitudes and values based on biblical understandings of how to live in obedience to Christ, according to God's grace. The rule of conduct has been described as simply to live in a way which would bring glory to Christ and would be in the best interest of the campus community. The University community seeks to foster responsible Christian freedom, which requires a wise stewardship of mind, body, time, abilities, and resources. However, since all of us are in process and may need some direction, the University makes clear some additional expectations, which are outlined in the Student Handbook.



CAMPUS MINISTRIES

William Jessup University is committed to being a Christ-centered institution and recognizes that worship of the one true God is the central role of a person's life. The Chapel program is intended to be the center of our community expression of worship of God and to support the growing faith of the members of the University. Opportunities for this experience are provided during twice-weekly Chapel and weekly Spiritual Formation Groups. Regular attendance at these meetings is understood as a mature response to the goals of being a Christ-centered community. Chapel has a variety of presentation and participation activities, which may include praise, worship, messages from God's Word, testimony, scripture, prayer, drama, dance, and other creative faith expressions.

Spiritual Formation Groups (SFGs) are at the heart of WJU's mission. Participation in an SFG allows each student to personalize the messages of Chapel, become accountable to a smaller group, work with others to hammer out the tough issues of integrating their faith and learning, ask questions about college life, and support one another with prayer, friendship, and practical help. The purpose of these small groups is to *connect* with others in the WJU community and *grow* in all aspects of the Christian faith.

Regular Chapel attendance is required for students desiring to receive a degree or certificate at WJU. Chapel credit is received when a student has a semester attendance of fewer than nine absences of Chapel and Spiritual Formation Group combined. Six semesters of Chapel credit are required for a bachelor's degree, three semesters for an associate's degree, and one semester for a certificate. Students who are unable to attend Chapel or Spiritual Formation Group due to time conflicts need to make arrangements with the Director of Campus Ministries to arrange to fulfill this requirement.

CHRISTIAN SERVICE & OUTREACH

An essential aspect of the Christian life and spiritual development at WJU is learning to serve others. Modeled on the life of Jesus and His early disciples, students serve in many capacities, for example, working with youth or the elderly; counseling; preaching; teaching; serving in music; and serving with the urban poor. Students may also choose to participate in one of our mission teams during various school breaks. Individuals are given the freedom to find an appropriate ministry that meets their interests and gifts, or may challenge them to look at life and service from another perspective.

Christian Service hours are required for students desiring to receive a degree or certificate at WJU. To receive a semester of Christian service credit, a student must serve in an approved ministry for a minimum thirty hours during a given semester.

STUDENT LEADERSHIP

The development of strong leadership skills among our student body is an important purpose of the University; the Student Leadership program provides practical, focused opportunities for leadership development.

The WJU Student Leadership program consists of four major components:

1. **Student Government** The primary purpose of Student Government is to provide the student body with representation to University personnel and to serve on the Activities Board under the direction of the Associate Dean of Students. The Student Government also serves to organize campus clubs and organizations with the purpose of encouraging students to pursue their interests, develop meaningful relationships, and enhance their academic, social, and spiritual pursuits.
2. **Orientation Assistant** program is designed to assist new students with the transition to university life and the WJU community. They play a vital role in the integration and retention of new students. Peer Advisors assist with the planning and implementation of the New Student Orientation program and lead discussion seminars designed to help students orient to their new university experience.
3. **Campus Ministries** student leaders work together with the Director of Campus Ministries to promote spiritual formation and provide opportunities to for service. They provide leadership through programs such as Chapel, Christian Service, Spiritual Formation Groups, prayer groups, missions, and other special events.
4. **Resident Assistants** provide on-campus students with service related to campus residence halls. Their primary purpose is to assist the Residence Directors with building a Christian residential community through implementing residence life policy and providing residence programs and events. They are available around the clock to assist resident students with any issue related to on-campus living.

CAMPUS ACTIVITY BOARD (C.A.B.)

CAB provides a variety of programs, opportunities for interaction between students, faculty, and staff to strengthen the academic and social atmosphere on campus. Student leaders (CABBIES) are provided opportunities for faith, service, and leadership development.

VOCAL ENSEMBLE Known as the New Praise Singers, are students who represent the University by performing on campus and in the community. They are a mixed choral group that sings various types of music. No auditions are necessary and the group is open to all students. Singing with the New Praise Singers is a great way to get to know students, have fun, and serve the University.

TOURING ENSEMBLE The Music and Worship Department at WJU forms a small vocal ensemble each year who represent the University at various venues twice a month. The group is open by audition to all WJU students.

INTERCOLLEGIATE ATHLETICS

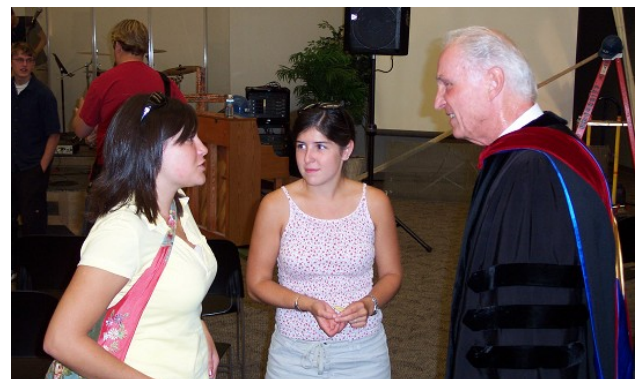
Intercollegiate athletics at WJU provides development for the body, mind, and spirit of each student athlete. It is the goal of the Athletic Department to train athletes in sportsmanship, assist their growth in Christian character, leadership, athletic ability, and provide opportunities for Christian service. More important than wins and losses, student athletes are encouraged to develop an ability to promote Christ through sport. The University sponsors and provides opportunities for service ministry both locally and globally, as well as requiring all student athletes receiving athletic scholarships to enroll in at least one course in the Sports Ministry Certificate program offered at WJU.

Athletic programs include varsity intercollegiate teams in Men's and Women's Basketball, Soccer, Cross Country, and Women's Volleyball. The University is a member of the NAIA (National Association of Intercollegiate Athletics), competing in the Cal Pac (California Pacific Conference); and a member of the USCAA (United States Collegiate Athletic Association).

RESIDENCE LIFE

Living on campus at WJU carries with it a distinctive set of privileges and responsibilities. Students who live on campus with their peers are entrusted with the responsibility of living with one another in a community where cooperation, teamwork, and communication are essential. The environment provides students with enriching experiences which may be an impetus for healthy interpersonal relationships. Living on campus at the University gives students the opportunity to interact closely with students from different cultures and countries, make friends, feel a closer part of the WJU family, and learn how to live in a Christian community with others.

The Residence Life Staff is committed to student growth, and works diligently to provide the best possible living environment. The University offers on-campus residence hall living for students in distinct sections for men and women. Because of the University's belief in the dynamic benefits of the residence experience, all unmarried freshmen and sophomores under the age of 21 are required to live on campus unless they live with approved family members.



NEW STUDENT ORIENTATION

Transition to University life is filled with many changes and challenges. To help students make these changes, the New Student Orientation program introduces students and their families to the WJU community, campus facilities, campus services, and most importantly, to fellow students and WJU staff. Developing meaningful and healthy relationships are a key to making a smooth transition into the college experience. The orientation program helps students to develop strong friendships, which often last a lifetime and provide the support needed for the tougher moments of life. During the week of New Student Orientation, required of all new students enrolled in six or more units, students will be involved in a welcome dinner, worship, community service project, placement testing, and registration. Student leadership members play a vital role in reaching this goal through directed programming, sharing of personal college experiences, and personal advising.

STUDENT LIFE OFFICE

The goal of the Student Life office is to facilitate opportunities beyond the classroom experience that will impact your social, personal, physical, and spiritual development. We believe that the development of relationships and the building of community are essential elements of the overall educational experience and that which will aid you in both your success at the university and your success in life. As such we encourage you to avail yourself to involvement and participation in campus community activities and programs that will aid in the development of relationships and will provide experiences that will reinforce the value and importance of community involvement and service.

The Student Life Offices are the focal point of all departments and programs within the Division of Student Development. Here you may find the offices for the Vice President for Student Development, Associate Dean of Students, Residence Life, Student Activities, Student Leadership, and Athletics.

In addition to our primary goal, a number of services are also provided through the Student Life Office:

1. Distribution of student identification cards
2. Determination of Chapel attendance and Christian Service completion
3. Coordination of student activities calendar
4. Publication of student and residence life handbooks
5. Enforcement of University student policies

STUDENT CENTER

The Student Center provides a place where students may relax, watch TV, participate in student clubs and organizational meetings, study, or visit with fellow students. It provides an accessible, fun, and inviting setting for the campus to enjoy a comfortable social outlet for all WJU faculty, staff, and students. There are a wide range of board games, pool tables, foosball, and ping-pong tables available to all current University students.

BOOKSTORE

The William Jessup University Bookstore is available to meet the student's needs for textbooks, WJU attire, and a wide variety of supplies to aid a student's experience.

CAMPUS SERVICES

ADVISING

All students are assigned a faculty academic advisor prior to enrolling at WJU. Students meet with their academic advisor before registration each semester to develop direction for their academic program. Academic advisors are available to plan graduation programs, help with career goals, assist in choosing classes and selecting a major, and give counsel about grades and any other aspect of University life.

STUDENT SUCCESS INITIATIVE

William Jessup University is committed to the satisfactory academic progress of all students. To ensure the success of students with special needs, students may be assigned to a personal advisor to guide their progress in the admissions, advising, or academic skills process.

CAREER GUIDANCE

Administrators and faculty members are interested in supporting students as they pursue their life and ministry goals. Career testing and guidance resources are available to help students explore strengths and to help make career decisions. Personal assistance in these areas can be requested through a student's academic advisor or through the Student Life Office.

PERSONAL COUNSELING

Personal life and growth is an important part of any student's total University experience and preparation for ministry. WJU offers several opportunities to encourage personal mental health. Counseling can be sought through meetings with faculty, staff, administration, or by request in the Student Life Office. In addition to on-campus counseling, the University maintains a network of professional counseling services off-campus.

CAFETERIA

The cafeteria is not only a place to enjoy a meal at WJU, but also a place for fellowship or discussing an important issue. Students, faculty, and staff gather in the cafeteria to spend time with one another, reflect on a class discussion, or just relax. Please check for meal times at the cafeteria, or online at www.jessup.edu. Meals are not served during vacations or recesses.

INSTRUCTIONAL RESOURCES

The WJU Memorial Library is perhaps the best theological library in Placer County. The Library has over 35,000 volumes and a complete collection of over 62,000 items including books, magazines, journals, and audio and video resources. The Library has web-based research database tools such as EBSCOHost, online library catalog, and computer search stations for patron use.

A computer lab, housed in the library, is available for student use during library hours. Microsoft Office, Internet access and other academic software are available. A MIDI Lab is housed on the second floor of the library, where PCs, Roland RS synthesizers and Sibelius music software are available.

THE EMMAUS CURRICULUM OF WILLIAM JESSUP UNIVERSITY

Educating Christians in the 21st Century

MEANING.

TRUTH.

DIRECTION.

Education at William Jessup University offers you more than knowledge....
Find meaning, truth, and direction for your life.

William Jessup University features an innovative curriculum that is both *classic* – rooted in the educational traditions of the past – and *relevant* – ready to grow into the future.

Stimulated by the challenge of educating a new generation of students, the faculty has explored the question, *What does it mean to educate Christians in the twenty-first century?* Ironically, the answer is found in a first century tale, as the story of Jesus' encounter with his disciples on the road to Emmaus, recorded in the gospel of Luke, provides the metaphor for Christian higher education at William Jessup University.

Emmaus is a story about one day in the life of two people. Walking together toward a town called Emmaus, they were talking about everything that had happened. At that moment, life was uncertain, the future unsure, and trust in anything or anyone seemed a precious risk. As they talked and discussed these things with each other, Jesus himself came up and walked with them. He listened to their concerns, shared biblical truth, and spent time with them. An encounter with truth and compassion radically changes their lives.

Education at WJU offers our students an Emmaus experience – the opportunity to seek meaning in the person of Jesus Christ, explore truth in both His word and His world, and find direction for their personal and professional lives.

Central to each student's course of study are the *Foundational Studies*, a core of classes which provide a firm foundation for an understanding of life, and position students as leaders in their world. In these courses, students study God's Word, feel His heart for people, and catch His vision for life today. They will gain the knowledge and skills to stand firm on an unshakable foundation, strengthened for the challenges ahead; grow as an individual of spiritual and moral integrity who cares for other people other cultures, and the natural world; and develop a voice of advocacy and compassion.

The *individual majors* offer students opportunity to focus their education and gain expertise in a particular area. All degree programs at William Jessup University equip the student to apply the principles in their field to positions of leadership in church or society. In these classes students test their interest, develop their skills, and discern God's direction in their lives.

ACADEMIC PROGRAMS

WJU offers **Bachelor of Arts** degrees in Bible & Theology, Christian Education, Counseling Psychology, Intercultural Studies, Music & Worship, Pastoral Ministry, and Youth Ministry. A Bachelor of Arts degree with a major or minor in Liberal Arts is also offered. A **Bachelor of Science** degree is offered as a major or minor in Business Management.

The Degree Completion Program offers **Bachelor of Science** degrees in Christian Leadership, Counseling Psychology, or Management & Ethics. See the section, "Degree Completion Program," in this catalog.

All bachelor degrees require a minimum of 128 semester units.

Two **Associate of Arts** degrees of 64 semester units are offered. The AA in Bible offers students a foundational education to formulate a biblical worldview in a multicultural society. The AA in Ministry includes an area of practical knowledge in a ministry concentration.

Certificate Programs prepare persons to serve the local church in the areas of Bible, Children's Ministry, Counseling, Credentials with Character, Family Ministry, Intercultural Studies, Management, Music & Worship, Pastoral Ministry, Sports Ministry, and Youth Ministry. The Bible Certificate provides a concentration of foundational Bible courses for personal development. Certificate programs vary in length from 24-32 units and may be completed in one year.

EMMAUS CURRICULUM

Built upon the story of the encounter between Jesus and two disciples on the road to Emmaus in the gospel of Luke, education at WJU offers students the opportunity to seek meaning, explore truth, and find direction for their lives.

Community in Learning. The first century disciples returned to join their friends in Jerusalem, and together they reflected upon the meaning of Jesus' words to them. Together they moved out to change the world. Our curriculum includes intentional opportunities for students to join a community of seekers, who enjoy laughing, talking, studying, playing, thinking, sharing. Students are invited to voice fears and doubts in an environment which values growth, as they study with men and women of God who model thoughtful, engaged lives.

Foundational Studies. Central to each student's course of study are a coherent sequence of classes designed to provide a firm foundation for an understanding of life and to position students as leaders in their world. Courses are grouped into five categories critical to the development of educated leaders: Human Expression, Human History and Behavior, the Global Environment, Leadership Development, and Biblical Studies major.

Individual majors of 28-30 units offer students opportunity to focus their education and gain expertise in a particular area. All degree programs at William Jessup University equip the student to apply the principles in their field to positions of leadership in church or society.

Students may choose to complete a minor of 18-21 units in an area or by transfer of units in a field of study other than one at WJU; additional courses would be required to meet the minimum of 128 units for graduation.

Intensives. As part of the Emmaus curriculum focus on twenty-first century leadership, the faculty has elected to require an emphasis in three areas: written communication, technology, and cultural studies. Each academic department has designated "intensive" courses within their program which will require students to demonstrate practical application of key concepts and skills.

Foreign Language. In the Emmaus curriculum, students are required to complete one year of foreign language. This policy specifies alternative paths of fulfilling the requirement and/or formalizes current options.

1. Students with four years of high school instruction in the same language may waive the foreign language requirement and elect 6 units of General Education electives.
2. International students for whom English is a second language may fulfill the requirement through alternative means, e.g., college-level ESL courses, credit by examination, upper division English courses.
3. Students who have acquired a second language without taking high school or college classes in it may be eligible to demonstrate proficiency by examination.
4. American Sign Language is acceptable to fulfill the foreign language requirement.
5. The Degree Completion Program (DCP) does not have a Foreign Language Requirement.

Internships. Because education must be both practical as well as theoretical, every bachelor's degree program includes a required service learning component. All degree-seeking students will be expected to spend from three to nine months in a practical, supervised ministry for which they will receive academic credit and a grade. The kind of internship in which students will be involved will vary according to their major program. For example, a Christian Education major may spend a semester or more student teaching at a local Christian school; an Intercultural Studies major may spend a summer overseas interning with a missionary; a pastoral or Youth Ministry major may spend a summer or the school year in a local church ministry. Counseling Psychology majors will be placed in a setting where the focus of work will be personally assisting troubled individuals. The goal of this comprehensive internship program is that each student graduate with practical experience in ministry.

Capstone Courses. In the senior year, students participate in two opportunities to measure their own learning and growth. The Senior Seminar is a capstone course which allows students to apply the skills of written and oral communication, quantitative thought, critical thinking, research, and biblical exegesis to a project within their area of specialization. Furthermore, each academic major offers a capstone course which requires students to demonstrate mastery of the competencies within their program. These capstone experiences prove to the students the leadership skills they have developed during their college years.

ACADEMIC PROGRAMS

FOUNDATIONAL STUDIES CORE

The primary goal of education at William Jessup University is the integration of faith and learning. In pursuing this goal, we accept the unity of all knowledge under God and perceive no contradiction between the truth of the Christian revelation and that of scholarly investigation. WJU offers both general education courses that provide the broad scope of human knowledge and a biblical and theological major that establishes a perspective which gives coherence and purpose to that knowledge.

As part of the Foundational Studies core, General Education at William Jessup University seeks to develop the whole person by developing skills in communication, quantitative reasoning, and critical thinking and by exposing students to a broad cross-section of knowledge in science, social science, and the humanities. General Education is fundamental to the degree program by providing context for the major, a foundation for life-long autonomous learning, and the skills and broad worldview needed for effective service and leadership, both in the church and in an increasingly multicultural society.

These courses generally total 66 units and are grouped into four categories critical to the development of educated leaders: Human Expression, Human History and Behavior, the Global Environment, and Leadership Development. The specific course requirements are listed with each degree.

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b).....	3
Interpersonal Communication (COMM282)	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 19 units

Developmental Psychology (PSYC141)	3
Human Relationships (PSYC225)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Cultural Studies	3

Leadership Development* 11 units

Personal Integrity (LDRS101)	1
Contemporary Discipleship (LDRS152)	3
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

Global Environment 6 units

Math	3
Lab Science	3

Electives..... 14

*Students who transfer to WJU with 48 units may elect to complete the *Essential Leadership Praxis* course (3 units), an intensive upper division course which distills the essential topics covered in the required lower division courses of Personal Integrity, Contemporary Discipleship, Human Relationships, and Cultural Studies. Additional courses or an additional 7 units in transfer would be required to meet the minimum of 128 units for graduation.

Education of the Christian leader is incomplete without the foundational and integrative studies of Scripture that ground and bring coherence to the student's life and worldview. In Biblical Studies, students develop the skills and disciplines to study the Scriptures in analytical, practical and passionate ways, organizing its contents into meaningful patterns for life and ministry.

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts – Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Bible Electives*	12

*Must include at least one course each in New Testament, Old Testament, and Theology

TOTAL UNITS FOR FOUNDATIONAL STUDIES98

ACADEMIC PROGRAMS

BACHELOR OF SCIENCE BUSINESS MANAGEMENT

The Business Management major is designed to develop an individual's leadership capabilities for a career either in business or in ministry. For some students, the program will provide the preparation for a Masters of Business Administration (MBA) or other graduate program. Other students will use this degree to directly enter either business or ministry fields.

A graduate should demonstrate the knowledge of and the ability to use the following:

1. Basic management principles
2. Introductory accounting principles
3. Financial reports and principles
4. Legal requirements for a business or organization
5. Basic marketing concepts
6. Statistics for analyzing data
7. Computers, databases, and networking
8. Strategic planning concepts
9. Operations management tools and techniques
10. Biblical perspective on ethical questions

The Bachelor of Science program is designed to prepare its graduates for careers in management in any organizations: business and non-business, public or private, foreign or domestic, ministry or non-ministry. Students will learn the fundamental principles underlying organizations, improve their critical thinking, develop knowledge of analytical tools of management, and develop skill in analyzing and evaluating managerial problems.

FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1
Communication Concepts (BUS350)	3

Human History and Behavior 19 units

Developmental Psychology (PSYC141)	3
Human Relationships (PSYC225)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Statistics (MATH220)	3

Leadership Development 11 units

Contemporary Discipleship (LDRS152)	3
Personal Integrity (LDRS101)	1
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

Global Environment 6 units

Math	3
Lab Science	3

Electives.....9

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts – Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Bible Electives*	12

BUSINESS MANAGEMENT MAJOR

Organizational Behavior (BUS140)	3
Accounting Concepts for Managers (BUS341)	3
Financial Management (BUS342)	3
Legal Implications for Business (BUS250)	3
Marketing (BUS430)	3
Management Information Systems (BUS220)	3
Strategic Management (BUS489)	3
International Business (BUS450)	3
Operations Management (BUS440)	3
Business Internship (BUS475)	2
Electives	6

Choose 6 units from the following:

Quality Management (BUS370)	3
Project Management (BUS380)	3
Human Resource Management (BUS360)	3
Microeconomics (BUS202)	3
Macroeconomics (BUS201)	3

Total units for Business Management Major35

Total units for Program 128

BUSINESS MANAGEMENT MINOR

Organizational Behavior (BUS140)	3
Accounting Concepts for Managers (BUS341)	3
Financial Management ((BUS342)	3
Legal Implications for Business (BUS250)	3
Communication Concepts (BUS350)	3
Marketing (BUS430)	3
Operations Management (BUS440)	3

Total units for Minor21



ACADEMIC PROGRAMS

BACHELOR OF ARTS CHRISTIAN EDUCATION

Exploring how people learn and how best to teach them provides the insights into the skills of effective teaching. Further, such study provides the background to build effective teaching plans and programs. Learning the power of the computer as an assistant to the key relational aspect of teaching enables the student to present powerful and motivational lessons and perform leadership activities.

The administrative aspects of an effective Christian Education program are learned in the classroom and on the field through various field experiences. Students select one of six ministry concentrations: Early Childhood, Childhood, Youth, Adult, Administrative Integration, or Education Administration Principalship.

Changes in concentration may be made at any stage of the program. Each concentration course focuses on practical skills for teaching and leading toward Christian maturity.

Benchmarks for effective teaching are compiled and assessed throughout the program so the student arrives with a Bachelor's degree equipped and focused for making a difference in the church.

A graduate of the Christian Education program will demonstrate the ability to:

1. Use the skills learned in Biblical Interpretation to identify biblical lessons and determine appropriate application to specific age level classes.
2. Design and implement lesson objectives and lesson plans to assist in guiding teaching and learning activities.
3. Use technology to design, produce, and present teaching materials for various age levels.
4. Choose and employ different methods available for teaching and learning.
5. Encourage the use of gifts and skills within the student for the greatest positive impact in the Church and its mission.
6. Explore how people develop spiritually and to build systems of teaching and learning that contribute to spiritual development.
7. Encourage the student to be effective and supportive members of the total pastoral team.

* * * *

FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Interpersonal Communication (COMM282)	3
Foreign Language (<i>Greek suggested</i>)	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 19 units

Developmental Psychology (PSYCH141)	3
Human Relationships (PSYC225)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Cultural Studies	3

Leadership Development 11 units

Contemporary Discipleship (LDRS152)	3
Personal Integrity (LDRS101)	1
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

Global Environment 6 units

Math	3
Lab Science	3

Electives 10

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts - Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Bible Electives*	12

*Must include at least one course each in New Testament, Old Testament, and Theology

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CHRISTIAN EDUCATION MAJOR

Fundamentals of Ministry (MINS101)	3
Educational Psychology (CEDU310)	3
Principles and Methods of CE (CEDU241)	4
Foundations of Education (CEDU301)	2
Educational Administration (CEDU450)	4
Christian Education Internship (CEDU475)	8
Education Senior Colloquium (CEDU)	3
Concentration <i>Choose one of the following six areas:</i>	6

EARLY CHILDHOOD EDUCATION:

Early Childhood I (CEDU101a)	3
Early Childhood II (CEDU101b)	3

CHRISTIAN EDUCATION OF CHILDREN:

Christian Education of Children I (CEDU121a)	3
Christian Education of Children II (CEDU121b)	3

CHRISTIAN EDUCATION OF YOUTH:

Christian Education of Youth (CEDU391)	3
Youth Ministry Skills (YMIN175)	3

ADMINISTRATIVE CHRISTIAN EDUCATION – AGE INTEGRATED:

Administrative Leadership of CE I (CEDU150a)	3
Administrative Leadership of CE II (CEDU150b)	3

EDUCATION ADMINISTRATION/PRINCIPALSHIP:

Principalship and Leadership (CEDU476)	3
Leadership Practicum	3

Total units for Christian Education Major 34

Total units for Program 128

ACADEMIC PROGRAMS

BACHELOR OF ARTS COUNSELING PSYCHOLOGY

The Counseling Psychology major is designed to develop an individual's capacities for work in the helping professions in both secular and sacred settings. Its mission is to prepare Christians to lead individuals/groups to *wholeness* in Christ, utilizing methods that are scripturally sound and culturally sensitive.

The Counseling Psychology degree, as distinct from other ministry related degrees, prepares students for the soul care dimensions of ministry to individuals and families. For some, the major will provide foundational studies in preparation for graduate school in the helping professions. Graduates who seek advanced education typically choose advanced studies in Psychology, Counseling, or Social Work. Others will apply this degree to work within mental health settings immediately after graduation and/or utilize the relational skills gained in this program in a wide range of careers, including business, human services, and church or parachurch ministry.

A graduate should demonstrate:

1. knowledge of human growth and development in the context of family, community, culture, and ethnicity.
2. an integration of one's faith and understanding of scripture with the study of human needs;
3. knowledge of basic theoretical frameworks concerning human personality and problems;
4. an ability to interview, assess, develop treatment plans, carry out interventions, and evaluate progress in helping relationships;
5. the ability to utilize community resources appropriately and effectively as part of the helping process;
6. skill in interpersonal communication with both individuals and small groups;
7. increased self-awareness, self-understanding, and growth in personal wholeness;
8. an ability to recognize the limitations of one's training and an ability to refer to specialized helping professionals when appropriate.

FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Interpersonal Communication (COMM282)	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 22 units

Developmental Psychology (PSYC141)	3
Human Relationships (PSYC225)	3
Introduction to Psychology (PSYC110)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Crosscultural Counseling (PSYC423)	3

Leadership Development 11 units

Personal Integrity (LDRS101)	1
Christian Perspective (PHIL452)	3
Contemporary Discipleship (LDRS152)	3
Spiritual Dimensions of Leadership (CEDU341)	3
Senior Seminar (LDRS498)	1

Global Environment 6 units

Math	3
Lab Science	3

Electives 11

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts– Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Bible Electives*	12

*Must include at least one course each in New Testament, Old Testament, and Theology

COUNSELING PSYCHOLOGY MAJOR

Abnormal Psychology (PSYC364)	3
Small Group Communication (COMM383)	2
Counseling Theory (PSYC323)	3
Counseling Skills (PSYC441)	3
Research Methods and Statistics (PSYC485)	3
Psychology Seminar (PSYC482)	2
Counseling Practicum I & II (PSYC475)	4
Electives	12

Choose 12 units from the following:

Adolescent Psychology (PSYC226)	2
Human Sexuality (PSYC467)	2
Career Development (PSYC411)	3
Child Psychology (PSYC202)	2
Gender Studies (PSYC465)	3
Grief and Loss (PSYC461)	2
Marriage and Family (PSYC277)	3
Psychology of Aging (PSYC246)	2
Conflict Resolution (PSYC298)	½
Dealing with Difficult People (PSYC297)	½
Marriage and Counseling (PSYC344)	½
Premarital Counseling (PSYC343)	½
Special Studies in Counseling Psychology (individual design) (PSYC299)	variable
Total units for Counseling Psychology Major	32

Total units for Program 130

ACADEMIC PROGRAMS

COUNSELING PSYCHOLOGY MINOR

Abnormal Psychology (PSYC364)	3
Counseling Theory (PSYC323)	3
Counseling Skills (PSY441)	3
Counseling Practicum I & II (PSYC475)	3
Electives.....	8
<i>Choose 8 units from the following:</i>	
Small Group Communication (COMM383)	2
Research Methods and Statistics (PSYC485)	3
Psychology Seminar (PSYC482)	2
Adolescent Psychology (PSYC226)	2
Human Sexuality (PSYC467)	2
Career Development (PSYC411)	3
Child Psychology (PSYC202)	2
Gender Studies (PSYC465)	3
Grief and Loss (PSYC461)	2
Marriage and Family (PSYC277)	3
Psychology of Aging (PSYC246)	2
Conflict Resolution (PSYC298)	½
Dealing with Difficult People (PSYC297)	½
Marriage and Counseling (PSYC344)	½
Premarital Counseling (PSYC343)	½
Special Studies in Counseling Psychology (individual design) (PSYC299)	variable
Total units for Minor.....	20

BACHELOR OF ARTS INTERCULTURAL STUDIES

The Intercultural Studies program prepares students for work and ministry in cross-cultural contexts either in the United States or abroad. The curriculum also provides adequate preparation for those desiring to attend graduate seminary before entering their field of service. Beyond a core of missions theory and content courses, today's Intercultural Studies students need usable skills that fit either traditional missionary roles (e.g. evangelism, Christian education or church planting) or nontraditional cross-cultural roles (e.g. business, TESOL, community development, counseling, or primary health care). The Intercultural Studies curriculum is designed for students to choose either of these approaches to cross-cultural ministry. WJU Intercultural Studies graduates will demonstrate:

1. a clear understanding of the biblical and theological bases for missions;
2. a vision and burden for God's work in today's world;
3. an understanding of cross-cultural ministry theory and methodology;
4. development of cross-cultural ministry skills, especially the ability to make the gospel and one's ministry relevant to local contexts;
5. an appreciation for diverse cultures and the sensitive issues involved in cross-cultural communication;
6. self-awareness concerning one's adjustment to diverse cultures;
7. skill in a biblical and/or a foreign language;
8. skill in an area of concentration.

FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Interpersonal Communication (COMM282)	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 19 units

Developmental Psychology (PSYC141)	3
Human Relationships (PSYC225)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Cultural Anthropology (ICS302)	3

Leadership Development 11 units

Contemporary Discipleship (LDRS152)	3
Personal Integrity (LDRS101)	1
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

Global Environment 6 units

Math	3
Lab Science	3

Electives14

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts – Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Acts (NT210)	3
Bible Electives*	9

*Must include at least one course each in New Testament, Old Testament, and Theology.

INTERCULTURAL STUDIES MAJOR

Sociology (SOC201)	3
World Religions (ICS320)	3
Perspectives on the World Christian Movement (ICS140)	3
Urban Ministries (ICS331)	3
Church Planting (PMIN401)	3
Missiology (ICS430)	3
Internship(s) (ICS475)	3
Electives	9-12

Choose one of the following concentrations:

- TESOL
- Community Development
- Primary Health Care
- Church Planting
- Other Disciplines

Total units for Intercultural Studies Major..... 30

Total units for Program 128

ACADEMIC PROGRAMS

INTERCULTURAL STUDIES MINOR

The Intercultural Studies Minor is designed for those students interested in cross-cultural ministry but who will utilize skills from another discipline such as business, music or education.

Cultural Anthropology (ICS302)	3
Acts (NT210)	3
Sociology (SOC201)	3
World Religions (ICS320)	3
Perspectives on the World Christian Movement (ICS140)	3
Urban Ministry (ICS331)	3
Church Planting (PMIN401)	3
Missiology (ICS430)	3

Total units for Minor.....24

BACHELOR OF ARTS LIBERAL ARTS

WJU offers programs leading to careers in public, private, and charter school systems. It is the mission of the Department of Education to prepare teachers by encouraging character development and demanding ethical behavior to meet the needs of people, by teaching in schools throughout the world.

The Multiple Subject *Credentials With Character* program is designed with a core of Christian values. The degree features the Bible and Theology major as well as professional preparation courses. Preparation for teaching in the elementary classroom includes completion of the state-approved Teacher Education Program designed to meet subject matter competence. The individual obtaining a multiple subject credential is authorized to teach all subjects in kindergarten through grade twelve in self-contained classes.

The secondary credential (Single Subject) is currently under development. Program approval is anticipated in 2006. Students seeking a Single Subject Credential must major in an academic discipline and/or satisfy subject matter competence by passing the appropriate state examination(s).

Graduates with a *Credential With Character* are well-equipped, highly principled individuals who understand diversity as a strength and who provide for individual differences in order to help their students prepare for a diverse and rapidly changing world. The faculty members in the Department of Education maintain high Christian standards and expectations for themselves and for the students who wish to serve in building a better world by entering the teaching profession.

Graduates from the Credentials with Character program will:

1. Educate others with clarity and compassion.
2. Assess student learning.
3. Engage and support student in learning.
4. Plan instruction and design learning experiences for students in K-12 self-contained classrooms.
5. Create and maintain effective environments for student learning.

6. Develop as a professional educator.
7. Possess the necessary subject matter comprehension to teach the California State Framework and subject matter requirements.
8. Have met all of the requirements to be recommended for California State Multiple Subject Preliminary Teaching Credential.

The credential program offered by WJU is a state-approved program, subject to revision by state or federal law. Therefore, this program requires completion of specific benchmark assessments, in addition to completion of WJU courses. Current law requires all candidates for a California teaching credential to successfully complete the following examinations, which are incorporated in the program:

CBEST – California Basic Educational Skills Test
CSET I in Reading, Language, Literature, History & Social Science

CSET II in Science and Math

CSET III in Physical Education, Human Development, Visual & Performing Arts

RICA – Reading Instruction Competence Assessment

TPA – Teaching Performance Assessment

Task 1: Principles of Content-Specific and Developmentally Appropriate Pedagogy

Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

Task 3: Classroom Assessment of Academic Learning Goals

Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction

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FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Language, Culture, and Literacy (TEDU323)	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 24 units

Developmental Psychology (PSYC141)	3
Human Relationships (PSYC225)	3
World Civilization I (HUMA251)	5
World Civilization II (HUMA252)	5
Multicultural Education (TEDU123)	3
Physical Education and Health Science (PHED102)	2
American History (HIST291)	3

Leadership Development 11 units

Contemporary Discipleship (LDRS152)	3
Personal Integrity (LDRS101)	1
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

Global Environment 15 units

Earth & Space Science (NSCI222)	3
Life Science (NSCI224)	3
Physical Science (NSCI223)	3
Math for Teachers I (TEDU213)	3
Math for Teachers II (TEDU223)	3

ACADEMIC PROGRAMS

Biblical Studies 20 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts – Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4

Electives..... 8

Credentials With Character 34 units

Teaching as a Profession (TEDU101)	2
Initial Student Teaching I (TEDU275)	1
Foundations of Education (TEDU302)	3
Educational Psychology (CEDU310)	3
Curriculum & Methods in History & Soc. Sci. (TEDU311)	3
Initial Student Teaching II (TEDU375)	1
Curriculum & Methods in Math and Science (TEDU413)	3
Curriculum & Methods in Lit & Language (TEDU323)	3
Student Teaching I (TEDU475)	6
Student Teaching II (TEDU476)	6
Applied Technology for Teachers (TEDU480)	3

Total units for Program128

BACHELOR OF ARTS MUSIC AND WORSHIP

The Music and Worship program is designed to prepare graduates for leadership positions in the church and society as worship leaders, ministers of music, accompanists, performers, and choral or instrumental directors. The curricular structure, content, and time requirements shall enable the students to develop the range of knowledge, skills, and competencies required for acceptance into post-graduate degree programs. All curricula stress sound musicianship and active musical experience.

All students enrolling in the Music and Worship major are required to attain a certain level of performance ability in addition to the completion of the required course units. Students will perform a music jury at the completion of each year's study. The purpose of the jury is to assess the level of competence attained. All Music and Worship majors must pass a piano proficiency exam before graduation and are required to perform a senior recital in the senior year.

In order to assure that WJU graduates reflect the mission and educational philosophy of the University, the Music Department adheres to the transfer policy established by the Faculty Senate. In addition, up to two units of Applied Lessons and two units of performance group may be transferred. Other courses that must be taken at WJU include Music Organization and Leadership, Music and Worship, and Music and Worship Internship.

The Music and Worship Department is unique in its ministry focus, as we seek to prepare students to meet the challenge of serving in leadership positions in church and parachurch music programs. Students who complete the course of study should demonstrate:

1. ability to perform competently as a vocal or instrumental musician with a proficiency in piano or other keyboard instrument;
2. acquisition of a broad knowledge of music literature, both sacred and secular, through study and performance;
3. acquisition of a foundation of theoretical and practical ministry skills including the theology of worship, integration of music and worship styles, music and worship program design, and sound systems and MIDI programming;
4. ability to develop and maintain an effective music program or ministry based on sound biblical and educational concepts;
5. knowledge of the history of music and worship and its relationship to contemporary music ministry and worship design;
6. ability to analyze, compose, and arrange music for various vocal and instrumental media with a proficiency in music theory and ear training competencies.

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FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Interpersonal Communication (COMM282)	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 25 units

Developmental Psychology (PSYC141)	3
Human Relationships (PSYC225)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
World Music (MUS367)	3
Western Music to 1750 (MUS340)	3
Western Music from 1750 (MUS341)	3

Leadership Development 11 units

Personal Integrity (LDRS101)	1
Contemporary Discipleship (LDRS152)	3
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

Global Environment 6 units

Math	3
Lab Science	3

Electives..... 8

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts – Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Bible Electives*	12

*must include at least one course each in New Testament, Old Testament, and Theology

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ACADEMIC PROGRAMS

MUSIC AND WORSHIP MAJOR

Applied Music (MUS100-400)	4
Performance Ensemble*	2
Class Piano** (MUS190P).....	1
Music Theory I and II (MUS272)	3
Music Theory III and IV (MUS274)	3
Ear Training (MUS301)	2
Hymnology (MUS343)	2
Basic Conducting (MUS310)	2
Music and Worship (MUS450)	3
Music Organization and Leadership Or Advanced Conducting (MUS455 or MUS410)	2
Music and Worship Internship (MUS475)	2
Music and Worship Electives	4
Senior Recital (MUS498)	0
Total units for Music and Worship Major	30

*Students must participate in a performance ensemble when registered for applied lessons.
**Keyboard majors substitute Accompaniment or add 1 unit music elective.

Total units for Program128

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MUSIC AND WORSHIP MINOR

Music Theory I or Music Fund. (MUS272 or MUS171)	3
Western Music to or from 1750 (MUS340)	3
Class Piano* (MUS190P).....	1
Music and Worship (MUS450).....	3
Hymnology or World Music (MUS343 or MUS367)	2
Applied Music (½ unit each) (MUS100-400)	2
Ensemble (½ unit each) (MUS296)	1
Music and Worship Electives**	4
Total units for Minor.....	18

*Keyboard Minors substitute 1 unit Music Elective
**1 unit taken as GE Elective



BACHELOR OF ARTS PASTORAL MINISTRY

One who aspires to be a pastor will be a leader of leaders, a preacher and discipler who is skilled in church planting and growth. It is the most interesting and exciting work in the world. The kingdom need is for people of character who are not afraid to deal with challenge, change, and opportunity. The Pastoral Department prepares graduates for this leadership as senior pastors, associate pastors, and other key positions.

Graduates are expected to put factual knowledge to practical use in the ministry of the local church or parachurch organization. Those attending graduate school will have gained the knowledge and research skills required for advanced study.

The practical implementation of all factual and intellectual knowledge is accomplished by preparing students who:

1. use proper exegetical methods and tools to interpret the Christian scriptures with a view toward preaching, teaching, and church management;
2. have a system of values and beliefs which are scripturally based and result in a wholesome life of service and example in both church and society;
3. are skilled in preaching, leading worship, evangelism, pastoral care, counseling, and church administration;
4. have entered into a life of spiritual formation integrating vocation, ministry, character, and life style.

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FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Interpersonal Communication (COM282).....	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 19 units

Developmental Psychology (PSYC141).....	3
Human Relationships (PSYC225).....	3
Western Civilization I (HUMA241).....	5
Western Civilization II (HUMA242)	5
Cultural Studies	3

Leadership Development 11 units

Contemporary Discipleship (LDRS152).....	3
Personal Integrity (LDRS101)	1
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

Global Environment 6 units

Math.....	3
Lab Science	3

Electives14

ACADEMIC PROGRAMS

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts – Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Bible Electives*	12

*Must include at least one course each in New Testament, Old Testament, and Theology

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PASTORAL MINISTRY MAJOR

Fundamentals of Ministry (MINS101)	3
Homiletics I (PMIN320)	3
Homiletics II (PMIN322)	3
Management Information Systems (BUS220)	3
Fundamentals of Worship (PMIN350)	3
Church Administration (PMIN480)	3
Pastoral Care & Counseling (PMIN423)	3
Internship (PMIN475)	3
Electives	6

Choose 6 units from the following:

Evangelism & Church Growth (PMIN410)	3
Pastoral Practicum (PMIN375)	1
Philosophy of Christian Education (CEDU472)	3
Youth Ministry Skills (YMIN175)	2
Church Planting (PMIN401)	3
Pastoral Epistles (NT311)	2
Practice Preaching (PMIN422)	2

Total units for Pastoral Ministry Major30

Total units for Program128

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PASTORAL MINISTRY MINOR

Fundamentals of Ministry (MINS101)	3
Homiletics I (PMIN320)	3
Fundamentals of Worship (PMIN350)	3
Church Administration (PMIN480)	3
Pastoral Care & Counseling (PMIN423)	3
Internship (PMIN475)	3

Total Units for Minor 18

BACHELOR OF ARTS YOUTH MINISTRY

Recognizing the strategic role of the youth minister in the spiritual development of young people (middle school, high school and college), William Jessup University offers a major in youth ministries. The purpose of the Youth Ministry program is to reach the next generation by preparing students to evangelize and disciple youth and their families. Students graduating from this program will have entry-level knowledge and skills appropriate for service as full-time professional youth workers in churches, parachurch organizations, and other agencies engaged in ministering to youth; students will be prepared for further professional study in seminary or other graduate schools.

William Jessup University expects the student who graduates with a degree in Youth Ministry to demonstrate:

1. ability to devise, discuss, and defend a personal philosophy of Youth Ministry that is both biblically formulated and developmentally appropriate;
2. ability to develop a ministry to youth in a church or parachurch organization in diverse socio-cultural settings;
3. ability to assist adolescents and their families in problem-solving and decision-making;
4. preparedness to stay current in youth culture;
5. exposure to models of effective youth ministries through internships, guest lecturers, and field trips;
6. ability to recruit, nurture, and mentor teenage leaders and adult volunteer staff;
7. preparedness for service in a leadership role and function as part of a team/staff;
8. ability to prepare and deliver sound and effective teaching to youth and to continue in life-long learning;
9. preparedness to provide a good Christian example as a student of scripture.

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FOUNDATIONAL STUDIES

Human Expression 16 units

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Interpersonal Communication (COMM282)	3
Foreign Language	6
Effective Bible Teaching (CEDU372)	1

Human History and Behavior 19 units

Developmental Psychology (PSYC141)	3
Human Relationships (PSYC225)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Cultural Studies	3

Leadership Development 11 units

Contemporary Discipleship (LDRS152)	3
Personal Integrity (LDRS101)	1
Christian Perspective (PHIL452)	3
Spiritual Dimensions of Leadership (LDRS341)	3
Senior Seminar (LDRS498)	1

ACADEMIC PROGRAMS

Global Environment 6 units

Math	3
Lab Science.....	3

Electives..... 14

Biblical Studies 32 units

Christian Foundations I (Old Testament, BIBL101)	4
Christian Foundations II (Gospels, BIBL102)	3
Christian Foundations III (Acts – Revelation, BIBL103)	3
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Christian Theology (THEO451)	4
Bible Electives*.....	12

*Must include at least one course each in New Testament, Old Testament, and Theology

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YOUTH MINISTRY MAJOR

Fundamentals of Ministry (MINS101)	3
Youth Ministry Skills (YMIN175)	3
Youth Culture, Trends, and Issues (YMIN283)	2
Youth Ministry Field Experience (YMIN376)	1
Christian Education of Youth (CEDU391)	3
Moral and Faith Development in Youth (YMIN341)	3
Youth Ministry Internship (YMIN475)	3
Urban/Parachurch Youth Ministry (YMIN431)	3
Philosophy of Youth Ministry (YMIN463)	3
Electives.....	6

Choose 3 of the following:

Camping Administration and Programming (YMIN273) ..	2
Youth and Missions (YMIN373)	2
Ministering to Families with Teenagers (YMIN237)	2
Adolescent Psychology (PSYC226)	2
Counseling Youth (YMIN426)	2

Total Units for Youth Ministry Major30

Total units for Program128

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YOUTH MINISTRY MINOR

Youth Ministry Skills (YMIN175)	3
Youth Culture, Trends, and Issues (YMIN283)	2
Youth Ministry Field Experience (YMIN376)	1
Moral and Faith Development in Youth (YMIN341)	3
Christian Education of Youth (CEDU391)	3
Urban/Parachurch Youth Ministry (YMIN431)	3
Philosophy of Youth Ministry (YMIN463)	3
Electives.....	2

Choose one of the following:

Camping Administration and Programming (YMIN273) ..	2
Youth and Missions (YMIN373)	2
Ministering to Families with Teenagers (YMIN237)	2
Adolescent Psychology (PSYC226)	2
Counseling Youth (YMIN426)	2

Total Units for Minor20

ACADEMIC PROGRAMS

BACHELOR OF ARTS IN BIBLE AND THEOLOGY WITH A TRANSFERRED MINOR

This program is preparatory. Graduates would continue in an advanced degree in ministry. In addition to the general objectives, this program is designed to achieve several specific objectives. Graduates should demonstrate:

1. a basic knowledge and appreciation of the importance of the ministry;
2. an ability to use the Greek language in exegetical studies and sermon preparation;
3. a concern for people and their spiritual needs and an elementary knowledge of the ministry skills necessary to help meet those needs.

Foundational Studies Requirements	52
Biblical Studies Requirements	32
Transferred Minor	18
WJU Ministry Electives	18
Free Electives	8
Total units	128

SECOND BACHELOR'S DEGREE PROGRAM

Many students today are seeking mid-life career changes to enter the ministry. These students occasionally have already graduated from college and are well-educated, yet they may lack the particular biblical education necessary to minister adequately to others. For this reason WJU has a special program for those who come to a Christian university having already completed a baccalaureate degree.

This second degree program is an intensive study that is open only by permission of the Vice President for Academic Affairs. Entering students would not only have to have a degree from another institution which would meet the University's foundational studies requirements, but would have to show that they could handle a wide range of upper division Bible exegesis classes without benefit of certain prerequisites and would have to come well-recommended for ministry potential.

For students whose initial degree is not in the area of biblical studies the following courses are recommended for this program:

Biblical Interpretation or Advanced Hermeneutics (BIBL249 or	3
Christian Foundations I (BIBL101)	4
Christian Foundations II (BIBL102)	3
Christian Foundations III (BIBL103)	3
Theology Course	3
Christian Theology (THEO451)	4
Bible Electives*	12
*Must include at least one course each in New Testament, Old Testament, and Theology	
Total units	32

For students whose initial degree is in the area of biblical studies or theology from an acceptable college or university in a country other than the USA, the following courses are recommended for this program:

Biblical Interpretation or Advanced Hermeneutics (BIBL249)	3
Christian Foundations II (BIBL102)	3
Christian Foundations III (BIBL103)	3
Romans (NT308)	3
Theology	2
Christian Theology (THEO451)	4
Bible Electives*	12
Ministry or additional Bible Elective	2
*Must include at least one course each in New Testament, Old Testament, and Theology	
Total	32

Because of the specialized nature of the second bachelor's degree, the following requirements apply:

1. Successful completion of the Writing Proficiency Exam is a prerequisite for the program. English composition or six units of appropriate English as a Second Language courses must be taken and passed each semester until a TOEFL score of 500 (paper-based) or 173 (computer based) is achieved or the WPE is passed.
2. A maximum of 12 units of lower division classes may count toward graduation. Upper division classes taught in the English language cannot be taken until a TOEFL score of 500 is achieved or the WPE is passed.

If instruction in the student's initial degree is in a language other than English, the following policies apply:

1. Twenty units must be taken in classes taught in English language for seminary-bound students; all students must take at least 12 units in classes taught in English language.
2. Classes that repeat in the same language those taken during an initial degree will not count toward graduation.
3. Transcripts from WJU will identify classes taught in languages other than English.

ACADEMIC PROGRAMS

ASSOCIATE OF ARTS IN BIBLE

This two-year degree program is intended either for students who may transfer to a liberal arts college to seek a major not offered at WJU, or for students who want a well-rounded education that balances Bible, ministry, and foundational studies.

Students who complete this program will have gained a strong foundation for lifelong autonomous learning, and the skills and broad worldview needed for effective service and leadership, both in the church and in an increasingly multicultural society. Furthermore, these students will demonstrate:

1. an ability to communicate the Word of God;
2. an understanding of the world and its history;
3. a basic understanding of the general themes of the Bible and biblical history;
4. an understanding of the church revealed in scripture and several basic principles of New Testament Christianity.

The following courses are required for the Associate of Arts in Bible degree:

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Lab Science	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Developmental Psychology (PSYC141)	3
Cultural Studies	3
Christian Perspective (PHIL452)	3
Effective Bible Teaching (CEDU372)	1
Contemporary Discipleship (LDRS152)	3
Christian Foundations I (BIBL101)	4
Christian Foundations II (BIBL102)	3
Christian Foundations III (BIBL103)	3
Romans (NT308)	3
Biblical Interpretation (BIBL249)	3
Bible Electives*	12
Free Electives	4
*Must include at least one course each in New Testament, Old Testament, and Theology	
Total	64

ASSOCIATE OF ARTS IN MINISTRY

This two-year degree program is designed to provide graduates with a basic biblical knowledge and specific practical skills to serve as volunteer workers in the church. Students who complete this program will have gained a strong foundation for lifelong autonomous learning, and the skills and broad worldview needed for effective service and leadership, both in the church and in an increasingly multicultural society. Furthermore, these students will demonstrate:

1. an ability to communicate the Word of God;
2. an understanding of the world and its history;
3. a basic understanding of the general themes of the Bible and biblical history;
4. an understanding of the church revealed in scripture and several basic principles of New Testament Christianity.
5. a practical knowledge of either Christian Education, Counseling Psychology, Intercultural Studies, Music and Worship, Pastoral Ministry, or Youth Ministry.

The following courses are required for the Associate of Arts in Ministry degree:

Composition and Communication I (ENGL101a)	3
Composition and Communication II (ENGL101b)	3
Western Civilization I (HUMA241)	5
Western Civilization II (HUMA242)	5
Developmental Psychology (PSYC141)	3
Cultural Studies	3
Effective Bible Teaching (CEDU372)	1
Contemporary Discipleship (LDRS152)	3
Christian Foundations I (BIBL101)	4
Christian Foundations II (BIBL102)	3
Christian Foundations III (BIBL103)	3
Romans (NT308)	3
Biblical Interpretation (BIBL249)	3
Bible Electives*	8
Christian Ministry Electives	12
Free Electives	2
*Must include at least one course each in New Testament, Old Testament, and Theology	
Total	64

ACADEMIC PROGRAMS

CERTIFICATE PROGRAMS

The certificate programs noted on the following pages are designed to prepare Christians to serve in specific capacities. Certificate programs are seen as training programs, not holistic educational programs. Certificate programs are in keeping with trends in the business world also. Vocational technicians often work under the supervision of professionals quite effectively. Trends in this direction are increasing. Students who enroll in these programs are expected to fulfill all the requirements for admission. Placement test scores may necessitate fulfilling ESL or remedial English competency courses before/concurrently with beginning courses. Additional policies that govern the administration of certificate programs include:

1. students must declare a program prior to completing 8 units;
2. a certificate cannot be earned concurrently with a degree in the same field of study;
3. students may petition to transfer credit for courses in a certificate program to a degree program, providing the course grade is C or higher;
4. equivalent courses taken at another college may be waived; in such a case, another course will be substituted in the student's program;
5. upper division courses in certificate programs assume English skills comparable to successfully completing two semesters of English composition.

BIBLE CERTIFICATE

The Bible Certificate is specifically for students who seek an intensive grounding in God's word to establish a strong foundation for their lives. This program is ideal for those whose prior education included no biblical study.

The following courses are required for the Bible Certificate:

Contemporary Discipleship (LDRS152)	3
Christian Foundations I, II, and III (BIBL101, 102, 103)	10
Biblical Interpretation (BIBL249)	3
Romans (NT308)	3
Bible Electives	9
Free Electives	4
Total units for Certificate	32

CHILDREN'S MINISTRY CERTIFICATE

The Children's Ministry Certificate is designed for persons who direct the children's segment of an educational ministry in paid or volunteer capacity. This professional training is focused on the practical aspects of leading and developing an effective program in the local congregation. The specific target skills for this certificate are:

1. Define and effective Children's Ministry program;
2. Learn how to teach children and train their parents;
3. Identify and construct a ministry focused on evangelism and spiritual development;
4. Examine and explore Jesus' vision for children;
5. Identify learning and social styles of children;
6. To recruit, train, and assign adult workers;
7. To know how to prepare, adapt, and secure facilities;
8. To learn how to budget and maintain records for growth;
9. Establishing counseling methods for children and adults;
10. Develop summer ministry programs.

Bible Course	2
Biblical Interpretation (BIBL249)	3
Concentration	6
Fundamentals of Ministry (MINS101)	3
Developmental Psychology (PSYC141)	4
Educational Psychology (CEDU310)	4
Principles and Methods of CE (CEDU241)	4
Educational Administration (CEDU450)	4
Practicum/Internship (CEDU475)	2
Total units for Certificate	32

COUNSELING CERTIFICATE

The Counseling Certificate is designed to enhance the ministry of those who are called to counseling roles in Christian ministry, whether paid or volunteer. Students may complete the 32 unit certificate program independently of other course work or incorporate certificate course work with any of the other WJU majors. Courses in this program will prepare students to:

1. Respond in crisis or chronic situations;
2. Assess situations for intervention;
3. Apply God's word to human need.

The program seeks to:

1. Equip students to live out the relational and counseling aspects of their ministry more effectively;
2. Help students recognize the limitations of undergraduate preparation in counseling and to increase their referral to helping professionals with specialized training;
3. Provide lay training in counseling for members in the Christian community who have specific educational goals.

ACADEMIC PROGRAMS

Contemporary Discipleship (LDRS152)	3
Biblical Interpretation (BIBL249)	3
Developmental Psychology (PSYC141)	3
Interpersonal Communication (COMM282)	3
Abnormal Psychology (PSYC364)	3
Counseling Theory (PSYC323)	3
Counseling Skills (PSYC441)	3
Counseling Practicum (PSYC475)	2
Electives	9

Choose 9 units from the following:

Small Group Communication (COMM383)	2
Introduction to Psychology (PSYC110)	3
Human Relationships (PSYC225)	3
Grief and Loss (PSYC461)	2
Crosscultural Counseling (PSYC423)	3
Adolescent Psychology (PSYC226)	2
Human Sexuality (PSYC467)	2
Introduction to Psychology (PSYC110)	3
Career Development (PSYC411)	3
Child Psychology (PSYC202)	2
Gender Studies (PSYC465)	3
Grief and Loss (PSYC461)	2
Marriage and Family (PSYC277)	3
Psychology of Aging (PSYC246)	2
Conflict Resolution (PSYC298)	½
Dealing with Difficult People (PSYC297)	½
Marriage and Counseling (PSYC344)	½
Premarital Counseling (PSYC343)	½

Total units for Certificate 32

CREDENTIALS WITH CHARACTER CERTIFICATE

This innovative program allows the future teacher to complete the requirements for a California State Preliminary Credential including three semesters of coursework, professional preparation courses, a Bible and Theology component, field observations, student teaching and all California State benchmarks. The program has the same character dimension as the undergraduate program. The program is built around the thirteen Teaching Performance Expectations identified by the California Commission on Teacher Credentialing (CCTC) and are evaluated by the Teaching Performance Assessment protocols. A graduate of the Credentials with Character certificate program will demonstrate an ability to:

1. Educate others with clarity and compassion.
2. Assess student learning.
3. Engage and support students in learning.
4. Plan instruction and design learning experiences for students in K-12 self-contained classrooms.
5. Create and maintain effective environments for student learning.
6. Develop as a professional educator.
7. Possess the necessary subject matter comprehension to teach the California State Framework and subject matter requirements.
8. Meet all of the requirements to be recommended for California State Multiple Subject Preliminary Teaching Credential issued through the California Commission on Teacher Credentialing.

The credential program offered by WJU is a state-approved program, subject to revision by state or federal law. Therefore, this program requires completion of specific benchmark assessments, in addition to completion of WJU courses. Current law requires all candidates for a California teaching credential to successfully complete the following examinations, which are incorporated in the program:

CBEST – California Basic Educational Skills Test

CSET I in Reading, Language, Literature, History & Social Science

CSET II in Science and Math

CSET III in Physical Education, Human Development, Visual & Performing Arts

RICA – Reading Instruction Competence Assessment

TPA – Teaching Performance Assessment

Task 1: Principles of Content-Specific and Developmentally Appropriate Pedagogy

Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

Task 3: Classroom Assessment of Academic Learning Goals

Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction

A student is admitted to the Credentials with Character one year program with a regional accredited bachelors degree, an approved application to the University and to the Department of Education, having passed CBEST and taken CSET I, II, III, and has an approved (CCTC) Certificate of Clearance. This program leads to a WJU Teacher Education Certificate. Once the student has completed the course work, the US Constitution requirement, the Reading Instruction Competence Assessment examination (RICA), and the character dimension of the program, the student will be recommended for a California multiple subject teaching credential.

Teaching & Learning in the Classroom (TEDU501)	1
Fundamentals of Ministry (MINS101)	3
Christian Perspective (PHIL452)	3
Biblical Interpretation (BIBL249)	3
The Teaching of Reading and Writing (TEDU505)	2
Psychological Foundations (TEDU506)	2
Social-Cultural Foundations of Education (TEDU507)	2
Curriculum & Methods: Humanities (TEDU508)	3
Curriculum & Methods: Sciences (TEDU509)	3
Applied Technology for Teachers (TEDU510)	2
Initial Student Teaching (TEDU570)	1
Student Teaching I (TEDU575)	4
Student Teaching II (TEDU576)	4

Total units for Certificate 34

ACADEMIC PROGRAMS

FAMILY MINISTRY CERTIFICATE

Designed for persons who are responsible for family and adult ministry in the church, the focus of the Family Ministry Certificate is on preventative ministry and meeting the needs of families. Persons who are currently involved in local congregations will have an advantage of applying the learning to ministries. The program is designed to help the leaders organize and administer programs and activities in local congregations. Upon successful completion of this program the student will be equipped to:

1. develop a family ministry team approach to meeting the needs of families;
2. explore a variety of methods and strategies for strengthening marriages, families, and singles in the church and community;
3. be able to explain the wonder of human beings as sexual, spiritual, and communal;
4. be able to teach classes and activities to meet family needs;
5. conduct and train others to perform premarital counseling;
6. use basic counseling skills in short-term counseling needs.

The following courses are required for the Family Ministry Certificate:

Contemporary Discipleship (LDRS152)	2
Biblical Interpretation (BIBL249)	3
Developmental Psychology (PSYC141)	3
Marriage and Family (PSYC277)	3
Marriage Counseling (PSYC344)	½
Human Sexuality (PSYC467)	2
Ministering to Families with Teenagers (YMIN237)	2
Christian Education of Adults (CEDU140a, b)	6
Educational Psychology (CEDU310)	3
Christian Education of Youth (CEDU391)	3
Fundamentals of Ministry (MINS101)	3
Electives	1.5
Total units for Certificate	32

INTERCULTURAL STUDIES CERTIFICATE

The Intercultural Studies Certificate is designed for those who are serving on missions committees, working as tentmakers or functioning cross-culturally in a volunteer capacity. It is suited for those persons who already have a college degree but desire formal training in Intercultural Studies.

WJU Intercultural Studies certificate recipients will demonstrate:

1. a clear understanding of the Biblical and theological bases for missions;
2. a vision and burden for god's work in today's world;
3. an understanding of crosscultural ministry theory and methodology;
4. development of crosscultural ministry skills, especially the ability to make the gospel and one's ministry relevant to local contexts;
5. an appreciation for diverse cultures and the sensitive issues involved in crosscultural communication;
6. self-awareness concerning one's adjustment to diverse cultures.

Cultural Anthropology (ICS302)	3
Sociology (SOC201)	3
World Religions (ICS320)	3
Perspectives on the World Christian Movement (ICS140)	3
Urban Ministry (ICS331)	3
Church Planting (PMIN401)	3
Missiology (ICS430)	3
Acts or Biblical Interpretation (NT210 or BIBL249)	3
Contemporary Discipleship (LDRS152)	3
Total units for Certificate	27

MANAGEMENT CERTIFICATE

The Management Certificate is designed to enhance the management skills of individuals currently working in ministry or business. Many leaders in churches or other ministry groups lack basic business management and organizational skills but these skills are very important. For example, Crown Ministries states the Bible emphasizes the importance of finances with more than 2,350 verses on how to handle money and approximately 500 verses on prayer, but many ministry programs do not include a basic financial management course. This program will develop not only the financial skills, but other management and organization skills necessary to lead an organization. Students will need passing scores on the mathematics and computer placement tests.

Courses in this program will prepare students to:

1. understand basic management principles;
2. apply introductory accounting principles;
3. read financial reports and apply financial principles;
4. understand legal requirements for a business or organization;
5. apply basic marketing concepts;
6. give an overview of computers, data bases, and networking;
7. use strategic planning concepts;
8. understand Biblical principles related to business decisions.

The following courses are required for the Management Certificate:

Contemporary Discipleship (LDRS152)	3
Bible Elective	2
Organizational Behavior (BUS140)	3
Accounting Concepts for Managers (BUS341)	3
Financial Management (BUS342)	3
Legal Implications for Business (BUS250)	3
Communication Concepts (BUS350)	3
Marketing (BUS430)	3
Management Information Systems (BUS220)	3
Strategic Management (BUS489)	3
Church Administration (PMIN480)	3
Total units for Certificate	32

MUSIC AND WORSHIP CERTIFICATE

The Music and Worship Certificate is designed for volunteers or lay leaders serving in churches and parachurch organizations. This program of study will prepare students to better serve in leadership and support positions in the area of music and worship.

The contemporary church is experiencing growth and change in the role and use of music in worship, and today's music leader must be equipped to deal with those changes. The certificate program curriculum will lay a foundation made up of performance, administrative and leadership skills and the acquisition of a broad knowledge of music and worship, its historical use in the church, its fundamentals, and its theories.

WJU is committed to providing the best preparation for ministry in the area of music and worship. The faculty is made up of committed Christians serving as professional musicians, music ministers, and music educators. Our goal is to prepare leaders equipped to serve our Lord in the exciting and ever changing area of music and worship!

Students who complete the course of study should demonstrate:

1. the ability to perform competently as a vocal or instrumental musician with a basic proficiency in piano or guitar;
2. the acquisition of a basic knowledge of music literature, both sacred and secular;
3. the ability to support and serve in music and worship ministries equipped with sound biblical and educational concepts;
4. a basic knowledge of the history of music and worship and its relationship to contemporary music ministry and worship design.

Contemporary Discipleship (LDRS152)	3
Class Piano (MUS190P)	1
Music Theory I and II (MUS272)	3
Ensemble (MUS296)	1
Basic Conducting (MUS310)	2
Hymnology or World Music (MUS343 or MUS367)	2
Music Organization and Leadership or Music and Worship (MUS455 or MUS450)	2
Music and Worship Internship (MUS475)	2
Applied Lessons (MUS100-400)	1
Music Electives	4
Poetic Literature or other Bible Elective	3
Total units for Certificate	24

ACADEMIC PROGRAMS

PASTORAL MINISTRY CERTIFICATE

The Pastoral Ministry Certificate is designed for those in the local church who are responsible for pastoral duties in a staff or volunteer capacity. It is also suited to those mature persons who already have a college degree but desire formal training and certification in pastoral studies. Courses included in this certificate prepare students to preach, lead worship, provide pastoral care, and administer the church with effectiveness. They would gain a primary grounding in theology, the life of Jesus, and biblical studies.

Because of the nature of the ministry, enrollment in the Pastoral Ministry Certificate Program is limited to those at least 30 years of age with local church experience in evangelism, counseling, leading worship, and preaching. Admission to the program is by recommendation of the Chair of the Pastoral Department.

The Pastoral Ministry Certificate will equip students to:

1. exegete the Scriptures for teaching and preaching;
2. prepare and preach sermons;
3. evangelize and train others for personal evangelism;
4. plan and lead worship;
5. use basic counseling skills in short-term counseling;
6. administer a congregation;
7. provide pastoral care.

Contemporary Discipleship (LDRS152)	3
Biblical Interpretation (BIBL249).....	3
Romans (NT308)	3
Homiletics I (PMIN320)	3
Homiletics II (PMIN322)	3
Fundamentals of Worship (PMIN350)	3
Church Administration (PMIN480)	3
Pastoral Care & Counseling (PMIN423)	3
Pastoral Internship (PMIN475)	3
Total Units for Certificate.....	24

SPORTS MINISTRY CERTIFICATE

WJU, in partnership with Church Sports International, offers the Sports Ministry Certificate. Church Sports International is a ministry dedicated to serving churches, mission organizations, and sports parachurch ministries in the task of stimulating a vision for using sports and recreation to plant and grow churches, equipping the saints for the work of ministry, and helping to implement that ministry.

The Sports Ministry Certificate Program at WJU seeks to:

1. equip students in fulfilling the Great Commission through a sports ministry;
2. prepare students to make disciples through sports and recreation;
3. help initiate a church-based or parachurch sports ministry;
4. provide information on current developments in the sports ministry field;
5. prepare athletes to serve Jesus Christ;
6. train sports ministers and missionaries;
7. equip people to use sports as a ministry tool;
8. produce people who can use sports and recreation as a platform for the gospel.

The following courses are required for the Sports Ministry Certificate:

Contemporary Discipleship (LDRS152).....	3
Biblical Interpretation (BIBL249)	3
Introduction to Sports Ministry (SMIN201)	2
Evangelism and Discipleship through Sports and Recreation (SMIN303 and SMIN304)	4
Organization & Administration of a Sports Program I, II (SMIN403, 404)	4
Camping Administration and Programming (YMIN273)	3
First Aid or CPR	1
Care and Prevention of Injury.....	1
Sports Ministry Internship	3
Total Units for Certificate	24

YOUTH MINISTRY CERTIFICATE

The Youth Ministry Certificate is designed for volunteer youth workers in churches and parachurch organizations. This certificate prepares students for one of today's most exciting and challenging ministries. Students will be equipped to effectively minister the Word of God and to meet the needs and lives of youth.

This program will assist students with essential ministry skills, a solid Biblical foundation, and an understanding of the world in which we live and minister. The result is the ability to lead youth to a faith in Christ, to nurture their spiritual growth, and to disciple them.

Students will learn how to bring together theological truth and the practical needs of a changing adolescent culture. Students will understand how Youth Ministry integrates with the overall life and ministry of the local and global church. Students will be given timeless tools that will enable them to create ministry programs that incorporate the best of Youth Ministry resources with the individual needs of their group.

The following courses are required for the Youth Ministry Certificate:

Biblical Interpretation (BIBL249)	3
Contemporary Discipleship (LDRS152)	3
Youth Ministry Skills (YMIN175)	3
Youth Culture, Trends and Issues (YMIN283)	2
Moral and Faith Development in Youth (YMIN341)	3
Christian Education of Youth (CEDU391)	3
Urban/Para Church Youth Ministry (YMIN431)	3
Special Issues Classes	10
<i>Choose 10 units of the following:</i>	
Camping Administration and Programming (YMIN273) ..	2
Youth and Missions (YMIN373)	2
Ministering to Families with Teenagers (YMIN237)	2
Adolescent Psychology (PSYC226)	2
Counseling Youth (YMIN426)	2
Bible Elective	2
Total Units for Certificate.....	30

ACADEMIC INFORMATION

PLANNING AN ACADEMIC PROGRAM

Prior to registration, all undergraduate students should study carefully the requirements of the University and of the particular academic department to which they have been admitted. Students must have their course selections approved by a faculty advisor who will assist in planning a program leading to a degree. A student can expect to spend 2 hours in outside study for each hour in class. Thus, a full-time student can expect academics to fill the majority of their week.

STUDENT RESPONSIBILITY

All departments have certain academic requirements which must be met before a degree is granted. These are described in the various degree sections of this catalog and concern such things as curricula, majors, and minors. Advisors, department chairs, and the Registrar are available to help the student understand and arrange to meet these requirements; the student is responsible for knowing the requirements to be met and for completing them. At the end of any course of study, if requirements for graduation have not been satisfied, the degree will be withheld. For this reason it is important for each student to be acquainted with all regulations, to remain currently informed throughout the college career, and to be responsible for completing all requirements.

PRIORITY OF COURSES

Priority should be given to required courses in proper sequence. No one should register in an elective course to the exclusion of a required one. Any required course for which a student had failed to receive credit should take priority over all other courses in the arrangement of the student's program; it should be repeated as soon as it is offered.

UNIT LOAD

In general, a student who is not employed more than ten hours per week should register for 16 units each semester. Registering for more than 18 semester units requires petitioning for approval. The petitions for credit overloads may be obtained from the advisor and should be filed with the Registrar's Office prior to registration.

Although the University considers 12 semester units as the minimum full-time undergraduate credit load, this minimum does not necessarily coincide with limitations established by agencies outside of the University. Students who are eligible for educational benefits from agencies are responsible for obtaining information about the specific requirements of the agency granting the benefit. Six units are required for state aid and student loans and three units are required for federal grants and institutional aid.

The Vice President for Academic Affairs or the Academic Committee may reduce a student's registration to less than the normal academic load if the student failed to earn credit in any course or if the student was placed on academic probation the previous semester. Late registrants, provisional acceptance, and probationary acceptance may also be subject to unit limitations.

DOUBLE MAJOR (BEYOND BIBLE AND THEOLOGY)

ADDITIONAL MAJOR, MINOR, OR CERTIFICATE

Students may not work toward two degrees simultaneously at the University. However, a student may elect to earn an additional major, minor, or certificate concurrent with their universal Bible and Theology and original major.

1. Each additional major, not including courses in preparation for or in support of the first major, must consist of at least 24 units that are completely separate and distinct from the Bible and Theology and the first major.
2. The minimum criterion for any additional minor must be 12 units of course work completely distinct and separate from the course work in one's major.
3. The minimum criterion for an additional certificate must be 24 units of course work completely distinct and separate from the course work in one's degree.

FINAL EXAMINATIONS

The University requires an examination to be given at the end of the semester in all courses.

APPLICATION FOR GRADUATION

Certain basic requirements in general education and in Bible and Theology must be completed by all enrolled regular undergraduate students, in addition to the specific courses required by individual departments. Chapel and Christian Service requirements must be met according to policy found on page 11. For the requirements in degree and certificate programs, see the "Degree and Certificate Programs" section in the catalog. Complete information regarding application for graduation, including deadline, is found on page 39.

Cap and gown orders are the responsibility of the student and may be placed through the University Bookstore.

TRANSCRIPTS OF CREDIT

Official transcripts are copies of student academic records of all work attempted at WJU and bear the seal of the University and the signature of the Registrar. Transcripts are not entered until the semester or registration period officially ends. Upon written request from eligible students, the Registrar's Office will issue official WJU transcripts only; transcripts of work from other institutions will not be issued.

All transcript requests must be made in writing and contain the student's signature. Allow two to three weeks to prepare transcripts during the periods of final examinations, grade recording, and registration. Transcripts will not be released for students who have an outstanding balance in the Finance Office, an incomplete academic file, or a library fine or overdue book.

Transcript request forms may be obtained from the Main Office or online at www.jessup.edu.

DIPLOMA REPLACEMENT

If the original diploma is destroyed, a duplicate may be ordered by contacting the Registrar's Office. There is a fee for the replacement diploma. The diploma will reflect the signatures of the current officials of the University.

SUMMER SCHOOL

WJU has a limited summer school schedule which allows students to earn additional units during the summer. Internship and independent study opportunities are also available during the summer.

EXTENSION CLASSES

William Jessup University offers students an opportunity to earn credit toward a degree at off campus sites in the Bay Area and in the Central Valley. As a part of our multicultural objectives, some of these extensions are targeted to distinct cultural groups and have classes taught in a first language other than English. Consult the semester schedule of classes for details. Extension locations are listed on page 8.

REGISTRATION PROCESS

COURSE SCHEDULES

A schedule of the courses to be offered each semester in a given year is available to students before the beginning of the fall term. The schedule is subject to change, and a scheduled class may be cancelled if fewer than six students enroll.

REGISTRATION

Each student is personally responsible for completing registration on the date and at the time specified in the class schedule for each semester (see the Academic Calendar on the class schedule). Registration is not complete until all fees have been paid and all registration materials are properly completed and submitted to the Office of the Registrar.

LATE REGISTRATION POLICY

A late registration period of one week begins on the first day of classes and terminates on the date stated on the Academic Calendar. Students who fail to complete registration at the assigned time may register during the period of late registration specified on the class schedule for an additional fee. Any change in registration must be completed and paid for before the close of late registration.

CHANGES IN REGISTRATION

Changing registration after the semester has begun is allowed primarily to adjust for extenuating circumstances beyond the student's control, registration errors, lack of prerequisite courses, or schedule changes initiated by the University.

After the late registration period is complete, changes may be made only when the University deems the circumstances sufficiently extraordinary to warrant an exception.

ADD A COURSE

A student may add classes in their schedule during the first week of instruction without penalty. The student is responsible to initiate the process by using the proper form, available in the Administration Office, and consulting with an academic advisor.

CHANGING AUDIT TO CREDIT

Audit students may change to a credit basis prior to the close of the late registration period.

CHANGING CREDIT TO AUDIT

A student may change from credit to audit until the end of the late registration period.

DROP OR WITHDRAW FROM A COURSE

A student may drop classes in their schedule during the first week of instruction without penalty. A student may withdraw from a course after the late registration period, receiving a W grade, until the end of the tenth week of the semester. (To withdraw from all classes, see "Withdrawing from the University" on the following page.)

For weekend or one-day courses a student must withdraw before the first day of class. Non-attendance of weekend classes will result in an F.

The student is responsible to initiate the process by obtaining the proper form and signatures of the instructor and academic advisor. Refunds are based on the official drop date, which is the date the completed form is received in the Registrar's office.

Failure to officially withdraw from a course will result in a grade of F and forfeiture of tuition refund. A student no longer registered for credit or audit is ineligible for further attendance in the class.

ADMINISTRATIVE DROP/CLASSROOM CONDUCT

Failure to attend a course or to submit required work will result in a grade of F. The student who neglects a course is solely responsible for dropping the course or withdrawing from the University. However, an administrative drop may be initiated at the discretion of the instructor, who will record circumstances. The approval of the Vice President for Academic Affairs is required. Deadlines and grades are the same as for a drop initiated by the student and are based on the date received at the Registrar's Office. The student will be notified by the final grade report.

Students have a responsibility to conduct themselves in class and in the library in ways which do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or other potentially disruptive activities, is permitted only with prior explicit consent of the instructor. The instructor may rescind permission at any time during the course.

If a student does not comply with requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop. The instructor must record circumstances. The approval of Vice President for Academic Affairs is required. Prior to a decision, the VPAA will consult with the student and other parties as appropriate. Appeals go to the Academic Committee and the VPAA. Serious cases of misconduct will be referred to the Student Life Committee for appropriate action.

RIGHT TO CANCEL

The University reserves the right to cancel any registration in specific courses for which the student is ineligible. The registration of a student who is ineligible to attend the University is subject to immediate cancellation. The University also reserves the right to cancel the registration of a student whose attendance at the University, in the opinion of the appropriate administrative officials, would not be mutually beneficial to that person and to the University.

LEAVE OF ABSENCE

Students who find an interruption in enrollment necessary should file a Petition for a Leave of Absence before leaving the University. A Leave of Absence allows students to maintain the existing graduation program. Failure to do so will mean that they must fulfill all graduation requirements in the catalog, which is current upon their return to WJU. Students withdrawn from the University for one academic year or more (official or unofficial leave of absence) may be required to update some or all of the admissions requirements. A Leave of Absence is good for a maximum of one year.

WITHDRAWING FROM THE UNIVERSITY

Withdrawing from all courses is a two-step process:

1. **Dropping classes:** Students who wish to withdraw from all classes in which they are registered must obtain an add/drop card from the Registrar's Office and follow the procedures to drop courses (see "Drop or Withdraw from a Course" on the previous page).
2. **Exiting the University:** To ensure that all academic and financial arrangements are cleared, students must solicit a Request for Official Withdrawal from the Administration Office and obtain the necessary signatures from the appropriate University department(s). If the leave is temporary, a student should petition for a Leave of Absence at the same time, in order to maintain the existing graduation program.

ACADEMIC POLICIES

PLAGIARISM

WJU considers its students to be responsible Christian adults and prefers to treat them as such. A major part of an education at a Christian university is developing and maintaining Christian character, specifically integrity. One jeopardizes that integrity by participating in any kind of deceit; WJU regards such acts as willful plagiarism, cheating, and misrepresentation as deceitful. A student discovered in this kind of activity will not only lose the trust the University has invested in him or her, but will also be subject to discipline: the student will not receive any credit for any assignments that are willfully misrepresented by plagiarism or cheating and will be subject to a personal interview by the Academic Committee to determine if the student may remain in class or in school.

SPECIAL STUDY EXPERIENCES AT WJU

Special study experiences available to students who display interest and aptitude include independent study, practicums, study-travel tours, and internships.

INDEPENDENT STUDY: Only upper division students with at least one semester residence at WJU and a 3.0 GPA may take credit by this means. Limited to a maximum of 12 units and must be approved by the instructor and the Academic Committee.

PRACTICUM: Available to sophomores, juniors, and seniors. Limited to a maximum of 3 units and must be approved by the instructor.

TRAVEL-STUDY TOURS: Available to sophomores, juniors and seniors. Limited to a maximum of 4 units and must be approved by the Department Chair.

INTERNSHIPS: for juniors and seniors only. Limited to a maximum of 10 units and must be approved by the Department Chair. Internships are an integral part of WJU's program of study and serve the following purposes:

1. to enable students to make wise vocational choices by guided practical experiences in Christian vocations;
2. to enable students to grasp the relevance of classroom instruction through guided practical experiences which draw upon the content of classroom instruction;
3. to allow students to work with mature and effective leaders and thereby grasp in a living practical context the whole range of experiences involved in special Christian ministries;
4. to enable students to experience the difficulties and rewards of Christian vocations;
5. to develop certain basic practical skills necessary for success in specific Christian ministries through supervised experiences;
6. to gain a greater appreciation of the importance of Christian vocations in the plan and purpose of God.

READING AND COLLOQUIUM: Qualified upper division students may meet certain requirements by taking courses numbered 499 in the area of concentration needed. The 499 course of faculty-guided research requires the writing of a major research paper. The maximum credit toward graduation is limited by the students' need, ability, and the decision of the Academic Committee. Colloquiums of five to eight students may do reading and discussion in a special area of study for 299 or 499 course credit.

CHALLENGE FOR CREDIT

A challenge is appropriate when a student has taken a course at an unaccredited institution which is similar in content to a regularly scheduled course in the WJU curriculum. The following applies:

1. All challenges must be initiated by a petition to the Academic Committee.
2. The chairman of the department must determine that a specific course is appropriate for credit by challenge.
3. A student may not challenge a course if he/she has previously enrolled and withdrawn from or failed the course while at WJU.
4. The student will enroll in the course and pay the appropriate tuition when the challenge is approved by the Academic Committee.
5. The professor of the course may determine what learning activities, including attending certain sections of the classroom lectures, may be required of the student prior to the challenge exam.
6. The student is given full credit for the course and a "pass" grade upon successful challenge.
7. The transcript will note the course by the phrase, "credit by challenge."

STUDENT CLASSIFICATIONS

CLASS STANDING

Class standing is determined by the number of semester units a student has completed. The units required for each classification are indicated below.

Freshman	Less than 32 units
Sophomore	32 units, but less than 64
Junior	64 units, but less than 96
Senior	More than 96 units

REGULAR STUDENT

A regular student is one who has been officially admitted to the University. A minimum of 12 semester hours of credit is required for a full-time undergraduate program. Students carrying less than 12 units per semester are classified as part-time students.

TRANSFER STUDENT

Students transferring from other colleges will be given advanced standing according to the number of transferable credits on their official transcripts and the grades earned in those courses. Prospective transfer students must submit official transcripts of their college work to the Registrar for evaluation (see Credit Transfer Policy, p. 38).

AUDIT STUDENT

Students may audit a course when the class is desired for personal enrichment, not academic credit. Performance classes, such as private or class music lessons, speech, or homiletics, cannot be audited. WJU alumni may audit courses on a space available basis. An enrollment fee will be charged; see schedule of fees for details.

INTERNATIONAL STUDENT

An international student is one who has been officially admitted to the University and may register for either a full-time or part-time program under an F-1 (Student) Visa issued by the U.S. Citizenship and Immigration Services.

PROBATIONARY STUDENT

Students may be placed on Academic Probation, Financial Aid Probation, or Disciplinary Probation for a number of reasons. The purpose of probation is to alert students to problem areas and to assist in overcoming these difficulties. Students dismissed from the University for any of these reasons may not reapply for admission until a full academic year has passed.

ACADEMIC PROBATION: Students will be placed on Academic Probation if their GPA falls below a 2.0 for the semester, regardless of how many units were taken during the semester. (See section "Academic Probation" on page 37 for more details.)

FINANCIAL AID PROBATION: In addition to remaining off Academic Probation, students must complete 67% (2/3) of the courses for which they enroll in order to show Satisfactory Academic Progress and remain eligible for federal, state, or institutional aid. Students who do not complete 67% (2/3) of their courses will be placed on Financial Aid Probation.

DISCIPLINARY PROBATION: Students who have failed to live up to the standards and rules of the University and are being considered for dismissal will be placed on Disciplinary Probation.

GRADING INFORMATION

Each instructor is responsible for determining final grades and for submitting them to the Registrar's Office. These grades then become a part of the official records of the University. Grades which appear on the student's grade report at the end of the semester are considered final unless the student identifies an error to the Registrar before six months elapse.

Grade reports will be distributed to all students by mail from the Registrar approximately four weeks after the end of the semester.

GRADE SYMBOLS

Every professor is required to submit a grade for each student registered in the course. The following grade symbols are used in reporting and recording a student's proficiency in courses:

Grade	Description	Grade Points
A	Superior	4 per unit
B	Above Average	3 per unit
C	Average	2 per unit
D	Low Pass	1 per unit
F	Failure	0 per unit
P	Pass	Not computed in GPA
R	Repeated course	
W	Withdrawal	Not computed in GPA
U	Unofficial withdrawal	Not computed in GPA
E	Conditional	Not computed in GPA
I	Incomplete	Not computed in GPA
NR	Final grade not yet reported by instructor	

Plus and minus symbols are not used to calculate GPA.

PASS/FAIL GRADING

Certain courses are offered only on a pass/fail basis whereby the student will receive a grade of P or F, rather than a grade of ABCDF. A limited number of courses are offered on this P/F basis, and no courses are offered with an option of either P/F or A-F grading. Courses graded only on P/F are identified in the catalog. Policies and procedures governing pass/fail grading are:

1. The grade of P is not used in computing the grade point average; F grades are included in averages.
2. A Pass grade indicates work at a "C" or better level.

CONDITIONAL (E)

An instructor may grant a two-week extension to students to complete work after the semester end. If the work is successfully completed by the deadline, the E grade is changed to reflect completion of the course. If the work is not completed by the deadline, the E grade reverts to the grade the student had earned at the end of the semester.

INCOMPLETE (I)

A student may petition the Academic Committee before the start of the final exams to receive a mark of I (Incomplete) if the student has satisfactorily completed at least three-fourths of the semester, but for reasons beyond the student's control and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. In order to receive an I grade. "Petition to Receive an Incomplete" forms are available online at www.jessup.edu or in the administrative office.

A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. The Incomplete must be made up before the end of the following semester. (An incomplete for spring semester must be made up before the end of summer semester.) If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students making up an Incomplete do not register for the course, but make individual arrangements with the instructor who assigned the I grade.

To report the make-up, the instructor submits a Change of Grade form directly to the Registrar. When possible, make-up grades for currently registered students will be posted to the academic record before the semester's grades are entered. Make-up grades received after the Registrar's Office begins the final audit of credit summaries will be posted after the semester's grades are entered.

REPEATED COURSE (R)

Classes in which students receive a D+ or below may be repeated in order to improve their GPA or obtain credit for graduation. Credit will be counted only once for successful completion of the course, except for the courses designated in the catalog as allowable repeats. The original grade will remain on the student's academic record with the notation "R," but will not be included in the computation of the grade point average.

A student receiving a final grade of a D(+, -) or an F in a course can obtain credit by reregistering for the course, repeating the class work, and receiving a passing grade. A failed course cannot be challenged by examination.

Repetition of a course more than once requires the approval of the VPAA, and is granted only under extraordinary circumstances.

A failed course does not have to be repeated unless the course is required for graduation

WITHDRAWAL (W)

A student may drop classes in their schedule during the first week of instruction without penalty. A student may withdraw from a course after the late registration period, receiving a W grade, until the end of the tenth week of the semester. (See Drop or Withdraw from a Course, pg. 33)

UNOFFICIAL WITHDRAWAL (U)

Students who fail to withdraw officially from class generally will be given an F for the class. Under certain circumstances, students may petition the Academic Committee to receive a U (Unofficial Withdrawal). A U grade does not affect the GPA but any refund is forfeited.

GRADE CHANGES

CORRECTING A GRADE

An instructor may correct a clerical error on a grade by filing a Change of Grade form with the Registrar's Office. Requests for a grade change form should be made by the instructor directly to the Registrar's Office. The form must be received by the Registrar's Office within six months from the last day of the semester.

APPEALING A GRADE

After final grades have been filed in the Registrar's Office, a grade in a course may be changed only by the course instructor. Appeals must be directed first to the instructor, then to the department chair, and to the Vice President for Academic Affairs. If the request remains unresolved at any of those levels, the student may file a grade grievance petition with the Academic Committee. The deadline to file an appeal is the last day of the subsequent semester.

All instructors are encouraged to retain records of completed course work and grades for a period of one calendar year from the date of the last day of the semester. Part-time, relocating, and retiring instructors should provide these materials to their respective departments.

ACADEMIC STANDING

Students are expected to maintain a grade point average of 2.0 "C" or better in their academic work at WJU in order to continue in good standing.

DEAN'S LIST

Students who complete 12 or more units in a semester and earn a GPA of 3.85 or higher are given special recognition by being placed on the Dean's List.

HONOR ROLL

Students who complete 12 or more units in a semester and earn a GPA of 3.50 – 3.849 are given recognition by being placed on the Honor Roll.

ACADEMIC PROBATION

A student whose semester GPA falls below 2.00 will be placed on Academic Probation. Probation is a warning that studies are not of expected quality. A student on probation should plan carefully to avoid subsequent dismissal. The student should seek advice from a faculty advisor, and it is the student's responsibility to seek the advice.

A student placed on academic probation must register for no more than 12 units and sign up for academic counseling with the Academic Skills Counselor. Probation will be lifted if the next semester's GPA is 2.00 or higher if their cumulative WJU averages are above probation level. If cumulative WJU averages are below the disqualification level after at least two semesters at the University, students may be academically dismissed (see below).

No more than two semesters of academic probation are allowed before a student is subject to academic dismissal.

ACADEMIC DISMISSAL

If a student's semester GPA remains below 2.00 for two consecutive semesters, he or she is academically disqualified. "Academic dismissal" will be printed on the transcripts and the student will be required to leave the University for at least one academic year. A certified letter mailed to the last address provided by the student to the Registrar will discharge all University responsibility for notification.

READMISSION

When one calendar year has elapsed after academic dismissal, the student may petition to re-enter and may be allowed to do so if evidence indicates positive possibility for scholastic success.

ADVANCED STANDING

Students transferring from other colleges will be given advanced standing according to the number of transferable credits on their official transcripts and the grades earned in those courses. Prospective transfer students must submit official transcripts of their college work to the Registrar for evaluation according to the University "Credit Transfer Policy." WJU follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines for transfer of credit.



CREDIT TRANSFER POLICY

1. All courses taken at schools with regional or AABC accreditation, meet UC or CSU transferable credit requirements, do not repeat WJU credits, and are a C- or better will be accepted in transfer during the first semester of enrollment. Units will be accordingly distributed to proper requirements. Any extra units will be allowed to affect class standing but will not apply toward degree completion. Decisions about course comparability may be referred to the appropriate department chairs.
2. Transfer credit generally not awarded for coursework taken at institutions without regional or ABHE (formerly AABC) accreditation credit may be considered after students have successfully completed 24 semester units in residence at WJU. Consideration of such transfer credit may require:

- students to provide catalog descriptions and/or course plans for the classes that could transfer,
 - evaluation and approval from the respective department chairs, or
 - other appropriate means of validating the credits previously earned. The amount of transfer credit will be decided on a course-by-course basis and only awarded upon verification of the educational integrity of both the individual course and the institution from which the course was taken.
3. Verification of educational integrity for courses and/or degrees completed at a college or university outside the United States must come from an appropriately recognized international educational evaluation source, such as IERF (International Education Research Foundation). A list of acceptable international evaluation services can be obtained from the Registrar's office. The cost of such verification will be borne by the student.
 4. Students who have been out of college for an extended period of time may have to retake some coursework at the discretion of the Vice President for Academic Affairs.
 5. Courses taken at another college but used as part of high school graduation requirements will not count toward completion of a degree, but may be used to waive required courses.
 6. A maximum of 50% of requirements for a major may be allowed in transfer.
 7. A maximum of 50% of the total units required for a bachelor's degree are allowed in transfer from community colleges.
 8. Students may appeal for re-consideration of evaluation first to their advisor, then to the Registrar. Final decisions about the awarding of transfer credit rest with the Vice President for Academic Affairs.

CONVERSION OF QUARTER UNITS TO SEMESTER UNITS

Classes at WJU are offered on the semester system, which consists of fifteen weeks of instruction and one week of finals.

In terms of the amount of course work required for the degree, the Quarter System and the Semester System are essentially the same. Students in both systems will take the same number of course hours in order to graduate; however, one is measured in quarter units and one in semester units. One (1) semester unit is equivalent to one and one-half (1½) quarter units of credit. One (1) quarter unit is equivalent to two-thirds (2/3) of a semester unit. To convert semester units to quarter units, multiply semester units by 1.5 to get the semester equivalent. Quarter units are already converted to semester units on all WJU documents.

ALTERNATIVE EDUCATIONAL EXPERIENCE OPTIONS

CREDIT BY EXAMINATION

William Jessup University recognizes the College Level Examination Program (CLEP), DANTES, and the United States Armed Forces Institutes (USAFI) as means of earning college credit. Students may submit scores on examinations taken through these programs to the Academic Office for evaluation.

A maximum of 16 units may be awarded for CLEP and/or DANTES examinations.

ADVANCED PLACEMENT EXAMS

Students who receive a score of 3, 4, or 5 on an Advanced Placement Exam may receive college credit. Students who wish to receive credit for their Advanced Placement Exams will need to submit their official test scores to the Registrar's Office. The credit will be transferred in as part of the student's general education requirements.

STUDY ABROAD

With prior approval from the Academic Office, students may earn credit for study abroad. Students must meet with an academic supervisor and develop an individual contract for their learning, including assignments to be completed for credit. Students must enroll for the units specified and complete all requirements before receiving credit. These units may be applied to general education, the major, and/or internship, depending on the focus of study and with approval from the Academic Office.

WJU participates in the Study Abroad programs of the Council for Christian Colleges and Universities; a higher education association of more than 150 intentionally Christ-centered institutions around the world. The Council's mission is to advance the cause of Christ-centered higher education and to help its institutions transform lives by faithfully relating scholarship and service to biblical truth.

BestSemester.com is the portal for the off-campus study programs offered by the CCCU. The nine semester programs and three summer programs designed to serve the academic interests of students are:

- Australia Studies Centre
- American Studies Program
- China Studies Program
- Contemporary Music Center
- Latin American Studies Program
- Los Angeles Film Studies Program
- Middle East Studies Program
- Oxford Summer Programme
- Russian Studies Program
- Summer Institute of Journalism
- The Scholars' Semester in Oxford
- Uganda Studies Program

GRADUATION REQUIREMENTS

To ensure completion of all requirements for graduation, students at William Jessup University make graduation plans during the first semester of their junior year. These plans are based upon the University catalog of the year in which they entered. Deviations from programs or adjustments for students transferring from other colleges must be cleared by the Registrar. Students who have made graduation plans should have them thoroughly checked by their academic advisors.

All those who seek a degree from WJU must fulfill the University's general education requirements, either by transfer credit or by courses taken in residency. At least half of the units required for a bachelor's degree must have been earned at a four-year institution. All course requirements must be completed by the last day of final examinations of the candidate's final semester. All grades, including those for make-up of incompletes, and all transcripts of work attempted at other institutions must be on file in the Registrar's Office before the start of the Spring semester.

All students must satisfy the current scholarship requirement. No degree, diploma, or certificate may be granted to a candidate unless all general core and department requirements have been fulfilled. If awarded in error or upon fraudulent claims which are discovered later, the degree, diploma, or certificate is immediately revoked.

MINIMUM CREDITS FOR GRADUATION

Candidates for graduation must accumulate a minimum of 128 semester units according to the prescribed courses for the Bachelor of Arts or Bachelor of Science degree, 64 semester units for the Associate of Arts or Associate of Science degree, and 24-32 units for a Ministry Certificate. All those who seek a degree from WJU must fulfill the University's general education requirements, either by transfer credit or by courses taken in residency. At least half of the units required for a bachelor's degree must have been earned at a four-year institution.

ACADEMIC REQUIREMENTS FOR GRADUATION

In order to graduate, a student shall have a minimum cumulative grade point average of 2.00 for the total of all college-level credit attempted at William Jessup University. Specific degree program requirements must be met, including appropriate internship requirements.

RESIDENT CREDIT

Resident credit means any course which is satisfactorily completed at WJU, except credit earned by special examination or correspondence courses. A minimum of 32 units must be completed in residency to receive a degree or diploma from WJU, and a candidate for graduation must complete the last 24 semester units in uninterrupted resident credit.

APPLICATION FOR GRADUATION

Candidates for graduation must file an application with the Registrar by December 1. The student initiates the application by requesting a preliminary check of his or her records with the academic advisor. Upon obtaining the application, the student lists all remaining degree requirements, obtains the

required approvals, and returns the application to the Registrar's Office by December 1. The graduation petition fee will be added to the student's account when the application has been processed.

Students filing a completed application with the Registrar after the December 1 deadline will be charged an additional late fee of \$50.00. Graduation applications will not be accepted after February 28. A candidate who fails to graduate on the selected date is required to file a new application for graduation and pay an additional fee.

Candidates are cautioned to examine their academic records for accuracy and to verify completion of Christian service and chapel requirements prior to submitting their Application for Graduation (see sections "Christian Service" and "Spiritual Formation" on page 11).

In addition, candidates for graduation from WJU must satisfy the faculty as to their fitness for Christian ministry. Students may be disqualified from graduation for inappropriate moral, physical, or social behavior.

All academic and financial obligations must be fulfilled prior to graduation.

CONFERRING DEGREES

Degrees are conferred three times a year – in August, December, and May – at the close of summer, fall and spring terms. The date of the diploma reflects that session during which the degree requirements were completed. One graduation or commencement ceremony is held each academic year at the close of the spring semester. Students who have completed all requirements at any time during the previous year are eligible to participate.

In order to maintain the integrity of honors granted, diplomas will be mailed after all grades are received for the semester of graduation.

If the original diploma is destroyed, a duplicate may be ordered by contacting the Registrar's Office. There is a fee for the replacement diploma. The new diploma will have a reissuing date as well as bearing the signatures of the current officials.

ACADEMIC HONORS AT GRADUATION

Graduates who have completed at least 60 semester units at WJU are eligible for the following honors:

Summa cum laude	3.85 to 4.00 GPA
Magna cum laude	3.70 to 3.849 GPA
Cum laude	3.50 to 3.699 GPA

Graduates who have achieved at least a 3.50 GPA but who have not completed 60 units in residence at WJU may graduate "with distinction."

Delta Epsilon Chi Honor Society membership is awarded for outstanding scholarship by the Association for Biblical Higher Education, formerly known as Accrediting Association of Bible Colleges. Membership is limited to 7% of the graduating class. Honors in the commencement program are computed on grades through the fall semester for spring graduation. Honors on the diploma and transcript are based on all grades received at WJU.

EXPENSES

TUITION AND FEES

Costs at WJU are significantly lower than those at comparable private institutions, due in part to the gifts of many individuals and churches who provide a large percentage of the operating costs for the University. Contact the Admissions Office for WJU's current tuition package and fee schedule, including residence costs.

MONTHLY PAYMENTS

All charges for a semester are considered due and payable in full upon execution of the student's semester contract at registration. Students who are unable to pay the contract balance in full at registration may request to be allowed to pay a minimum of one-third of the balance due at registration and arrange a monthly payment schedule to pay the remainder before the end of the semester. Students who have a history of making payments on time will routinely be granted permission to arrange a monthly payment plan.

INSTITUTIONAL REFUND POLICIES

Tuition and Fees: Students who must withdraw from a class or classes during the semester may receive a refund of a percentage of the semester's tuition charges, library and student activities fees. To receive a refund, students must submit a completed drop card to the Registrar (see section, "Drop or Withdraw from a Course on page 33). The date of withdrawal for refund purposes is determined by the date the Registrar receives the completed drop card. Refunds indicated are percentages of total tuition charges, not of amounts paid to date of withdrawal. The student may be required to pay unpaid charges.

If financial aid programs have paid money on a student's account, a different refund policy may be required and refund distribution will be made following the prescribed regulations issued by the federal government. The regulations and formulas governing such refunds may be examined in the Financial Aid Office.

TRADITIONAL PROGRAM REFUND POLICY

Before or during the first week of instruction	100%
After the first week but before the end of	
the third week of instruction.....	80%
After the third week but before the end of	
the ninth week of instruction	40%
After the end of the ninth week of instruction.....	0%

RESIDENCE COSTS

All unmarried freshmen and sophomores under 21 years of age are required to live in school housing unless they live with family members. Older students may live in school housing if rooms are available. Nearby apartment buildings provide convenient housing for students. All campus residents must buy a semester meal pass for the cafeteria, included in the room and board charges.

Students make arrangements to pay for food and housing with the Student Finance Office during registration. Room and board charges will be included in each semester contract. The Security/Cleaning deposit is refundable at the end of campus residency if the room is left clean and undamaged and all other debts to the University have been paid. With special approval, students taking fewer than six units or not enrolled at WJU may live in campus housing, if space is available. However, such residents will be charged a higher room and board rate. Overnight guests may stay in University housing only upon approval of the Residence Hall Director. A special fee is charged to overnight guests per person per night. Guests may not remain more than one week.

New and continuing students who plan to live in University housing should reserve their rooms at least four weeks before the beginning of the semester. Residence Hall reservation forms are available upon request from the Admissions Office.

RESIDENCE REFUND SCHEDULE

Residents who move out of campus housing before the end of the semester may be entitled to a refund of room and board charges. The refund amount will be pro-rated, based on the date that residents vacate their room and are cleared through the Residence Life staff.

Through the first week of classes	90%
Through the third week of classes.....	80%
Through the fourth week of classes	70%
Through the fifth week of classes.....	60%
Through the sixth week of classes.....	50%
Through the ninth week of classes.....	40%
After the ninth week of classes.....	0%

STUDENT MEAL PLANS

WJU has a cafeteria and food services for students that are reasonably priced. Meal plans are available, which save money over the cost of meals purchased individually: a punch meal ticket, which can be used anytime a student chooses to eat in the cafeteria, or a semester meal plan, which covers select meals during the semester. WJU requires all students living on campus to purchase a meal plan.

Meals for guests may be purchased in the cafeteria on a cash basis. Meal service is provided during the Fall and Spring semesters; however some holidays, such as Thanksgiving, Christmas, and Spring break, may not be included.

The University reserves the right to make minor cost-of-living adjustments in cafeteria prices during the school year.

STUDENT HEALTH INSURANCE RATES

Students are required to show proof of domestic health insurance prior to or at registration. Otherwise, a Student Health Insurance rate will be charged to all Traditional Students, domestic and international, every semester.

The insurance payment is required in full upon registration. If proof of insurance is shown to the Student Life representative during the late registration period, a credit will be applied to the student's account. Insurance purchased in the Spring term will cover the student through the Summer term.

Please contact the Business Office for the current Student Health Insurance fees.

ATHLETIC INSURANCE/PARTICIPATION FEE

An Athletic Insurance/Participation Fee will be charged to all students eligible to participate in the University's Intercollegiate Athletic Programs. This fee is mandatory and cannot be waived with proof of insurance. Students can choose to pay the full amount of this fee with registration or to make three equal payments, due according to the WJU deferred payment program. The deferral of payment option is available only for an athlete's first semester of participation in the Athletic Insurance/Participation program. This is an annual fee and is not prorated; contact the Business Office for current fees.



FINANCIAL AID

We believe that your education is an investment in your future and our goal is to assist you in any way possible with the cost of that investment. Therefore, William Jessup University participates in federal, state, and institutional programs designed to help you fill the gap between the cost of your education and your ability to pay.

APPLICATION PROCEDURES AND DEADLINES

Students are required to apply for financial aid each year. The Free Application for Federal Student Aid (FAFSA) must be completed to determine eligibility for federal and state grants and loans. Additional applications are required for certain institutional scholarships.

APPLICATION PRIORITY DEADLINE: Students must submit the FAFSA, or the renewal FAFSA, and the GPA Verification Form postmarked on or before the March 2 deadline in order to be considered for Cal Grant A and B for the following academic year. The priority deadline for institutional aid is August 1. The deadlines to apply for federal grants and loans for each semester are listed below. Students who apply after the deadline may still receive financial aid if funds are available. Students with incomplete financial aid files or academic files will not receive credit for financial aid at the time of registration.

Fall Semester	August 1
Spring Semester	December 1
Summer Semester	June 1

The following is a simple explanation of how to apply for financial aid at William Jessup University. All necessary forms are available in the Financial Aid Office. Contact us at finaid@jessup.edu to request forms.

1. Complete the Free Application for Federal Student Aid (FAFSA) on the Web at www.fafsa.ed.gov or as a paper application to send to the Department of Education. WJU's school code is 001281.
2. A Student Aid Report (SAR) will be mailed to you within 4 to 6 weeks. The SAR is a report of all the information you reported on the FAFSA. When you receive your SAR, check for any corrections that need to be made. If you make corrections, or if you have not listed WJU, send the SAR to the WJU Financial Aid Office with the corrections and your signature.
3. You may receive a letter requesting other documents to complete your financial aid file. Some students are randomly selected for "verification," i.e., the student (and parent of a dependent student) must provide a signed copy of his/her 2003 federal tax return and complete a Verification Worksheet.
4. Complete all admissions requirements. Your admissions file must be complete before you can receive any aid.
5. You will receive an Award Letter within three weeks of completion of your file.
6. If you would like to receive a student loan, you may submit the loan application that will be sent to you with your award letter. Parents may request a parent loan application from the Financial Aid Office.

FEDERAL AND STATE AID

To apply for the following grants and loans, students must have submitted the Free Application for Federal and State Aid (FAFSA).

In order to qualify for federal and state aid programs, an eligible student must:

1. be a U.S. citizen, U.S. permanent resident, or eligible non-citizen.
2. be enrolled as a regular student in a degree program. The student must complete requirements for a degree within 150% of the normal time allotted for that degree (e.g. six years to complete a four year bachelor's degree).
3. have a high school diploma, GED, certificate of completion of a state approved home school program, two years of college course work which are completely transferable to a Bachelor's degree, or have passed an approved Ability to Benefit test within the last twelve months.
4. be enrolled for at least six units to qualify for state aid and student loans. The student must be enrolled for at least three units to qualify for federal grants and institutional aid. If units are dropped during the semester, the amount of financial aid awarded is subject to change.
5. not be currently in default on a prior student loan or owe money to a Federal Student Aid Fund.

FINANCIAL INFORMATION

CAL GRANT A: This grant, awarded by the State of California, is based on California residency, grade point average (GPA), and financial need. Students must submit the FAFSA and the GPA Verification Form by March 2, 2005 in order to be considered for Cal Grant for the 2005-06 school year. Students who receive Cal Grant may or may not be eligible to receive any institutional aid for the 2005-2006 school year.

CAL GRANT B: This state grant is available for California residents from low-income, disadvantaged backgrounds who have high potential and demonstrate financial need. Students must submit the FAFSA and the GPA Verification Form by March 3, 2005 for the 2005-2006 school year. Students who receive Cal Grant may or may not be eligible to receive any institutional aid for the 2005-2006 school year.

FEDERAL PELL GRANT: This federal grant, based on financial need, is available only to students working toward their first Bachelor's degree. For the 2005-2006 school year, awards will range from \$400 to \$4,000.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG): This is a federal grant for students with exceptional financial need.

FEDERAL STAFFORD LOAN: This federal student loan program provides low interest loans from eligible banks to help pay educational expenses for students who attend at least half time (six units). Loans vary in amount based upon each student's grade level and dependency status. Students may be eligible for a Subsidized Stafford Loan, in which the government subsidizes the interest while students are in school and during the grace period, and/or an Unsubsidized Stafford Loan, for which the student is responsible for paying the interest either during or after school. Repayment on Stafford Loans begins six months after a student graduates, drops below half-time, or withdraws from school.

FEDERAL PLUS LOAN (PARENT LOANS FOR UNDERGRADUATE STUDENTS): This federal loan program provides loans at low interest rates to parents of eligible students. Repayment of loan principal and interest begins within sixty days of the full disbursement of the loan.

FEDERAL WORK STUDY (FWS): This program enables Pell eligible students to earn a portion of their financial aid award through federally subsidized employment through WJU. Work study jobs are available both on and off campus.

VETERAN'S EDUCATIONAL BENEFITS: William Jessup University is approved for coordination of Veteran's Benefits.

INSTITUTIONAL AID

WJU offers various tuition scholarships to new and returning students. Application information for each scholarship can be requested from the Financial Aid Office or viewed on our website at www.jessup.edu. Note that some scholarships require specific application. Scholarships which are awarded as a percentage reduction of tuition are limited to a maximum of 18 units per semester. Percentage scholarships have been noted below. Application for all institutional aid must be made by the priority deadline of August 1, 2005, unless otherwise specified in the following information.

The following institutional scholarships are available to all traditional WJU students. Degree Completion students are eligible to apply for the WJU Need Grant. Please note that institutional awards will be coordinated together to create a package that does not exceed 50% tuition discount.

ACADEMIC SCHOLARSHIP: William Jessup University offers an Academic Scholarship to students who enter the University with a cumulative GPA of at least 3.25. This scholarship award is based on GPAs from official transcripts upon admission to the University. A student's college GPA will be used if the student has completed at least 24 semester or 36 quarter units of college courses. Otherwise, the student's high school GPA will be used to determine the award. The awards range as follows:

WJU Scholar Award

One award will be granted each year to one first-time freshman who meets all eligibility requirements below. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.85 GPA.

% of tuition	Min. GPA	Min. ACT	Min. SAT	Class Rank*
75%	3.85	29	1250	Top 5%

Presidential Scholars Award

This award will be granted to all entering students in the traditional undergraduate program who meet at least two of the eligibility requirements below.

% of tuition	Min. GPA	Min. ACT	Min. SAT	Class Rank*
50%	3.75	27	1200	Top 15%

Academic Dean's Award

This award will be granted to all WJU students in the traditional undergraduate program who meet at least one of the eligibility requirements below.

% of tuition	Min. GPA	Min. ACT	Min. SAT	Class Rank
25%	3.50	25	1100	N/A

*Class ranking based on final high school transcripts showing class size of 50+.

University Scholars Award

This award will be granted to all WJU students in the traditional undergraduate program who meet at least one of the eligibility requirements below.

% of tuition	Min. GPA	Min. ACT	Min. SAT	Class Rank
10%	3.25	23	1000	N/A

ATHLETIC SCHOLARSHIP: Students competing in basketball, soccer, cross-country, or volleyball may be eligible to receive an Athletic Scholarship. These scholarships are given at the discretion of the Athletic Director on a yearly basis, and the amounts of the awards vary, up to 50% tuition award.

FINANCIAL INFORMATION

CHRISTIAN LEADERSHIP SCHOLARSHIP: WJU offers five one-year \$2000 scholarships to entering students on the basis of Christian leadership potential and experience. Students who have been serving in some form of ministry or leadership capacity are encouraged to apply for the award. Applications for this scholarship can be requested from the Financial Aid Office and must be submitted by May 1 for the following school year.

CHURCH PARTNER SCHOLARSHIP: WJU offers this scholarship to students from churches that partner financially with WJU. This scholarship is awarded in the amount of \$1000 for one academic year (two semesters, \$500 is distributed for each semester) and is awarded on a "first-come, first serve" basis. Applications for this scholarship must be submitted by June 1 for the Fall term and by November 1 for the Spring term. Students will need to complete a Free Application for Federal Student Aid (FAFSA) in order to receive the scholarship. International students must complete the WJU International Student Application.

MINISTRY WORKER SCHOLARSHIP: WJU offers this scholarship to students involved in full-time paid ministry or to unmarried dependents of someone who is involved in full-time paid ministry. Students must complete the FAFSA, the Ministry Worker Scholarship Application, and submit proof of full-time paid ministry status. This scholarship, which ranges from 10-50% of the year's tuition, is based on the EFC (Expected Family Contribution) determined by the Department of Education after completing the FAFSA. This scholarship may be renewed each year upon submission of the FAFSA and proof of continued full-time paid ministry. Applications for this scholarship can be requested from the Financial Aid Office and must be submitted by April 1, 2005. Students who miss the Fall deadline will be allowed to apply for a Spring term award by December 1, if funds are available.

EARLY DECISION CREDIT: Students who have been officially accepted and who place a tuition deposit of \$150 by April 1 will receive an additional \$150 tuition credit from WJU towards their Fall school bill, or a \$75 tuition credit if their \$150 tuition deposit is received by June 1. This is available for first-time students only.

ENDOWMENT SCHOLARSHIPS: Returning students may be awarded privately funded tuition scholarships based on criteria designated by the donors. These scholarships are awarded at the end of each academic year for the following year. No application is necessary.

MUSIC SCHOLARSHIP: Students who excel in musical talent and ability may audition with the Music Department Chair for this scholarship. The amounts of the awards vary, up to 50% off tuition. This scholarship is renewable each year at the discretion of the Music Department.

WJU NEED GRANT: Students whose financial aid applications indicate significant financial need may be eligible for this scholarship. The scholarship is given on a yearly basis and the amount varies, up to \$2,000. Eligibility requirements include: completion of the FAFSA and eligibility for federal aid (International Students may substitute the FAFSA with the WJU Financial Aid Application for International Students) and written petition to the Financial Aid Office for additional funding. Students who receive 25% of their annual tuition in

other institutional or WJU endowed scholarships are not eligible for this award. This grant is renewable upon written petition by the student and approval by the Financial Aid Office. This scholarship is also available to eligible students in the Degree Completion Program.

SATISFACTORY ACADEMIC PROGRESS POLICY

In order to be eligible for federal, state, or institutional aid, students must make satisfactory academic progress according to the University's policy. This policy requires a student to have a cumulative GPA of at least 2.00 and to successfully complete a minimum of 67% (2/3) of classes in which the student has enrolled.

All students will be reviewed for compliance with the satisfactory academic progress policy at the end of their first year at WJU and thereafter at the end of every Spring Semester. Students who have not met the requirements for satisfactory academic progress will be notified and placed on financial aid probation. Financial aid probation is ineligibility for federal, state, and institutional aid, including scholarships, grants, and student loans.

Students who are placed on financial aid probation may be granted an extension of financial aid based on the appeal process described below if extenuating circumstances occur such as medical problems, family emergencies, a death in the family, or special circumstances as determined by the institution.

Students on financial aid probation may appeal to the Financial Aid Committee for reinstatement of financial aid by completing the Financial Aid Probation Appeal Form, available in the Financial Aid Office. A student who continues unsatisfactory academic progress must appeal for financial aid on a semester basis, for a maximum of two semesters. Financial aid may or may not be reinstated at the discretion of the Financial Aid Committee. After receiving the second semester of financial aid on appeal, a student may not receive financial aid again until achieving satisfactory progress.

POLICIES REGARDING OUTSIDE AID

Students are encouraged to investigate other sources of financial aid, including churches, employers, corporations, Internet scholarship searches, and other organizations. Lists of available Internet scholarship searches may be requested from the Financial Aid Office.

Students who receive financial aid are required to report to the Financial Aid Office all resources known or expected to be available to them for the year (e.g. church assistance). Failure to report these resources may result in delay in receiving funds, cancellation of awards, or the reversal of funds already received.

All institutional aid is subject to coordination with federal, state, and all other aid sources. Availability of all aid is subject to federal, state, institutional, and private funding.

COURSE DESCRIPTIONS

TRADITIONAL PROGRAM

COURSE NUMBERING SYSTEM

000-099

Developmental courses designed to prepare a student for college-level work and do not count towards graduation.

100-299

Lower division courses designed primarily for freshmen and sophomores.

300-499

Upper division courses designed primarily for juniors and seniors.

500-599

Graduate level courses designed primarily for graduates who desire a teaching credential.

Lower division courses are to be completed before upper division courses may be taken. Successful completion of the Writing Proficiency Exam is required before enrollment in upper division courses.

EXPLANATION OF COURSE NOTATION


The course number is followed by the semester hours of credit earned upon successful completion of the course. The title of the course is listed below the course number. Special courses numbered 399 and 499 are offered if needed and if a professor is available.


DCP course descriptions can be found on page 67.

EXPLANATION OF INTENSIVES

There are three areas of emphasis within the Emmaus Curriculum: written communication, technology, and cultural studies. Each academic department has designated these "intensive" courses within their program. They are distinguished by the following symbols (located immediately after the course number):

Written Communication Intensive: **N**

Technology Intensive: 

Cultural Studies Intensive: 

B

BHST252

2 units

ARCHAEOLOGY OF THE NEW TESTAMENT (S: even years)

An investigation of the major archaeological finds and primary sources relevant for understanding the New Testament. A brief introduction to archaeological methods will provide the necessary foundation for evaluation of evidence presented in publications. (Prerequisite: BIBL 102 or 103)

BHST251

2 units

ARCHAEOLOGY OF THE OLD TESTAMENT (F: even years)

An investigation of the major archaeological finds and primary sources relevant for understanding the Old Testament. An introduction to archaeological methods will provide the necessary foundation for evaluation of evidence presented in publications. (Prerequisite: BIBL101)

BIBL101

4 units

CHRISTIAN FOUNDATIONS I (F)

Establishes the foundational strands, evident throughout Scripture, of God's revelation of His character and plans and of His view of human nature. This introduction to the literature of the Old Testament and the history of the Jewish people through the post-Exilic period will emphasize the relevance of the revelation for today.

BIBL102

3 units

CHRISTIAN FOUNDATIONS II (S)

A study of the Four Gospels and Jesus' proclamation of the Kingdom of God in its historical, first century context. The course will open up an understanding of the person of Jesus, his teaching and ministry, including his final days, death and resurrection. (Prerequisite: BIBL101)

BIBL103

3 units

CHRISTIAN FOUNDATIONS III (F)

A survey of the New Testament from Acts through Revelation. The course surveys the historical background, content and theology of each book, and integrates the background and message of each book with the rest of the New Testament.

BIBL249

3 units

BIBLICAL INTERPRETATION (F,S)

A study of the principles whereby we understand, explain, apply, and live God's word. Provides an understanding of how the Bible came to be and introduces the basic principles and skills required to interpret it accurately. The emphasis will be on the understanding and application of scripture to today's world. This class is a prerequisite for all upper-division Bible and Theology classes. (Prerequisite: ENGL101a)

BLG215 a, b

3 units each

GREEK I, II (F, S)

An introduction to the grammar and vocabulary of New Testament Greek for the purpose of translating and interpreting the New Testament.

BLG225a, b

3 units each

HEBREW LANGUAGE AND LITERATURE (F, S)

A basic introduction to biblical Hebrew designed to introduce the basics of vocabulary and grammar as prerequisites for translating the Old Testament. The courses will highlight the contribution language study makes to understanding the richness of the Old Testament.

BLG316

2 units

GREEK III (F)

An intermediate study of Koine Greek grammar and syntax through the translation of selections from the Greek New Testament. (Prerequisite: BLG215 a, b with a grade of "C" or higher, or permission of professor)

BLG317

2 units

GREEK IV (S)

Applies the skills from introductory and intermediate Greek as well as Biblical Interpretation to the detailed exegesis of a specific New Testament text. Includes principles of New Testament textual criticism and the use of various Greek language tools. (Prerequisites: BLG316 with a grade of "C" or higher, or permission of professor)

BLG318

2 units

GREEK V (F)

Reading of selected Greek texts from the Septuagint, the New Testament, and Patristic sources, with attention to textual and exegetical issues. (Prerequisite: Permission of professor)

COURSE DESCRIPTIONS - TRADITIONAL

BUS140 3 units

ORGANIZATIONAL BEHAVIOR

A study of the major topics in management and organizational behavior by surveying theories and practices relating to managerial roles, organizational cultures, fundamental strategic issues, planning, team building, communication, motivation, leadership, decision-making, control, structure and change.

BUS190 3 units

BUSINESS STATISTICS

An overview of the theory and business application of statistical concepts including: collection and presentation of data; measure of central values and spread; probability as a measure of uncertainty; sampling and sampling distribution of the sample average estimation via confidence intervals; hypothesis testing; regression and correlation.

BUS220 3 units

MANAGEMENT INFORMATION SYSTEMS

An overview of computer hardware, software concepts, operating system functions, strategic and managerial issues involved in the design, implementation, and maintenance of information systems. Instruction in the use of microcomputer-based word processing, presentation graphics, spreadsheet productivity tools, and an introduction to business application programming.

BUS250 3 units

LEGAL IMPLICATIONS FOR BUSINESS

A general explanation of the law including its sources, development, and terminology. Specific legal doctrines and principles that affect business including an introduction to contracts, legal documents, and property are covered. Business organizations such as corporations and partnerships are described.

BUS201 3 units

MACROECONOMICS

An analysis of economic aggregates such as total output of goods and services produced by society and the level of prices. Other issues such as total unemployment, inflation, and the rate of economic growth will be reviewed.

BUS202 3 units

MICROECONOMICS

An analysis of household and firm behavior as the foundations of supply and demand. Allocation of resources and distribution of income as affected by the workings of the price system and by government policies.

BUS341 3 units

ACCOUNTING CONCEPTS FOR MANAGERS

An overview of accounting from the perspective of a non-accounting manager, including the tools to understand the essentials of how finance functions within an organization. Specific topics include internal controls, the function of accounting, historical accounting data and financial planning.

BUS342 3 units

FINANCIAL MANAGEMENT

An overview of the financial principles and accepted practices which need to be mastered by all managers including banking, money, credit, financial instruments, investments, financial planning, internal and external auditing, profit, stocks, bonds, and other financial forms will be examined. (Prerequisite: BUS341)

BUS350 N 3 units

COMMUNICATION CONCEPTS

An introduction to the concepts of effective communication. It will enhance communication in building teams and in other organizational settings and addresses important interpersonal exchange issues, such as conflict resolution.

BUS360 3 units

HUMAN RESOURCE MANAGEMENT

A study of the theories and practices of human resource management; strategies to secure, develop and maintain a productive workforce; job analysis, work design, HR planning, recruitment, selection, training, evaluation, compensation and benefits, EEO, OSHA, labor relations, employee rights and discipline. (Prerequisite: BUS140)

BUS370 3 units

TOTAL QUALITY MANAGEMENT

An introduction to quality management principles and the implementation of quality into an organization. Specific topics include continuous improvement, statistical process control, quality philosophies,

quality awards, quality certification and design. (Prerequisite: BUS190)

BUS380 3 units

PROJECT MANAGEMENT

An overview of project management from both strategic and operational points of view. Quantitative methods include project planning, budgeting, evaluation, selection, scheduling and control. Project management software will be used to illustrate the concepts. Qualitative methods include project organization structure, staffing and team building. The role and responsibilities of the project manager will be discussed. (Prerequisite: BUS220)

BUS430 3 units

MARKETING

A general explanation of the analysis of marketing opportunities; planning of marketing programs with emphasis on product, price, promotion and distribution; control of the marketing effort; social and ethical responsibilities of marketing.

BUS440 3 units

OPERATIONS MANAGEMENT

An overview of the processes that transform inputs into finished goods and services; helps students understand the importance of operations management and how it interacts with other parts of the organization; develops skills in applying appropriate analytical tools to business operations challenges. (Prerequisite: BUS190)

BUS450 3 units

INTERNATIONAL BUSINESS

A study of management functions and practices in an international context; comparison of management and business practices from various political and cultural perspectives; emphasis on what managers need to be aware of in order to perform in the international environment.

BUS475 2 units

BUSINESS INTERNSHIP

A directed educational experience with a business, non profit organization or church. It involves supervision by a manager of the business and a faculty advisor as the business intern applies business principles in a practical environment.

COURSE DESCRIPTIONS - TRADITIONAL

BUS489 3 units

STRATEGIC MANAGEMENT

Integrative capstone seminar analyzing interrelationships of managerial decisions/actions within and between the firm and its environment. Applies multi-disciplinary techniques to diagnose and recommend actions appropriate to specific company situations, using case method. (Prerequisites: BUS342, 430, 440)

C

CEDU101 a, b 3 units each

EARLY CHILDHOOD EDUCATION I, II

(F, S)

This course covers learning how to nurture and teach the youngest people in the journey of faith, including how children first start to learn, the importance of classroom instruction, how to implement classroom management strategies so students can learn, and specifics in curriculum design for children birth through age five.

CEDU121 a, b 3 units each

CHRISTIAN EDUCATION OF CHILDREN I, II (F, S)

Children ages 6 through 12 learn by doing. In this course, the focus is on how to take the energy of children and direct it toward learning more about God and His Word. Activities, curriculum selection, classroom management, and the personal growth of the teacher are the critical emphases in these courses.

CEDU140 a, b 3 units each

CHRISTIAN EDUCATION OF ADULTS I, II (F, S)

This concentration helps the student learn how adults learn and how they differ from other age groups in their learning styles and activities. Class organization and tools of spiritual formation help the student know how to point and encourage adults toward maturity in Christ.

CEDU150 a, b 3 units each

ADMINISTRATIVE LEVEL TEACHING I, II (F, S)

This concentration emphasizes teaching and learning strategies rather than administrative leadership. Hands on classroom activities encourage appreciation for the diversity of learning styles and teaching

techniques needed by the education generalist in the church.

CEDU241 4 units

PRINCIPLES AND METHODS OF CHRISTIAN EDUCATION (S)

Through hands on learning and exploring a broad range of learning tools available to the teacher, the student learns and experiences how to find and create methods of instruction. Using the world wide web, the student will learn to build creative methods for classroom use and to use them effectively, creating a practical application of important and useful tools for the classroom teacher. (Prerequisite: 2 Christian Education concentration courses)

CEDU301 2 units

FOUNDATIONS OF EDUCATION (F)

The student will be encouraged to reflect on their own developmental journey and how they can help others research their potential for success and societal improvement. (Prerequisite: TEDU101 or two CEDU concentration courses)

CEDU310 3 units

EDUCATIONAL PSYCHOLOGY (F)

Explores the disciplines of developmental and educational psychology of theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs. (Prerequisites: PSYC141 and 1 Christian Education concentration course)

CEDU372 1 unit

EFFECTIVE BIBLE TEACHING

Incorporates the integration of Biblical teaching, concepts, and points of view into the analysis of teaching behavior. The concepts are explored of teacher as spiritual model, mentor, gospel presenter and the explicit spiritual formation and character development of students. Coursework contributes to California TPE 4, TPE 6, and TPE 9. (Prerequisites: NSCI223, NSCI222, and TEDU213)

CEDU391 N 3 units

CHRISTIAN EDUCATION OF YOUTH (S)

An introduction to creative Bible teaching to youth, including skills in conversing one on one with youth and communicating to the adolescent. Involves an expanded section on experiential learning through games, simulation and role playing. (Prerequisite: CEDU372)

CEDU407 1-4 units

CHRISTIAN EDUCATION PRACTICUM

An assignment of field work that contributes to advancing the experiential level of learning for the student. The focus is identified in a proposal and the experience is monitored by the instructor. (Prerequisite: Instructor permission)

CEDU409 1-4 units

CHRISTIAN EDUCATION TRAVEL STUDY

A program of study involving research, travel, reporting, and evaluating some aspect of the educational enterprise. Such events are group oriented and use the group process as well as the course content to enhance learning. (Prerequisite: Instructor Permission)

CEDU450 4 units

EDUCATIONAL ADMINISTRATION (F)

An examination of the most important aspects of administration, how to recruit volunteers, how to care for them, and how to help them move the educational program of the church toward the mission Christ gave the Church. (Prerequisite: CEDU241)

CEDU472 N 3 units

CHRISTIAN EDUCATION COLLOQUIUM (S)

Capstone Course

Bringing together a rich journey of classroom and field experiences, the student will write and reflect on his/her own journey and envision a future of service. The application of the college experience either by a major contribution to the field of Christian education, or by an application of sound educational philosophy to an educational aspect of the Church is the project and opportunity for the final integration of faith and learning in the undergraduate program in Christian Education. (Prerequisites: Christian Education concentration – 6 units, CEDU241, CEDU450, and an approved Internship)

COURSE DESCRIPTIONS - TRADITIONAL

CEDU475 4 units **CHRISTIAN EDUCATION INTERNSHIP**

Building on the learning experiences from the concentration, the student will apply classroom learning to a direct field experience. In the context of a teaching environment, the student will engage in an important aspect of ministry, reflect on that experience with a field supervisor and build a personal portfolio of educational experience. (Prerequisites: two CE concentration courses, CEDU 241, CEDU450, and an approved Internship Proposal)

CEDU476 3 units **PRINCIPALSHIP AND LEADERSHIP IN CHRISTIAN EDUCATION**

Exploring leadership in the Church and in Christian schools, this course will review the important constants and opportunities in being a school administrator. Focus on supporting the Christian school movement and home schooling parents make this course practical and focused. (Prerequisites: two CE concentration courses, CEDU 301, CEDU 450, instructor permission)

CEDU480 3 units **CURRENT ISSUES IN CHRISTIAN EDUCATION**

An exploration of current trends and topics in the field of Christian education. The student will research and report on trends and trend makers. (Prerequisite: Instructor Permission)

CEDU499 1-4 units **READING AND CONFERENCE**

Individualized instruction based on a specific topic or course content proposal. Activities vary depending on the background and the topic of interest to the student. Specific objective and learning activities must be negotiated before the student can register for this course. (Prerequisite: Instructor Permission)

COMM180 1 unit **SPEECH**

Study of the basic principles and methods of public speaking.

COMM282 3 units **INTERPERSONAL COMMUNICATION (F)**

A study of the elements of effective communication. Increasing self-awareness and improving personal effectiveness are emphasized. Consideration of cultural traditions as

they impact communication styles is included.

COMM383 2 units **SMALL GROUP COMMUNICATION (S)**

An integrated study, from theological and psychological perspectives, of effective small group leadership. Students will be equipped to lead small groups and to train others in small group leadership. (Prerequisite: COMM288)

CS092 2 units **INTRODUCTION TO INFORMATION TECHNOLOGY (F, S)**

An introduction to the use of the personal computer and program application tools. Required for those students who do not pass the Computer Placement Test. Units are not applicable to degree program requirements.

CS110 2 units **ADVANCED INFORMATION TECHNOLOGY (F)**

An overview of operating systems, computer hardware, and network concepts. An introduction to computer networks and computer communication protocols from the physical layer through the transport layer. (Prerequisite: Pass on Computer Placement Test)

CS299 1 unit **TOPICS IN COMPUTERS (F, S)**

An in-depth study of one aspect of computers, such as Web Design, Technology in the Church, Advanced Systems Development, or Desktop Publishing.

E

ENGL092 3 units **BASIC WRITING (F)**

A review of sentence, paragraph, and essay writing skills. Required for those students who do not pass the English Placement Test. Units are not applicable to degree requirements.

ENGL101a 3 units **COMPOSITION AND COMMUNICATION I (F, S)**

A study of college-level written and spoken communication. Emphasis is on all parts of the essay writing and speech planning process, including research. (Prerequisite: Passing score on EPT)

ENGL101b 3 units **COMPOSITION AND COMMUNICATION II (F, S)**

Continuation of Composition and Communication II, with emphasis on critical analysis of literature. (Prerequisite: ENGL101a)

ENGL280 3 units **ADVANCED ACADEMIC WRITING (F)**

A study of academic writing, with special emphasis given to argumentation, research, professional writing, and revision. Required for students who score 12 or below on WPE or who do not pass WPE after two attempts.

ENGL286 3 units **CREATIVE WRITING (F)**

An introduction to various genres of creative writing, with opportunity to write and critique poetry, personal narrative, and short stories. (Prerequisite: ENGL101b)

ENGL350 3 units **CHILDREN'S LITERATURE**

An exploration of some of the great works of children's literature, from fairy tales to contemporary young adult literature. (Prerequisite: ENGL101b)

ENGL380 3 units **TOPICS IN LITERATURE**

An in-depth study of one major literary author or genre. (Prerequisite: ENGL101b)

ENGL386 3 units **ADVANCED CREATIVE WRITING (S)**

An in-depth study of one genre of creative writing of the student's choice. Emphasis on critical reading and writing in the chosen genre. (Prerequisite: ENGL286)

ENGL387 3 units **WORLD LITERATURE**

An examination of various cultures and their ideas through the study of contemporary literature from various regions of the world. (Prerequisite: ENGL101b)

COURSE DESCRIPTIONS - TRADITIONAL

H

HIST225 3 unit

ORIGIN AND TRANSMISSION OF THE BIBLE (S: even years)

A detailed examination of the process by which the Bible came into existence and was transmitted through history to the present day. The course includes discussions of inspiration, canon, manuscript evidence, textual criticism, and translation, as well as application of these topics to ministry. (Prerequisite: BIBL249)

HIST291 3 units

AMERICAN HISTORY

This course will trace the political, constitutional, cultural, and socio-economic history of the United States from the Colonial period to the present day. In addition, the course will also treat the political, socio-economic and cultural history of the State of California. Particular attention will be paid to the themes identified in *The History – Social Science Framework of California Public Schools*.

HIST380 3 units

TOPICS IN HISTORY

An in-depth study of one topic in history, such as American Popular Culture, Ancient Greece and Rome, Christianity and Islam in Conflict, Women in History, and Military History. (Prerequisite: HUMA241, 242 or HUMA251, 252)

HIST380A 3 units

HISTORY OF ASIA

A survey of the last 3000 years of Asian civilization, with emphasis on history, culture, and religion. (Prerequisite: HUMA241, 242 or 251, 252)

HIST380L 3 units

HISTORY OF LATIN AMERICA

An overview of the political and cultural history of the modern states of Latin America from its pre-Columbian origins to the present day. (Prerequisite: HUMA241, 242 or HUMA251, 252)

HIST442 2 units

RESTORATION HISTORY

A study of the background, inauguration, and development of the nondenominational movement of the 19th century to restore New Testament Christianity, with special emphasis given to the problem of Christian unity.

HUMA241 N 5 units

WESTERN CIVILIZATION I (F)

A survey of the history, philosophy, art, music, and literature of the western world through c. 1500. (Prerequisite: Composition and Communication II)

HUMA242 N 5 units

WESTERN CIVILIZATION II (S)

A survey of the history, philosophy, art, music, and literature of the western world from c. 1500 to the present. (Prerequisite: Composition and Communication II)

HUMA251 N 5 units

WORLD CIVILIZATION I (F)

A survey of the history, philosophy, religion, art, music, literature, and dance of the world=s major cultures through c. 1500. (Prerequisite: Composition and Communication II)

HUMA252 N 5 units

WORLD CIVILIZATION II (S)

A survey of the history, philosophy, religion, art, music, literature, and dance of the world=s major cultures from c. 1500 to the present. (Prerequisite: Composition and Communication II)

I

ICS140 3 units

PERSPECTIVES ON THE WORLD CHRISTIAN MOVEMENT

A foundational course on the study of God's global purposes from biblical, historical, cultural, and strategic perspectives. This course guides the students in envisioning their role in the world Christian movement.

ICS210 3 units

IDENTITY OF ASIAN AMERICANS

An examination of the unique issues experienced by Asian-Americans in

American culture, with an emphasis on identity development and crosscultural ministry.

ICS299 3 units

CHURCH PLANTING (F)

Survey of the theology, history, and practical skills relative to starting a new church. The practical instruction emphasizes evangelism, demographics, facilities, leadership development, and promotion.

ICS302 3 units

CULTURAL ANTHROPOLOGY (ICS302)

An introduction to the science of the study of man in his cultural setting. Topics center around anthropological perspectives, cultural perspectives, and cultural change. (Prerequisite: Sophomore standing)

ICS320 3 units

WORLD RELIGIONS

An objective study of the major world religions including: Islam, Hinduism, Buddhism, Taoism, Animism, Confucianism, Chinese popular religion, and Shintoism. Discussions include the reasons Western societies have been vulnerable to Asian religious concepts that have spawned the burgeoning "New Age" cults. Efforts are made to discover bridges of approach for sharing the uniqueness of Christ. (Prerequisite: Sophomore standing)

ICS331 2 units

URBAN MINISTRIES (S)

A critical reflection on the theological, biblical and philosophical bases for cities. Issues such as rapid urbanization and development, effects of marginalization, promoting Kingdom signs in the city, and leadership and discipleship for the urban church will be discussed. (Prerequisites: Sophomore standing)

ICS375 2-4 units

INTERCULTURAL STUDIES PRACTICUM (F, S)

An application and integration of classroom instruction into the fabric of crosscultural ministry by providing opportunities for learning through experiences under the guidance of qualified personnel. Applications should be submitted to the Intercultural Studies Department Chair. Briefings and debriefings as well as a written self-evaluation and supervisor's report are required.

COURSE DESCRIPTIONS - TRADITIONAL

ICS430 2 units

MISSIOLOGY (odd yrs)

A discussion of the theological basis of God's plan for global evangelism and principles and methods used in today's mission efforts. (Prerequisites: Upper division standing, ICS140)

ICS475 2-4 units

INTERCULTURAL STUDIES INTERNSHIP (F, S)

An application and integration of classroom instruction into the fabric of crosscultural ministry by providing opportunities for learning through experiences under the guidance of qualified personnel during an extended period in the summer. (Prerequisite: Sophomore standing)

IS092 1 unit

STUDY SKILLS (F)

A review of the academic skills needed for success in college. Required for students on probationary admittance. Units not applicable to degree program requirements.

L

LNCG225a,b 3 units each

GERMAN (F, S)

An introduction to the German language and culture

LNCS225a,b 3 units each

SPANISH (F, S)

An introduction to the Spanish language and culture.

LDRS101 1 unit

PERSONAL INTEGRITY (F)

An introduction to the academic, financial, physical, and personal integrity characteristics needed for success in college and in life.

LDRS152 3 units

CONTEMPORARY DISCIPLESHIP

A beginning study of the Christian Faith exploring the doctrines, worship, ethics and life of the intentional Christian life. Students are challenged to begin a journey of faith and join their lives to the overarching story of God's seeking love for mankind.

LDRS301 3 units

ESSENTIAL LEADERSHIP PRAXIS (F)

Students who transfer to WJU with 48 units may elect to complete this course which distills the essential topics covered in the required lower division courses of Personal Integrity, Contemporary Discipleship, Human Relationships, and Cultural Studies. Additional courses or an additional 7 units in transfer would be required to meet the minimum of 128 units for graduation (Prerequisite: Status as transfer student with at least 48 units)

LDRS341 3 units

SPIRITUAL DIMENSIONS OF LEADERSHIP (S)

In the midst of the contemporary leadership crisis, this course is designed to equip students to thoughtfully and intentionally accept the challenge of spiritual leadership through a process which requires personal reflection, spiritual discipline, and leadership skills that can be implemented in a variety of settings. (Prerequisites: LDRS152, LDRS301, PSYC141, junior-level standing)

LDRS498 1 unit

SENIOR SEMINAR (F, S)

Capstone course requiring in-depth, independent work on a topic of the student's choice, culminating in a project that combines primary and secondary research, exegesis, quantitative reasoning, oral and written communication, and critical thinking. (Prerequisite: Completion of at least 90 units)

M

MATH092 3 units

GENERAL MATHEMATICS LEVEL 1 (F)

A review of general math skills, including computation, elementary algebra, and geometry. Required for those students who do not pass the Math Placement Test. Units are not applicable to degree program requirements.

MATH093 3 units

GENERAL MATHEMATICS Level II (F)

A course covering the principle topics of high school algebra. Topics include solving equations and inequalities, polynomials and exponents, factoring, rational expressions, and equations and inequalities in two variables. Placement is by the Math Placement Test. Units are not applicable to degree program requirements. (Prerequisite: acceptable score on the Math Placement Test or completion of MATH092 with a grade 'C' or better)

MATH200 3 units

MATH FOR THE EDUCATED CITIZEN (S)

A study of some of the uses of mathematics in society today, including probability and statistics, business applications, and the analysis of patterns. (Prerequisite: Passing score on MPT)

MATH213 3 units

MATHEMATICS FOR TEACHERS I (S)

Covers various topics in mathematics, including prime numbers, rational and irrational numbers, sets and cardinality, and algebra. This course includes instruction in critical thinking, sets, systems of numeration, number theory, the real number system, algebra, graphs, and functions. Students will analyze complex problems, apply logical reasoning techniques learned from the above-mentioned areas, evaluate the truth of mathematical statements, and apply different solution strategies. (Prerequisites: Passing Math Placement Test, Algebra II or 4 years of high school mathematics)

MATH220 3 units

STATISTICS (S)

An introduction to the tools of statistics, covering such topics as frequency distributions, variability, probability, and hypothesis testing. (Prerequisite: Passing score on MPT)

COURSE DESCRIPTIONS - TRADITIONAL

MATH223 **3 units** **MATHEMATICS FOR TEACHERS II (F)**

Covers various topics in mathematics including geometry, probability and statistics, special relativity and time dilation. Students will collect data, analysis the data, and make probability statements from the data. Students will analyze complex problems, apply logical reasoning techniques to numbers, evaluate the truth of mathematical statements, and apply different solution strategies. Students will learn how to apply the discipline of statistics to probability. (Prerequisite: MATH212 with a grade of 'C' or better)

MATH240 **3 units** **COLLEGE MATHEMATICS (S)**

An overview of algebra and geometry, including functional relationships, linear and quadratic equations, representational systems, and statistics. (Prerequisite: Passing score on MPT)

MINS101 **3 units** **FUNDAMENTALS OF MINISTRY (S)**

Presents a theology of ministry in the 21st century and surveys issues common to all ministries in churches and church related institutions. Students are introduced to the unique aspects of youth ministry, preaching ministry, and Christian education ministry.

MUS100-400 **½ unit** **APPLIED LESSONS (F, S)**

One 25-minute private lesson per week in the area of voice, keyboard, or instrument specified as the applied major. Students must obtain a juried level 400 in one applied area before presenting their senior recital. Students are encouraged to broaden and develop their skills in non-concentration applied areas as well.

MUS171 **3 units** **MUSIC FUNDAMENTALS (F)**

Introduction to note reading, rhythm, time signatures, ear-training, and musical terminology.

MUS190G **1 unit** **CLASS GUITAR (F)**

Class instruction in the development of the fundamental skills of guitar playing. The course is designed for students with little or no previous

experience with the guitar. May be repeated for credit.

MUS190P **1 unit** **CLASS PIANO (F, S)**

Class instruction in the development of a basic proficiency in piano. Emphasis is on note and rhythm reading, repertoire, sight reading, scales, and basic chord progressions. May be repeated for credit.

MUS190V **1 unit** **CLASS VOICE (S)**

Class instruction in the art of singing. This course is designed for non-voice majors and beginning voice students. Course content includes vocal technique, repertoire building, and performance practice.

MUS272 **3 units** **MUSIC THEORY I-II (F)**

A study of the basic harmonic, melodic and rhythmic components of music. Included in the course content will be scales, keys, triads, inversions, transposition, counterpoint, chord progressions, and non-harmonic tones.

MUS274 **3 units** **MUSIC THEORY III-IV (S)**

A review of diatonic theory, and an introduction to dominant and non-dominant seventh chords, ninth, eleventh and other expanded harmonies, figured bass, Sonata Allegro and other forms, secondary dominants, keyboard harmony, and analysis. (Prerequisite: MUS272)

MUS280 **1 unit** **SEMINAR IN SOUND SYSTEMS (S)**

An introductory seminar in sound equipment and acoustics and their practical application to music ministry situations.

MUS296 **0-1/2 unit** **VOCAL ENSEMBLE (F, S)**

A non-audition choral group of mixed voices. Music of various styles and periods is rehearsed and performed both on campus and in the community. Activities include spring concert, chapel and opportunities for tour performances. May be repeated for credit.

MUS297 **0-1/2 unit** **INSTRUMENTAL ENSEMBLE (F, S)**

An instrumental ensemble of varying instrumental composition. Music of various styles and periods will be

performed both on and off campus. May be repeated for credit.

MUS301 **2 units** **EAR TRAINING (S: odd years)**

A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation. (Prerequisites: MUS272 and 274)

MUS310 **2 units** **BASIC CONDUCTING (F: even years)**

An introduction to the basic skills and techniques of conducting: beat patterns, subdivisions, cues, releases, terminology, score preparation and preparatory gestures. (Prerequisites: MUS272 and 274)

MUS321 **2 units** **MIDI NOTATION (S: even years)**

An introduction to MIDI use, including software options, programming, and composition. This course satisfies technology requirements. (Prerequisites: MUS272 and 274)

MUS340 N **3 units** **WESTERN MUSIC TO 1750**

(F: odd years)
A study of the music of Western Civilization from antiquity through the mid 1700s. The course will reference both secular and sacred music. Students will explore the lives and music of major genres, musicians and composers from the covered periods of music. (Prerequisites: MUS272 and 274, or permission of instructor)

MUS341 N **3 units** **WESTERN MUSIC FROM 1750**

(S: odd years)
A study of the music of Western Civilization's musical development from Mozart through contemporary composers. (Prerequisites: MUS272 and 274)

MUS343 **2 units** **HYMNOLOGY (S: even years)**

A study of the development of Christian hymnody from early times to the present. Discussions of the composition, performance, and relevance of hymns will be included. (Prerequisites: MUS272 and 274, or consent of instructor)

MUS350 **3 units** **SEMINAR IN THE BAROQUE (F)**

COURSE DESCRIPTIONS - TRADITIONAL

A seminar covering the forms, composers, instrumentation, style and developments of the Baroque period of music from 1685-1750. (Prerequisites: MUS272 and 274, WPE passed)

MUS351 N 3 units

SEMINAR IN THE CLASSICAL (S)

A seminar covering the forms, composers, instrumentation, style and developments of the Classical period of Music from 1750-1825. (Prerequisites: MUS272 , WPE passed)

MUS352 N 3 units

SEMINAR IN THE ROMANTIC (F)

A seminar covering, in depth, the forms, composers, instrumentation, style and developments of the Romantic period of Music from early to late 19th Century. (Prerequisites: MUS272 , WPE passed)

MUS356 2 units

ORCHESTRATION (S)

An introduction to orchestration. Students will develop scoring skills for orchestral, symphonic and wind ensemble instruments. Scoring for full ensembles and for smaller combinations typical in school and church settings will be emphasized. (Prerequisites: MUS272 , WPE passed)

MUS363 1 unit

ACCOMPANIMENT (F, S)

Designed to give the keyboard major experience in accompaniment. Students will be assigned to an applied student or to one of the college ensembles. Instruction will stress the basics of accompaniment as opposed to solo performance skills. Keyboard majors may substitute this course for Class Piano. May be repeated for credit.

MUS367 2 units

WORLD MUSIC (S: even years)

A survey of the music of the non-western world, including selected areas from Africa, Asia, and South America.

MUS370 2 units

SONG WRITING (S)

A course in the composition and scoring of song forms. Students will study, analyze and compose various song forms and genres. (Prerequisites: MUS272 , WPE passed)

MUS396 0-1/2 unit

THE WAY ENSEMBLE (F, S)

A select performance group open by audition only. Students will be performing a variety of musical styles, including a capella works. This group is a touring ensemble and interested students must commit to the tour schedule. (Prerequisite: Audition)

MUS410 2 units

ADVANCED CONDUCTING

(S: even years)

Continued development of conducting techniques, rehearsal strategies, and repertoire selection. (Prerequisite: MUS310)

MUS420 2 units

COMPOSITION (S: odd years)

This course includes writing of original hymns, choruses, binary and ternary forms, leading into larger classical forms. (Prerequisites: MUS272 and 274)

MUS440 2 units

VOCAL PEDAGOGY (S)

Students will develop and apply knowledge of the anatomy and physiology of the voice with the methods, curriculum, materials and procedures of teaching. Students will participate in observed teaching situations with an assigned voice student. (Prerequisites: M400 Applied Voice level, CEDU372)

MUS450 3 units

MUSIC AND WORSHIP (F: odd years)

Capstone Course

A capstone course in the Music and Worship Major. This course is an integration of theology, historical information, critical thinking, and practical skills application related to music in worship. (Prerequisite: Senior class standing)

MUS455 2 units

MUSIC ORGANIZATION AND

LEADERSHIP (S: even years)

Capstone Course

A capstone course in the practical aspects of organizing and maintaining a music program in the church or parachurch organization. Areas covered will include resources, staffing, planning, and organization

skills. (Prerequisites: COMM282, CEDU372)

MUS466 2 units

ARRANGING (F: odd years)

Students will learn the basics of arrangement including orchestration, instrumentation, and voicings. (Prerequisites: MUS272 and 274, MUS455)

MUS475 2 units

MUSIC AND WORSHIP INTERNSHIP

(F, S)

Students will be placed in a music ministry internship with a local congregation. Under supervision, they will apply the skills and knowledge acquired in the major to practical ministry situations. (Prerequisites: MUS420 or MUS450)

MUS498 0 units

SENIOR RECITAL

(F, S)

Capstone Course

Music and Worship Majors are required to present in the senior year a senior recital of one hour (minimum length) prior to graduation. Students will register for M499 during the semester of their scheduled recital. (Prerequisite: M400 Applied Level)

N

NSCI222 3 units

EARTH AND SPACE SCIENCE

An introduction to the concepts and principles of earth and space science including astronomy, geology, meteorology, and oceanography. Includes lab component.

NSCI223 3 units

PHYSICAL SCIENCE (NSCI223)

An introduction to the concepts and principles of physical science and chemical science, with an emphasis on structure and properties of matter and principles of motion and energy. Includes lab component. (Prerequisite: College Algebra)

NSCI224 3 units

LIFE SCIENCE

An introduction to human, animal, and plant biology, and environmental

COURSE DESCRIPTIONS - TRADITIONAL

science, with an emphasis on the life cycle. Includes lab component.

NT210 3 units

ACTS (NT210) (F)

A comprehensive study of the Acts of the Apostles from historical, theological, missiological, and literary perspectives. The course considers the importance of Acts for our understanding of early Christianity and integrates the careers, message, and theology of the apostles with the rest of the New Testament. (Prerequisites: LDRS152, BIBL101, 102)

NT213 2 units

GENERAL EPISTLES (S: odd years)

An examination of the General Epistles (Hebrews, James, 1 and 2 Peter, 1 – 3 John, and Jude). The course considers their individual themes, authorship and historical background, as well as theological emphases and contemporary relevance. (Prerequisites: LDRS152, BIBL101, 102)

NT241 2 units

GOSPEL OF MATTHEW (F)

Expository and theological examination of Matthew's gospel with emphasis on the unique contribution made to our understanding of Jesus the Messiah. (Prerequisite: BIBL249, BIBL101, 102, 103)

NT242 2 units

GOSPEL OF MARK (S)

Expository and theological examination of Mark's gospel with emphasis on the unique Markan insights into Jesus as Christ, Son of Man, and Son of God. (Prerequisite: LDRS152, BIBL102, 103)

NT243 2 units

GOSPEL OF LUKE (F)

Expository and theological examination of Luke's gospel with emphasis on the unique Lukan contribution into Jesus as Christ and Son of Man. (Prerequisites: LDRS152, BIBL102, 103)

NT244 N 2 units

GOSPEL OF JOHN (F)

Expository and theological examination of John's gospel with emphasis on the Johannine

distinctives and spiritual insights into Jesus as The Word made flesh and Son of God. (Prerequisites: LDRS152, BIBL102, 103)

NT308 3 units

ROMANS (S)

A comprehensive study of the Epistle to the Romans. The course considers the importance of the epistle for Christian theology and living and includes an exegetical component. (Prerequisites: BIBL103, BIBL249)

NT309 2 units

PRISON EPISTLES (S: odd years)

Expository and examination of Ephesians, Philippians, Colossians, and Philemon with emphasis on doctrines of the Church, Christian living, and Christology. (Prerequisites: Junior class standing BIBL249, BIBL103)

NT310 2 units

EARLY PAULINE EPISTLES (S: every 3-yr)

An examination of the epistles from the early part of Paul's ministry (Galatians, 1 and II Thessalonians, 1 and II Corinthians). The course considers the epistles' historical backgrounds, individual messages and theological emphases, and integrates them with Paul's first and second missionary journeys. (Prerequisites: LDRS152, BIBL101, 102, 103, BIBL249)

NT311 2 units

PASTORAL EPISTLES (F: even years)

An examination of 1 and II Timothy and Titus with an emphasis on ministry in the life of the early church and the disciplines of being church in society. (Prerequisites: Junior class standing, BIBL249, BIBL101, 102, 103)

NT314 3 units

EARLY JEWISH-CHRISTIAN LITERATURE (S: even years)

A study of Matthew, Hebrews, James, Jude, Peter and the Didache as writings written especially for Jewish Christians still strongly influenced by their Jewish context and background. The course has the goal of discovering the particular contribution made to early Christian thought by these writings. (Prerequisites: Junior class standing, LDRS152, BIBL101, 102, 103, BIBL249)

NT315 3 units

I AND II CORINTHIANS (S: odd years)

An examination of the Corinthian correspondence (1 and 2 Corinthians), including the letters' emphasis on church life, ministry and theological issues, and Paul's relationship with the church. The course integrates the letters with Paul's ministry as presented in Acts as well as the historical and cultural background of the first century. (Prerequisites: LDRS152, BIBL103)

NT423 2 units

HEBREWS (F)

A study of the thought and theology of the book Hebrews. The course examines authorship, background, use of the Old Testament and the Priesthood and Sacrifice of Christ. (Prerequisites: Junior class standing, BIBL249, BIBL101, 102, 103)

NT424 3 units

REVELATION (S)

An introduction to the major approaches to the interpretation of John's Apocalypse. The course will compare and contrast differing views in the Spirit of Christ and encourage the student to think through the text for him or her self. (Prerequisites: Junior class standing, BIBL101, 102, 103, BIBL249)



OT238 2 units

EXODUS (S: odd years)

An in-depth study of the pivotal event of the Old Testament, the Exodus from Egypt and the beginning of molding Israel into a nation prepared to enter the Promised Land. Exodus will be considered from the standpoints of the historical, cultural, and theological setting of the book and its importance for understanding salvation and redemption. (Prerequisites: BIBL249)

COURSE DESCRIPTIONS - TRADITIONAL

OT302 3 units

PSALMS (S)

An exegetical and theological study of the corporate and individual expressions of trust in the praises of ancient Israel. Each psalm will be viewed in its original historic and literary context as well as its use in worship then and now. (Prerequisite: BIBL249)

OT341 2 units

DEUTERONOMY (F: odd years)

An in-depth study of the covenant between God and the nation of Israel, with its accompanying obligations and consequences for obedience or disobedience. Deuteronomy will be considered from the standpoints of its historical, cultural, and theological setting and its importance for understanding the purpose of the Torah. (Prerequisites: BIBL249)

OT351 2 units

CONQUEST AND SETTLEMENT

(S: even years)

An exegetical and historical study of the books of Joshua, Judges, and Ruth. The investigation will give attention to current debates about the historicity and ethics of Israel's conquest of Canaan and the contemporary significance of the themes of these books. (Prerequisites: BIBL249)

OT358 3 units

ISAIAH (F: odd years)

An in-depth study of the messages of Isaiah in their historical, cultural, and canonical setting. Special emphasis will be placed on his messianic prophecies and their fulfillment in Jesus Christ. (Prerequisites: BIBL249)

OT361 2 units

MONARCHY (F: odd years)

An exegetical and historical study of the books of Samuel, Kings, and Chronicles. The investigation will give special attention to the themes of leadership and social justice. (Prerequisites: BIBL249)

OT363 2 units

MINOR PROPHETS OR THE EIGHTH AND SEVENTH CENTURIES B.C. (S: odd

years) A survey of the distinctive purpose, content, and fundamental messages of the prophets of Israel and Judah prior to the Exile. Each prophet will be studied in terms of the political, social, and religious issues of their days with parallels to ours. (Prerequisites: BIBL249)

OT368 2 units

JEREMIAH (F: even years)

An in-depth study of the life, times, and writings of Jeremiah. Special emphasis will be placed on major themes of Jeremiah and Lamentations including that of suffering and loss in the life of a servant of God. (Prerequisites: BIBL249)

OT374 2 units

HISTORY AND LITERATURE OF THE INTERTESTAMENTAL PERIOD

(S: even years)

Investigates the events after the Old Testament and their implications for understanding New Testament times and literature. The study will include the history, archaeology, and literature of the period including the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls. (Prerequisite: BIBL249)

OT380 2 units

SELECTED TOPICS IN OLD TESTAMENT

Investigation and discussion of relevant biblical passages on a topic of current interest. The topic chosen by the professor in response to student interest with an emphasis on application of biblical truths. (Prerequisites: BIBL249, BIBL101, 102, 103)

OT401 2 units

GENESIS (F: even years)

An in-depth analysis of the book in its historical and cultural setting provides the basis for examination of important theological concepts in Genesis. The course will consider various interpretive viewpoints and their importance for the foundation of a biblical world view. (BIBL249)

OT404 3 units

WISDOM LITERATURE (F: odd years)

Examines Job, Proverbs, Ecclesiastes, and Song of Solomon in their historical, cultural, and literary milieu. Emphasis will be placed on the relevance of these texts to living successfully from a biblical perspective. (Prerequisites: BIBL249)

OT411 2 units

EXILIC PROPHETS (S: even years)

An exegetical and theological study of the books of Ezekiel and Daniel in the historical, cultural, and canonical setting of the books. It will include an introduction to the genre of apocalyptic literature, its impact on communities in need of hope in the Old and New Testaments. (Prerequisites: BIBL249)

P

PHED102 2 units

PHYSICAL EDUCATION AND HEALTH SCIENCE

Explores the dynamic of motion, implications for a healthy body, and procedures for elementary school teachers to use in assisting the developing students. Includes instruction in principles and practices of individual, family, and community health.

PHIL271 3 units

INTRODUCTION TO PHILOSOPHY

A survey of philosophy from the early Greeks to modern times, with emphasis on epistemology and the relationship of human critical thinking to biblical revelation.

PHIL331 3 units

CHRISTIAN ETHICS (F)

An introduction to the terminology and concepts of ethics with an emphasis on Character or Virtue Ethics. The course will deal with the major ethical issues of our time, applying Christian principles to decision making and problem solving. (Prerequisites: Junior class standing, LDRS152, BIBL249, and BIBL101, 102, 103)

PHIL380 3 units

TOPICS IN PHILOSOPHY

An in-depth study of one topic in philosophy, such as Philosophy of Religion or Modern Philosophy. (Prerequisite: HUMA241, 242)

PHIL452 3 units

CHRISTIAN PERSPECTIVE (S)

An examination of the Christian worldview and the interaction between Christianity and various alternative worldviews. Students will analyze and critique a variety of worldview paradigms including modernism and postmodernism, as well as other religions and worldview perspectives, and will develop a distinctly Christian worldview to apply to all aspects of life. (Prerequisites: Junior class

COURSE DESCRIPTIONS - TRADITIONAL

standing, BIBL101, 102, 103, LDRS152, BIBL249)

PMIN320 3 units **HOMILETICS I (S)**

Introduction to homiletical theory with practical application. Attention will be given to selection of texts, titles, and outlines. Students will preach both expository and topical sermons. (Prerequisites: ENGL101a, BIBL249)

PMIN322 3 units **HOMILETICS II (F)**

Advanced survey of sermon forms, types of sermons, and planned preaching. Types of sermons will include; evangelistic, life situation, apologetic, and teaching. Planned preaching includes ways to preach through a year of church life. Students will preach one sermon in class. (Prerequisite: PMIN320)

PMIN350 3 units **FUNDAMENTALS OF WORSHIP (S)**

Instruction in the history, theology, and leadership of corporate worship. Emphasis will be on the aspects and planning of worship, providing a wide range of worship experiences.

PMIN375 1 unit **PASTORAL MINISTRY PRACTICUM (F, S)**

An activity which validates field work done by a student in the area of Pastoral Ministry.

PMIN410 2 units **EVANGELISM AND CHURCH GROWTH (S)**

Introduction to the history, theology, and contemporary methods for church growth. (Prerequisites: LDRS152, PMIN350)

PMIN422 2 units **PRACTICE PREACHING (S)**

A review of homiletical theory. Students will preach several times demonstrating different types of sermons. (Prerequisite: PMIN320)

PMIN423 3 units **PASTORAL CARE AND COUNSELING (S)**

Preparation for a role in counseling, weddings, funerals, baptisms, and other pastoral situations of Christian ministry. (Prerequisite: PSYC110)

PMIN475 3 units

PASTORAL MINISTRY INTERNSHIP

Senior year program of activity in church or related ministry; involves supervision by a local pastor and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports. (Prerequisites: PMIN320, 322, PMIN350)

PMIN480 3 units **CHURCH ADMINISTRATION (F)**

Capstone Course

A study of the guiding principles of administration and leadership of the church, focusing on practical matters and their solutions. The machinery of church organization, committees, and other matters pertaining to pastoral leadership are surveyed. (Prerequisites: PMIN320 and 350)

PMIN499 1-2 units **READING AND CONFERENCE (F, S)**

Independent study in the area of Pastoral ministry. Individual or colloquium.

POLS291 3 units **POLITICAL SCIENCE**

A survey of the political philosophy and processes of the U.S. governmental system.

PSYC110 3 units **INTRODUCTION TO PSYCHOLOGY (F)**

An introduction to the study of humans. History of psychology and basic theories of learning, motivation, personality, and emotion are explored. Application of psychology to everyday living is emphasized.

PSYC141 3 units **DEVELOPMENTAL PSYCHOLOGY (W)**

An overview of physical, cognitive, psychosocial, and moral development of humans from prenatal life through old age.

PSYC202 2 units **CHILD PSYCHOLOGY (F)**

An in-depth look at children's development. Child guidance and practical parenting skills will be emphasized. Students will be encouraged to reflect on their own development and the experiences in childhood that have shaped their lives. (Prerequisite: PSYC141)

PSYC225 3 units **HUMAN RELATIONSHIPS (F)**

An exploration of humanity's relational nature as it reflects God's relational nature. Health in a variety of relational contexts will be explored.

Self awareness as well as implications for ministry to others is emphasized.

PSYC226 2 units **ADOLESCENT PSYCHOLOGY (F)**

A study of the physical, intellectual, psychosocial, and spiritual development of the adolescent. Basic approaches to counseling youth and case studies will be included. (Prerequisite: PSYC141)

PSYC246 2 units **PSYCHOLOGY OF AGING (S)**

An exploration of relevant developmental issues as adults move into late adulthood. Community response to the needs of the elderly as well as ministry to elders will be included. (Prerequisite: PSYC141)

PSYC277 3 units **MARRIAGE AND FAMILY (S)**

A psychologically and theologically integrated study of marriage and family relationships, prepares students to develop a personal philosophy of family and to set the foundation for the development of a family ministry within the church. Includes a personal evaluation of familial experiences and a challenging look at cultural norms and biblical principles. This skill building course prepares students for participation in leadership of family life.

PSYC297 ½ unit **DEALING WITH DIFFICULT PEOPLE**

Profiling "difficult" personality styles and discussing strategies for interacting with each style is the focus of this course. Additionally, the course invites participants to consider techniques in communication that will increase cooperation and reduce defensiveness and resistance in all people.

PSYC298 ½ unit **CONFLICT RESOLUTION**

Specific skills to defuse defensiveness and increase openness are presented in a model for resolving conflicts. This one-day seminar provides a perspective that sees conflict as an opportunity for growth.

PSYC323 N 3 units

COURSE DESCRIPTIONS - TRADITIONAL

COUNSELING THEORY (F)

An introduction to basic theories of counseling and an analysis of their credibility from a Christian perspective. Legal and ethical issues, including reporting requirements in abusive situations are included. (Prerequisites: PSYC110)

PSYC343 ½ unit

PREMARITAL COUNSELING

A study of compatibility and readiness for marriage. Focus is placed on areas to explore with couples either prior to or after engagement. This course includes an introduction to the assessment tools most commonly used in premarital counseling.

PSYC344 ½ unit

MARRIAGE COUNSELING (S)

A study of strategies designed to clarify problems in a couple's relationship, provide effective short term interventions, and assist those in ministry to recognize difficulties that may call for professional referral. (Prerequisite: COMM282 is recommended)

PSYC364 3 units

ABNORMAL PSYCHOLOGY (F)

A study of psychopathology or abnormal behavior with emphasis placed on description and identification of individual disorders. A consideration of cultural differences in the expression of abnormal symptomatology is included. (Prerequisites: PSYC110, PSYC141, or consent of the instructor)

PSYC411 3 units

CAREER DEVELOPMENT

An evaluation of career goals including: finding a life's work, dedication to God's purposes for our lives, discovering His unique design in us, and discipline to preparation that maximizes the potential He has placed within us. Additionally, the course equips students with tools to minister to others who are making life choices. (Prerequisite: PSYC141 is recommended)

PSYC423 3 units

CROSSCULTURAL COUNSELING (S)

Explores cultural differences and develops greater sensitivity to cultural issues in counseling relationships. (Prerequisite: PSYC323)

PSYC441 3 units

COUNSELING SKILLS (S)

The appropriate use of techniques and strategies in counseling provides the core focus of this class. Skills to assess needs and use appropriate referrals will be included. This practical course emphasizes demonstration and application. (Prerequisites: COMM282 and PSYC323)

PSYC461 2 units

GRIEF AND LOSS (F)

An experiential examination of the elements of therapeutic, growth-oriented grieving. The effective journey into, through, and out of the loss experience is explored from a personal as well as a ministerial perspective. This interactive course is designed to provide the student with a model informed by scripture and psychological theory/research for incorporating grieving skills into his/her current life and for helping others do the same.

PSYC465 3 units

GENDER STUDIES (S)

An exploration of a scriptural view of male and female identity and roles, this course is designed to expand the student's perspective regarding gender differences and similarities. The impact of culture upon men and women socially, physically, and spiritually will be examined. Issues unique to each gender will be explored with the goal of preparing students for counseling men and women. Program development for men/women will be included. (Prerequisite: PSYC225 or consent of the instructor)

PSYC467 2 units

HUMAN SEXUALITY (S)

A course designed to explore sexual information/issues. Self awareness as well as implications for ministry to others will be emphasized. (Prerequisite: PSYC225 or consent of instructor)

PSYC475 1-2 units

COUNSELING PRACTICUM (F/S)

The student will work in a therapeutic setting in which the focus of work is assisting individuals/couples/families in personal distress. Supervision on site as well as group supervision on campus will be a part of practicum. (Prerequisites: PSYC141, PSYC110, PSYC364, PSYC323, PSYC441, and COMM282)

PSYC482 2 units

PSYCHOLOGY SEMINAR (F)

Capstone Course

The *senior capstone* experience for Counseling Psychology majors, this course seeks to launch graduating seniors into work and/or graduate preparation in the mental health professions. It includes an opportunity to integrate previous course work, to evaluate personal strengths and growth areas, to design plans to develop psychological and spiritual strength for the work, and to explore unique ways to integrate faith in work within the caring professions. (Prerequisites: PSYC141, PSYC110, PSYC364, PSYC323, PSYC441. PSYC475 may be taken concurrently)

PSYC485 3 units

RESEARCH METHODS AND STATISTICS(S)

Designed to facilitate the student's fluency in social science research methods and statistical concepts. The approach to these concepts is non-computational. The aim of the course is two-fold: first, to advance the student's ability to read and digest professional literature; and secondly, to help the student understand some of the mechanics of doing research. (Prerequisites: PSYC110, Math)

S

SMIN201 2 units

INTRODUCTION TO SPORTS

MINISTRY (F)

Examines the historical development and the biblical rationale for sports ministry. This course includes an overview of the Great Commission, the mission of the church (individually and corporately), and the role sports and recreation can play in both. The development of parachurch sports ministries will be studied as well.

SMIN303 2 units

EVANGELISM THROUGH SPORTS & RECREATION

COURSE DESCRIPTIONS - TRADITIONAL

An examination of the mandate to "preach the gospel" and the role sports and recreation can play in that mandate. Study of the biblical principles of evangelism as well as the "styles" of accomplishing evangelism. This course will include careful study of various sports ministry models as they affect evangelism, as well as practical application of these principles in a local church setting.

SMIN304 **2 units**
DISCIPLESHIP THROUGH SPORTS MINISTRY

This course will clarify the biblical mandate and methodology to "make disciples" within the context of a sports ministry.

SMIN403 **2 units**
ORGANIZATION AND ADMIN. OF A SPORTS PROGRAM I

An examination of the program of the local church including organizational and administrative issues. Church polity, staffing, planning, promoting, and accountability will be studied, especially as they relate to assimilating a sports program into the life of a church.

SMIN404 **2 units**
ORGANIZATION AND ADMINISTRATION OF A SPORTS PROGRAM II

Course work will include the steps to starting a sports program in the local church, starting with a biblical philosophy and proceeding to establishing appropriate goals, selecting activities, staffing for success, and overseeing the program. The course will take a careful look at the administrative details that will determine the success of a sports program. (Prerequisite: SMIN403)

SOC123 **3 units**
MULTICULTURAL EDUCATION

This course explores the impact of a number of diverse cultures represented in the classroom, focusing on research and reflection on important strategies to help each student learn and develop the core curriculum subjects throughout the school experience. Conceptual approaches to educational programming enables each student to learn tolerance for different cultural realities and appreciation for the power of those cultural differences.

SOC201 **3 units**
INTRODUCTION TO SOCIOLOGY (SOC201)

A study of human relationships and interaction focusing on group behavior, organizational life, and social problems. Urbanization, race and ethnicity, societal development, and religious worldviews are addressed in relation to Christian ministry. Insights are gained from comparative studies of the behavior of group-oriented societies in contrast to Western individualism.

T

TEDU101 **2 units**
TEACHING AS A PROFESSION

Provides the student interested in a career in school teaching (public, private or charter schools) the path to a California State Teaching Credential, including learning the basics in preparing to teach a class (course goals, lesson objectives, lesson methods, lesson evaluation, and content methods selection). Each student will observe a classroom for thirty (30) hours and report on this observation in the class.

TEDU123 **3 units**
MULTICULTURAL EDUCATION

This course explores the impact of a number of diverse cultures represented in the classroom, focusing on research and reflection on important strategies to help each student learn and develop the core curriculum subjects throughout the school experience. Conceptual approaches to educational programming enables each student to learn tolerance for different cultural realities and appreciation for the power of those cultural differences.

TEDU213 **2 units**
MATHEMATICS FOR TEACHERS I (S)

Covers various topics in mathematics, including prime numbers, rational and irrational numbers, sets and cardinality, and algebra. This course includes instruction in critical thinking, sets, systems of numeration, number theory, the real number system, algebra, graphs, and functions. Students will analyze complex problems, apply logical reasoning techniques learned from the above-mentioned areas, evaluate the truth of mathematical statements, and apply different solution strategies. (Prerequisites: Pass Mathematic Placement Exam, Algebra II or 4 years of high school mathematics)

TEDU223 **3 units**
MATHEMATICS FOR TEACHERS II (F)

Covers various topics in mathematics including geometry, probability and statistics, special relativity, and time dilation. Students will collect data, analyze the data, and make probability statements. Students will analyze complex problems, apply logical reasoning techniques to numbers, evaluate the truth of mathematical statements, and apply different solution strategies. Students will learn how to apply the discipline of statistics to probability. (Prerequisite: TEDU213 with a grade of 'C' or better)

TEDU275 **1 unit**
INITIAL STUDENT TEACHING I

Serving as a classroom assistant the student will learn about some of the dynamics of lesson preparation and classroom instruction. The student will learn about specific pedagogical skills for subject matter instruction, the interpretation and use of assessments, making content accessible to students, developmentally appropriate teaching practices, and teaching English learners. These expectations will be demonstrated in a Teaching Performance Assessment Task 1: Principles of Content-Specific and Developmental Appropriate Pedagogy. (Prerequisites: TEDU101, TEDU123, Passed CBEST, Completed the Certificate of Clearance issued from CCTC)

TEDU302 **2 units**
FOUNDATIONS OF EDUCATION

Reviews the major philosophic developments of education and includes researching the key components of education in a democracy and encouraging reflection on the power of the educational process in personal, social, mental, and spiritual development. The student will be encouraged to reflect on their own developmental journey and how they can help others research their potential for success and societal improvement. Students will explore

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the Philosophy of Education endorsed by the Association of Christian Schools International (ACSI). This will prepare the student for an initial credential with ACSI. Coursework also contributes to California TPE 6, TPE 9, TPE 11, and TPE 12 (Prerequisites: TEDU101 or two Christian Education concentration courses)

TEDU310 **3 units** **EDUCATIONAL PSYCHOLOGY (F)**

Explores the disciplines of developmental and educational psychology of theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs. It will prepare students to be effective teachers who apply the principles of educational psychology in the classroom in order to maximize the learning experience of their students. Coursework contributes to California TPE 3, TPE 4, TPE 6, TPE 8, TPE 9, and TPE 12. (Prerequisites: PSYC141)

TEDU311 **2 units** **CURRICULUM & METHODS IN HISTORY AND SOCIAL SCIENCE**

Learning the resources and tools available for teaching history and social science. Hands-on development of methods for classroom use, including a minimum of 20 hours of observation and participation in history and social science classrooms is required. This course prepares teachers to meet the California state requirements for the multiple subjects credential in history and social science and equips students with knowledge and methodologies for the successful integration and teaching of these subjects. Coursework contributes to California TPE 1, TPE 4, TPE 6, and TPE 9 (Prerequisites: TEDU123, HUMA251, and HUMA252)

TEDU323 **2 units** **LANGUAGE, CULTURE, AND LITERACY (F)**

Explores the wonder and development of language with various cultures, the literacy aspects of language development and structure, and attention to the development of concepts, vocabulary and contextual analysis. Areas covered in this course include the essential foundations for teaching reading, language and literature. Coursework contributes to California TPE 4, TPE 5, TPE 7, TPE 8, and TPE 11.

TEDU375 **1 unit** **INITIAL STUDENT TEACHING II**

This second step into the "real" world of teaching directs the student to a bit more hands on classroom assisting under the care of the classroom teacher. Specific attention to Teaching Performance Expectations; #1 Making subject matter comprehensible to students, #4, 6, 7 Engaging and Supporting Students in Learning, #8, 9 Planning Instruction and Designing Learning Experiences for Students, and #13 Developing as a Professional Educator will prepare the student to complete and pass TPA Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning. (Prerequisites: PSYC141, TEDU275, TEDU311)

TEDU413 **3 units** **CURRICULUM & METHODS IN MATH AND SCIENCE**

Learning the resources and tools available for teaching mathematics and science subjects. Hands-on methods for classroom use are developed. A minimum of 20 hours of observation and participation in mathematics and science classrooms is required. This course prepares teachers to meet the California state requirements for the multiple subjects credential in mathematics and science and equips students with knowledge and methodologies for the successful integration and teaching of these subjects.

TEDU423 **3 units** **CURRICULUM & METHODS IN LITERATURE AND LANGUAGE**

Learning the resources and tools available for teaching literature and language subjects. Hands-on methods for classroom use are developed. A minimum of 20 hours of observation and participation in literature and language classrooms is required. This course prepares teachers to meet the California state requirements for the Multiple Subjects Credential in literature and language and equips students with knowledge

and methodologies for the successful integration and teaching of these subjects. (Prerequisites: ENGL101a (ENGL101a), II, Second Language, TEDU323)

TEDU475 **6 units** **STUDENT TEACHING I (F)**

Provides teaching experience in the day school under guidance of the University supervisor with cooperation of a credentialed master teacher in a regular school classroom. (May be public school, private or charter school setting.) (Note: students seeking a California Teaching Credential must do this teaching in a Public or Charter classroom to learn about California State adopted content standards.) The course is open to multiple subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. An application for student teaching must be received by February 15 for the summer semester; March 15 for the fall semester and October 15 for the spring semester. A weekly seminar accompanies student teaching. This involves fifteen weeks of full time classroom instruction under supervision. The student will prepare and pass the third of four Teaching Performance Assessments (TPA) toward a California State Teaching credential, Task 3: Classroom Assessment of Academic Learning Goals. This assessment meets TPE 3, TPE 6 and 7, TPE 8 and 9, and TPE 13. (Prerequisites: Verification of passing the CBEST, RICA, CSET I, II, III, TPA I and II, TEDU275, TEDU375, and Junior class standing in the Liberal Arts program with qualifying scores on TPA's)

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TEDU476 6 units

STUDENT TEACHING II

Provides additional teaching experience in the day school under guidance of the University supervisor with cooperation of a credentialed master teacher in a regular school classroom. (May be public school, private or charter school setting.) The course is open to multiple subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. An application for student teaching must be received by February 15 for the summer semester; March 15 for the fall semester; and by October 15 for the spring semester. A weekly seminar accompanies student teaching. This involves fifteen weeks of full time classroom instruction under supervision. The student will prepare and pass Teaching Performance Assessment Task 4: Academic Lesson Design, Implementation, and Reflection After Instruction. This assessment measures Teaching Performance Expectation; #1 Making Subject Matter Comprehensible to Students, #2 and 3 Assessing Student Learning, #4, 5, 6, and 7 Engaging and Supporting Students in Learning, #8 and 9 Maintaining Effective Environments for Student Learning, and #13 Developing as a Professional Educator. (Prerequisites: TEDU475, with qualifying scores on TPA's)

TEDU480 N 3 units

APPLIED TECHNOLOGY FOR TEACHERS

Capstone Course

Overviews the use of computer-based technology in the educational environment and integration of computer based applications into instruction in the classroom. Emphasis is on making significant changes in teaching and learning through technology by connecting instructional strategies with relevant technologies. Topics for study include interactive technologies, computer applications, educational utilities, computer ethics, computer access and equity, critical thinking and problem solving, computer-assisted instruction, and the impact of these technologies on our schools and nation. The focus of the class hour will be on curriculum theory and design, classroom management and discipline, professional development, and the completion of the Teaching Performance Assessment #4, Academic Lesson Design, Implementation, and Reflection after Instruction. This assessment evaluates TPE 1 through TPE 11, and TPE 13. (Prerequisites: TEDU101, TEDU311, TEDU413, TEDU423)

TEDU501 1 unit

TEACHING AND LEARNING IN THE CLASSROOM

Introduces and explores the educational paradigm, historically and philosophically. Students survey curriculum practices, teacher effectiveness and the concepts and issues related to K-12 education. Development of personal knowledge base and understanding of the following areas will be enhanced: 1) the competing purposes and values of schools in our society, 2) the nature of the teaching profession, 3) the related impact of local, state, and federal government policies on schools, and 4) current education issues. A field experience will be required in the area of observation. The student is required to observe classroom instruction, totaling thirty hours. The

student will relate how confidence, patience, diligence, and truth are important traits in the character of a teacher. This course is a prerequisite for all other education courses.

TEDU505 2 units

TEACHING AND READING AND WRITING

Prepares the student to assess students language level, make appropriate lesson plans, development methods to help the student learn to read and write, and evaluate the student's progress toward being able to read and write the English language. The student will learn to make these applications for students in different grade and age levels. (Prerequisite: TEDU501)

TEDU506 3 units

PSYCHOLOGICAL FOUNDATIONS OF TEACHING AND LEARNING

Prepares students to be teachers of character who apply the principles of Educational Psychology in the classroom in order to maximize the learning experience of their students. Teaching and learning theories and attention to moral and faith development are critical aspects of this course. (Prerequisite or taken concurrently: TEDU501)

TEDU507 2 units

SOCIAL CULTURAL FOUNDATIONS OF TEACHING AND LEARNING

Enables future teachers to examine a broad overview of concepts and issues of multicultural education and the pedagogical implications for teachers in a pluralistic society. Students will learn concepts and strategies for infusing cultural understanding into the classroom. Students will reflect upon the new knowledge acquired to develop a multicultural perspective. (Prerequisite or taken concurrently: TEDU501)

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TEDU508 3 units

CURRICULUM AND METHODS: HUMANITIES

The study of current research-based theories and study of the practices in the teaching of the elements of a comprehensive literacy program in public, private and Christian schools. The areas of phonics and decoding as the base for instruction will be stressed. Cultural and linguistic differences will be reviewed and evaluated as they relate to literacy instruction and communication. Teacher credential applicants should understand literacy development as it arises within a cultural and social context, as well as view children's experiences and family heritage as a foundation on which to build language and literacy for authentic communicative purposes, consistent with the standards set forth by the California. A field experience will be required in the area of reading instruction. The student is required to participate in reading intervention and/or instruction, totaling 24 hours. The relationships of kindness, courage, enthusiasm, and tolerance will be integrated throughout the course. This course will address TPE 1 through TPE 11. (Prerequisites or taken concurrently: TEDU506 and TEDU507)

TEDU509 3 units

CURRICULUM AND METHODS: SCIENCES

The student learns methods and curriculum planning for teaching and learning math and sciences in public/private elementary and middle schools. The primary focus will be placed on learning best practice instructional methods and evaluation procedures. Some typical activities required of the students will include observation of certified teachers in a number of different settings, preparation of lesson plans, and several teaching demonstrations. This course will address TPE 1 through TPE 11. (Prerequisites or taken concurrently: TEDU501 and TEDU506)

TEDU510 2 units

APPLIED TECHNOLOGY FOR TEACHERS

A comprehensive overview of the use of computer-based technology in the educational environment and integration of computer based applications into instruction in the classroom. Emphasis is on making significant changes in teaching and learning through technology by connecting instructional strategies with relevant technologies. Topics for study include interactive technologies, computer applications, educational utilities, compute ethics, computer access and equity, critical thinking/problem solving, computer-assisted instruction, and the impact of these technologies on our schools and nation. The focus of the class hour will be on curriculum theory and design, classroom management and discipline, professional development, and the completion of TPA 4. This assessment evaluates TPE 1 through TPE 13. (Prerequisites or taken concurrently: TEDU501, TEDU505, TEDU508, TEDU509)

TEDU570 1 unit

INITIAL STUDENT TEACHING

Serving as a classroom assistant the student will learn about some of the dynamics of classroom preparation and instruction. The student will learn about specific pedagogical skills for subject matter instruction, the interpretation and use of assessments, making content accessible to students, developmentally appropriate teaching practices, and teaching English learners. These expectations will be demonstrated in a Teaching Performance Assessment Task 1: Principles of Content-Specific and Developmentally Appropriate Pedagogy. (Prerequisites or taken concurrently: TEDU501, TEDU505, TEDU506, TEDU507, TEDU508, TEDU509)

TEDU575 4 units

STUDENT TEACHING I

Provides teaching experience in the day school under guidance of the University supervisor with cooperation of a credentialed master teacher in a regular school classroom. (May be public, private or charter school setting.) The course is open to multiple subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. An application for student teaching must be received by February 15 for the summer semester; March 15 for the fall semester and by October 15 for the spring semester. A weekly seminar accompanies student teaching. This involves fifteen weeks of full time classroom instruction under supervision. The student will prepare and pass Task 1, 2 and 3 of Teaching Performance Assessments. These assessments meet TPE 1, TPE 3, TPE 4, TPE 6 through 9, and TPE 13. (Prerequisites: Full acceptance in the Liberal Arts program; TEDU570; verification of passing the CBEST, RICA, CSET I, II, III, and TPA I; Certificate of Clearance issued by CCTC with qualifying scores on TPA's)

TEDU576 4 units

STUDENT TEACHING II

Provides additional teaching experience in the day school under guidance of the University supervisor with cooperation of a credentialed master teacher in a regular school classroom. (May be public school, private or charter school setting.) The course is open to multiple subject credential candidates who have been accepted by the Teacher Education Committee and who have been cleared for student teaching. An application for student teaching must be received by February 15 for the summer semester; March 15 for the fall semester and by October 15 for the spring semester. A weekly seminar accompanies student teaching. This involves twelve weeks of full time classroom instruction under

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supervision. The student will prepare and pass Teaching Performance Assessment Task 4: Academic Lesson Design, Implementation, and Reflection after instruction. This assessment measures TPE 1 through 11, and TPE 13. (Prerequisites: TEDU510, with qualifying scores on TPA's)

THEO250 **2 units** **THEOLOGY OF THE CULTS (S)**

A study of modern-day cults and the challenge they present to those committed to the Christian faith. Discernment will be emphasized along with a missionary approach enabling witness to the individuals in these groups. (Prerequisites: Sophomore class standing, LDRS152, BIBL249)

THEO254 **3 units** **NEW TESTAMENT THEOLOGY** (S: even years)

A study that compares and contrasts theological themes of the New Testament writers. (Prerequisites: Sophomore standing, LDRS152, BIBL249, BIBL102, BIBL103)

THEO255 **3 units** **THEOLOGY OF THE HEBREW SCRIPTURES (S: odd years)**

An overview of the major theological themes of the Hebrew Bible including God's self-revelation, sin, covenant, law and ethics with special emphasis on prophecies of the Messiah. (Prerequisites: Sophomore class standing, LDRS152, BIBL249, BIBL101)

THEO301 **3 units** **HISTORICAL THEOLOGY** (F: even years)

An examination of the development of Christian thought and major doctrines throughout the history of the church. The course places theological development in its historical context and emphasizes the interaction of culture and Christian thought. (Prerequisites: Junior class standing, LDRS152)

THEO306 **3 units** **JOHANNINE THEOLOGY** (F: even years)

An exploration into the writings of John including the Gospel, the three letters and the book of Revelation. The course will explore major themes throughout the five writings seeing their rich interconnectedness and the way John's thought uniquely presents Christ. (Prerequisites: Junior class

standing, LDRS152, BIBL101, BIBL102, BIBL103, BIBL249)

THEO307 **3 units** **PAULINE THEOLOGY (F: odd years)**

A study of Paul's letters surveying the major themes regarding the Christian Faith. The course will cover significant doctrines and Paul's unique vocabulary that fills up our understanding of Christ and the Christian life. (Prerequisites: Junior class standing, LDRS152, BIBL101, BIBL102, BIBL103, and NT308)

THEO315 **2 units** **CHRIST IN THE OLD TESTAMENT** (S: odd years)

A course presenting sound Christocentric methodology for interpreting the Old Testament texts. Students will be equipped to prepare sermons and lessons from those scriptures implementing seven expository steps. (Prerequisites: Upper Division, BIBL249, BIBL101, BIBL102, BIBL103)

THEO380 **2 units** **SELECTED STUDIES IN THEOLOGY** (S: odd years)

An advanced course for in-depth exploration of special interest and contemporary concerns. (Prerequisite: Junior class standing)

THEO451 **4 units** **CHRISTIAN THEOLOGY (S)**

Capstone – Bible/Theology Major
An interactive study of the great doctrines of the Christian faith, helping students to form and articulate a biblical faith that speaks to the world today. The course places emphasis not only on clarifying the doctrines themselves but explores how each one informs our ethical existence, our lives and ministries in the world. Integration of thought, critical thinking and application to life will be emphasized. (Prerequisites: Senior class standing, LDRS152, BIBL101, BIBL102, BIBL103, BIBL249, and NT308)

THEO452 **2 units** **CONTEMPORARY THEOLOGY (S)**

An introduction to the major trends in contemporary theological thought. The course will explore 20th and 21st Century men, women, and movements including trends in liberation and contextualized theology. (Prerequisites: Junior class standing, LDRS152, BIBL101, BIBL102, BIBL103, BIBL249, NT308)

THEO453 **2 units** **THIRD WORLD THEOLOGY** (F: even years)

"Third World" is a designation for a people who have been excluded from power, from the authority to mold and shape their own future. Racial minorities, the poor, women and the marginalized peoples of the world all fit this category. This course gives attention to the most recent trends in third world theology, particularly the Liberation and contextualized theology of the 20th Century. (Prerequisites: Junior class standing, LDRS152, BIBL101, BIBL102, BIBL103, BIBL249, NT308)

THEO454 **2 units** **PATRISTIC THEOLOGY (F: odd years)**

An examination of the history of theological development and controversy in the early church from the end of the New Testament era to the Council of Chalcedon. The course introduces the major theological issues, thinkers, and writings of the patristic era and makes connections to contemporary issues. (Prerequisites: Junior class standing, LDRS152)

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YMIN175 **3 units** **YOUTH MINISTRY SKILLS (F)**

An examination of organizational issues and job seeking skills, focusing on resumes, staff relationships, budgets, and time management. An introduction to discipling, evangelism, youth leadership, legal issues, dealing with tragedy, discipline, service projects, publicity, fund raising, mission and service, measuring effectiveness, staying and leaving.

YMIN273 **2 units** **CAMPING ADMINISTRATION AND PROGRAMMING (S)**

A hands on approach to planning and conducting summer camps, church

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retreats, wilderness experiences, and other off-site events. Development of a philosophy of camping ministries. Will culminate with a weekend retreat planned by and for the students of the class (additional charge).

YMIN283 **2 units** **YOUTH CULTURE, TRENDS AND ISSUES (F)**

The course emphasizes culture shifts and trends affecting adolescents. Understanding why teenagers act the way they do and developing ministry responses that meet those needs. A closer look at current and significant issues including: peer pressure, sexual patterns and attitudes, mass media, school, movies, TV, magazines, advertising, Internet, music, drugs and alcohol, gangs, violence, self-mutilation, substance abuse, and eating disorders.

YMIN237 **2 units** **MINISTERING TO FAMILIES WITH TEENAGERS (F)**

An in depth exploration of the concept and practice of effective ministries to families in the local church. Emphasis will be on family enrichment programs designed to strengthen and equip families in developing healthy family relationships.

YMIN341 **N** **3 units** **MORAL AND FAITH DEVELOPMENT IN YOUTH (S)**

An analysis of the dynamics of key developmental issues involved in the spiritual formation of adolescents. Attention is given to classical Contemporary Discipleship such as prayer, fasting, scripture reading and Christian meditation. Students will look at their own spiritual growth along with learning principles in being able to guide and disciple another in their faith journey. (Prerequisite: Junior class standing)

YMIN373 **2 units** **YOUTH AND MISSIONS (F)**

Through analysis of qualifications, obstacles, programs and raising support, this course assists in the preparation of selecting a mission field for youth. An emphasis will be placed on cultural sensitivity and crosscultural living. (Prerequisite: Junior class standing)

YMIN376 **1 units** **YOUTH MINISTRY FIELD EXPERIENCE (F)**

Field experience at an approved ministry site. This may include but not be limited to attendance at a national youth workers conference such as Youth Specialties or Son Life Ministries. Pre-conference reading, and writing assignments before and after the event.

YMIN391 **N** **3 units** **CHRISTIAN EDUCATION OF YOUTH (S)**

An introduction to creative Bible teaching to youth, including skills in conversing one on one with youth and communicating to the adolescent. Involves an expanded section on experiential learning through games, simulation and role playing. (Prerequisite: Junior class standing)

YMIN426 **2 units** **COUNSELING YOUTH (S)**

An exploration of strategies and techniques of counseling adolescents. The class will examine needs and problems of normal and troubled adolescents including self image, sexuality, eating disorders, suicide and depression. Attention will be given to recognizing warning signs and understanding the referral process. (Prerequisite: Junior class standing)

YMIN431 **3 units** **URBAN/PARACHURCH YOUTH MINISTRY (F)**

Developing a cultural sensitivity to those with different backgrounds and developing strategies for effective ministry within those cultures. Historical background as well as the policies and methodologies of key inner city and parachurch ministries will be examined. (Prerequisite: Junior class standing)

YMIN463 **N** **3 units** **PHILOSOPHY OF YOUTH MINISTRY (S)** *Capstone Course*

A study of the importance of youth ministry. An exploration of philosophies and models of youth ministry. Particular attention is given to the organization of a comprehensive youth ministry via guest lecturers from local area youth ministers. Students will develop a conceptual Biblical framework for youth ministry including purpose and strategies. The course will include appropriate onsite observations of

various models and programs.
(Prerequisite: Junior class standing)

YMIN475 **3 units** **YOUTH MINISTRY INTERNSHIP (S)**

This is a supervised training experience assisting in a local church, parachurch, or appropriate ministry setting. The student will be able to practice and sharpen performance skills in a ministry setting working alongside an experienced qualified supervisor. Opportunities will be provided for participation in planning, organizing and administering a youth ministry. (Prerequisite: Junior class standing)

DEGREE COMPLETION PROGRAM

William Jessup University has developed the Degree Completion Program (DCP), a nontraditional program to meet the needs of working adults who are at least twenty-five years of age or who have worked full-time for at least two years, and have 60 semester units (the equivalent of two years or more of transferable college credits). These individuals typically work full-time and are interested in completing a four-year college degree in the evening while continuing to work.

This program's innovative format allows students to complete their Bachelor of Science degree with a major in Christian Leadership, Counseling Psychology, or Management and Ethics in approximately two years. Groups begin several times throughout the year and classes meet one night per week on a year-round basis. This bachelor's degree is designed to apply closely to the student's career goals and to equip students to be more effective team leaders in their chosen fields.

The Degree Completion Program operates in two locations:

Greater Sacramento Area Campus:

333 Sunset Blvd., Rocklin, CA, 95765
888-883-4226 or 916-577-2336

San Jose Campus:

1190 Saratoga Avenue, Suite 210,
San Jose, CA 95129
800-205-6100 or 408-278-4346

ACADEMIC CALENDAR

As a nontraditional program, the Degree Completion Programs offers starts on different dates throughout the year. Prior to each start, information sessions are held to inform prospective students about the program. Information sessions include:

- A description of the Degree Completion Program
- Meeting the needs of an adult student
- Financial matters, including employer reimbursement, loans and grants, and University payment plan
- Start dates for cohorts
- Application procedures
- Alternate credit sources

HOW THE DEGREE COMPLETION PROGRAM WORKS

The classes meet one night a week with cohorts of 12-20 adults; the night remains the same for the entire program. The students stay together as a cohesive group throughout the program. Each class works like a seminar with an experienced professor facilitating a practical exchange of experiences and ideas to raise the level of learning to focus on application and use of the learning in new ways. Courses are taught one at a time. Impressive faculty with Master's or Doctorate degrees, and significant leadership, professional and/or ministry experience bring a wealth of real-world relevance to the classroom. Academic counselors assist in developing a personal plan for earning additional credits as quickly as possible. Curriculum reflects current adult learning principles. For added convenience, textbooks and all required materials are delivered to students. The curriculum of all majors links theory to practice, so one can take what is learned to work

the next day and start using it. Additional college credit may be earned for demonstrating learning accomplished outside the classroom, including technical training, work experiences, military training, seminars, and informal learning.

One may expect the DCP to assist the development of skills in:

1. leadership and interpersonal relationships
2. written and oral communication
3. critical thinking
4. ethical decision making
5. multicultural awareness

EDUCATIONAL OBJECTIVES

The primary goal of education at William Jessup University is the integration of faith and learning. These student learning objectives apply to students in all programs, including the DCP.

The integration of faith and learning is facilitated by a curriculum and learning environment which:

1. offer an appropriate balance among courses in Bible and theology, practical ministry, and general education, and erase any artificial barriers between these areas of study;
2. encourage a well-conceived system of values and beliefs;
3. celebrate and honor all cultural groups;
4. personalize the educational process by emphasizing the priority of relationship-building throughout the University experience.

STUDENT LEARNING OUTCOMES

The integration of faith and learning is demonstrated in the lives of students who:

1. apply understanding of the Christian Scriptures and its major theological themes in coursework, classroom participation, projects, internship and Christian Service;
2. gain and apply knowledge and skills in systematic inquiry in Biblical thought, quantitative thought, and critical analysis of data and argument;
3. demonstrate competence in reading, writing, listening comprehension, and oral communication in the English language;
4. have entered into a life of spiritual formation integrating vocation, ministry, character, and lifestyle;
5. understand and appreciate cultural and ethnic differences and are sensitive to the needs of all humanity.

PROGRAM EMPHASIS

BIBLE AND THEOLOGY

The Bible and Theology courses develop an integrative worldview for the selected ministry or career choice and provide an affective preparation for marketplace ministries.

THE CHRISTIAN LEADERSHIP MAJOR

The Christian Leadership major focuses on qualities and characteristics necessary to be an effective team leader in any type of ministry work. The curriculum is designed to equip the student to work as a contributing member of a ministry team, church staff, or parachurch staff.

THE COUNSELING PSYCHOLOGY MAJOR

The Counseling Psychology major equips an individual for work in the helping professions in both secular and sacred settings. The curriculum is designed to prepare the student for paraprofessional positions in the helping professions and/or advanced education in a graduate school environment.

THE MANAGEMENT AND ETHICS MAJOR

The Management and Ethics major provides tools necessary to be an effective leader in business or ministry. The curriculum includes courses which provide a strong biblical foundation and courses in business, which are designed to emphasize the ethical and moral values of a Christian in today's world.

SECOND BACHELOR'S DEGREE OPTION

Many people are seeking a mid-life career change to enter the ministry or reach some other goal. If one already has a Bachelor's Degree which would meet the University's general education requirements, a second degree may be earned through the Degree Completion Program. Staff will advise on the process to follow to determine eligibility for this option.

COURSES

A series of eighteen courses, the curriculum is not a collection of independent courses, but a unified set of modular courses that build upon each other to provide a cohesive learning experience.

FACULTY

Faculty members who teach in the Degree Completion Program are highly qualified with graduate degrees, qualified professional designations, and significant ministry, leadership and professional experience. All faculty members hold a Master's degree or higher, and some are full-time William Jessup University faculty. All faculty participate in training regarding the special needs of adult students, making each course an exciting and valuable learning experience for you.

ADMISSION TO THE DEGREE COMPLETION PROGRAM

ADMISSION CRITERIA

1. Completion of a minimum of 60 transferable semester hours credit from an accredited college or post-secondary institution acceptable to WJU.
2. Age of at least twenty-five or have completed two years of full-time work experience.
3. Cumulative grade point average of 2.0 (4.0 scale) or higher on all prior academic work.
4. A willingness to study in a Christian university.
5. Completion of English Composition I or higher.

ADMISSION PROCEDURES

Application is a simple process that can lead to a quick decision concerning one's eligibility for enrollment. The process requires the submission of the following:

1. An application form and payment of the nonrefundable application fee.
2. Official transcripts from all colleges and universities previously attended. If one does not have 60 transferable semester units, a person is legally required to submit an official high school transcript verifying graduation, in addition to other post-secondary transcripts. Official transcripts must arrive in an envelope sealed by the registrar of the previous institution.
3. Satisfactory Personal Recommendation from a pastor or a person who can provide a reliable character reference.
4. A personal letter of introduction describing one's spiritual journey, including comments on one's academic preparation, and services to one's community and church.
5. Complete the FAFSA, Free Application for Federal Student Aid, online (www.fafsa.ed.gov). Online filing is faster and the preferred method. After completing the application be sure to sign the FAFSA electronically with the pin number provided by the department of education. If you do not have a pin number you can apply for one on the FAFSA website. If financial aid questions arise, one should contact the Financial Aid Office.

Upon meeting all the above criteria, the Degree Completion Director will accept the admission application. Any exceptions will be considered by the Admissions Committee for acceptance, rejection, or provisional acceptance. At the admissions stage you will be informed of any graduation requirements still to be met and a recommendation as to when, where and how you can complete them.

William Jessup University reserves the right to reject any applicant or any request for readmission for any reason it may consider valid. Following are examples of the reasons that a student may be refused admission to WJU:

1. Academic deficiencies.
2. Substance abuse.
3. Mental illness. Students who apply following a hospitalization must sign a release to allow school officials to confer with appropriate professionals. The University reserves the right to be informed of a student's after-care plan and to determine if a student is ready for the academic and social environment. The University requires that students wait one year between completing hospitalization and applying for admission.

DEGREE COMPLETION PROGRAM (DCP)

4. Moral objections. Persons who show a lack of Christian character by practicing immoral or unchristian acts are requested not to apply for admission.
5. Lack of fit for the Program. The Admissions Committee review the full available profile of the applicant including GPA, academic completion rate, references, interview recommendations, spirituality, the projected probability of success in the Program, and how the applicant will likely fit with other students in the program.

SKILL LEVEL EXPECTATIONS

In the Degree Completion Program students complete their upper-division requirements for a degree; therefore, during their first two terms students must meet the University's requirements for junior standing, which include the following:

ENGLISH COMPOSITION

Students must demonstrate proficiency in upper-division writing skills by passing the WJU Writing Proficiency Exam (WPE). Students are encouraged to take the WPE before classes begin, but must complete the exam no later than the end of the first term. Students who fail the first time must take the test again. A student who fails the test a second time must attend a WPE preparation class and take the test a third time. Students must pass the WPE no later than the end of the second term to continue in the program.

COMPUTER PROFICIENCY

Students demonstrate computer usage proficiency through successful performance on 1) the WJU Computer Proficiency Test, or 2) a computer class taken before or while enrolled in the DCP.

MATHEMATICS

A student who has not completed the general education requirement for mathematics may take the WJU Math Placement Exam to determine ability level and sequence of courses needed to complete the requirement.

READMISSION TO THE DEGREE COMPLETION PROGRAM

Degree Completion Program students who wish to re-enroll within a year during the period of an approved Leave of Absence simply are required to contact their academic advisor to create a re-entry plan. However, after more than a year's Leave of Absence a student must request readmission in writing to the Director. The readmission decision will be based upon prior experience with the Program; the student's current situation and motivation; and may require completion of the application process.

FINANCIAL INFORMATION

Costs at WJU are significantly lower than those at comparable private institutions, due in part to the gifts of many individuals and churches who provide a large percentage of the operating costs for the University. Contact the Degree Completion Program office for the current tuition package and fee schedule.

REFUND POLICY

Students who must withdraw from a course or courses during the term may receive a refund of a percentage of the term's tuition charges. To receive a refund, students must submit a completed drop card to the Degree Completion Program office. The date of withdrawal for refund purposes is determined by the date the DCP Office *receives* the completed drop card. Refunds indicated are percentages of the total tuition charges, not of amounts paid to date of withdrawal.

Before or on the first day of classes	100% of tuition
After 4 hours of instruction and before end of 8 hours of instruction.....	80% of tuition
After 8 hours of instruction and before end of 12 hours of instruction	40% of tuition
After 12 hours of instruction	no refund

FINANCING YOUR EDUCATION

One of the primary considerations in planning for a college education is how to pay for the education received. The availability of federal and state financial aid programs and the wide variety of scholarships need to be investigated in order to ensure sufficient financial resources are available and which of the many options will be the best use of those resources. Please refer to the Financial Aid section of this catalog for a description of available aid. For additional information, please contact the DCP Office or the Financial Aid Office.

ACADEMIC PROGRAM INFORMATION

ADVISING

The DCP Site Director serves as academic advisor for DCP students at each site. The staff is also available to plan external course completion, help with career goals, selecting a major, and give counsel about grades and University life.

COHORT MENTOR

Each cohort is assigned a Cohort Mentor who provides assistance to students throughout the Degree Completion Program. The Cohort Mentor teaches up to 5 of the 18 courses for the cohort and will make regular contact with the students. The Cohort Mentor is not an academic counselor but serves as a coach, sponsor, advocate, advisor, and one who encourages spiritual formation. Cohort mentors are not to serve as a substitute for one's pastor, but as a good person to talk with about anything inside or outside of class that might be impacting student performance.

REGISTRATION

Registration for the first term is held during Orientation at the individual campus. Registration for each succeeding term is conducted prior to class time at the last class session of the course preceding the new term. Approximately 3 weeks before registration preliminary contract information will be mailed to each student; students should be prepared to pay at least 1/3 of their contracted costs on registration night (plus a deferred payment fee if applicable).

AUDIT COURSES

Students who have received transfer credit for a course in the Degree Completion Program will pay the book fee and audit the course for reduced tuition and book fee. Attendance and participation in the course is mandatory. Note that the course requirement is met through transfer, but the student may need additional units to meet the required degree total of 128 semester units.

WAIVED COURSES

The requirement for a course in the DCP curriculum will be waived only if the student has previously taken the course at William Jessup University. Attendance in class, while encouraged, is not required.

INCOMPLETE WORK

Degree Completion Program students are expected to complete all course requirements during the time assigned for that course. The course final must be completed by the first week of the following course. The instructor will have 2 weeks to grade the final and submit the course grade.

Failure to turn in a final, or a failing grade on the course final, results in an automatic failure (F) for the course. Any student work, other than the final, not submitted by the date the final is due will be considered a zero and the course grade will be calculated accordingly.

In the rare circumstance when it is impossible to complete the course requirements on time, the student may Petition to Receive an Incomplete ("I" grade). The student must contact the instructor to work out an agreement of a due date for incomplete work to be submitted. In order to receive an "I" grade, the student and instructor must submit the Petition to Receive an Incomplete form submitted within one (1) week after the final is due. For prompt submission, this form may be faxed to (916) 577-2240, attention Assistant Registrar.

The petition will be reviewed by the Academic Office and the Director of the DCP. Once the petition has been either granted or denied, the Academic Office will mail a copy of the petition to the student and instructor so both are aware of the outcome. A \$25 processing fee will be added to the student's billing. If the student fails to complete the work within the time limit, the grade for the course will become an F and the student must repeat the course at their own expense.

OPTIONAL WAYS OF EARNING CREDIT

Adults come to continue their education in an in-service program with an already-existing diverse set of learning experiences and competencies. These learning experiences may be categorized into three broad modes of education, each of which may provide university-level credit. A prerequisite for the WJU Degree Completion Program is two years of *formal* accredited university-based learning. Formal education based learning may be directly transferred into a bachelors degree provided it fits the student's program.

The second education mode, *nonformal* education provides structured, planned and staffed short-cycle learning experiences. These learning experiences are commonly used as staff training, or continuing education in workshops, seminars, conferences, short courses, and the like. However, they typically are not offered for academic credit. This mode of education often focuses on skill development for immediate use. A focus on the theoretical bases is often missing.

The third and broadest educational mode provides what is arguable the most important learning. *Informal* education by definition is not planned or structured. Academic credit is not in focus with this kind of learning. This learning is sometimes called enculturation or acculturation. It is relational. One typically learns worldview, values, attitudes, one's first language and other cultural forms informally. Informal education may be facilitated in internships, practica, time spent over coffee, walking together, specific observation, but it is not formally assessed and the learning remains serendipitous. One may learn specific content, skills or attitudes informally and reach high levels of competence. To receive academic credit this learning and these competencies must be demonstrated.

CREDIT FOR PRIOR LEARNING

In order to complete the requirements for a Bachelor of Science degree some students will need to earn additional credits beyond those that will be delivered in the Program and the formal educational credits they were granted in transfer upon entering the Degree Completion Program. During the admission process, the DCP staff will identify any additional courses needed for graduation and help prepare a plan for earning this credit by either formal, nonformal or informal approaches to learning.

WJU follows the Policy for Credit for Prior Learning from the Western Association of Schools and Colleges (WASC) in the granting of credit for both informal and nonformal education based learning. The University follows the standards of the Council of Adult and Experiential Learning (CAEL) to evaluate these demonstrations of learning.

INFORMAL EDUCATION BASED LEARNING: Many adults have gained considerable college-level learning through jobs, travel, family life, and other experiences. WJU recognizes the validity of these learning experiences and will award credit when sufficient documentation is provided through the preparation of a Credit by Demonstrated Competency (CDC) Portfolio or a learning Application Essay.

DEGREE COMPLETION PROGRAM (DCP)

NONFORMAL EDUCATION BASED LEARNING: Credit for workshops, seminars and licenses provide another avenue for credit as the learning is documented. Often a number of workshops or seminars dealing with similar topics may be combined to provide the equivalent of a college class. However, except for American Council of Education (ACE) approved military training, DSST (DANTES Subject Standardized Tests), and College Level examination Program (CLEP) exams, credit offered must “fall within the regular curricular offerings of the institution and are a part of the instructional program the student completes” and must be evaluated by “faculty holding regular appointments in the appropriate discipline,” in accordance with WASC standards.

We use the guidelines of the American Council of Education (ACE) and CAEL within the WASC constraints to guide in the evaluation of this learning. One general guideline used in evaluating seminar and workshop experiences is that forty-five “structured-hours” are usually equivalent to one unit of credit. These hours would include the seminar time, reading and writing about the topic. The awarding of credit also depends on the demonstrated use of the learning.

A maximum of 15 semester units can be earned through the CDC process, though not all students will have the appropriate life-learning experience to qualify for CDC. No more than 15 semester hours can be applied to lower division requirements or electives and no more than 7 semester hours can be applied to upper division requirements or electives.

CREDIT BY CORRESPONDENCE: Correspondence courses, if taken from an accredited college, may be accepted in transfer. Check with your DCP advisor before taking any correspondence courses to be sure the course will satisfy the University's requirements.

CREDIT BY EXAMINATION: College Level Examination Program (CLEP) and DSST examinations are standardized tests on selected topics. A maximum of 16 semester units can be earned through CLEP and DSST examinations.

CREDIT BY TRADITIONAL COURSEWORK: College classes are, of course, another option for completing needed credits. Additional courses are offered by the University on the main campus at various times. Classes may also be taken at other accredited colleges and be accepted in transfer. Please work with your DCP advisor to determine which courses are acceptable for transfer credit.

ATTENDANCE POLICY

Due to the accelerated nature of the DCP courses, the Program practices a 100% attendance policy. Consistent class attendance is mandatory for students.

FIRST ABSENCE: Students who miss one class of a five-week course may, at the instructor's discretion, be allowed to make up the class by writing a 10-12 page paper that relates directly to the discussion covered in the missed class. The session make up must be completed and submitted to the instructor no later than 2 weeks after the last class session for the course. Failure to make up the absence will result in a zero for class participation. This paper acts as a replacement for classroom participation and is in addition to the original homework assignment that must also be completed.

SECOND ABSENCE: (This policy applies to students who have not filed a drop card for a course according to policy. Please refer to the policy on dropping a course for details) Any student who misses the FIRST TWO nights of any course without a Petition to Drop has not established attendance and will receive an “Administrative Withdrawal” from the class, earning a “U” grade. Students who miss two nights of class in ANY OTHER COMBINATION will automatically receive an “F” grade. In each case the course must be repeated at a later time at the student's own expense.

The student will be notified in writing by the Academic Office that they have been administratively withdrawn from a course. The letter will also request that the student contact the Registrar about their intention to continue in the Program. If no response is received by the specified date the student will be administratively withdrawn from all remaining courses for that term and considered to have stepped out of the program. The student will be notified in writing of the official dismissal from WJU. Any student wishing to return to the DCP after these actions have been taken will be required to submit a new application. If accepted they will enter under the current catalog requirements. Serious financial consequences may result with either a drop or withdrawal. Financial Aid will likely be affected. The student is responsible to contact the Financial Aid office for information.

DROPPING (WITHDRAWING FROM) A COURSE

Students withdrawing from a course must submit a Petition to Drop form to the DCP Office. Students who submit a Petition to Drop before the first class session will not receive a penalty and the course will not appear on the student's permanent transcript. Students who drop a course after the first class session ends will receive a W on their permanent transcript. The Petition to Drop form is to be submitted to either the University Academic Office or the local DCP office. The effective date of the drop will be the postmark, fax date and time (original must follow by mail), or date and time received personally by University staff. Failure to withdraw from class by submission of a Petition to Drop will result in an F being entered on the permanent transcript for the class and any refunds for the class are forfeited.

A student who has officially dropped a class and who is no longer registered for credit or for audit is ineligible for further attendance in that class. Dropping a class may affect the student's financial aid. It is the student's responsibility to contact the Financial Aid office for information.

WITHDRAWING FROM THE UNIVERSITY

Withdrawing from all courses is a two-step process:

1. Dropping classes: Students who wish to withdraw from all classes in which they are registered must follow the process outlined in the preceding section (see “Dropping (Withdrawing from) a Course”).
2. Exiting the University: Students must submit a Request for Leave of Absence or Official Withdrawal to the University Academic Office or local DCP Office. If the leave is temporary, a student should fill out the Leave of Absence section in order to maintain the existing graduation program (see below). If the student will not be returning they should fill out the Official Withdrawal section.

DEGREE COMPLETION PROGRAM (DCP)

LEAVE OF ABSENCE

Students who find it necessary to interrupt their enrollment should file a Petition for a Leave of Absence before leaving the University. A Leave of Absence is good for a maximum of one year and allows students to maintain the existing graduation program. (Students who return from a Leave of Absence will enter under the current fee schedule.)

Students withdrawn from the University for one academic year or more (official or unofficial leave of absence) may be required to update some or all of the admissions requirements. (Failure to petition will mean that, upon their return, a student must fulfill all graduation requirements for the current academic year in which they re-enroll.)

PETITION TO CHANGE COHORT

Students who wish to change cohort must obtain the approval of their academic advisor. A Petition to Change Cohort form must be completed, including academic advisor's signature, and submitted to the Program Office or the Registrar's Office. A \$110.00 processing fee will be added to the student's account. Depending on the student's circumstances they may also need to file a Petition to Drop form and/or a Leave of Absence form.

ADMINISTRATIVE DROP/CLASSROOM CONDUCT

Students have a responsibility to conduct themselves on campus in ways which do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or other potentially disruptive activities, is permitted only with prior explicit consent of the instructor. The instructor may rescind permission at any time during the course.

If a student does not comply with requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop. The instructor must record circumstances. The approval of Vice President for Academic Affairs is required. Prior to a decision, the VPAA will consult with the student and other parties as appropriate. Appeals go to the Academic Committee and the VPAA. Serious cases of misconduct will be referred to the Student Life Committee for appropriate action. The effect on grades is the same as a drop initiated by the student and is based on the date the administrative drop is approved. The student will be notified by the final grade report. There may be financial implications as a result of the drop.

APPLICATION FOR GRADUATION

Candidates for graduation must file an Application for Graduation with the Registrar by December 1. The student initiates the application by requesting that a preliminary check of his or her records with the academic advisor. Upon obtaining the application, the student lists all remaining degree requirements, obtains the required approvals, and returns the application to the Registrar's Office by December 1. The nonrefundable graduation application fee will be added to the student's account when the application is received.

Students filing a completed application with the Registrar after the December 1 deadline will be charged a late fee of \$75.00. Graduation applications will not be accepted after February 28. A candidate who fails to graduate on the selected date is required to file a new Application for Graduation the next academic year, and pay the new graduation fee.

Candidates are cautioned to examine their academic records for accuracy and to verify completion of three quarters of Christian Service prior to filing the Application for Graduation. Although the Christian Service requirement is course embedded, passing the course does not ensure successful completion of Christian Service. For more information, contact your cohort mentor.

In addition, candidates for graduation from WJU must satisfy the faculty as to their fitness for Christian ministry. Students may be disqualified from graduation for inappropriate moral, physical, or social behavior.

All academic and financial obligations must be fulfilled prior to graduation.

CONFERRING DEGREES

Degrees are conferred three times a year – in August, December, and May – at the close of summer, fall and spring terms. The date of the diploma reflects that session during which the degree requirements were completed. There is one graduation or commencement ceremony each academic year held at the close of the spring semester. Students who have completed all requirements at any time during the previous year are eligible to participate.

In order to maintain the integrity of honors granted, diplomas will be mailed after all grades are received for the semester of graduation.

If the original diploma is destroyed, a duplicate may be ordered by contacting the Registrar's Office. There is a fee for the replacement diploma. The new diploma will have a reissuing date as well as bearing the signatures of the current officials.

ACADEMIC HONORS AND GRADUATION WITH HONOR

A student in the Degree Completion Program is eligible for academic honors at the end of any term if he/she has taken 12 or more credit hours and has achieved a grade point average at the following levels:

Deans' List	3.85-4.00 GPA
Honor Roll	3.50-3.849 GPA

A student who has completed at least 60 semester units at WJU is eligible for the following honors at graduation:

Summa Cum Laude.....	3.85-4.00 GPA
Magna Cum Laude	3.70-3.849 GPA
Cum Laude.....	3.50-3.699 GPA

ACADEMIC PROBATION

A student whose term GPA falls below 2.00 or who withdraws from 2 or more courses in a term will be placed on Academic Probation. A student on probation should plan carefully to avoid subsequent dismissal from the College. Probation is a warning that studies are not of expected quality. The student should seek advice from his/her academic advisor and Cohort Mentor. It is the student's responsibility to seek such advice. Students will have one semester to bring their GPA above 2.00.

DEGREE COMPLETION PROGRAM (DCP)

RECORDS

William Jessup University, in compliance with State and Federal regulating Boards, maintains records for all students at its main administrative location. Materials required by the Reform Act shall be preserved for five years; all academic and admissions records are maintained in accordance with local, state, and federal laws.

INSTRUCTIONAL RESOURCES

The WJU Memorial Library is perhaps the best theological library in Placer County. The Library has over 35,000 volumes and a complete collection of over 62,000 items including books, magazines, journals, and audio and video resources. The Library has web-based research database tools such as EBSCOHost, online library catalog, and computer search stations for patron use at either Degree Completion Program site.

A computer lab, housed in the library, is available for student use during library hours. Microsoft Office, Internet access and other academic software are available. A MIDI (Musical Instrument Digital Interface) Lab is housed on the second floor of the library, where PCs, Roland RS synthesizers and Sibelius music software are available. A computer is also available for limited student use at the DCP offices in San Jose and Rocklin.

Extension students can request to have library materials delivered to the extension sites for them to pick up. Requests can be made by email at library@jessup.edu or by phone at (916) 577-2288. If the requested items are available for check-out, the items will be shipped out within 24 hours.

APPEAL PROCESS

The student is to follow the steps listed below when making an appeal. The first step should resolve most problems. Any issue that cannot be resolved at that level may be appealed to the next. Any appeal may be carried to the President of the University if the appeal process outlined below does not resolve the issue.

ACADEMIC: For all appeals concerning changes in a student's classroom status or program that deviate from normal procedures, contact the local DCP Director, discuss the situation, and obtain a petition for a change if it is felt necessary. Submit the petition to the DCP Director for consideration by the DCP Academic Committee.

FINANCIAL MATTERS/FINANCIAL AID: For all appeals concerning student financial matters or student financial aid, discuss it with the DCP Director who will refer you to the Student Finance Officer or the Financial Aid staff person. Submit your problem/appeal in writing to the Controller or Financial Aid Administrator (as appropriate) for action by the Administrative Council or the Financial Aid Committee.

STUDENT LIFE: Every student has access to a formal grievance process if so needed. In the event a student has specific concern regarding a policy of the University, the student is encouraged to communicate the concern in writing to the Vice-President for Student Life. The Vice-President of Student Life will act to bring formal resolution to the stated grievance either by addressing the issue directly, or, if necessary referring the issue to the Associate Dean of Students. If satisfaction is not achieved, a student may appeal directly to the President.

COUNSELING

Students should feel free to seek out a faculty member of their choice or request referral for counseling from the Student Life Office. Students are responsible for any fees incurred as a result of personal counseling off-campus. For referrals or other information, please call the Student Life Office at 916-577-2322.

DISABILITY SERVICES

As a part of insuring equal access and opportunity, the Student Life Office will seek to facilitate accommodation for students with disabilities on a case by case basis. It is up to the individual student to request assistance. Each student is required to provide documentation of disability to the Student Life Office prior to receiving assistance. For further information, please call the Student Life Office.

DEGREE COMPLETION PROGRAM (DCP)

DEGREE COMPLETION PROGRAM GRADUATION REQUIREMENTS

The Degree Completion Program offers Bachelor of Science degrees in Bible & Theology with a second major in Christian Leadership, Counseling Psychology, or Management & Ethics. All degrees, which require a minimum of 128 semester units, are built upon a three-part structure which is designed to integrate prior academic and occupational choices with our program emphasis on vocation, ministry, character, and lifestyle.

General Education requirements not only secure a broad-based foundational knowledge, but allow students to redeem courses taken earlier in their academic careers. Students are encouraged to complete their General Education requirements of 52 units prior to enrolling in the program of their choice.

The DCP programs of Christian Leadership, Counseling Psychology, and Management & Ethics (54-58 units each) offer a biblical worldview which prepares students to think, communicate and act in a complex, changing, and demanding global community.

The final component of the degree offers students opportunity to utilize educational experience gained in prior college or vocational choices. See the section "Optional Ways of Earning Credit" on page 63 to discover avenues to earn these 18-22 units.

GENERAL EDUCATION REQUIREMENTS

(52 units: *Including transfer equivalents*)

Communication 9 units
English composition (6 units),
Speech or oral communication course (3 units)

Social Sciences.....15 units
US History or American Government (3 units);
General History (3 units); sociology, political
science, history, psychology, anthropology, or other
social sciences (9 units)

Humanities/Fine Arts 6 units
Fine arts and humanities, including courses in
literature, foreign language, philosophy, ethics

Mathematics and Science.....7 units
One analytical mathematics course and one lab
science course

General Education electives..... 15 units
From any of the above subject areas

BACHELOR OF SCIENCE CHRISTIAN LEADERSHIP

The Christian Leadership major provides students with the tools necessary to be effective team leaders in any type of ministry work. Both the church or parachurch staff and the church member will be significantly equipped to work as a contributing member of a ministry team.

The dual major includes modules which will provide a strong biblical foundation for personal relationships and interaction, leadership in the attainment of goals and establishing priorities, understanding the culture in which students live and work, and continued development of skills necessary to be effective in ministry work.

This dual major equips students to continue the pursuit of their education as a life-long experience after receiving their degree.

General Education requirements52
Electives (by transfer, CDC, or concurrent enrollment) 22

* * * *

Strategies for Success (CM361XL)	3
How to Understand and Apply the Bible (B349XL)	3
Biblical Concepts of Leadership (B365XL)	3
Life of Christ/Gospels (NT380XL)	3
Christian Perspective (CD352XL)	3
Foundations of Teaching and Preaching (CM372XL)	3
Old Testament History (OT331XL)	3
Theology of Missions (MI430XL)	3
Functioning in a Multicultural World (CM380XL)	3
Internship Project I (CM474XL)	0
Acts (NT410XL)	3
Evangelism and Discipleship (CM410XL)	3
Case Studies in Leadership (CM445XL)	3
Leadership and Groups (CM440XL)	3
Epistle to the Romans (NT408XL)	3
Christian Theology (CD461XL)	3
Internship Project II (CM475XL)	3
Biblical Foundations of Ethics (CM431XL)	3
The Church Facing the 21st Century (CM471XL)	3
Total Units for Program.....	128

DEGREE COMPLETION PROGRAM (DCP)

BACHELOR OF SCIENCE COUNSELING PSYCHOLOGY

The Counseling Psychology major is designed to develop an individual's capacities for work in the helping professions in both secular and sacred settings. Its mission is to prepare Christians to lead individuals/groups to *wholeness* in Christ, utilizing methods that are scripturally sound and culturally sensitive.

The Counseling Psychology degree, as distinct from other ministry related degrees, prepares students for the soul care dimensions of ministry to individuals and families. For some, the major will provide foundational studies in preparation for graduate school in the helping professions. Graduates who seek advanced education, typically choose advanced studies in Psychology, Counseling, or Social Work. Others will apply this degree to work within mental health settings immediately after graduation and/or utilize the relational skills gained in this program in a wide range of careers, including business, human services, and church/parachurch ministry.

General Education Requirements..... 52
Electives (by transfer, CDC, or concurrent enrollment) 18

Counseling Psychology majors are required to take **Introduction to Psychology and Developmental Psychology** as part of their Foundational Studies courses. If a student has not taken these courses within their general education program, they will be referred to these courses in the WJU Traditional Program, online, or at a community college.

* * * *

Strategies for Success (CM361XL)	3
How to Understand and Apply the Bible (B349XL)	3
Old Testament History (OT331XL)	3
Life of Christ (NT380XL)	3
Christian Perspective (CD352XL)	3
Biblical Concepts of Leadership (B365XL)	3
Epistle to the Romans (NT408XL)	3
Biblical Foundations of Ethics (CM431XL)	3
Christian Theology (CD461XL)	3
Foundations of Teaching and Preaching (CM372XL)	3
Interpersonal Communication	3
Small Group Communication (SP440XL)	3
Counseling Theory (PSY323XL)	3
Abnormal Psychology (PSY364XL)	3
Counseling Skills (PSY441XL)	3
Marriage and Family (PSY377XL)	3
Human Sexuality (PSY467XL)	3
Crosscultural Counseling (PSY423XL)	3
Internship Project I (PSY475aXL)	2
Internship Project II (PSY475bXL)	2
Total Units for Program	128

BACHELOR OF SCIENCE MANAGEMENT AND ETHICS

The Management and Ethics major provides tools necessary to be an effective leader in business or ministry. The curriculum includes courses which provide a strong biblical foundation and courses in business, which are designed to emphasize the ethical and moral values of a Christian in today's world. This major equips students to continue the pursuit of their education as a life-long experience after receiving their degree.

This program includes a final project that is introduced in Cutting Issues in Management (ME471XL) and culminates in the final course Communication Concepts (SP383XL). This project will be designed to satisfy the University requirement for Christian Service. It also serves as a capstone project that demonstrates the integrated learning goals of this dual major.

General Education requirements52
Electives (by transfer, CDC, or concurrent enrollment) 22

* * * *

Strategies for Success (CM361XL)	3
How to Understand and Apply the Bible (B349XL)	3
Management Principles (ME330XL)	3
Christian Perspective (CD352XL)	3
Biblical Concepts of Leadership (B365XL)	3
Organizational Behavior (ME340XL)	3
Old Testament History (OT331XL)	3
Biblical Foundations of Ethics (CM431XL)	3
Case Studies in Ethics (PHL461XL)	3
Gospel of John (NT404XL)	3
Accounting Concepts for Managers (ME441XL)	3
Financial Management (ME442XL)	3
Epistle to the Romans (NT408XL)	3
Cutting Issues in Management (ME471XL)	3
Management Information and Decision Making (ME431XL) ...	3
Legal Implications for Business (ME450XL)	3
Christian Theology (CD461XL)	3
Communication Concepts (SP383)	3
Total Units for Program	128

COURSE DESCRIPTIONS

DEGREE COMPLETION PROGRAM

COURSE NUMBERING SYSTEM

000-099

Developmental courses designed to prepare a student for college-level work and do not count towards graduation

100-299

Lower division courses designed primarily for freshmen and sophomores

300-499

Upper division courses designed primarily for juniors and seniors.

In general, the first digit of the course number indicates the year level at which it is recommended that the course be taken (1=freshman, 2=sophomore, 3=junior, 4=senior, 0=remedial). Lower division courses are to be completed before upper division courses may be taken. Successful completion of the Writing Proficiency Exam is required before enrollment in upper division courses.

EXPLANATION OF COURSE NOTATION

The course number is followed by the semester hours of credit earned upon successful completion of the course. The title of the course is listed below the course number. Special courses numbered 399 and 499 are offered if needed and if a professor is available.

B

B349XL 3 units

HOW TO UNDERSTAND AND APPLY THE BIBLE

Provides an understanding of how the Bible came to be and introduce the basic principles and skills required to interpret it accurately. The emphasis will be on the understanding and application of Scripture to today's world.

B365XL 3 units

BIBLICAL CONCEPTS OF LEADERSHIP

Examines the concepts and styles of leadership from various judges, prophets, priests, kings, and apostles in the Bible. The principles will be applied to both personal and career goals.

C

CD352XL 3 units

CHRISTIAN PERSPECTIVE

Challenges students to consider how general revelation (creation) and special revelation (the Scriptures) of God affects every aspect of life. Each student will be encouraged to develop a truly Christian world view and understand and critique competing world views.

CD461XL 3 units

CHRISTIAN THEOLOGY

Examines the teaching of the Scriptures concerning fundamental doctrines of the Christian faith including the nature and attributes of God, the origin and nature of man and sin, and the person and ministry of Christ enabling students to formulate or clarify their own faith statements.

CM361XL 3 units

STRATEGIES FOR SUCCESS

This course provides a set of bases to succeed specifically in a higher education program which translates into strategies for success in life. Specific topics include the identification of personal strengths, the setting of personal goals and priorities, developing appropriate attitudes, effective writing, reading for success and fundamentals of research.

CM372XL 3 units

FOUNDATIONS OF TEACHING AND PREACHING

A "cross-training" module to introduce the principles and skills necessary to effectively communicate Scripture through teaching and preaching delivery. Practical application assignments will be made, and reports/presentations will be given. Emphasis will be placed on methods and applications.

CM380XL 3 units

FUNCTIONING IN A MULTI-CULTURAL WORLD

The student will become acquainted with the demographic reality of the ethnic mosaic in the United States and learn to relate with and witness to those from other cultural heritages. This objective will be accomplished by both classroom learning activities and practical experience with people from various ethnic groups in the student's environment.

CM410XL 3 units

EVANGELISM AND DISCIPLESHIP

A study of the nature, purpose, and process of biblical evangelism and its application to various ministries; a study of New Testament discipleship principles and their application, with a special emphasis upon building discipling relationships and small group ministry.

CM431XL 3 units

BIBLICAL FOUNDATIONS OF ETHICS

Study of the ethical standards of Scripture under the catalog of the Ten Commandments and how Jesus approached ethical issues in the Sermon on the Mount. Special attention will be given to Scriptural passages which provide a biblical world view. Scripture will be brought to bear upon ethical problems and questions and how to face them. Specific case studies in the world, the work place, and the church will be discussed.

CM445XL 3 units

CASE STUDIES IN LEADERSHIP

Case studies will be selected for in-depth study of the application of leadership concepts with particular reference to those concepts found in Scripture. Students will develop a written concept of their desired style of leadership to be used in both personal and career situations.

CM440XL 3 units

LEADERSHIP AND GROUPS

Groups are the building blocks of organizations. Nearly everyone participates in both formal and informal groups at work. It is essential that leaders understand groups because group processes directly affect creativity, problem solving, decision making, and productivity. This module provides insight into group formation and processes, their power and influence in organizations, and varying styles of leadership.

COURSE DESCRIPTIONS - DCP

CM471XL 3 units **THE CHURCH FACING THE 21ST CENTURY**

This study of major issues facing the church will emphasize the key problems confronting both Protestant and Roman Catholic churches. The study will consider the Sermon on the Mount from the teaching of Jesus to determine how Christians ought to deal with these issues.

CM474XL 0 units **INTERNSHIP PROJECT I**

Practical application and further development of ministry concepts learned in class. Students participate in a 6 month internship in a ministry setting under the direct guidance of a ministry supervisor. This educational experience allows students to learn by being involved in the observation, contemplation, and practice of ministry. The students will engage in regular meetings with the supervising mentor for evaluation and spiritual development, will journal their own experiences, learning activities, and observations throughout the year, and will conclude by writing a final internship report summarizing the experience.

CM475XL 3 units **INTERNSHIP PROJECT II**

A continuation of the six month internship process begun earlier.

E

ENGL280 3 units **ADVANCED ACADEMIC WRITING (F)**

A study of academic writing, with special emphasis given to argumentation, research, professional writing, and revision. Required for students who score 12 or below on WPE or who do not pass WPE after two attempts.

M

ME330XL 3 units **MANAGEMENT PRINCIPLES**

A study of the five parts of managing organizations: planning, organizing, staffing, leading, and controlling/evaluating with the presentation of principles for application to both not-for-profit and for-profit organizations.

ME340XL 3 units **ORGANIZATIONAL BEHAVIOR**

An overview of how organizational goals, priorities and strategies interface with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention is given to the effect of organizational culture, government laws and regulations, and the economy upon organizational behavior.

ME431XL 3 units **MANAGEMENT INFORMATION AND DECISION MAKING**

The development of a project plan, which can be implemented effectively to resolve an issue in an organization. Part of this plan will be executed after the completion of this class so that the final report can be delivered during the Communication Concepts class.

ME441XL 3 units **ACCOUNTING CONCEPTS FOR MANAGERS**

An overview of accounting from the perspective of a non-accounting manager including the tools to understand the essentials of how finance functions within an organization. Specific topics include internal controls, the function of accounting, historical accounting data and financial planning. (Prerequisite for Financial Management)

ME442XL 3 units **FINANCIAL MANAGEMENT**

An overview of the financial principles and accepted practices which need to be mastered by all managers including banking, money, credit, financial instruments, investments, financial planning, internal and external auditing, profit, stocks, bonds, and other financial forms will be examined.

ME450XL 3 units **LEGAL IMPLICATIONS FOR BUSINESS**

A general explanation of the law including its sources, development, and terminology. Specific legal doctrines and principles that affect business including an introduction to contracts, legal documents, and property are covered. Business organizations such as corporations and partnerships are described.

ME471XL 3 units **CUTTING ISSUES IN MANAGEMENT**

The initiation of a useful applied project in an organization of the student's choice that, when completed, will meet the college's requirements for service learning. The student will meet with the client organization to determine a project and obtain approval from the organization to sponsor the project.

MI430XL 3 units **THEOLOGY OF MISSIONS**

A study of the Word of God as set forth through God's promise to Abraham to bless the nations through Jesus Christ and the Church; an application of the Word of God as it relates to the purposes, nature, scope, and current challenges of crosscultural missions.

N

NT380XL 3 units **LIFE OF CHRIST/GOSPELS**

Focuses on the person of Jesus Christ and His life changing message and actions recorded in the Gospels and their relevance for believers today. These are studied against the political, social, economic, and religious backgrounds of the first century.

NT404XL 3 units **THE GOSPEL OF JOHN**

Focuses on the unique contribution of the fourth Gospel to the record of the life and teachings of Jesus Christ. Special attention is given to the doctrinal, prophetic, and structural features of this Gospel.

NT408XL 3 units **THE EPISTLE TO THE ROMANS**

An in-depth study of the message of Paul to the Romans in its historical, cultural, and religious setting. Special emphasis will be placed on the application of the revolutionary truths in this epistle to everyday life.

NT410XL 3 units **ACTS410XL**

Traces and analyzes the birth, growth, and geographical expansion and doctrinal development of the early church from Judea to the "uttermost parts of the earth." The study of Acts will provide principles of evangelism and discipleship applicable today.

COURSE DESCRIPTIONS - DCP

O

OT331XL 3 units **OLD TESTAMENT HISTORY**

Explores what God revealed in the Old Testament about His own character and plans as well as our nature as human beings. This introduction to God's interactions with His covenant people in historical events recorded in Genesis to Esther will provide the basis for understanding the prophets, wisdom literature, and the psalms in the Old Testament as well as the New Testament in the person and work of the Messiah, Jesus Christ. Emphasis will be placed on the contemporary relevance and application of the Old Testament.

P

PHL461XL 3 units **CASE STUDIES IN ETHICS**

Reading, discussion, and development of papers pertaining to relevant case studies and readings involving ethical issues applied to actual situations.

PSY323XL 3 units **COUNSELING THEORY**

An introduction to basic theories of counseling and an analysis of their credibility from a Christian perspective. Legal and ethical issues, including reporting requirements in abusive situations are included.

PSY364XL 3 units **ABNORMAL PSYCHOLOGY**

A study of psychopathology or abnormal behavior with emphasis placed on description and identification of individual disorders. A consideration of cultural differences in the expression of abnormal symptomatology is included.

PSY377XL 3 units **MARRIAGE AND FAMILY**

A psychologically and theologically integrated study of marriage and family relationships, that prepares students to develop a personal philosophy of family and set the foundation for the development of a family ministry; including a personal evaluation of familial experiences and a look at cultural norms and biblical principles. This skill building course prepares students for participation in leadership of family life.

PSY423XL 2 units **CROSSCULTURAL COUNSELING**

Students will explore cultural differences and develop greater sensitivity to cultural issues in counseling relationships.

PSY441XL 3 units **COUNSELING SKILLS**

The appropriate use of techniques and strategies in counseling provides the core focus for this class. Skills to assess needs and use appropriate referrals will be included. This practical course emphasizes demonstration and application.

PSY467XL 3 units **HUMAN SEXUALITY**

A course designed to explore sexual information/issues. Self awareness as well as implications for ministry to others will be emphasized. Prerequisites: Human Relationships or consent of the instructor.

PSY475aXL 2 units **INTERNSHIP PROJECT I**

Students will work in a therapeutic setting in which the focus of work is assisting individuals/couples/families in personal distress. Supervision on site as well as group supervision on campus will be a part of the internship experience. Students will study legal and ethical issues in counseling relationships in preparation for site placement.

PSY475bXL 2 units **INTERNSHIP PROJECT II**

Students will continue working in a therapeutic setting in which the focus of work is assisting individuals/couples/families in personal distress. Supervision on site as well as group supervision on campus will be a part of the internship experience. The *senior capstone* experience for Counseling Psychology majors, this course seeks to launch students into work and/or graduate preparation in the mental health professions. It includes an opportunity to integrate previous course work, to evaluate personal strengths and growth areas, to design plans to develop psychological and spiritual strength for the work, and to explore unique ways to integrate faith in work within the caring professions.

PSY475cXL 2 units **COUNSELING PSYCHOLOGY PRACTICUM**

Students continue working in a therapeutic setting in which the focus of work is assisting individuals/couples/families in personal distress. Training on-site, supervision on-site, and supervision from a faculty practicum supervisor provide support as students work at their practicum site. The senior capstone experience for Counseling Psychology majors, this course seeks to launch students into work and/or graduate preparation in the mental health professions. It includes an opportunity to design plans to develop psychological and spiritual strength for the work and to explore unique ways to integrate their faith as they work in the caring professions.

S

SP382XL 3 units **INTERPERSONAL COMMUNICATION**

A study of the elements of effective communication. Increasing self-awareness and improving personal effectiveness are emphasized. Consideration of cultural traditions as they impact communication styles is included.

SP383XL 3 units **COMMUNICATION CONCEPTS**

An introduction to the concepts of effective oral and written communication. It will enhance communication in building teams and in other organizational settings and addresses important interpersonal exchange issues, such as conflict resolution. The student will present the results of their senior project during this class.

SP440XL 3 units **SMALL GROUP COMMUNICATION**

An integrated study, from theological and psychological perspectives, of effective small group leadership. Students will be equipped to lead small groups and to train others in small group leadership.

ACADEMIC PERSONNEL

EXECUTIVE ADMINISTRATORS

(Dates in parentheses indicate start of service with WJU.)



BRYCE JESSUP

(1970), President (1984)

San Jose Bible College, BTh, 1958; Pepperdine University, BA, 1961; MA, 1968; Northwest Christian College, D.D., 1992.



KAY LLOVIO

(1985), Vice President for Academic Affairs (2000)

San Jose Bible College, BS, 1985; San Jose State University, MLS, 1987; University of San Francisco, Ed.D, 1998.

Kay is passionate about Christian higher education and the transformation which takes place in students' lives

Kay formerly served WJU as Professor and Chair of the Christian Education department for ten years and as Library Director for five years before assuming her current position, first in an interim role, in 1999. Since her appointment as VPAA, Llovio has provided academic leadership in spearheading a comprehensive review of the curriculum, of degree completion and off-campus programs; interacting with the state approval agency; and directing efforts in the regional accreditation process as Accreditation Liaison Officer. Llovio has been published in the *Christian Education Journal*, *High Plains Applied Anthropologist*, and *Evangelical Dictionary of Christian Education*.



JOSEPH D. WOMACK

(1997) Vice President for Advancement

Northwest Christian College, AA, 1989; Texas Christian University, BS, 1991; Azusa Pacific University, M.Ed, 1998.

ACADEMIC PERSONNEL



GENE DE YOUNG

(2003), Vice President for Finance and Administration (2004)

Azusa Pacific University, BA, 1982; California State University, Sacramento, MBA, 1993; CIMA.

Gene comes to WJU following 20 years in the private and public business sectors. He has held partner positions in both retail and real estate development entities as well as consulted in the financial services sector. Gene also served as an adjunct faculty member in the College of Business Administration at California State University, Sacramento.



PAUL BLEZIEN

(2004) Vice President for Student Development

University of Wisconsin, BS, 1980; Ball State University, MA, 1985; Azusa Pacific University, Ed.D, 2004.

Paul sees the students at WJU as a sacred trust from their families and from God and he strives to be a faithful steward of that sacred trust. He is committed to providing the leadership necessary to foster a genuine Christian learning community at WJU. Combining out of class experiences in worship, outreach, discipleship, athletics, social activities, and leadership with the excellent classroom instruction at WJU helps students discern the call God has upon their life while simultaneously preparing them to respond to that calling.

Prior to joining the administration of WJU, Paul served in a variety of leadership positions at Northwestern College in Orange City, Iowa and the University of Wisconsin System. He also serves as an adjunct instructor in graduate programs at Geneva College in Beaver Falls, PA and Azusa Pacific University in Azusa, CA. He has been a member of The Association for Christians in Student Development (ACSD) and currently sits on the Executive Committee of that organization.

ADMINISTRATORS



CAMERON CARUTHERS

(1999) Controller

Yuba College, AS, 1983; California State University, Sacramento, BS, 1986; licensed CPA.

Licensed as a Certified Public Accountant in the State of California and a qualified purchaser of the Myers-Briggs Type Indicator, Cameron believes a big part of a student's education is preparing them to function within society with respect to their financial responsibilities. He is also passionate about helping students appreciate the differences among personalities in accordance to how God has designed each one of us. Cameron is intrigued by the correlation between the reconciliation process he encounters within the Business Office with financial numbers and the reconciliation process between God and man.

Cameron came to WJU as one of our Men's Basketball Assistant Coaches in 1998 and was hired on as the Controller in 1999. He has worked in public accounting, private manufacturing, and in the financial services (pension related) fields. Cameron strives to build the relational connection between the Business Office staff and the students of William Jessup University.

ACADEMIC PERSONNEL



EDGAR J. ELLISTON

(2004) Director, Degree Completion Program
Manhattan Christian College, AB, 1966; Fuller Seminary, MA, 1971; Michigan State University, Ph.D., 1981.



MAY WU

(1999) Library Director
State University of New York, BA, 1986; MLS, 1988; MBA, 1993.

May's passion is to use her professional skills and experience to glorify God and bless others.

May has had extensive work experience in public service, technical service, information technology and library management experience in academic library, special library and public library. May's professional interest is in the area of library technology and information systems.

FACULTY

The faculty at WJU are committed to God, the mission of the University, academic excellence, and our students. Excellence in teaching and personal interaction with the students are the two main priorities of the faculty. The student-teacher ratio at WJU is 11:1, which allows professors the opportunity to know their students on a personal level. Interaction with students outside of the classroom is not something that just happens to occur, but is purposefully initiated and enjoyed.

FULL-TIME FACULTY

PROFESSORS



GLEN BASEY

(2001) Chair, Christian Education; Director, Credentials with Character
Northwest Nazarene College, BA, 1967; Emmanuel School of Religion, MRE, 1970; San Francisco Theological Seminary, D.Min., 1975.

Glen believes "Christian Education is the Hope of the World" as servants in Christ's church teach the gospel and encourage people by teaching them toward Christian maturity. His activities have included training teachers, conducting workshops and seminars, individual counseling and as a teacher in the congregation and on the college campus.

Before joining the staff at WJU, Glen served more than 40 years of ministry with 24 of those years spent at Puget Sound Christian College, Edmonds, WA. The first eleven years he served as head of the Christian Education department and as a teacher of Education, Youth Ministry, Psychology, and Bible. The last thirteen years at Puget Sound Glen served as President. During his tenure the College was brought out of debt, received national recognition as the fastest growing College in 1990-1991, launched a Degree Completion Program, and upgraded the curricula program.

ACADEMIC PERSONNEL



DAVID BEAVERS

(1986) Chair, Pastoral Ministry
St. Louis Christian College, BCE, 1968; Lincoln Christian Seminary, M. Div., 1982; MA, 1993; Oxford Graduate School, D. Phil., 1986.

David has served the church since his ordination in 1959 as a youth minister, new church-evangelist, and minister. During his 26 years in the preaching ministry he worked with congregations in Illinois, Georgia, Florida, and California. He was with the Central Florida New Church Evangelistic Association in the early 70's, doing new church work in Titusville, Florida.

His doctoral thesis subject was Expository Preaching and Topical Preaching, An Evaluative Experiment. David writes exegeses and sermons for the *Biblical Preaching Journal*. He has written for *The Lookout*, *Christian Standard*, and *Ministers Manual* (Doran's) and presented two academic papers that are included in the *Papers of the Academy of Homiletics*. Furthermore, Dr. Beavers prepared a series of sermons for *Ministers Manual 2000* and *2005* and wrote a book in 1993, Bill Jessup: Preacher of Unity and Worship.



LES CHRISTIE

(1993) Chair, Youth Ministry
Pacific Christian College, BS, 1971; Fuller Theological Seminary, MAR, 1974; Trinity Evangelical Divinity School, D.Min., 2002.

Les has been in youth ministry for 39 years, serving at Eastside Christian Church in Fullerton, CA for 22 years. He has spoken in 48 states, 11 foreign countries, and at more than twenty Christian colleges, seminaries and universities. Les has lead seminars at the Youth Specialties National Youth Workers Convention every year since 1980. He has been a member of Youth Specialties Resource Seminar (CORE) for 9 years and is a team member for "Understanding Your Teenager" leading parenting seminars all over the country.

Les has had over 100 articles printed in national magazines. He has written 13 books (What If...?, Have You Ever...?, Unfinished Sentences and Best Ever Games For Youth Ministry) and co-authored an additional 10 books. He is listed in Who's Who in Religion (1992), Who's Who in America (1992), and Who's Who Among American Teachers (2002 and 2004).



MERILYN HARGIS

(1997) Old Testament (1999)
San Francisco State University, BA, 1968; MA, 1973; Institute Holy Land Studies (Israel), MA, 1982; University of California at Berkeley, Ph.D., 1992.

Marilyn Hargis really "digs" what she does—literally. As an archaeologist, she has spent a lot of time in Israel excavating at archaeological sites and gaining a different perspective on the world of the Bible and the land where Jesus lived. She brings to her teaching of Old Testament, archaeology, and Hebrew the excitement of discovering "buried treasures" in God's Word and their relevance for Christian life and ministry today.

Marilyn taught at several colleges, universities and seminaries before coming to William Jessup University. She has written articles for magazines and journals and co-authored a book, Hindsight Tour Guide. She appeared on the *Day of Discovery* television series on Revelation and has spoken at retreats across the U.S. She was named to the Who's Who Among American Teachers (2002).



PORTIA HASSANZADEH

(1994) English; General Education Program Chair
San Jose State University, BA, 1984; MA, 1989; California Institute of Integral Studies.

Portia loves to read, loves to write, and loves to share these passions with others. "All truth is God's truth" is the motto of her program, so she emphasizes helping students find meaning and personal application in both their writing and reading coursework. She is currently pursuing her doctorate from the California Institute of Integral Studies. Portia is also interested in reflective writing as a meta-cognitive discipline, as well as writing style and literature each in connection with personality.

Portia began teaching English to college students at San Jose State University in 1988. There she was awarded the Mara Steffey Award for Outstanding Graduate Student in 1989, and the Best Thesis in the School of Arts and Humanities in 1990.

ACADEMIC PERSONNEL



JON MCFARLAND

(1987) Chair, Bible and Theology
Pacific Christian College, BS, 1968; Lincoln Christian Seminary, M. Div., 1972.

It is the fulfillment of a long-time goal to now be training others for ministry. Jon brings to this task a love for people and the preaching and teaching of the word.

Jon came to William Jessup University with fifteen years of local ministry experience. Six of those years were in Southern California, where Jon taught extension classes for Pacific Christian College. For the other nine, Jon was in Northwest Arkansas. During his ministry in Rogers, Arkansas, Jon worked with the Northwest Arkansas Hospice group caring for the critically and terminally ill. He has done extensive bereavement counseling and training in grief management and hospice care. He also served on the Hospice Board for a number of years and on the boards for various area minister's alliances, men's fellowships, Christian camps, and the board of directors for Christ on Campus.



LIZ STANLEY

(1996) Chair, Music and Worship
California State University at Hayward, BA, 1978; Single Subject Teaching Credential, Music, 1980; MA, 1983.

In the church Liz has served in a variety of ministry positions, including her work as a Worship Leader, Music and Worship Director, Children's Choir Director, and deaconess. Liz brings to William Jessup University an enthusiasm and a love of her students.

Liz has been involved in Music Education at both the secondary and college level since 1980, having taught choral and vocal music in several local school districts and at Patten University in Oakland, CA. Liz has also been active in solo, ensemble and choral performances with Bay Area choruses and opera companies. She has enjoyed serving as an adjudicator for ACSI competitions and for other solo, ensemble, and choral festivals. Liz has also presented seminars on vocal technique and enjoys leading worship in conference and retreat settings.



LEE WANAK

(2003) Intercultural Studies
Devry University, AS; Moody Bible Institute, BA; Denver Seminary, M.Div; Ateneo University, MA; Northern Illinois University, MS; Denver Seminary, D.Min.; Indiana University, Ph.D.

Lee believes all Christians have a calling and role as God's ambassadors in the furthering of His Kingdom. He is committed to preparing students for cross-cultural work and deepening their understanding of diverse peoples. His passion is to see students deeply involved in the mission of God.

Prior to joining WJU, Lee served as an International Theological Education Consultant, Academic Dean, and Director of the Doctor of Education program and Professor of Christian Education at the Asia Graduate School of Theology and Asian Theological Seminary. He also served as a missionary working with Filipino tribal minorities and urban churches in the areas of pastoral training, church planting and administration. He brings to his teaching rich cross-cultural experiences from a variety of ministerial and educational settings.



BEVERLY WIENS

(1981) Chair, Counseling Psychology
Bakersfield College, AA, 1967; San Jose State College, BA, 1969; MA, 1970; Santa Clara University, MA, 1992; Northern California Graduate University, Ph.D., 2001; Licensed M.F.T.

Bev believes that God has designed us to live in intimate relationship with one another and with Him, and that our human intimacies are a rehearsal for intimacy with God. Licensed as a Marriage and Family Therapist, her passion centers around the study of human attachments and their correlations with attachment to God. This study was the focus of her dissertation.

Prior to joining the faculty at William Jessup University, Bev taught in the Family Life Science department at West Valley College and in the Child Development departments at San Jose City College and San Jose State University. In addition to her work at WJU, she is an adjunct faculty member in the Marriage & Family Therapy Master's program at Western Seminary, Los Gatos campus. She brings to her teaching, rich experience in a variety of educational settings, as well as a keen appreciation for her freedom here at WJU to integrate her faith with the study of psychology.

ACADEMIC PERSONNEL



NAM SOO WOO

(1987) Coordinator of Extensions (2000)

Korea Christian Seminary (Korea), BS, 1971; San Jose Christian College, BS, 1990; Pacific School of Religion, M.Div., 1996, D.Min., 1999.

The Woo family moved to San Jose in 1987 to teach at what was then San Jose Christian College and to plant a Korean American church in San Jose. Nam Soo has led many Korean students to William Jessup University's programs at both the main campus and extension programs since that time.

Nam Soo Woo has been ministering more than twenty years in both Australia and the U.S. as an ordained Christian church pastor. Specifically he worked as a missionary with the Aboriginal Evangelical Mission in Australia from 1976-1985. He also planted the Korean-Australian church in Perth, Australia, during that time.

ASSOCIATE PROFESSORS



JULIUS (REX) GURNEY III

(2003) History

University of New Mexico, BA, 1979; Golden Gate Baptist Theological Seminary, M.Div., 1987; Union Theological Seminary, Ph.D., 1999.

Rex has a passion for teaching history because learning about the past can help our understanding of the present. Who we are as Christians living in the 21st century has been molded by the understanding of “the ways of God and Man” of those who have journeyed on this earth before us. For the Christian, an appreciation of the rich tapestry of history – both secular history and Church history – is an invaluable tool for self-understanding. Being able to articulate who one is and why – a process aided by the study of history – is an important part of the journey of self-discovery.

Prior to joining the faculty of WJU, Rex pastored for nine years in Oakland and San Jose, CA. He has also spent several years on the mission field in both Colombia and Ecuador, taught high school overseas and in the States, and directed Golden Gate Baptist's Hispanic Seminary Extension in San Francisco.



GARY HARTMAN

(2004) Teacher Education

Evangel College, BS, 1963; University of San Francisco, MA, 1978; University of San Francisco, Ed.D, 1980.

Gary has been a long time advocate of “parental choice.” In the K-12 public school system, he has directed and taught in “schools-within-a-school” systems, magnet and alternative education school systems, and was the founding Principal of Rocklin Academy, a Sacramento Area Charter School that consistently receives California's highest Academic Performance Index (API) ranking.

Gary brings a wealth of experience and deep love for powerful teaching and learning to WJU and its students. He has served in all arenas of public and private education, from elementary to high school teacher and principal, alternative education director, public school district superintendent, and charter school developer and founding principal. Gary has also completed extensive coursework in marriage and family counseling and been selected by WASC Regional Accreditation Commission to participate and chair several accreditation visiting committees in California.

ACADEMIC PERSONNEL



KENNETH LOGAN

(2004) Counseling Psychology

California State University, Sacramento, BA, 1991; MA, 1995; California School of Professional Psychology, Ph.D., 2001.

Ken's primary academic and clinical interests center around the effects of spiritual formation and character development on health and wellbeing. His graduate research focused on measuring Christian styles of belief and the effects of confession on psychological and physiological health.

Ken brings 12 years of academic and clinical experience to William Jessup University. He earned his doctorate at the California School of Professional Psychology, instructs full-time as an Assistance Professor of Counseling Psychology at William Jessup University, part-time as an Assistant Professor at Western Seminary, and maintains a part-time clinical practice in Sacramento. His areas of clinical expertise and specialization include marriage therapy, parent-child interaction therapy, and Christian spiritual formation. He is a frequent presenter at churches and retreats.



THOMAS RUSCICA

(2003) Music and Worship

Azusa Pacific University, BA, 1992; MA, 1995.

Tom has a passion for choral music and worship in the church. He has served in music ministry in many different denominations including Assembly of God, Baptist, Church of God, and Lutheran, and enjoys learning about different styles of worship. Tom also has a passion for teaching and considers equipping the ministers and worship leaders with the necessary skills a huge responsibility.

Prior to joining the faculty at William Jessup University, Tom served as worship leader and choral director at Resurrection Ministries, Shepherd of the Hills Lutheran Church, and Glendale Community Church of God. In addition to his work in the church, Tom taught music at various schools in Los Angeles, as well as at Liberty High School in Brentwood, California.



ROGER SALSTROM

(1999) Chair, Business Management (2003)

Purdue University, BSAE 1971; Indiana University, MBA, 1973; University of California, Ph.D., 1989.

Roger believes that God must direct our lives 24 hours a day seven days a week. Too often God and ethics are removed from the everyday decisions made in businesses and often Christians are not visibly different from others. His focus is on how to incorporate Biblical values into the business environment so Christians can use the workplace to be an effective evangelistic environment.

Prior to joining the faculty in 2003, Roger taught in the Organization and Management Department at San Jose State University for 14 years. In addition, he has over 13 years experience working for major corporations in management. He brings to the classroom practical experience and theory, as well as the perspective of analyzing business decisions from a Biblical point of view integrating faith with business.

ACADEMIC PERSONNEL

ASSISTANT PROFESSORS



RHONDA CAPRON

(2004) Business Management (2005)
Shippensburg University, BS, 1981; University of New Mexico, MBA, 1996.

Rhonda confirmed her passion for teaching after first being an adjunct instructor in the WJU Degree Completion Program. She soon left her business career to dedicate her time and energy to teaching at William Jessup University. Rhonda's focus is to prepare students to be Christ-centered business leaders.

Prior to joining the faculty at WJU, Rhonda was a Vice President for Support Services at Oracle Corporation. She has 20+ years of business experience, working for both the public and private sector, which she incorporates into the classroom. Her focus has been technology solutions and planning.



JAMES CRAIN

(1971) Bible (2005)
San Jose Bible College, BA, 1966; Western Conservative Baptist Seminary, M.Div., 1970.

Jim likens himself to the farmer in Christ's Parable of the Sower who broadcast his seed into as much fertile soil as he possibly could in the allotted time he was given. After three decades of implanting God's Word into the hearts and minds of students, he has witnessed the crop of thirty, sixty and a hundred-fold promised by Christ. In recent years he has enjoyed teaching the children of his earliest pupils.

Jim joined the full-time faculty in 1971 after five years in youth ministry at Central Christian Church in Portland, Oregon. For seven years he was Professor of Practical Ministries, teaching courses in youth work, Bible and theology and homiletics. From 1978 until 2005 he was adjunct professor. During that time he founded a radio and concert ministry in the south Bay Area (1978 - 1985) and served as Senior Pastor of Green Valley Christian Church in San Jose (1985 - 2005).



DEBRA CUNNINGHAM

(2004) Liberal Arts (2005)
California Baptist University, BA, 1979; Southwestern Baptist Theological Seminary, MA, 1982.

Debbie believes strongly in the role and influence of children in our society. Children are not "pre-people"; they are the fullness of who God created them to be at their particular stage of development. Because of this, Debbie's heart is passionate about influencing educators and children for Christ both in the church and in the public and private classroom setting.

Debbie and her husband moved to Northern California in 1984 and she served as an Assistant Director for an Infant Toddler Center and Preschool. While raising her children, she served as Children's Ministries Coordinator for Cornerstone Evangelical Free Church in Yuba City. She also taught at Camptonville Academy, a charter school based in Marysville and in 2004 was awarded the "Educator Who Is Making A Difference" award, for piloting an innovative, non-traditional classroom based program. Debbie's eclectic teaching opportunities have helped her deeply appreciate the opportunity to integrate faith and learning in the classroom at WJU.

ACADEMIC PERSONNEL

**SHARON FORKUM**

(2004) English (2005)

California Baptist University, BA, 1973; United States International University, MA, 1990.

Passionate about God's love and the importance of expressing such love, Sherry believes the written word is paramount to spreading His love. Providing tools for writing is an important part of her mission, as well as setting the example of being a Christian teacher in a secular system. The focus of her dissertation is Generational Differences, an area of great interest for her as she teaches and ministers to William Jessup University students.

In addition to teaching at WJU, Sherry has been an instructor at Sierra College and Hawai'i Community College, and is a published author of children's books. She has also taught all levels of education, Kindergarten through 12th grade, with writing, reading, and communication being the focus. Sherry is also passionate about teacher education. Over the past 30 years, she has been master teacher for 20 student teachers from various universities and interns for the State of California.

**NATHAN HERZOG**

(2004) Liberal Arts (2005)

Point Loma Nazarene University, BA, 1999; National University, MA, 2002.

Today, more than ever, teachers are taking the role of a parent. Because of this, Nathan feels it is important for him to instill parental responsibilities into WJU's teacher candidates. Coming from a family of eleven children with a large number of close-knit extended relatives, you can imagine he has many "real-life" situations to share in the classroom. Nathan is excited to be a part of what God is doing at WJU and specifically in the Credentials with Character program as it is designed to further develop characteristics helping students grow spiritually, intellectually, and academically.

Before starting as an adjunct instructor last year at WJU, Nathan taught for six years in various public and private classroom settings at the senior and junior high levels. He has been a high school soccer coach, Science Department head, and Health Academy instructor in past years. He is also a state certified scorer and trainer for the Teaching Performance Assessments (TPA's) and has been published for his research on animal behavior.

NO PHOTO
AVAILABLE

ELIZABETH INPYN

(2004) Liberal Arts (2005)

University of California, Santa Barbara, BA, 2000; National University, MAE, 2002.

**ALICE MILLS**

(2004) English

University of California, Irvine, BA, 1992; and MFA, 1996.

Alice believes that everyone has a voice worth developing in service of the callings God has placed on our lives. As a writer and a teacher of writing, Alice seeks to inspire students to discover their unique testimonies as well as learn to critically evaluate the world around them.

Alice has thirteen years of cumulative experience, teaching English and Composition at a variety of colleges, universities and high schools, public and private, including the University of California, Irvine; Western Kentucky University; Campbellsville University; and Lindsey Wilson College. She is also published in various professional publications, including poetry journals.

ACADEMIC PERSONNEL



KAREN McREYNOLDS

(2004) Science

Northern Arizona University, BS, 1980; San Jose State University, MA, 1996.

Karen has a love for teaching and passion for science that she uses to get others interested in the intricacies of God's marvelous creation. She is especially interested in motivating Christians to become involved with the care for this amazing world.

Karen's prior teaching experience includes several years at Bethany College near Santa Cruz, CA, as well as courses at Merced College and San Jose Christian College. She arrived at WJU following four years in Belize, Central America, directing Jaguar Creek, an environmental field station for Target Earth International, a Christian nonprofit dedicated to serving the earth and poor. Karen also lived in Dominican Republic and Ontario, Canada, while working for New Horizons Youth Ministries.



FRITZ MOGA

(2004) Youth Ministry

San Jose State University, BS, 1979; San Jose Christian College, BS, 1990; Hope International University, MA, 2001.

Fritz has dedicated his life to serving God by teaching and caring for teenagers. After eighteen years as a Youth Pastor it was an exciting and natural step to move into teaching Youth Ministry at William Jessup University. His passion is to train up the next generation of youth leaders that will carry on ministry to teenagers both locally and globally.

Fritz's first teaching position was as a Physical Education instructor and Athletic Director at Valley Christian Junior High School in San Jose. Following that experience Fritz served as a Youth Pastor in San Jose for almost eighteen years. He has vast experience in teaching, leadership, music, camping and missions programming. Prior to joining the faculty, Fritz spent four years as WJU's Director of Campus Ministries overseeing the chapels, small groups, and Christian service programs.

PROFESSORS EMERITI

ALVIN D. HAMMOND

(1970)

San Jose Bible College, BSL, 1952; Sophia University (Japan), BA, 1964; University of California at Berkeley, MA, 1966.

RUBEN M. RATZLAFF

(1959)

Johnson Bible College, BA, 1940; Christian Theological Seminary, BD, 1955; Butler University, MA, 1959.

ADJUNCT FACULTY

ADJUNCT INSTRUCTORS

TODD ARVIDSON (2004)

Trinity International University, BA, 1995; MA, 1996.

VICTOR BRIGHT (2004) Artist-in-Residence

Parkland College; Institute of Contemporary Music; guest lecturer, Sacramento City College; piano coach, music ministry teaching professional, 20 years.

RHONDA E. CARROLL (2004)

Aenon Bible College, BA, 2004; Sacramento Theological Seminary, BA, 1996; MA, 1997; Th.D., 1998; Ph.D. 1998; Ph.D., 1998.

CHRIS CAUGHEY (2005)

Biola University, BA, 1996; Westminster Theological Seminary, MDiv., 2001.

YOON KWON CHAE (1987)

San Jose Bible College, BA, 1960; Lincoln Christian Seminary, MA, 1961; Hankok Theological Seminary (Korea), M.Th, 1967.

GRETCHEN CHRISTIE (2003)

California State University, BS, 1981; Pacific Christian College, MA, 1993.

BILL CLEMENTS (2005)

American River College, AA, 1973; Southern California College, BA, 1976; California State University of Fullerton, MS, 1980; National University, MBA; Trinity Life Bible College, Honorary DD., 1999.

BRANDON CONTRERAS (2005)

Point Loma Nazarene College, BA, 1994; College of Notre Dame, MPA, 1997.

LAWRENCE DECKARD (2004)

Western Baptist College, BA, 1960; California State University, Sacramento, BA, 1961; California State University, Sacramento, MA, 1975; University of Southern California, Ed.D, 1982.

JAMES FORKUM (2004)

California Baptist University, BA, 1969; Azusa Pacific University, MA, 1973; Capella University, PhD, 2004.

ACADEMIC PERSONNEL

LINDA KENNEDY (2004)

San Francisco State University, BA, 1990; MA.

KEN LARSON (2005)

Biola University, BA, 1982; MA, 1985; Ph.D., 1996.

BILL MAXON (2004)

Southwest Baptist University, BMus, 1983; Southern Baptist Theological Institute, MCM, 1988; Institute of Worship Studies, DWS, 2003.

KIRK McMORRIS (2005)

California State University, Hayward, BS, 1998; California State University, Sacramento, MA, 2004.

SPENCER MILLS (2004)

University of California, Berkeley, BA, 1990; Regent University, MBA and MA, 1997.

DAVID NYSTROM (2005)

University of California, Davis, BA, 1981; Fuller Theological Seminary, MDiv., 1986; University of California, Davis, Ph.D., 1992.

RODGER OSWALD (1992)

San Jose State College, BA, 1964; MA, 1969; Multnomah School of the Bible, Graduate Certificate, 1985.

TRAVIS OWENS (2004)

University of Texas, BA, 1977; Rosemead School of Psychology, MA, 1979; PsyD, 1982.

CURTIS PALMER (2004)

San Jose Bible College, BA, 1979; California State University, Hayward, MS, 1992.

TINA PETERSEN (2004)

University of Minnesota, BA, 1994; Michigan State University, MA, 1996.

DEAN SMITH (1984)

San Jose Bible College, BA, 1975; Santa Clara University, MA, 1978; International College, Ph.D., 1984; licensed M.F.T.

SUSAN SPANN (2004)

Tufts University, BA, 1992; New England School of Law, JD, 1997.

BERNIE VAN HAL (2004)

Mount Marty College, BA, 1975; College of Osteopathic Medicine & Surgery, Ph.D., 1978.

DAVID WESLEY (2004)

Siena Heights College, BA, 1977; University of San Francisco, MA, 1995.

LECTURERS

SALLI S. MELILLI (2004)

Jimmy Swaggart Bible College, BA

BILL MAUS (2004)

San Jose Christian College, BA, 2003.

KEVIN NEUNER (2002)

San Jose Christian College, BA, 1999.

DEGREE COMPLETION PROGRAM INSTRUCTORS

DAVID BEAVERS (1999) Chair, Pastoral Ministry

St. Louis Christian College, BCE, 1968; Lincoln Christian Seminary, M.Div., 1982; MA, 1993; Oxford Graduate School, Ph.D., 1986.

MICHAEL BOYLAND (2005)

Oxford University, BA, 1964; Nottingham University and St. John's College, BA 1979; University of California, Berkeley, MA, 1969; San Francisco Theological Seminary, MDiv., 1980; Fuller Theological Seminary, DMin., 1995.

MIKE BROGNA (1998)

University of Arizona, BS, 1989; Western Seminary, MA, 1998.

CHARLES BROXTON (1999)

University of California, Davis, BS, 1992; Western Seminary, Los Gatos, MDiv., 1999.

NANCY BROXTON (2003)

Westmont College, BA, 1990; Western Seminary, MA, 1998.

SALLY BRYANT (2004)

California State University, San Jose, BA, 1990; University of San Francisco, MA, 1991; University of San Francisco, Ed.D., 1994.

KEVIN BURKE (2004)

San Francisco State University, BA, 1968; California State University, Hayward, MA, 1985.

STEVE BURKUM (2005)

Nebraska Christian College, BA, 1974; Cincinnati Bible Seminary, MA, 1990.

RHONDA CAPRON (2004)

Business Management (2005)
Shippensburg University, BS, 1981; University of New Mexico, MBA, 1996.

JULIE CARBONI (2002)

San Jose Christian College, BA, 1999; University of San Francisco, MA, 2001.

JOHN D. CREEDON (2001)

Virginia Military Institute, BA, 1997; McGeorge School of Law, J.D., 1987.

DAN CLUBB (1999)

Bethany Bible College, BS, 1975; Fuller Theological Seminary, MA, 1994.

ACADEMIC PERSONNEL

DAVID REGINALD (REGGIE) COLBERT (2001)

Bethany College, BA, Southern California College, MA, Cambridge University.

MACK CUNNINGHAM (2005)

University of California, Santa Cruz, BA; Biola University, MA.

SAM EARP (1997)

University of Santa Clara, BA, 1973; MA, 1975; Ozark Bible College, BSL, 1968; San Francisco Theological Seminary, D.Min., 1989.

EDGAR J. ELLISTON (2004) Director, Degree Comp. Program
Manhattan Christian College, AB, 1966; Fuller Seminary, MA, 1971; Michigan State University, Ph.D., 1981.

JOHN ERWIN (1999)

San Jose State University, BS, 1988; Golden Gate University, MBA, 1995.

SHARON FORKUM (2004)

California Baptist University, BA, 1973; United States International University, MA, 1990.

JOHN FOSTER (2005)

California State University, Sacramento, MS, 1972; Professional School of Psychology, San Francisco, Ph.D., 1986.

JUDY ANN GALLEGO (2004)

California State University, Sacramento, BA, 1989; MA, 1991.

RICK GRANTHAM (2005)

Liberty University, BS, 1993; Southeastern Baptist Theological Seminary, MDiv, 1998.

MERILYN HARGIS (1997) Professor, Old Testament (1999)

San Francisco State University, BA, 1968; MA, 1973; Institute Holy Land Studies (Israel), MA, 1982; University of California at Berkeley, Ph.D., 1992.

ALAN HEARL (2005)

University of California, Davis, BS, 1962; Fuller Theological Seminary, MDiv., 1965; DMin., 1998.

PETER HENDERSON (1998)

University of California at San Diego, BA, 1973; Fuller Theological Seminary, M.Div., 1979.

NATHAN HERZOG (2004) Liberal Arts (2005)

Point Loma Nazarene University, BA, 1999; National University, MA, 2002.

DOVIE HOSTETLER (2002)

Lewis University, BA, 1984; Central Michigan University, MA, 1997.

SCOTT HUFFMASTER (2005)

Trinity Western University, BA, 1998; MA, 2001.

RUSSELL IKEDA (1998)

University of Hawaii, B.Ed., 1973; Fuller Theological Seminary, M.Div., 1977; Fuller Theological Seminary, D.Min. Candidate.

STEPHEN INK (1996)

Montana State University, BS, 1974; Pepperdine University, MA, 1980; Abilene Christian University, M.Div., 1982; Santa Clara University, J.D., 1990.

GARY JUNG (2000)

Biblical Life College, BBS; Southwest Bible College and Seminary, MA, 1997; Biblical Life Seminary, Ph.D., 1999.

RONALD KINGHAM (2001)

Le Tourneau University, BS, 1968; Dallas Theological Seminary, Th.M., 1978.

MIKE KNIGHT (2005)

Ozark Christian College, BA, 1991; Cincinnati Bible Seminary, MA, 1995; MDiv., 1995.

JEFF KREISER (2005)

Cal Poly State University, San Luis Obispo, BA; MA, 1991; Fuller Theological Seminary, MDiv., 1994.

BRUCE LEE (2005)

University of California, Davis, BA; California State University, Sacramento, MA.

ROBERT LEWIS (2004)

Oklahoma Baptist University, BA, 1971; Golden Gate Baptist Theological Seminary, MDiv, 1974; Golden Gate Baptist Theological Seminary, DMin, 1982.

DOUG LOCKE (2005)

California State University, Long Beach, BA, 1982; Azusa Pacific University, MA, 1987.

CHRISTY MAGNANI (2005)

California State University, Sacramento, BA; Chapman University, MA.

POLLY SUE MATSUOKA (2005)

University of California, Davis, BS.

KEVIN MCCAULEY (1998)

West Valley College, AA, 1974; San Diego State University, BA, 1976; University of San Francisco, MA, 1980.

RODNEY MCCURDY (2003)

The University of Maryland, BS, 1991; Baylor University, MHA, 2001.

JON MCFARLAND (1987) Chair, Bible and Theology

Pacific Christian College, BS, 1968; Lincoln Christian Seminary, M. Div., 1972.

CATHY MILLER (2005)

West Valley Community College, AA; San Jose State, BS; Santa Clara University, MA.

LINDA MULLINER (2005)

Bethany College, BA, 2002; MA, 2003.

DENNIS NICHOLS (1986)

Evergreen Valley College, AA, 1978; Gulf Coast Bible College, BA, 1982; Fuller Theological Seminary, M. Div., 1986.

JOSEPH OLKOWSKI (2003)

Multnomah Bible College, BA, 1992; Multnomah Biblical Seminary, MA, 1994.

CYRIL RAYAN (2003)

University of Bombay, BS, 1989; Mississippi State University, MS, 1993; Santa Clara University, MBA, 2001.

ACADEMIC PERSONNEL

MARK SALO (2002)

Biola University, BA, 1985; University of Southern California, MBA, 1998.

ROGER SALSTROM (1999) Chair, Business Management (2003)
Purdue University, BSAE 1971; Indiana University, MBA, 1973;
University of California, Ph.D., 1989.

M. JAMES SAWYER (2000)

Biola College BVA, 1973; Dallas Theological Seminary, Th.M., 1978; Dallas Theological Seminary Ph.D., 1987.

FRANK SCHATTNER (2002)

University of Massachusetts, BS, 1978; San Jose Christian College, BS, 1985; Hope International University, MA, 2002.

BONNIE SMITH (2003)

San Jose Christian College, BA, 1982; John F. Kennedy University, MA, 1993; LMFC, 1997.

DEAN SMITH (1984)

San Jose Bible College, BA, 1975; Santa Clara University, MA, 1978; International College, Ph.D., 1984; licensed M.F.T.

LINDA SOMMERVILLE (2004)

California State University of Sacramento, BA, 1986; Fuller Theological Seminary, MDiv, 1991.

DAVID SONALIA (2000)

University of California LA, BA., 1974; FarelHouse, L'Abri, Switzerland, 1974; Talbot Theological Seminary, M.Div., 1981.

RALPH SORTER (1998)

Mesa College, AS, 1972; Intermountain Bible College, BA, 1975; B.Th., 1975; Pacific Christian College, MA, 1986.

SUSAN SPANN (2005)

Tufts University, BA, 1992; New England School of Law, JD, 1997.

JAMES TILLMAN (2005)

Western Bible College, BBS, 1980; Western Conservative Baptist Seminary, MA, 1985; MDiv., 1986; Fuller Theological Seminary, DMin., 2000.

JOEL TORODE (1997)

Clearwater Christian College, BA, 1970; Luther Rice Seminary, M.Div., 1978; D.Min., 1981.

VINCENT VACCARELLO (2005)

Harvard University, BA, 1971; Boston University, MBA, 1977.

LEE WANAK (2003) Intercultural Studies

Devry University, AS; Moody Bible Institute, BA; Denver Seminary, M.Div; Ateneo University, MA; Northern Illinois University, MS; Denver Seminary, D.Min.; Indiana University, Ph.D.

HANS-MARTIN WILHELM JR (2005)

Multnomah Bible College, BS, 1983; University of South Africa, MA, 1998; D.Th., 2003.

WILLIAM WILLIAMS (1998)

Baruch College, BBA, 1968; Pace University, MBA, 1976.

RANDY WILSON (2005)

Cabrillo College, AA; San Jose State University, BA.

GARY W. YOUNG (2001)

Midwestern State University, BA, 1981; Golden Gate Theological Seminary, M.Div., 1999.

STAFF

ACADEMICS

Registrar Tina Petersen
 Assistant Registrar Brooke Heasty
 Institutional Research Director Karen Lambrechtsen
 Faculty Projects Coordinator Emily Darlington
 Disability Resource and Academic
 Support Coordinator Rodney Schilling

ADMINISTRATION AND FINANCE

Executive Assistant to the VP for
 Finance and Administration DeDe Hudak
 Student Accounts Officer Lynn Roderiques
 Accounts Payable/Payroll Clerk Judi Basey
 Bookstore Manager Justin Von Spreckelsen
 Receptionist Brandy Noice

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Director of Admission Vance Pascua
 Admissions Counselor Katrice Hernandez
 Admissions Counselor Cameron Cox
 Admissions Counselor Lydia Murray
 Admissions Coordinator Malia McCormick

ADVANCEMENT

Director of Alumni and Church Relations Jim Jessup
 Director of University Fund Kathleen Tucker
 Assistant Director of University Fund Christy Jewell
 Executive Assistant to the VP for Advancement Debbie Crane

ATHLETICS

Athletic Director Farnum Smith
 Sports Information Director Aaron Muhic
 Men's Basketball Coach Aaron Muhic
 Women's Basketball Coach Ruthie Bolton
 Volleyball Coach Steve Neptune
 Men's Soccer Coach Trenton Mol
 Women's Soccer Coach Julie Otero
 Cross Country Coach: Men's and Women's Nick Vogt

DEGREE COMPLETION PROGRAM

Operations Manager Becky Gomes
 Enrollment Counselor Kim Whitt
 Enrollment Counselor Lynette Troupe
 Administrative Assistant Eli Elizaga
 Administrative Assistant Anna Coyne
 Student Accounts Coordinator Lynn Roderiques
 San Jose DCP Site Director Bob Grandey
 San Jose Site Services Representative La'Sha Heard

EXECUTIVE OFFICE

Special Assistant to the President Dr. James Womack
 Executive Asst to the VP for Academic Affairs Shelby Muhic
 Executive Asst to the President Myrna Smith

FACILITIES

Facilities Director Ed Schmidt
 Janitorial Supervisor Rhonda de Graaf
 Director of Campus Safety Farnum Smith

FINANCIAL AID

Financial Aid Director TBA
 Financial Aid Counselor Melinda Ryen
 Financial Aid Counselor Kaleasha Johnson

INFORMATION TECHNOLOGY

Director of Information Technology Wayne Keller
 System Administrator Dan Miller
 Graphic Specialist Sharon Stock
 Multimedia Technician Bill Maus

LIBRARY

Librarian David Holifield
 Library Assistant Joel McCormick
 Library Assistant Mindy Lew

PACIFIC FOREST INSTITUTE

Director Bill Dennison
 Program Coordinator Mark McReynolds
 Administrative Assistant Mary McFarland

STUDENT LIFE

Associate Dean of Students Tom Stephens
 Director of Campus Ministries Daniel Gluck
 Executive Assistant to Student Life Lynn Hallimore
 Women's Residence Hall Director Erin Cox
 Men's Residence Hall Director Peter Walker
 Residence Hall Director Naomi Kirkpatrick

TEACHER EDUCATION

Director Glen Basey
 Director of Field Experiences Gary Hartman
 Assistant and Credential Analyst Shirley MacNeil

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BRYCE JESSUP: President, William Jessup University, Rocklin, California – *ex-officio*

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GERRY MATSUMOTO: Professor of Mathematics, American River College, Gold River, California

BARRY SMITH: Senior Pastor, Impact Community Church, Elk Grove, California

RICK STEDMAN: Senior Pastor of Adventure Christian Church, Roseville, California – **Chair of the Board**

ANTHONY WILLIAMS: Senior Pastor, Maranatha Christian Center, San Jose, California

BILL YEE: Production Manager (Retired) Selectron, San Jose, California

RANDALL YEE: Director of Technology, Stanford Graduate School, Palo Alto, California

UNIVERSITY POLICIES AND REGULATIONS

NOTICE OF NONDISCRIMINATORY POLICY

William Jessup University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin, age, sex, or physical handicap in the administration of its educational policies, employment practices, admissions requirements, or scholarship and loan programs. Assistance for handicapped students is available and is directed by the Student Life Committee. Classrooms and offices are wheelchair accessible. Arrangements for students with other special needs may be coordinated by the Student Life Committee to enable them to complete their programs. Inquiries regarding compliance may be directed to the President of the University, 333 Sunset Blvd., Rocklin, CA 95765.

STUDENT TUITION RECOVERY FUND

California law requires that, upon enrollment, a fee be assessed in relation to the cost of tuition (Education Code Section 94343). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who are California residents and who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

It is important that students keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts or cancelled checks to document the total amount of tuition paid; and records which will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which, to be considered, must be filed within 60 days following school closure. For further information or instructions, contact: Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, CA 95814-3517.

STUDENT RIGHT-TO-KNOW

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 written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the students of the time and place where the records may be inspected.
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 Registrar, 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.

-One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit 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 Directors; 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by William Jessup 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.

WJU reserves the right to refuse students to inspect the following records:

1. Their parents' financial statements.
2. Letters of recommendation that are a part of the admissions file. Once students are admitted, all letters of recommendation will be destroyed.
3. Records connected with an application to attend WJU or a component of WJU if that application was denied.
4. Those records which are excluded from the FERPA definition of education records.

DIRECTORY INFORMATION

William Jessup University designates the following items as Directory Information: student's name, parent's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, and photograph. Students who do not want their directory information to be disclosed must make a written request to the Registrar during registration. If such action is chosen, WJU will not be allowed to announce any awards received, include students name and degrees earned in the graduation program, nor release any information to potential employers, graduate schools, or seminaries. WJU will be allowed to release directory information for students who do not waive their right to disclosure in writing.

POLICIES ON THE RETENTION OF STUDENT RECORDS

All student records are permanently, clearly, and safely maintained, with transcripts held in fire proof, lockable cabinets. Student records are handled in accordance with governmental regulations regarding privacy. These records, kept in computer storage, are only accessible with proper security clearances and are regularly and frequently backed up on disk storage systems, which are kept in locked, fire proof cabinets. Duplicate copies of all transcripts are kept in a fire-safe storage area apart from the building where the originals are stored. Although there is certainly no anticipation of William Jessup University closing, if such an event were to occur there is a WASC accredited sister-institution which could become the custodian of records.

STUDENT GRIEVANCE PROCEDURE

Every student has access to a formal grievance process if so needed. In the event that a student has a specific concern about a policy of the University, the student is encouraged to communicate the concern in writing to the Vice President for Academic Affairs (for academic matters) or the Vice President for Student Life (for co-curricular matters). The Vice President will act to bring formal resolution to the stated grievance either by addressing the issue directly, or, if necessary referring the issue to the Registrar or Associate Dean of Students, as appropriate. If satisfaction is not achieved, a student may appeal directly to the President.

DRUG FREE WORKPLACE

The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) requires all schools receiving federal funding of any kind (i.e. College Work Study, Pell Grants, FSEOG) to notify all students and employees of the following information on an annual basis:

1. William Jessup University requires that its campus be drug free. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance while at WJU is prohibited. Violation of this policy will be considered cause for dismissal.
2. WJU is required to impose sanctions, up to and including dismissal from all programs of study, on any students engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on the property of WJU. In addition, students involved in such illegal activity are subject to legal sanctions under local, state, and federal law.
3. The health risks associated with the use of illicit drugs and the abuse of alcohol are many. Detailed information concerning known health hazards resulting from the abuse of drugs is available in the library in the resource file entitled "Drug Free Campus."
4. Several drug and alcohol counseling, treatment, and rehabilitation programs are available. Should you or someone you know need help in dealing with a drug or alcohol problem contact:

YOUTH CRISIS HOTLINE: 800-HIT-HOME

SUICIDE PREVENTION CRISIS LINE: 916-368-3111

ALCOHOLICS ANONYMOUS: 916-454-1100

AL-ANON: 916-334-2971

ALA-TEEN: 916-334-2971

KIDS ARE SPECIAL: 916-561-0590

(A program for children who are affected by substance-abusing parents/adults)

CRIME AWARENESS AND CAMPUS SECURITY ACT OF 1990

Campus Crime Rate

William Jessup University is committed to providing a safe and secure environment for its students. In the history of the University, there have been no reported crimes of homicide, rape, assault, or sexual offense on campus.

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