



**WILLIAM JESSUP
UNIVERSITY**

2007-2008



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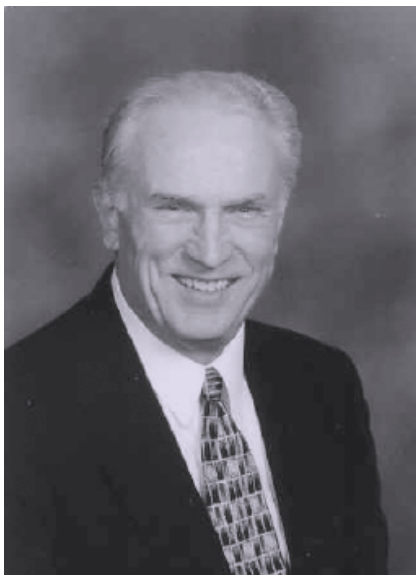
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GREETINGS FROM WILLIAM JESSUP UNIVERSITY!

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 24th 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.

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.



AACCC – 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 Mission
 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
 NAESA – 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
 SCELCC – 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.

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.

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. 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.

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!

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.

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

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 servant leadership through the church, 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

William Jessup University desires that its students will exemplify servant leadership in church and society through the integration of faith, learning, and critical thought in the arenas of Christian literacy, spiritual formation, communication, systematic inquiry, sociocultural perspective, aesthetic responsiveness, and ethical leadership.

WJU graduates will:

1. Exemplify Christian literacy through applied biblical knowledge, a theological foundation, and a Christian worldview.
 - Describe the nature and mission of Jesus and his church as revealed in the Scriptures
 - Explain the contribution of the Bible to an understanding of God, themselves, and the world
 - Demonstrate the use of hermeneutical principles to develop an interpretation and application of a biblical text to oneself and the church
2. Engage in a life of Christian discipleship that integrates faith, character, and service.
 - Utilize Christian teaching for personal growth, witness, and service in the world
 - Develop skills and habits of spiritual formation
 - Implement a personal and social ethic that results in informed participation in multiple levels of community
 - Actively serve the Kingdom of God
3. Demonstrate competence and effectiveness in written expression, oral communication, and multimedia literacy.
 - Express ideas and facts to others effectively in a variety of written formats
 - Express ideas and facts effectively in one-on-one and group settings
 - Utilize information resources and technology as communication tools
4. Utilize systematic inquiry in the critical analysis of data and argument.
 - Employ the scientific method as a problem solving technique
 - Identify and evaluate sources and information critically
 - Synthesize information in order to arrive at reasoned conclusions
5. Achieve an informed sensitivity to the variety of human experience through the study of human culture, society, history and behavior.
 - Articulate values and cultural perspectives other than their own
 - Interpret the influence of past eras on contemporary beliefs and practices
 - Develop insight into their own and others' behavior and mental processes
 - Demonstrate respectful relationships with persons from diverse backgrounds

6. Demonstrate an appreciation with discernment of various forms of artistic expression.
 - Critically analyze various examples of artistic expression
 - Synthesize ideas or elements to engage in original creative expression
7. Demonstrate ethical and professional competence in their chosen disciplines.
 - Identify and develop skills and experiences relevant to achieving selected career goals
 - Integrate content knowledge and experience
 - Demonstrate discernment of the ethical consequences of decisions and actions
 - Demonstrate understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development

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 the 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 cross-cultural appreciation, evangelism, and ministry to all students.

All students at WJU are expected to acquire skills in cross-cultural communication in order to proclaim the Christian story in our world of many ethnic groups. Students with particular interest in multicultural or cross-cultural 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 cross-cultural 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

The Degree Completion Program serves to meet the needs of working adults who are 25 or older, or have completed 2 years of full-time work, and have at least 60 transferable college credits. This program's innovative format allows them to earn their Bachelor of Science degree with a 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 approximately 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 leaders.

WJU LOCATIONS

Greater Sacramento Area

Degree Completion Program
333 Sunset Blvd
Rocklin, CA 95648
(916) 577-2336

San Jose Center

Degree Completion Program
1190 Saratoga Avenue, Suite #210
San Jose, CA 95129
(800) 205-6100

TRADITIONAL UNDERGRADUATE 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! We host two events called “Preview Day”, one during the fall semester and one during the spring semester. 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. There is no cost and an RSVP is required. Please contact the Admission Office or check our web site for details. If you cannot make it for a Preview Day, contact us 7-10 days in advance and we will gladly arrange for a meeting with an admission counselor, a campus tour, sitting in on a class, eating in the dining commons and even staying overnight in the dorms! Either way, “seeing is believing” and we hope you will take advantage of a visit.

APPLICATION PROCEDURES

The following is needed to complete an application for William Jessup University.

(Admission policies specific to the Degree Completion Program can be found on page 113)

1. Completed formal application, submitted between September 1 and the priority filing deadline of April 1.
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 preferably in English, Math or Science.
4. The confidential Personal Recommendation, completed by your pastor (preferred), school counselor, or employer.
5. An essay response (minimum of 500 words) addressing academic preparation, co-curricular activities, services to your community or church and a statement of personal faith. See application for specific question.
6. **Official** high school transcript for entering first-year students. (GED or State 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.
8. **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.

APPLICATION DEADLINES

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

Fall Semester April 1 (postmark)
Spring Semester December 15 (postmark)

ADMISSIONS CRITERIA

WJU seeks to admit applicants committed to a Christ-centered environment, who can demonstrate solid academic preparation reflected through their transcript and SAT/ACT scores, and who value a traditional undergraduate experience marked by campus community living and involvement. Although WJU does not set minimum academic GPA or standardized test criterion to apply, we practice selective admission. An interview is recommended and may be required.

FRESHMAN

It is recommended that a high school student follow a competitive college preparatory plan that most high schools have established.

WJU Recommended Core Curriculum

- 4 years of English w/Literature and Composition
- 3 years of Math (minimum Algebra I & II, Geometry)
- 3 years of Science (Gen. Science & 2 of Biology, Chemistry or Physics)
- 3 years of Social Science (US & World History, Government/Economics)
- 2 years of one Foreign Language (Sign Language is accepted)
- 1-4 years of an Academic elective (i.e. Math/Science/Social Science/Religion)

TRANSFER

WJU welcomes transfer students regardless of the number of units completed at other accredited colleges and universities. A “transfer” student is defined as a high school graduate who has then attended college following the summer of graduation. Applicants who have completed more than 24 solid academic semester units at the time of application will have their admission evaluation done primarily on the basis of college work. On the other hand, if you have completed less than 24 solid academic semester units at the time of application, your admission evaluation will be done primarily on the basis of your final high school transcript, SAT/ACT scores and completed college work. Note: the coursework considered for admission may differ from what coursework is actually transferable. In most cases, a transfer student will transfer in more semester units than were used for the admission decision. Visit our website, or contact the Traditional Undergraduate Admission Office or Registrar’s Office to obtain a copy of a community college general education articulation of coursework to help you register for the proper classes.

INTERNATIONAL STUDENT

William Jessup University is approved by the U.S. Citizenship and Immigration Services for the admission of foreign students. International students play an important role in enhancing the cross cultural experiences of the student body. There are specific entrance requirements and procedures for international student applicants that may differ from an applicant who is a U.S. Citizen. The strength of the high-school equivalent program, the record of academic aptitude demonstrated by SAT or ACT results, the TOEFL results and questions on the application are important in determining admission. WJU applicants who submit academic records for coursework taken outside the United States must submit those records to any credential evaluator approved by the National Association of Credential Evaluation Services (NACES). To view a list of approved service providers, visit the following website: www.edupass.org/admissions and select credential evaluation. The student is responsible for paying the credential evaluation and translation fees.

Additional application procedures unique to international students:

- The TOEFL (Test of English as a Foreign Language) exam is required of all international students and must be taken before acceptance to the university is granted. **Note:** You can be exempt from taking the TOEFL if you have completed at least 4 years of full-time study at a secondary or post-secondary level in which English was the language of instruction, and can provide a letter from the institution stating English is the primary language of instruction. If this is the case, then you must submit either the SAT or ACT instead, unless you are a college transfer with greater than 24 academic solid semester units completed.

On the TOEFL exam, the minimum score requirement is a 500 on the paper-based test, a 173 on the computer-based test or a 61 on the internet based test (iBT). General information inquiries about the TOEFL test can be forwarded to:

Educational Testing Service (ETS)
Email: toefl@ets.org
Web: www.toefl.org
Ph: 609-771-7100

- No U.S. government aid is available to foreign students, including student loans. However, you may qualify for WJU academic and athletic scholarships. We do not offer full scholarships. These scholarships are only partial awards and will not cover the entire cost of an education at WJU. You will be responsible for any remaining tuition, fees, room and board, books and supplies, and miscellaneous expenses. Please contact the Admissions Office for details about the applicable scholarships.
- You must provide official evidence of complete financial support for your annual educational costs at WJU. The annual tuition, fees, room and board for the 2007-08 academic year is \$25,908. This does not include books, supplies, transportation and miscellaneous expenses. The estimated total budget is approximately \$30,000. The official evidence that the funds are available must be shown by bank statements with the total amount in U.S. dollars; it can be from more than one source.
- The U.S. “Affidavit of Support” (form I-134) is the most common form used for official evidence, although any officially witnessed written form may be used. Affidavit of Support forms may be requested from the WJU Admissions or Financial Aid Office. On this document the sponsor must state the exact duration and amount of money or provisions the sponsor intends to provide, and the document must be officially witnessed or notarized. If you have more than one sponsor, you must provide an Affidavit of Support form for each one.
- If the student’s personal funds are going to be used to pay for all or a portion of their educational costs at WJU, then an official bank statement or certificate of deposit in U.S. dollars of those funds totaling one of the budgeted amounts below must be submitted to WJU.

Once you have completed all of the admissions requirements and have provided official documentation of complete and sufficient

financial support for an I-20, your application will be submitted for consideration. If accepted, an I-20 will be issued and mailed to you, along with a letter of official acceptance.

OTHER ADMISSION CRITERIA:

- An applicant who does not enroll for the semester in which they are offered admission will be cancelled and placed in an “inactive” status. In order to be reconsidered for a future semester, the applicant must submit in writing the desire to have their file “reactivated” and do so by the subsequent deadline.
- An applicant for the Post-Baccalaureate Teaching Credential Program must complete the admission process for both the teaching credential program and the university in general. Once both application processes have been completed, admission to the teaching credential program will determine admission to the university. If admission to the teaching credential program is not granted, the applicant will have the option to be considered for a second bachelor’s degree.
- A WJU student who withdraws without being granted an approved “Leave of Absence” will be required to reapply to return. As part of the reapplication process, the student will be asked to update their original application materials. A reapplicant must be cleared by the following three departments: Business Office (no balanced owed), Registrar’ Office (not academically suspended), and Student Life (not expelled). An Application for Readmission may be obtained from our website or by contacting the Traditional Undergraduate Admission Office.

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 admitted students agree to abide by the University standards conduct as outlined in the Student Handbook.

Acceptance of an applicant to WJU is determined by the Director of Admission in accordance with the Admission Committee.

ADMISSION ON PROBATION

Periodically a student’s academic record may indicate potential scholastic difficulties at WJU and the student may be accepted on probation. A student entering on probation will be required to meet with the Academic Support and Disability Services Coordinator (ASDSC) in the Success Center, will be limited to 12-13 units, and will have the first term to support their academic proficiency by achieving a minimum 2.0 GPA. A student who obtains below a 2.0 GPA or neglects their commitment to meet with the ASDSC may be subject to dismissal.

CONFIRMATION DEPOSIT

Once offered admission, applicants are required to submit a \$250 confirmation deposit and housing application or commuter application to the Admission Office postmarked by June 1. Priority consideration for housing, registration, and financial aid is given to those students who submit the deposit postmarked by the deadline. **Note:** In accordance with the NACAC Statement of Principles of Good Practice, the confirmation deposit becomes non-refundable after the stated postmark deadline, but not before May 1.

ENGLISH PROFICIENCY

All degree-track students must satisfy the University’s General Education requirements. Completion of English Composition 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.

ON-CAMPUS HOUSING

An important aspect of William Jessup University is a students’ residence life experience. Holistic education seeks to develop well rounded individuals, and living in a WJU residence hall provides opportunities for growth and development outside the classroom.

As a residential university WJU desires to have its students live in campus housing. All non-commuting students are required to reside in residence halls unless permission is granted by the Associate Dean of Students based upon adequate grounds for residence elsewhere.

A commuting student is understood to be a married student, or an unmarried student living at home with his/her parents. All other exceptions require the approval of the student life office, and may be granted if:

1. A student is above 22 years of age.
2. A student's parents request permission for her/him to live with a close relative who is married and has an established home in or near Rocklin;
3. Required by a physician for health reasons (please contact the Associate Dean of Students for appropriate documentation).
4. Students with more than 90 units.
5. Off-campus program/internship/student teaching.

All students who will not be living in one of the residence halls must complete the form "Application for Commuter Classification" as part of the registration process. Registration will not be considered complete until this application is submitted to the student life office. It is the expectation of the university that all students paying room and board costs will live in residential housing.

In the event campus housing exceeds capacity a selection process based on academic seniority will be initiated for off-campus housing.

PLACEMENT TESTING

ENGLISH

Placement into English 092 and English 101a will be determined by ACT and SAT verbal scores. A student must attain either score of ACT VERBAL-20 or SAT VERBAL-500 in order to be placed into English 101a. Scores below this will require students to take the remedial class of English 092. If a student does not believe that they are placed correctly, they are allowed to challenge this decision by taking the English Placement Test for \$30.

MATH

SAT/ACT scores will be used to determine placement into Math 092 or 200. A student must attain either a score of ACT MATH – 20 or SAT MATH – 520 in order to be placed into Math 200. Lower scores will require students to take the remedial class of Math 092. If a student scores exceedingly high on the math section of the SAT or ACT, we recommend the student consider taking the College Algebra CLEP test in order to meet the WJU requirement. If a student does not believe that they are placed correctly, they are allowed to challenge this decision by taking the Math Placement Test for \$30.

CHALLENGING A PLACEMENT

Students may pay a \$30 fee per subject to use this testing to challenge their course placement. These tests are written and must be scheduled through the Success Center by calling 916.577.2253.

WRITING PROFICIENCY

A portfolio is required for graduation; however this requirement may be waived if the course embedded Writing Proficiency administered in the WJU English 101B or Contemporary Discipleship Praxis courses is completed and passed.

A writing portfolio is a formal communication, demonstrating knowledge and skills for writing at the upper division level. It must contain a letter of introduction, and three pieces of writing from three courses. One piece must be an English course prompted paper. The portfolio must be delivered in electronic format. A rubric will be used to grade the portfolio. The same rubric is used for English 101B.

Traditional and Traditional Transfer students—The writing assessment will be course imbedded into English 101B and the Contemporary Discipleship Praxis. It will first be given during the midterm. For those that don't succeed during the midterm attempt, they will try again during the final. The students that have completed the requirement will do a different type of writing assignment for the final. Those that again don't succeed must submit a portfolio by the end of the following semester. The same idea would be true for transfer students. All students must complete this requirement by graduation.

DCP—The Writing Proficiency will be evaluated during the first course of the first term (Strategies for Success). Students who do not succeed at passing the writing requirement must submit a portfolio of their work by the end of the first term. A DCP student may not continue with enrollment into the second term unless the Writing Proficiency has been passed or the portfolio submitted. The DCP student must pass the portfolio before they will be allowed to enroll in their third semester.

Bachelor Degree—If a student has already obtained a Bachelor degree from an accredited institution whose accrediting agency is approved by CHEA, WJU will not require the student to complete a writing assessment.

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 individuals 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 Christ-centered in both our academics and co-curricular programs. Campus Ministries exists to fulfill the mission and educational objectives of WJU by providing a foundation for spiritual growth and leadership in three areas: community worship, service/outreach and discipleship. Traditional full-time students are expected to attend chapels regularly, participate in community outreach, as well as attend a spiritual formation group while attending WJU.

CHAPEL

Chapel is at the center of our community expression of worship as a university and includes a broad diversity of speakers, arts and offerings of worship. Chapel is held on campus almost every Tuesday & Thursday from 9:30am – 10:20am during the traditional fall & spring semesters at William Jessup University (major holidays excluded). Regular chapel attendance is required for full-time traditional students desiring to receive a degree or certificate at WJU. A semester chapel credit is received when a student has 6 absences or less within any given semester. Traditional students are required to have chapel credit for three quarters ($\frac{3}{4}$) of the time they are enrolled full-time at William Jessup University. Please refer to the student handbook for more details on chapel policies.

CHRISTIAN SERVICE

Christian Service hours are required for all full-time students desiring to receive a degree or certificate at WJU. These may be earned through various areas of service within the community which may include church ministry, civic ministry, missions and many other areas of outreach. To receive a semester of Christian service credit, a student must serve in a pre-approved ministry for a minimum of thirty (30) hours during a given semester. Traditional students are required to attain Christian service credit for one half ($\frac{1}{2}$) of the time they are enrolled full-time at WJU. Please refer to the student handbook for more details on Christian Service policies.

SPIRITUAL FORMATION GROUPS

Spiritual Formation Groups (SFGs) are small groups of students led by faculty, staff & student leaders. The purpose of these groups is to engage students in an intentional interactive setting where they can pray for one another, share joys and challenges, discuss ideas and find support. Students may register for SFGs like they register for classes. Traditional students must attain SFG credit for three quarters (3/4) of the time they are enrolled full time at WJU. A “Credit” or “No Credit” grade will be given at the end of the semester solely based on group attendance. Incoming WJU students are automatically placed in an Orientation Class which fulfills the SFG requirement for their 1st semester. Please refer to the student handbook for more details about SFG policies.

CHAPEL, SFG, & CHRISTIAN SERVICE DISPUTES

Chapel, SFG and Community Service credit will be communicated in writing no later than the Friday of Finals Week for each semester. Any disputes regarding credit must be submitted in writing using the Campus Ministries Appeal form NO LATER than the last Friday of December (for fall semester credit appeals) and the last Friday of May (for spring semester credit appeals). Appeals forms are available in the Student Life office or on the web.

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 five major components:

1. Student Government is composed of an executive council including a president, vice president, business manager, and representatives. These executive officers are elected in the spring semester prior to their year of service and representatives are elected early in the fall semester of the year of their service. The primary purpose of Student Government is to provide the student body with representation to the University, as well as provide valuable information back to the student body.
2. The Orientation Assistant program is designed to assist new students in the transition to University life and the WJU community through Orientation and co-leading SFG/cohort groups. In doing so, Orientation Assistants play a vital role in providing academic, social, and spiritual support for new students and the University community.
3. Campus Ministries student leaders work together with the Director of Campus Ministries to promote spiritual development and provide opportunities to serve others. They provide leadership through programs such as Chapel, Christian service, Spiritual Formation Groups, prayer groups, missions, and 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 programming. They are available around the clock to assist resident students with any issue related to on-campus living.
5. Student Activities and Intramurals programs provide the university with a wide variety of activities that range from engaging discussions of social issues to night games, movies, and outdoor adventures. The intramural program provides regular athletic events for all students to participate such as: volleyball, basketball, flag football, and dodge ball.

STUDENT ACTIVITIES

Student Activities exists to fulfill the mission and educational objectives of William Jessup University by providing activities and educational programs that emphasize the priority of relationship building and community development, encourages the development of integrated values systems and beliefs, and promotes a holistic perspective of health and wellness.

UNIVERSITY MUSIC ACTIVITIES

The William Jessup University Music Department provides opportunities for student, faculty and staff involvement in musical activities. Participating in a WJU music group is a great way to make new campus friends, experience excellent musical training, perform, and serve the University. The campus community is welcome to perform in any of the performing groups and ensembles:

- **The Way:** an eight member touring ensemble; open by audition to all WJU students
- **University Instrumental Ensemble:** open by audition to all WJU instrumentalists
- **University Chorus:** open to all WJU students, faculty and staff
- **University Singers:** a select choral ensemble, open by audition to all WJU students
- **University Community Chorus:** an evening community choir, open to the general public, alumni, faculty, staff and 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 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 both locally and globally.

Athletic programs include varsity intercollegiate teams in Men's and Women's Basketball, Soccer, Cross Country, Track & Field, Men's Golf 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).

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 with others in a Christian community.

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. Due to WJU's belief in the dynamic benefits of the residence experience, all unmarried freshmen and sophomores and juniors under the age of 22 are required to live on campus unless they live with family members approved by the Associate Dean of Students.

NEW STUDENT ORIENTATION

Transition to University life is filled with many significant changes and challenges. In order 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. We believe the development of meaningful and healthy relationships is a key to making a smooth transition into the university experience. The orientation program helps 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, and various interactive activities. Student leadership members play a vital role in New Student Orientation by facilitating directed programming, sharing their personal college experiences, and building relationships with new students.

STUDENT LIFE OFFICE

The goal of the Student Life office is to facilitate opportunities beyond the classroom experience that will impact a student's 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 will aid in both success at the University and success in life. As such, we encourage students to benefit from involvement and participation in campus community activities and programs aimed to assist in the development of relationships and 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 students will 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 UNION AND STUDENT COMMONS

The Student Union and Student Commons provide space where students may relax, watch TV, participate in student clubs and organizational meetings, study, or visit with fellow students. They provide accessible, fun, and inviting settings for the campus to enjoy and a comfortable social outlet for all WJU faculty, staff, and students. Board games, pool tables, foosball, and ping-pong tables are 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.

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.

In striving for a successful college experience, WJU offers the following resources to all students:

ADVISING

All students are assigned a faculty academic advisor. 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.

CAREER GUIDANCE

The Success Center is geared to assist the students of William Jessup University (WJU) in finding gainful employment. A special emphasis is towards those students who are near graduation or those who have recently graduated. In an effort to make the education students receive as marketable as possible, the Success Center offers multiple services to assist students. Key features of the Center are resume and cover letter creation, interview techniques, vocational exploration and job market analysis, job search strategies, dressing for success and current job postings available to WJU students. If these services can assist you in reaching your vocational goals, please stop by the Success Center in the WJU library.

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 the Success Center 916.577.2253.

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 and interaction with the University community. Students, faculty, and staff gather in the cafeteria to spend time with one another, reflect on class discussions, 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.

DISABILITY AND ACADEMIC SUPPORT

The goal of the Success Center is to serve as a resource that promotes access and achievement to the William Jessup University community as a whole, bringing glory to God's name.

"Therefore, whether you eat or drink, or whatever you do, do all to the glory of God." (1 Cor. 10:31)

All students are served at the Success Center. We also have specialized assistance for students with documented disabilities, including those "hidden" disabilities." The Success Center is here to promote equal access to programs and facilities at William Jessup University, thereby insuring that students with disabilities experience the opportunity to participate fully in campus activities. The philosophy of the Success Center is to encourage maximum independence and personal empowerment through a successful educational experience. Specialized services and academic accommodations are provided to meet the individual needs of students with disabilities to help them achieve successful completion of their college goals.

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.



WILLIAM JESSUP UNIVERSITY

TIMELESS TRUTH...

Timeless Truth in a Changing World – Education for Life

Education at William Jessup University offers students the opportunity to seek meaning, truth, and direction for their lives through a curriculum that is both classic – rooted in the educational traditions of the past – and relevant – vital for success today.

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 that position students as leaders in their world. WJU 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 the sciences, social sciences, and humanities. Through their study, students:

- 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 and society. In these classes students test their interest, develop their skills, and discern God's direction in their lives.

ACADEMIC PROGRAMS & DISTINCTIVES

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.

Intensives. As part of the WJU 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.

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.

Our strong heritage in preparing leaders for ministry in the local church around the world guides the Bachelor of Arts degrees with a double major in Bible and Theology and either Christian Education, Intercultural Studies, Pastoral Ministry, or Youth Ministry.

Leadership in the workplace is presented in the Bachelor of Arts/Science degrees, also with a minor in Bible and Theology:

- Business Administration
- Liberal Studies, leading to a California Multiple Subject Credential
- Music, with an emphasis in Worship, Business, Performance, or Education
- Psychology, with concentrations in General, Clinical or Developmental Psychology
- Public Policy

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.

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.

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 25-34 units and may be completed in one year.

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. 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 their specialized field.

Capstone Courses. In the senior year, students measure their own learning and growth in a capstone course within their major.

Senior Seminar. Students apply the skills of written and oral communication, quantitative thought, critical thinking, research, and biblical exegesis to a project within their area of specialization as well as demonstrate mastery of the competencies within their program.

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 solid biblical and theological core that establishes a perspective which gives coherence and purpose to that knowledge. (Transfer students: see section “General Education and Bible Options for Transfer Students” that follows.)

GENERAL EDUCATION

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 leadership. Students who transfer from local community colleges will add the flavor of WJU distinctive courses to their readily transferable units.

The General Education program of 48 units allows students the opportunity to explore a wide spectrum of knowledge within personal and vocational interest. Required core courses emphasize development of a personal Christian worldview, as students address issues of personal spiritual formation and societal engagement. Students should review the various academic programs for recommended courses which also fulfill the various requirements below.

Core 8 units

| | |
|---|---|
| Contemporary Discipleship (LDRS152) | 5 |
| Christian Perspective (PHIL452) | 3 |

Communication 9 units

| | |
|--|---|
| English Composition (ENGL101a) | 3 |
| English Composition (ENGL101b) | 3 |
| Communication Elective (choose one of the following) | |
| Speech (COMM180) | 3 |
| Interpersonal Processes (PSYC222) | 3 |
| Small Group Dynamics (PSYC322) | 3 |
| Organizational Communication (BUS302) | 3 |
| Intercultural Communication** | 3 |

Mathematics and Quantitative Reasoning 3 units

Choose one of the following:

| | |
|---|---|
| Math for the Educated Citizen (MATH200) | 3 |
| Math for Teachers (MATH213) | 3 |
| College Algebra (MATH240) | 3 |
| Business Statistics (BUS190) | 3 |

Arts and Humanities 6 units

Arts Elective (choose 3 units from the following)

| | |
|--|---|
| Western Humanities I or II | 3 |
| Music Fundamentals (MUS171) | 3 |
| Music Theory I-II (MUS272) | 3 |
| Western Music to 1750 (MUS340) | 3 |
| Western Music from 1750 (MUS341) | 3 |
| World Music** (MUS367) | 2 |
| Song Writing (MUS370) | 2 |
| Hymnology (MUS343) | 2 |

Humanities Elective (Choose 3 units from the following)

| | |
|---|---|
| Western Humanities I or II | 3 |
| Advanced Academic Writing (ENGL280) | 3 |
| Creative Writing (ENGL286) | 3 |
| Children's Literature (ENGL350) | 3 |
| Topics in Literature (ENGL499) | 3 |
| World Literature** (ENGL387) | 3 |

| | |
|---|---|
| World Religions** (ICS320) | 3 |
| Foreign Language** | 3 |
| Introduction to Philosophy (PHIL100) | 3 |
| Christian Ethics (PHIL331) | 3 |
| Topics in Philosophy (PHIL380) | 3 |
| New Testament or Old Testament Elective | 3 |

Social and Behavioral Science 12 units

| | |
|--|---|
| Western or World Civilization I (HIST241/HIST251) | 3 |
| Western or World Civilization II (HIST242/HIST252) | 3 |
| Behavioral Science Elective (Choose one of the following) | |
| Introduction to Psychology (PSYC100) | 3 |
| Developmental Psychology (PSYC141) | 3 |
| Abnormal Psychology (PSYC351) | 3 |
| Psychology of Relationships (PSYC230) | 3 |
| Marriage and Family (PSYC200) | 3 |
| Gender Studies (PSYC345) | 3 |
| Human Sexuality (PSYC333) | 3 |
| Social Science Elective (choose one of the following) | |
| Old Testament Archaeology (BHST251) | 3 |
| New Testament Archaeology (BHST252) | 2 |
| Macroeconomics (BUS240) | 3 |
| Microeconomics (BUS241) | 3 |
| Mngt & Organizational Behavior (BUS140) | 3 |
| Origin and Transmission of the Bible (HIST225) | 3 |
| American History (HIST291) | 3 |
| Topics in History (HIST380) | 3 |
| Perspectives on the World Christian Movement (ICS 103)** . | 3 |
| Cultural Anthropology** (ICS302) | 3 |
| Introduction to Sociology (SOC201) | 3 |
| American Government (PPOL111) | 3 |
| Political Theory & Philosophy (PPOL301) | 3 |
| Ethics in Public Policy (PPOL304) | 3 |
| Multicultural Education** (TEDU123) | 3 |
| Youth Culture, Trends & Issues (YMIN283) | 3 |

Physical and Biological Sciences 7 units

| | |
|---|---|
| Physical and Biological Science Electives | |
| (Choose two courses, one of which must include an additional lab section of 1 unit) | |
| Conceptual Physics (SCI226) | 3 |
| General Biology (SCI224) | 3 |
| Physical Geography (SCI222) | 3 |

**At least one course must be cross-cultural; courses that meet this requirement are marked with **.

| | |
|---|----|
| Upper division elective in one of the above areas | 3 |
| Free Electives | 10 |

Biblical Studies 20-32 units

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.

All programs at WJU are based upon a 20-unit minor in Bible and Theology, which include the following core courses:

| | |
|--|---|
| 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 |

Students who pursue a church vocational ministry major (Christian Education, Intercultural Studies, Pastoral Ministry, and Youth Ministry) earn a second major in Bible & Theology by adding a total of 12 units of electives to this core (including one course each in Old Testament, New Testament, and Theology).

General Education and Bible Options for Transfer Students

Transfer students may fulfill their general education requirements by completing William Jessup University's General Education Curriculum or, prior to enrolling at WJU, completing the Intersegmental General Education Transfer Curriculum (IGETC).

The IGETC model for the California State University (CSU) and University of California (UC) systems is accepted by WJU with the following provisions:

1. Students who have completed IGETC must also satisfy 6 units of upper division core courses which are required for a bachelor degree: Contemporary Discipleship Praxis and Christian Perspective.
2. The minimum of 128 units for graduation remains the same.
3. In addition to the IGETC, all prerequisites and support courses for existing majors must be met.
4. Transfer students following the IGETC should plan to complete it before they enroll at WJU. A signed IGETC agreement must normally be in the students' file before enrolling for classes. Students who do not complete it before they enroll will follow the WJU General Education curriculum.

Transfer students who have completed a minimum of 60 units toward their degree and who pursue a non-ministry degree program may choose to satisfy 9 units of Bible and Theology rather than complete a minor:

1. Christian Foundations I (BIBL101)
2. Christian Foundations II (BIBL102)
3. Bible Interpretation (BIBL249)



BACHELOR OF SCIENCE BUSINESS ADMINISTRATION

The Business Administration 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 considering legal implications.
2. Financial reports and principles and introductory accounting principles.
3. Basic marketing concepts.
4. Statistics for analyzing data.
5. Computers, databases, and networking.
6. Operations management tools and techniques.
7. Strategic planning concepts.
8. Biblical perspective on ethical questions with business management.

The Bachelor of Science program is designed to prepare its graduates for careers in management in any organization: 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 skills in analyzing and evaluating managerial problems.

FOUNDATIONAL STUDIES

| | |
|--------------------------|--|
| General Education | 48 units |
| Bible and Theology | 20 units (9 Units for Transfer Students) |
| Free Electives | 9 units (21 Units for Transfer Students) |

The following courses are part of the requirements for this major and are recommended to fulfill General Education requirements or must be taken as part of a student's Business elective choices.

| | |
|--|---|
| Organizational Communication (Communication) | 3 |
| Microeconomics (Social Science Elective) | 3 |
| Business Statistics (Mathematics) | 3 |

BUSINESS ADMINISTRATION MAJOR

Required Core Courses

| | |
|--|---|
| Management & Organizational Behavior (BUS140) | 3 |
| Business Statistics (BUS190) | 3 |
| Management Information Systems (BUS 210) | 3 |
| Computer Skills (BUS102) | 1 |
| Financial Accounting (BUS245) | 3 |
| Managerial Accounting (BUS246) | 3 |
| Financial Management (BUS342) | 3 |
| Legal Implications (BUS260) | 3 |
| Organizational Communication (BUS302) | 3 |
| Marketing (BUS320) | 3 |
| Operations Management (BUS381) | 3 |
| International Business (BUS372) | 3 |
| Strategic Management (BUS498) | 3 |
| Microeconomics (BUS241) | 3 |
| Macroeconomics (BUS240) | 3 |
| Business Internship (BUS475) | 2 |
| Business Electives (choose 6 units from the following) | |
| Project Management (BUS385) | 3 |

| | |
|--|-----------|
| Quality Management (BUS383) | 3 |
| Human Resource Management (BUS382) | 3 |
| Entrepreneurship (BUS388) | 3 |
| Non-Profit Management (BUS373) | 3 |
| Investment Analysis (BUS495) | 3 |
| Marketing Research (BUS492) | 3 |
| Cost Accounting (BUS345) | 3 |
| Total units for Business Administration Major | 51 |

Total units for Program..... 128

BUSINESS ADMINISTRATION CONCENTRATIONS

Students who choose to select a concentration will only select one elective in addition to the courses in their concentration.

Management Concentration

| | |
|--|---|
| Project Management (BUS383) | 3 |
| Human Resource Management (BUS382) | 3 |
| Quality Management (BUS383) | 3 |
| Entrepreneurship (BUS388) | 3 |

Marketing Concentration

| | |
|-----------------------------------|---|
| Marketing Research (BUS492) | 3 |
| International Marketing | 3 |
| Marketing the NonProfit | 3 |
| Marketing Communications | 3 |

NonProfit Management Concentration

| | |
|--|---|
| NonProfit Management (BUS373) | 3 |
| Marketing the NonProfit | 3 |
| Business as Mission (from ICS program) (ICS332) | 3 |
| Community Psychology (from Psychology program) (PSYC430) | 3 |

Total units for Program..... 128

BUSINESS ADMINISTRATION MINOR

| | |
|---|-----------|
| Management & Organizational Behavior (BUS140) | 3 |
| Managerial Accounting (BUS246) | 3 |
| Financial Management (BUS342) | 3 |
| Legal Implications for Business (BUS260) | 3 |
| Management Information Systems (BUS210) | 3 |
| Marketing (BUS320) | 3 |
| Operations Management (BUS381) | 3 |
| Total Units for Minor | 21 |

BACHELOR OF ARTS CHRISTIAN EDUCATION

Exploring how people learn and how best to teach them provides insights into the skills of effective teaching. Further, 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

| | |
|--------------------------|----------|
| General Education | 48 units |
| Bible and Theology | 32 units |
| Free Electives | 18 units |

CHRISTIAN EDUCATION MAJOR

| | |
|--|-----------|
| Essentials of Ministry (MINS101) | 2 |
| Educational Psychology (CEDU310) | 3 |
| Principles and Methods of CE (CEDU241) | 3 |
| Foundations of Education (CEDU301) | 3 |
| Educational Administration (CEDU450) | 3 |
| Christian Education Internship (CEDU475) | 3 |
| Philosophy of Christian Education (CEDU472) | 3 |
| Christian Education Electives | 4 |
| Concentration Choose one of the following areas: | 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 |
| Total units for Christian Education Major | 30 |

Total units for Program 128

BACHELOR OF ARTS

ENGLISH

The English major is designed to develop communication, critical thinking, and people skills through reading, writing, and thinking. There is an embedded emphasis on literature and culture, with the choice of a traditional major or a concentration in creative writing. The major offers both a broad survey of the major works of Western literature and the opportunity to develop depth in one or more realms of literature and writing.

Students who graduate with an English major will be able to:

- 1 Critically analyze works of poetry, fiction, and drama from various eras of American and English literature.
- 2 Think and write clearly and analytically.
- 3 Complete an original work of criticism.
- 4 Be prepared for graduate study in literature.

Students who choose the concentration in Creative Writing will be able to:

- 1 Create an original work of literature.
- 2 Be prepared for graduate study in a fine arts writing program.

FOUNDATIONAL STUDIES

| | |
|----------------------------|----------|
| General Education | 48 units |
| Bible and Theology | 20 units |
| Free Electives/Minor | 27 units |

The following courses are part of the requirements for this major and are recommended to fulfill General Education requirements or as part of a student's elective choices.

| | |
|---|---|
| American History (Social Science) | 3 |
| Introduction to Philosophy (Humanities) | 3 |

ENGLISH MAJOR

| | |
|--|-----------|
| Literature and Culture (ENGL110) | 3 |
| English Literature to 1800 (ENGL220) | 3 |
| English Literature since 1800 (ENGL221) | 3 |
| American Literature (ENGL230) | 3 |
| Critical Analysis of Literature (ENGL360) or | |
| Creative Writing (ENGL286) | 3 |
| Shakespeare (ENGL320) | 3 |
| Linguistics and Modern Grammar (ENGL361) | 3 |
| Advanced Seminar in Literature (ENGL497) or | |
| Advanced Seminar in Creative Writing (ENGL498) | 3 |
| Electives (choose 9 units from the following) | 9 |
| Children's Literature (ENGL350) | |
| Writing for Children (ENGL381) | |
| Advanced Poetry Seminar (ENGL340) | |
| Mythology (ENGL355) | |
| C.S. Lewis (ENGL321) | |
| The Gothic Novel (ENGL322) | |
| TESOL (ENGL365) | |
| Major English Authors (ENGL429) | |
| Major American Authors (ENGL439) | |
| Major World Authors (ENGL459) | |
| Selected Topics | |
| Total for English Major | 33 |

ENGLISH MINOR

| | |
|---|-----------|
| English Literature to 1800 (ENGL220) | 3 |
| English Literature since 1800 (ENGL221) | 3 |
| American Literature (ENGL230) | 3 |
| Creative Writing (ENGL286) OR | |
| Critical Analysis of Literature (ENGL360) | 3 |
| Shakespeare (ENGL320) | 3 |
| Upper Division English Electives | 6 |
| Total Units for English Minor | 21 |



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, youth ministry, Christian education or church planting) or nontraditional cross-cultural roles (e.g. business, TESOL, community development, education, counseling, music or primary health care). The Intercultural Studies curriculum is designed with flexibility 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 an area of concentration.

FOUNDATIONAL STUDIES

| | |
|--------------------------|----------|
| General Education | 48 units |
| Bible and Theology | 32 units |
| Free Electives | 12 units |

ICS minors are encouraged to take these courses in their general education program. If these courses are not taken in the general education curriculum, they must be taken within the major electives:

| | |
|--------------------------------------|---|
| Cultural Anthropology (ICS202) | 3 |
| Sociology (SOC201) | 3 |

The following courses are part of the requirements for this major and are recommended as part of a student's Bible or free elective choices.

| | |
|----------------------------|---|
| Acts | 3 |
| Third World Theology | 3 |

INTERCULTURAL STUDIES MAJOR

| | |
|---|-----------|
| Perspectives on the World Christian Movement (ICS103) | 3 |
| World Religions (ICS320) | 3 |
| Urban Ministry (ICS341) | 3 |
| Introduction to Church Planting (ICS401) | 3 |
| Missiology (ICS403) | 3 |
| Cross-Cultural Teaching and Learning (ICS350) | 3 |
| Cross-Cultural and Urban Ministry Seminar (ICS492) | 3 |
| Internship(s) | 3 |
| Electives chosen below | 12 |
| Total Units for Intercultural Studies Major | 36 |

Total Units for Program 128

STUDENTS ARE ENCOURAGED TO DEVELOP AN AREA OF CONCENTRATION FROM THE FOLLOWING:

| | |
|---|---|
| Bible & Theology | World Culture and History |
| Christian Education | Cross-Cultural Healthcare |
| Development | Church Planting |
| Teaching English to Speakers of Other Languages | Pastoral Studies and Counseling Bible Translation |
| Area Studies | |

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.

Required Foundational Studies Courses

| | |
|--|-----------|
| Perspectives on the | |
| World Christian Movement (ICS103) | 3 |
| Cultural Anthropology (ICS202) | 3 |
| Sociology (SOC201) | 3 |
| World Religions (ICS320) | 3 |
| Urban Ministry (ICS341) | 3 |
| Church Planting (PMIN401) | 3 |
| Missiology (ICS403) | 3 |
| Total Units for Intercultural Studies Minor | 21 |

BACHELOR OF ARTS LIBERAL STUDIES

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

The multiple subject credential, Credentials with Character (CWC), program is designed with a core of Christian values. The degree in Liberal Studies features strong curriculum in Bible and Theology. Preparation for teaching in the elementary classroom includes completion of the California Commission on Teacher Credentialing-approved 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.

Students seeking a single subject credential must satisfy subject matter competence requirements by passing the appropriate state examination(s) and coursework. Please contact the CWC office for details.

Graduates from the Credentials with Character program 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 standards and expectations for themselves and the students who wish to serve in building a better world by entering the teaching profession.

Please contact the CWC office for admission information and requirements.

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. Meet all of the requirements to be recommended for California State Multiple Subject Preliminary Teaching Credential.

The credential program offered by William Jessup University 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 the successful completion of WJU coursework. Please consult the Credentials with Character Handbook for specific current requirements. Current law requires all candidates for a California teaching credential to successfully complete the following examinations, preparation for which WJU has incorporated into our program:

| | |
|----------|---|
| CBEST | California Basic Educational Skills Test |
| CSET 101 | Reading, Language and Literature, History and Social Science |
| CSET 102 | Science, Mathematics |
| CSET 103 | Physical Education, Human Development, Visual and Performing Arts |
| RICA | Reading Instruction Competence Assessment |
| TPA | Teaching Performance Assessment Tasks 1, 2, 3, 4 |

The Liberal Studies Program at William Jessup University seeks to:

1. Instill faith in the Bible, Jesus Christ, the Church, and in other human beings that guides, informs and supports teaching as a profession and a lifestyle.
2. Encourage personal growth in students toward character attributes that demonstrate clear and positive relationships to truth, to people, to service and to excellence.
3. Instill a love of knowledge and an appreciation for wisdom gained by humanity through the centuries.

FOUNDATIONAL STUDIES

Required Core Courses 20 units

| | |
|--|---|
| Contemporary Discipleship (LDRS152a,b) | 5 |
| English Composition (ENGL101a,b) | 6 |
| World Civilization I and II (HIST251, 252) | 6 |
| Christian Perspective (PHIL452) | 3 |

Bible and Theology Minor 20 units

Liberal Studies majors seeking a recommendation for a preliminary Multiple Subject Teaching Credential must demonstrate competency by examinations in the various subject areas; therefore, the following general education courses are highly recommended to fulfill both WJU requirements and exam preparation:

| | |
|---|---|
| Interpersonal Processes (PSYC222) | 3 |
| Developmental Psychology (PSYC141) | 3 |
| American History (HIST291) | 3 |
| Physical Geography (SCI222) | 3 |
| Conceptual Physics (SCI226)* | 3 |
| General Biology (SCI224)* | 3 |
| *Lab from one of the above Science courses | 1 |
| Mathematical Concepts for Teachers I (TEDU213) | 3 |
| Mathematical Concepts for Teachers II (TEDU223) | 3 |
| Upper Division Depth Elective | 3 |
| Free Electives | 5 |

California Preliminary Teaching Credential coursework

Required Courses:

| | |
|---|---|
| Teaching as a Profession (TEDU101) | 3 |
| Multicultural Education (TEDU123) | 3 |
| Foundations of Education (TEDU302) | 3 |
| Educational Psychology (TEDU310) | 3 |
| Language, Culture, and Literacy (TEDU323) | 3 |
| Applied Technology for Teachers (TEDU480) | 3 |
| Second Language** | 6 |

Curriculum & Methods required courses:

| | |
|--|---|
| Physical Education and Health Science (TEDU 102) | 3 |
| History and Social Science (TEDU311) | 3 |
| Math and Science (TEDU413) | 3 |
| Literature and Language (TEDU423) | 3 |
| Visual & Performing Arts (TEDU251) | 3 |

Classroom Observation and Student Teaching

| | |
|---|---|
| Initial Student Teaching I (TEDU275) | 2 |
| Initial Student Teaching II (TEDU375) | 2 |
| Student Teaching I (TEDU475) | 6 |
| Student Teaching II (TEDU476) | 6 |

**Liberal Studies majors seeking a recommendation for a preliminary Multiple Subject Teaching Credential must complete coursework in a second language (a minimum of 6 units in the same language); this requirement may be met by transfer.

Total units for Program..... 128

CREDENTIALS WITH CHARACTER (CWC) POST-BACCALAUREATE CERTIFICATE WITH RECOMMENDATION FOR CALIFORNIA PRELIMINARY MULTIPLE SUBJECT CREDENTIAL

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

The multiple subject credential Credentials with Character certificate program is designed for persons who have completed a bachelor's degree with a regionally-accredited institution and seek a multiple subject teaching credential from the State of California. The program consists of three semesters and may be completed in one year.

Please contact the CWC office for admission packet and requirements.

A graduate of the Credentials with Character certificate program will demonstrate the 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 William Jessup University 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 the successful completion of WJU coursework. Please consult the Credentials with Character Handbook for specific current requirements. Current law requires all candidates for a California teaching credential to successfully complete the following examinations, preparation for which WJU has incorporated into our program:

| | |
|----------|---|
| CBEST | California Basic Educational Skills Test |
| CSET 101 | Reading, Language and Literature, History and Social Science |
| CSET 102 | Science, Mathematics |
| CSET 103 | Physical Education, Human Development, Visual and Performing Arts |
| RICA | Reading Instruction Competence Assessment |
| TPA | Teaching Performance Assessment Tasks 1, 2, 3, 4 |

The Credentials with Character program at William Jessup University seeks to:

1. Instill faith in the Bible, Jesus Christ, the Church, and in other human beings that guides, informs and supports teaching as a profession and a lifestyle.
2. Encourage personal growth in students toward character attributes that demonstrate clear and positive relationships to truth, to people, to service and to excellence.
3. Instill a love of knowledge and an appreciation for wisdom gained by humanity through the centuries.

CERTIFICATE REQUIREMENTS

| | |
|--|-----------|
| Critical Reading and Interpretation (B349XL) | 3 |
| Christian Perspective* (CD352XL) | 3 |
| Teaching & Learning in the Classroom (TEDU501) | 1 |
| The Teaching of Reading and Writing (TEDU505)..... | 2 |
| Psychological Foundations (TEDU506)..... | 3 |
| 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 |
| Elective | 3 |
| Total units for Certificate | 34 |

*5 week (evening) DCP format



BACHELOR OF ARTS

Music

The William Jessup University Music Department provides opportunities for student, faculty and staff involvement in musical activities. Participating in a WJU music group is a great way to make new campus friends, experience excellent musical training, perform, and serve the University. The campus community is welcome to perform in any of the performing groups and ensembles:

- **The Way:** an eight member touring ensemble; open by audition to all WJU students.
- **Worship Band:** a five member touring worship band: open by audition to all WJU students.
- **University Instrumental Ensemble:** open by audition to all WJU instrumentalists.
- **University Chorus:** open to all WJU students, faculty and staff.
- **University Singers:** a select choral ensemble, open by audition to all WJU students.
- **University Alumni and Community Chorus:** an evening community choir, open to the general public, alumni, faculty, staff and students.

Non-music majors can register for performance groups through their departmental advisor. Audition information is available from the Music Department Chair or from the appropriate group director.

Music Department degrees and concentrations are designed, in agreement with the William Jessup University mission statement, to prepare graduates for leadership positions in the church and society as worship leaders, teachers, performers, ministers of music, accompanists, music industry personnel, and choral or instrumental directors. The curriculum structure, content, and time requirements enable students to develop the range of knowledge, skills, and competencies required for successful careers in the field of music and acceptance into post-graduate degree programs. The curriculum stresses sound musicianship and active musical experience.

All students enrolling in the Music major are required to attain a high level of performance ability as they complete their required course units:

- Students are required to perform a music jury at the completion of each year's study in their designated juried applied area of specialization (voice, piano, guitar, drums, composition, other). The purpose of the annual jury is to assess levels of competence attained and to track the student's progress in preparation for the performance of the required senior recital (see Applied Levels Rubric).
- All Music majors must pass a piano proficiency exam before graduation.
- Music majors must fulfill additional recital performance and attendance requirements as established by the Department.

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. Non-transferable Courses: Music Organization and Leadership, Senior Recital, Music and Worship, and Music Internship.

Students who complete the course of study should demonstrate:

1. Ability to perform with excellence as a vocal or instrumental musician.
2. Proficiency in piano.
3. Proficiency in music theory and ear training.
4. Ability to analyze, compose, and arrange music for various vocal and instrumental media.
5. Acquisition of a broad knowledge and aesthetic appreciation of music literature through study and performance.
6. Knowledge of the history of music and worship and its relationship to contemporary society.
7. Familiarity with non-western music and musical forms.
8. Ability to develop and lead an effective music ministry, program or business based on sound biblical and educational principles.

FOUNDATIONAL STUDIES

| | |
|--------------------------|---|
| General Education | 48 units |
| Bible and Theology | 20 units (9 units for transfer students) |
| Free Electives | 10 units (21 units for transfer students) |

The following courses are part of the requirements for this major and are recommended to fulfill General Education requirements or as part of a student's elective choices; otherwise, these courses must be chosen as music electives.

| | |
|--|---|
| Western Music to 1750 (MUS340) as Arts Elective..... | 3 |
| Western Music from 1750 (MUS341) as Arts Elective..... | 3 |

The following courses are recommended electives for the various concentrations:

Worship: Psalms (OT302)

Performance: Speech (COMM180), Song Writing (MUS370) and Foreign Language

Music Education: Multicultural Education (TEDU123), Developmental Psychology (PSYC141), Interpersonal Processes (PSYC222), Educational Psychology (TEDU310) and Curriculum and Methods: Visual and Performing Arts (TEDU251)

Music and Business: Management and Organizational Behavior (BUS140), Organizational Communication (BUS302), Business Statistics (BUS190) and Song Writing (MUS370)

Music Major

All students in this department earn a BA in Music by completing the required music core curriculum and a concentration of their choice.

Required Music Core Courses

| | |
|---|-----------|
| Applied Music (MUS100-400)..... | 4 |
| Performance Ensemble* | 4 |
| Class Piano I (MUS190P)..... | 1 |
| Class Piano II (MUS290P) | 1 |
| Music Theory I-II (MUS272) | 3 |
| Music Theory III-IV(MUS274)..... | 3 |
| Music Theory V-VI(MUS372) | 3 |
| Ear Training I (MUS301)..... | 2 |
| Ear Training II(MUS302) | 2 |
| Basic Conducting (MUS310)..... | 2 |
| Basic Sibelius Software(MUS321) | 1 |
| World Music (MUS367)..... | 2 |
| Music Internship (MUS475) | 3 |
| Music Electives | 7 |
| Senior Recital (MUS498) | 0 |
| Total units for Music Core | 38 |

*All Music majors must register for University Chorus each semester. Instrumental music majors must additionally register for Instrumental Ensemble each semester

Music Concentrations

Students choose one of the following 12 unit concentrations:

Worship Concentration

| | |
|--|---|
| Hymnology (MUS 343) | 2 |
| Advanced Conducting (MUS410)..... | 2 |
| Seminar in Worship leading (MUS 250) | 1 |
| Music and Worship (MUS450)..... | 3 |
| Music Organization and Leadership (MUS455) | 2 |
| Music Electives..... | 2 |

Performance Concentration

| | |
|--|---|
| Advanced Conducting (MUS410)..... | 2 |
| Music Organization and Leadership (MUS455) | 2 |
| Pedagogy (MUS440V, P or G) | 2 |
| Music Electives..... | 6 |

Music Education Concentration

| | |
|-------------------------------------|---|
| Arranging (MUS 466) | 2 |
| Advanced Conducting (MUS410)..... | 2 |
| Basic Instruments I (MUS 330) | 2 |
| Basic Instruments II (MUS331) | 2 |
| Pedagogy (MUS440V, P or G) | 2 |
| CSET Preparation (MUS 488)..... | 2 |

Music and Business Concentration

| | |
|--|---|
| Seminar in Sound Systems (MUS280) OR | |
| Seminar in Recording (MUS281)..... | 1 |
| Music Industry Seminar (MUS43-) | 2 |
| Legal Implications for Business (BUS260) | 3 |
| Financial Accounting (BUS245)..... | 3 |
| Entrepreneurship (BUS388)..... | 3 |

Total units for the Program 128



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.

FOUNDATIONAL STUDIES

| | |
|--------------------------|----------|
| General Education | 48 units |
| Bible and Theology | 32 units |
| Free Electives | 12 units |

PASTORAL MINISTRY MAJOR

| | |
|--|-----------|
| Essentials of Ministry (MINS101) | 2 |
| Homiletics I (PMIN320) | 3 |
| Homiletics II (PMIN322) | 3 |
| Fundamentals of Worship (PMIN350) | 3 |
| Church Administration (PMIN480) | 3 |
| Pastoral Care & Counseling (PMIN423) | 3 |
| Introduction to Church Planting (PMIN401) | 3 |
| Evangelism & Church Growth (PMIN410) | 2 |
| Internship (PMIN475) | 3 |
| Electives (Choose 11 units from the following) | 11 |
| Pastoral Practicum (PMIN375) | 1 |
| Philosophy of Christian Education (CEDU472) | 3 |
| Youth Ministry Skills (YMIN175) | 2 |
| Pastoral Epistles (NT311) | 2 |
| Practice Preaching (PMIN422) | 2 |
| Christ in the Old Testament (THEO315) | 2 |
| Restoration History (HIST442) | 2 |
| Financial Management (BUS342) | 3 |
| Music Organization & Leadership (MUS455) | 2 |
| Total units for Pastoral Ministry Major | 36 |

Total units for Program..... 128

PASTORAL MINISTRY MINOR

| | |
|--|-----------|
| Essentials of Ministry (MINS101) | 2 |
| Homiletics I (PMIN320) | 3 |
| Homiletics II (PMIN322) | 3 |
| Fundamentals of Worship (PMIN350) | 3 |
| Church Administration (PMIN480) | 3 |
| Pastoral Care & Counseling (PMIN423) | 3 |
| Internship (PMIN475) | 3 |
| Total Units for Minor | 20 |



BACHELOR OF ARTS PSYCHOLOGY

The mission of the psychology program is to develop an individual's capacities for work in the helping professions in both secular and sacred settings. The program prepares students to lead individuals/groups to wholeness--body, soul, and spirit--using methods that are scripturally based, culturally sensitive, and clinically sound.

The psychology degree prepares students for the soul care dimensions of work with individuals and families. The foundational assumption of the program is that human beings are designed to live in committed relationships from cradle to grave. Thus, healthy attachment to God and others is foundational to restoring individuals to wholeness.

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 ministry.

Leaders in the psychology department value the development of a Christian world view in all graduates, academic excellence in teaching and learning, and continuous transformation toward wholeness in both the professors and the students.

In order to accomplish the program mission, the faculty is committed to:

1. Offering a curriculum that reflects the importance of responsible integration considering the wisdom available in both special and general revelation.
2. Exposing students to relevant theoretical frameworks that provide clarity and guidance for understanding the human condition.
3. Mentoring students in the development of skills that are considered state of the art in the application of both a psychological and theological knowledge base.
4. Challenging students toward personal wholeness, relationally, psychologically, and spiritually.
5. Assisting students as they find direction for their personal and professional lives.
6. Motivating students toward a life of service.

A graduate should demonstrate:

1. Integration of their faith and knowledge of scripture with the study of human needs.
2. Understanding of the process of human growth and development in the context of family, community, culture, and ethnicity.
3. Knowledge of basic theoretical frameworks, empirical findings, and historical trends in the study of human personality and problems.
4. Understanding and application of basic research methods in psychology, including research design, data analysis, and interpretation, demonstrating information competence and the ability to use computers and other technology for many purposes.
5. Utilization of critical thinking skills, unbiased inquiry, and a creative approach to problem solving related to understanding behavior and mental processes.
6. A responsible approach to the application of psychology within a Christian worldview. This will include the abilities to weigh evidence, tolerate ambiguity, and act ethically.
7. Skillful communication with both individuals and groups.
8. An ability to interview, assess, develop treatment plans, carry out interventions, and evaluate progress in helping relationships, utilizing community resources appropriately and effectively as part of the helping process.
9. Recognition of the limitations of their training and the ability to refer to specialized helping professionals when appropriate.
10. Increased self-awareness, self-understanding, and growth in personal wholeness, emerging from the major with ideas about how to pursue their calling in academia and/or occupational settings.

FOUNDATIONAL STUDIES

| | |
|--------------------------|---|
| General Education | 48 units |
| Bible and Theology | 20 units (9 units for transfer students) |
| Free Electives | 10 units (21 units for transfer students) |

The following courses are part of the requirements for this major and it is recommended that students take these to fulfill General Education requirements or as part of their elective choices. If students aren't able to take these to fulfill General Education requirements, they must be chosen as psychology electives.

| | |
|--|---|
| Interpersonal Processes (PSYC 222) (Communication) | 3 |
| Introduction to Psychology (PSYC 100) (Behavioral Science) | 3 |

The following are courses that may be taken as a part of the general education program to enhance learning within the major.

| | |
|---|---|
| Advanced Academic Writing (Humanities) | 3 |
| Human Biology, Physiology, or Anatomy (Physical & Biological Sci) ... | 7 |

Cultural Geography is recommended for the International Psychology concentration

Wisdom Literature, Psalms, or Jeremiah (elective)

Sociology, World Religions, and Perspectives on the World Christian Movement are recommended electives for the International Psychology concentration.

PSYCHOLOGY MAJOR

All students in this department will earn a BA in Psychology. Students may earn either a general psychology degree or choose a concentration.

Required Core Courses

| | |
|--|---|
| Developmental Psychology (PSYC141) | 3 |
| Psychology and Christian Thought (PSYC102) | 3 |
| Psychology of Personality (PSYC201) | 3 |
| Psychology of Relationships (PSYC230) | 3 |
| Counseling Skills (PSYC331) | 3 |
| Human Sexuality (PSYC333) | 3 |
| Abnormal Psychology (PSYC351) | 3 |
| Field Work in Psychology I & II (PSYC475) | 4 |
| Research Methods and Statistics (PSYC490) | 3 |
| Applied Integration (PSYC498) | 3 |
| Electives (Choose 9 units) | 9 |

Electives can be chosen from any of the concentrations and/or the following courses:

| | |
|--|------------------------|
| Advanced Statistics for the Social Sciences (PSYC 491) | 3 |
| History and Systems of Psychology (PSYC 310) | 3 |
| Psychology of Learning (PSYC 400) | 3 |
| Grief and Loss (PSYC 432) | 2 |
| Career Development (PSYC 442) | 3 |
| Anger Management (PSYC 231) | ½ |
| Dealing with Difficult People (PSYC 232) | ½ |
| Conflict Resolution (PSYC 233) | ½ |
| Premarital Counseling (PSYC 234) | ½ |
| Marriage Counseling (PSYC 235) | ½ |
| Additional occasional short courses | units to be determined |
| Special Studies in Psychology (PSYC 299) | units to be determined |

PSYCHOLOGY CONCENTRATIONS

Students choose one of the following concentrations:

General Psychology

Choose any 12

The general psychology concentration is directed toward students who desire training in the field of psychology, but because of their unique career interests, goals, or life needs, are best served by selecting courses throughout the concentrations.

Clinical Psychology

Counseling Theory (PSYC300) 3
 Psychological Testing & Assessment (PSYC492) 3
 Small Group Dynamics (PSYC322) 3
 Marriage and Family (PSYC200) 3

Developmental Psychology

Marriage and Family (PSYC200) 3
 Child and Adolescent Psychology (PSYC342) 3
 Adult Development and Aging (PSYC346) 3
 Gender Studies (PSYC345) 3

Community Mental Health

Social Psychology (PSYC 203) 3
 Community Psychology (PSYC 430) 3
 Psychology of Addiction (PSYC 451) 3
 Cross Cultural Issues in Psychology (PSYC 431) 3

International Psychology

Cultural Anthropology (ICS 202) 3
 Social Psychology (PSYC 203) 3
 Psychology of Religious Experience (PSYC308) 3
 Cross Cultural Issues in Psychology (PSYC 431) 3

Total units for the Program 130

PSYCHOLOGY MINOR

Students may earn a minor in psychology. They may choose to combine a psychology minor with a minor in another field.

Developmental Psychology (PSYC141) 3
 Abnormal Psychology (PSYC351) 3
 Psychology and Christian Thought (PSYC102) 3
 Psychology of Personality (PSYC201) 3
 Psychology of Relationships (PSYC230) 3
 Two upper-division psychology electives 6
Total units for minor 21

BACHELOR OF ARTS PUBLIC POLICY

The Public Policy Degree Program is designed to develop students' knowledge and skills for service and leadership in public sector careers at the local, national, and international level or for graduate studies in related fields. The Public Policy major will provide students with a Biblical and theoretical foundation in public policy through course work in ethical, philosophical, historical, governmental, procedural, and managerial principles. The program will build on this foundation by offering direct experiences through seminars and internships to develop practical skills and understanding for policymaking.

A Public Policy Degree Program graduate should demonstrate the following:

1. Understanding of biblical perspectives and ethical standards and the ability to evaluate policy issues based on these perspectives and standards.
2. Understanding of political and policy principles and structures and the ability to analyze and compare related concepts and theories.
3. Understanding of methods and approaches to administration, organizations, and policymaking and the ability to demonstrate problem-solving and management skills.
4. Knowledge of American and comparative history and government and the ability to define and discuss related events and characteristics.
5. Knowledge of Constitutional and international standards for civil and human rights and the ability to examine related policy issues based on these standards.

FOUNDATIONAL STUDIES

| | |
|--------------------------|---|
| General Education | 48 units |
| Bible and Theology | 20 units (9 Units for Transfer Students) |
| Free Electives | 10 units (21 Units for Transfer Students) |

The following courses are part of the requirements for this major and are recommended to fulfill General Education requirements or as part of a student's elective choices.

| | |
|---|---|
| American History (Social Science) | 3 |
| Introduction to Philosophy (Humanities) | 3 |

PUBLIC POLICY MAJOR

| | |
|--|-----------|
| American Government (PPOL111) | 3 |
| Political Process (PPOL221) | 3 |
| Political Economy (PPOL241) | 3 |
| Political Theory & Philosophy (PPOL301) | 3 |
| Constitution & Civil Rights (PPOL326) | 3 |
| Organizational Behavior (BUS140) | 3 |
| Ethics in Public Policy (PPOL304) | 3 |
| Principles of Public Administration (PPOL353) | 3 |
| Public Policy Internship Studies (3rd Year) (PPOL374) | 1 |
| Comparative Government & Politics (PPOL425) | 3 |
| International Relations & Human Rights (PPOL463) | 3 |
| Political Research & Policy Analysis (PPOL491) | 3 |
| Leadership and Service (PPOL498) | 3 |
| Public Policy Internship (PPOL475) | 3 |
| Public Policy Internship Studies (4th Year) (PPOL474) | 1 |
| Electives (choose 9 units from the following) | 9 |
| Microeconomics (BUS202) | 3 |
| Macroeconomics (BUS201) | 3 |
| Law & Social Policy (PPOL363) | 3 |
| American Foreign Policy (PPOL365) | 3 |
| Global Advocacy & Diplomacy (PPOL465) | 3 |
| International Conflict and Conflict Resolution (PPOL464) | 3 |
| Total for Public Policy Major | 50 |

PUBLIC POLICY CONCENTRATIONS

Students must complete at least 9 elective units from the following list of courses. Student who wish to include a concentration with their degree, must complete at least 12 elective units within one of the following five areas of concentration:

Communications and Media

| | |
|-------------------------------|---------|
| Speech* | 3 units |
| Interpersonal Process* | 3 units |
| Organizational Communication* | 3 units |
| Intercultural Communication* | 3 units |
| American Literature* | 3 units |
| World Literature* | 3 units |
| Policy & Media**** | 3 units |
| Politics of Art**** | 3 units |
| World Religions* | 3 units |

Criminal Justice

| | |
|--|---------|
| Social Psychology* | 3 units |
| Abnormal Psychology* | 3 units |
| Psychology of Addiction* | 3 units |
| Cross-cultural Issues in Psychology* | 3 units |
| Community Psychology* | 3 units |
| Research Methods and Statistics for Social Sciences* | 3 units |
| Criminology** | 3 units |
| Corrections*** | 3 units |
| Police and Society*** | 3 units |
| Violence and Terrorism**** | 3 units |
| International Conflict and Conflict Resolution** | 3 units |

Economics and Management

| | |
|---------------------------------|---------|
| Microeconomics* | 3 units |
| Macroeconomics* | 3 units |
| Business Statistics* | 3 units |
| Financial Management* | 3 units |
| Non-profit Management* | 3 units |
| Legal Implications of Business* | 3 units |
| International Business* | 3 units |
| Marketing* | 3 units |

Government and Politics

| | |
|--|---------|
| Legislative Process** | 3 units |
| Campaign Organizing*** | 3 units |
| American Foreign Policy** | 3 units |
| International Conflict & Conflict Resolution** | 3 units |
| Christianity & Islam in Conflict* | 3 units |
| Violence & Terrorism**** | 3 units |
| World Religions* | 3 units |
| American Literature * | 3 units |
| World Literature* | 3 units |

Law and Policy

| | |
|--|---------|
| Law & Social Policy**** | 3 units |
| Introduction to Legal Research and Writing**** | 3 units |
| Legal Implications of Business* | 3 units |
| Global Advocacy & Diplomacy**** | 3 units |
| First Amendment*** | 3 units |
| Cross-cultural Issues in Psychology* | 3 units |
| Community Psychology* | 3 units |
| Violence & Terrorism**** | 3 units |
| International Conflict & Conflict Resolution** | 3 units |
| Corrections**** | 3 units |

* Current WJU course offered in Business, English, Intercultural Studies, or Psychology.

**New Public Policy course proposed for Spring 2008

***New Public Policy course proposed for Fall 2009

****New Public Policy course proposed for Spring 2009

PUBLIC POLICY MINOR

| | |
|---|-----------|
| American History..... | 3 |
| American Government..... | 3 |
| Political Process..... | 3 |
| Political Theory & Philosophy..... | 3 |
| Constitution & Civil Rights..... | 3 |
| International Relations & Human Rights..... | 3 |
| Elective..... | 3 |
| Total Units for Minor..... | 24 |

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.

FOUNDATIONAL STUDIES

| | |
|--------------------------|----------|
| General Education | 48 units |
| Bible and Theology | 32 units |
| Free Electives | 12 units |

The following course is recommended for this major:

| | |
|------------------------------|---|
| Gospel of John (NT244) | 2 |
|------------------------------|---|

YOUTH MINISTRY MAJOR

| | |
|--|-----------|
| Essentials of Ministry (MINS101) | 2 |
| 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 |
| Camping Administration and Programming (YMIN273) | 2 |
| Youth and Missions (YMIN373) | 2 |
| Ministering to Families with Teenagers (YMIN237) | 2 |
| Child & Adolescent Psychology (PSYC326) | 3 |
| Counseling Youth (YMIN426) | 2 |
| Youth Ministry or Bible Electives | 2 |
| Total Units for Youth Ministry Major | 36 |

Total units for Program..... 128

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 (Choose one of the following) | 2 |
| Camping Administration and Programming (YMIN273) | 2 |
| Youth and Missions (YMIN373) | 2 |
| Ministering to Families with Teenagers (YMIN237) | 2 |
| Child & Adolescent Psychology (PSYC326) | 3 |
| Counseling Youth (YMIN426) | 2 |
| Total Units for Minor | 20 |



BACHELOR OF ARTS 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.

| | |
|--------------------------------------|------------|
| General Education Requirements | 48 |
| Biblical Studies Requirements | 32 |
| Transferred Minor..... | 20 |
| WJU Ministry Electives | 18 |
| Free Electives | 10 |
| 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)..... | 3 |
| Christian Foundations I (BIBL101)..... | 4 |
| Christian Foundations II (BIBL102)..... | 3 |
| Christian Foundations III (BIBL103)..... | 3 |
| Romans (NT308)..... | 3 |
| Theology Course..... | 3 |
| Christian Theology (THEO451)..... | 4 |
| Bible Electives*..... | 9 |
| *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 Units | 32 |

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

1. 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.
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.

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:

| | |
|--|-----------|
| English Composition I (ENGL101a)..... | 3 |
| English Composition II (ENGL101b) | 3 |
| Lab Science | 4 |
| Western Civilization I (HIST241)..... | 3 |
| Western Civilization II (HIST242) | 3 |
| Developmental Psychology (PSYC141) | 3 |
| Cultural Studies | 3 |
| Christian Perspective (PHIL452)..... | 3 |
| Effective Bible Teaching (CEDU372) | 1 |
| Contemporary Discipleship (LDRS152a,b) | 5 |
| 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 |
| Arts or Humanities Electives | 3 |
| Free Electives | 2 |
| *Must include at least one course each in New Testament, Old Testament, and Theology | |
| Total Units | 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, Psychology, Intercultural Studies, Music, Pastoral Ministry, or Youth Ministry.

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

| | |
|--|-----------|
| English Composition I (ENGL101a)..... | 3 |
| English Composition II (ENGL101b) | 3 |
| Western Civilization I (HIST241)..... | 3 |
| Western Civilization II (HIST242) | 3 |
| Developmental Psychology (PSYC141) | 3 |
| Cultural Studies | 3 |
| Contemporary Discipleship (LDRS152a, b) | 5 |
| 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 |
| Arts or Humanities Electives | 3 |
| Free Electives | 2 |
| *Must include at least one course each in New Testament, Old Testament, and Theology | |
| Total Units | 64 |

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 a,b) | 5 |
| Christian Foundations I, II, and III (BIBL101, 102, 103) | 10 |
| Biblical Interpretation (BIBL249) | 3 |
| Romans (NT308) | 3 |
| Bible Electives | 9 |
| Free Electives | 2 |
| 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.

| | |
|---|-----------|
| Contemporary Discipleship (LDRS152 a,b) | 5 |
| Bible Course | 2 |
| Biblical Interpretation (BIBL249) | 3 |
| Concentration | 6 |
| Essentials of Ministry (MINS101) | 2 |
| Developmental Psychology (PSYC141) | 3 |
| Educational Psychology (CEDU310) | 3 |
| Principles and Methods of CE (CEDU241) | 3 |
| Educational Administration (CEDU450) | 3 |
| Total units for Certificate | 30 |

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.

| | |
|--|-----------|
| Contemporary Discipleship (LDRS152a,b) | 5 |
| Biblical Interpretation (BIBL249) | 3 |
| Developmental Psychology (PSYC141) | 3 |
| Interpersonal Processes (PSYC222) | 3 |
| Abnormal Psychology (PSYC351) | 3 |
| Counseling Theory (PSYC300) | 3 |
| Counseling Skills (PSYC331) | 3 |
| Counseling Practicum (PSYC475) | 2 |
| Electives | 7 |
| Choose 7 units from the following: | |
| Small Group Dynamics (PSYC322) | 3 |
| Introduction to Psychology (PSYC100) | 3 |
| Psychology of Relationships (PSYC230) | 3 |
| Grief and Loss (PSYC432) | 3 |
| Crosscultural Issues in Psychology (PSYC431) | 3 |
| Child and Adolescent Psychology (PSYC342) | 3 |
| Human Sexuality (PSYC333) | 3 |
| Introduction to Psychology (PSYC110) | 3 |
| Career Development (PSYC411) | 3 |
| Gender Studies (PSYC345) | 3 |
| Marriage and Family (PSYC200) | 3 |
| Adult Development and Aging (PSYC346) | 3 |
| Conflict Resolution (PSYC233) | ½ |
| Dealing with Difficult People (PSYC232) | ½ |
| Marriage Counseling (PSYC235) | ½ |
| Premarital Counseling (PSYC234) | ½ |
| Total units for Certificate | 32 |

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 (LDRS152a,b) | 5 |
| Biblical Interpretation (BIBL249) | 3 |
| Developmental Psychology (PSYC141) | 3 |
| Marriage and Family (PSYC200) | 3 |
| Marriage Counseling (PSYC235) | ½ |
| Human Sexuality (PSYC333) | 3 |
| Ministering to Families with Teenagers (YMIN237) | 2 |
| Christian Education of Adults (CEDU140a, b) | 6 |
| Educational Psychology (TEDU310) | 3 |
| Christian Education of Youth (CEDU391) | 3 |
| Essentials of Ministry (MINS101) | 2 |
| Total units for Certificate | 33.5 |

INTERCULTURAL STUDIES CERTIFICATE

The Intercultural Studies Certificate is designed for people 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 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.

| | |
|--|-----------|
| Contemporary Discipleship (LDRS152a,b) | 5 |
| Perspectives on the World Christian Movement (ICS103)..... | 3 |
| Cultural Anthropology (ICS202) | 3 |
| Sociology (SOC201) | 3 |
| World Religions (ICS320) | 3 |
| Urban Ministry (ICS341)..... | 3 |
| Introduction to Church Planting (ICS401) | 3 |
| Missiology(ICS403) | 3 |
| Acts (NT210)..... | 3 |
| Biblical Interpretation (BIBL249)..... | 3 |
| Total Units for Certificate | 32 |

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 who complete the course of study should be equipped with:

1. Basic management principles considering legal implications.
2. Financial reports and principles and introductory accounting principles.
3. Basic marketing concepts.
4. Statistics for analyzing data.
5. Computers, databases, and networking.
6. Operations management tools and techniques.
7. Strategic planning concepts.
8. Biblical perspective on ethical questions with business management.

The following courses are required for the Management Certificate:

| | |
|---|-----------|
| Contemporary Discipleship (LDRS152a,b) | 5 |
| Management & Organizational Behavior (BUS140) | 3 |
| Financial Accounting (BUS245) | 3 |
| Financial Management (BUS342) | 3 |
| Legal Implications for Business (BUS260) | 3 |
| Organizational Communication (BUS302) | 3 |
| Marketing (BUS320) | 3 |
| Management Information Systems (BUS210) | 3 |
| Strategic Management (BUS498) | 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 (LDRS152a,b) | 5 |
| 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 | 26 |

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 to 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 (LDRS152a,b) | 5 |
| 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..... | 29 |

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 (LDRS152a,b) | 5 |
| 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) | 2 |
| First Aid or CPR | 1 |
| Care and Prevention of Injury | 1 |
| Sports Ministry Internship | 3 |
| Total Units for Certificate..... | 25 |

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 in the 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 (LDRS152a,b) | 5 |
| 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 |
| Choose 10 units of the following: | |
| Camping Administration and Programming (YMIN273) | 2 |
| Youth and Missions (YMIN373) | 2 |
| Ministering to Families with Teenagers (YMIN237) | 2 |
| Child and Adolescent Psychology (PSYC342) | 3 |
| Counseling Youth (YMIN426) | 2 |
| Bible Elective | 2 |
| Total Units for Certificate..... | 32 |

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 online at jessup.edu 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/or 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 12. For the requirements in degree and certificate programs, see the "Degree and Certificate Programs" section in the catalog. Complete information regarding application for graduation is found under Graduation Requirements.

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 Business 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.

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 ten 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 materials are posted online at www.jessup.edu and are emailed to each student's WJU email account.

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. Student initiated changes are subject to an Add/Drop fee.

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 academic 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 academic 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"). Any change in a student's course schedule after the start of classes is subject to an Add/Drop Fee.

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").
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, practicum, 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 30 units |
| Sophomore | 30 units, but less than 60 |
| Junior | 60 units, but less than 90 |
| Senior | 90 units or more |

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").

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")

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 | |
| CR | Credit for non-academic requirements | |
| NC | No credit for non-academic requirements | |

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. "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 the 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")

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 12-13 units and sign up for academic counseling with the Success Center. 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. No more than two semesters of academic probation are allowed before a student is subject to academic dismissal.

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

WJU welcomes transfer students regardless of the number of units completed at other accredited colleges and universities. A "transfer" student is defined as a high school graduate who has then attended college following the summer of graduation. (See "Admission Criteria")

1. All courses taken at schools with regional or ABHE 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 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. A maximum of 50% of requirements for a major may be allowed in transfer.
6. A student may transfer a total of 96 units toward their degree.
7. A maximum of 70 units may be transferred from a community college.
8. All credit from Community Colleges will be transferred as lower division credit. A class taken at a community college or a lower-division class from a four-year school may fulfill the requirement for the major, but will not count as upper-division credit toward graduation requirements. (The total number of upper division units required for a bachelor degree is 36.)
9. 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.

WJU will accept the IGETC (Intersegmental General Education Transfer Curriculum) Policy for fulfillment of all lower division General

Education requirements. The IGETC is a 37-39 unit general education program by which California community college students may fulfill all lower division general education requirements when transferring to the CSU/UC system. Transfer students must complete all IGETC requirements before they enroll at WJU in order to receive the benefit of this policy. Credit awarded will not exceed the number of units on their IGETC certification. Students are encouraged to follow this program when considering transfer to WJU. Students who have not received certification of completion by the time of enrollment will follow the WJU Foundational Studies program.

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 ($1\frac{1}{2}$) quarter units of credit. One (1) quarter unit is equivalent to two-thirds ($\frac{2}{3}$) 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/ INTERNATIONAL BACCALAUREATE EXAMS

William Jessup University grants college credit for Advanced Placement and higher level International Baccalaureate exams. Students who complete special advanced placement courses and who present scores of three or higher (3, 4, or 5) for the AP exams or five or higher (5, 6, or 7) on the higher level IB exams to the Registrar's Office may receive credit for general education courses. If a student takes a college course for which test credit has already been received, the student forfeits the AP/IB credit. A maximum of 30 units can be awarded for all forms of advanced credit (AP, CLEP, IB).

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. 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 degree will be conferred.

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 25-34 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. A maximum of 70 credits from a community college may apply toward a bachelor degree. The total number of upper division units required for a bachelor degree is 36.

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.

CHAPEL REQUIREMENTS

Regular Chapel attendance is required for all traditional full-time students desiring to receive a degree or certificate at WJU. Students are required to have chapel credit for three quarters (3/4) of the time they are enrolled full-time at WJU. See the Student Handbook for attendance and appeals policies and procedures.

SPIRITUAL FORMATION GROUP REQUIREMENTS

Traditional students must attain SFG credit for three quarters (3/4) of the time they are enrolled full-time at WJU. See the Student Handbook for attendance and appeals policies and procedures.

CHRISTIAN SERVICE & OUTREACH REQUIREMENTS

Christian Service hours are required for traditional full-time 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 the semester. Students are required to attain Christian Service credit for one half (1/2) of the time they are enrolled full-time at WJU. See the Student Handbook for attendance and appeals policies and procedures.

APPLICATION FOR GRADUATION

Candidates for graduation must file an application with the Registrar by the given deadline per conferral date. 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. 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 deadline will be charged an additional late fee of \$75.00. Graduation applications will not be accepted less than one month before conferral. 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”).

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.

DEFERRED 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 plus a deferred payment fee with a completed Deferred Payment Program Application at registration and follow the Deferred Payment Program schedule to pay the remaining balance.

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 and fees charges. To receive a refund, students must submit a completed drop card to the Registrar (See "Drop or Withdraw from a Course"). 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 22 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.

Room and board charges will be included in each semester contract. 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.

MEDICAL INSURANCE REQUIREMENT

All Traditional students, domestic and international, taking 6 units or more, are automatically enrolled in William Jessup University's student medical insurance program and charged accordingly. Current Student Health Insurance fees and waiver deadlines can be

found on the WJU web page under Student Life. The charge is non-refundable and the insurance payment is required in full upon registration.

A student can choose to waive out of the medical insurance program if they have private insurance coverage. A completed waiver occurs after the following have been submitted to the Student Life Office:

- Completed Waiver form
- Copy of both front and back of your insurance card
- Letter from your insurance company stating your name, policy number, effective dates of coverage and (\$) limits of coverage.

If you have any questions about the waiver, please contact the Student Life Office at (916) 577-2321 or email studentlife@jessup.edu.

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. This is an annual fee and is not prorated; contact the Athletic Director for current fees.

FINANCIAL AID

FINANCIAL AID - TRADITIONAL UNDERGRADUATE PROGRAM

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 to qualify for federal, state and need-based institutional money. The Free Application for Federal Student Aid (FAFSA) must be completed to determine eligibility for federal grants, loans, state aid and need-based institutional aid. If a student does not wish to utilize any funds from these categories, please notify the Financial Aid Office that you are waiving your right to file the FAFSA. In addition to the FAFSA application, certain institutional awards will require additional applications specific to those awards.

Federal Deadline: A student may apply for federal funds at any time during the year by filling out the FAFSA (see additional details in State Deadlines below). However, payment of your charges is required before enrollment, so it is encouraged to apply early so your eligibility can be factored into your total outstanding charges.

State Deadline (for Cal Grants): Students must submit the FAFSA (or the renewal FAFSA for continuing students) and the GPA Verification Form postmarked on or before the March 2 deadline in order to be considered for Cal Grant for the following year.

Institutional Priority Deadline: The priority deadline for institutional aid is May 1 for enrollment in the Fall Semester and December 1 for enrollment in the Spring Semester. Institutional aid funds are limited by availability. If funds run out, late applicants may not be eligible for institutional aid.

The following is a simple explanation of how to apply for financial aid at William Jessup University:

1. Complete the FAFSA at www.fafsa.ed.gov. WJU's school code is 001281.
2. A Student Aid Report (SAR) will be mailed to you in about 4 weeks. The SAR is a report of all the information you reported on the FAFSA and provides you with your Estimated Family Contribution (EFC). When you receive your SAR, check for any corrections that need to be made. Your FAFSA information is sent electronically to WJU.
3. Upon your acceptance to WJU, you may receive a letter from the Financial Aid Office requesting additional documents for a process known as verification. Some students will be selected by the Department of Education to have their FAFSA information double-checked for accuracy by the Financial Aid Office.
4. Complete all admission requirements. You must be granted admission before you can receive an official financial aid offer.
5. You can expect to receive a Financial Aid Offer Letter within 2-3 weeks of being accepted and completing the verification process (if applicable). Review the letter, accept the aid you would like to receive, sign the letter and return one-copy to the Financial Aid

Office.

6. If you indicate you will be taking out a student loan, you should expect to receive an email from EdFund after you return your signed Offer Letter. EdFund guarantees student loans at WJU. If a parent is interested in taking out a Parent PLUS loan, please speak with your financial aid counselor.

The Financial Aid Section of the WJU website is full of additional information which you may find helpful in your journey. Please feel free to reference it at any time. If you have any further questions, please do not hesitate to email us at finaid@jessup.edu or call at 916.577.2233.

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 program).
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 transferrable to a Bachelor's degree or have passed a federally 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 program.

FEDERAL AID

Pell Grant: This federal grant, based on financial need, is available only to students working toward their first Bachelor's degree. Awards range from \$400 to \$4,310.

Federal Supplemental Educational Opportunity Grant (FSEOG): This is a federal grant for students with exceptional need. The student must have received a Pell Grant to be eligible for any FSEOG funds.

Academic Competitiveness Grant (ACG): This is a federal grant available to any student who also qualifies for a Pell Grant. ACG eligibility is based on the academic rigor of a students' high school curriculum as calculated by the Admissions Office.

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 pays the interest on the loan 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 Loan 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, although many lenders offer deferment until the student graduates or drops out of school.

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 & Vocational Rehabilitation Benefits: William Jessup University is approved for coordination of both of these programs. Specific documentation will need to be provided by the student and it is the student's responsibility to notify the Financial Aid Office of eligibility in either program.

STATE AID

Cal Grant A: This grant, awarded by the State of California, is based on California residency, GPA and financial need. Students must submit the FAFSA and a GPA Verification Form by March 2 in order to be considered for Cal Grant. If you are home-schooled and a WASC accredited school cannot certify your high-school GPA, you can use your GED or ACT/SAT scores. The California Student Aid Commission will use your test score for Cal Grant consideration purposes.

Cal Grant B & Cal Grant B Access: This state grant is available for California residents only from low-income, disadvantaged backgrounds who have high potential and demonstrate financial need. In the first year of college, a student would receive an Access Grant only – \$1,551 for books and living expenses. The Financial Aid Office will apply the Access Grant to a student's charges at WJU each year unless a written request is submitted to the Financial Aid Office requesting the money be disbursed directly to the

student. In subsequent years, the award will consist of the normal Cal Grant amount plus the Access Grant (disbursement policy for the Access Grant applies each year).

California Chafee Grant: This state grant is available for foster youth, and former foster youth to use for career training and/or college courses. To qualify, you must be eligible, or have been eligible, for Independent Living Program (ILP) Services between your 16th and 18th birthdays and have not reached your 22nd birthday by July of the award year. More information and a supplemental application can be found on the California Student Aid Commission website – www.csac.ed.gov.

INSTITUTIONAL AID

WJU offers various tuition scholarships, grants and awards to new and returning students. Application information can be requested from the Financial Aid Office or viewed on our website at www.jessup.edu. Note that some grants require a specific application. Application for all institutional aid must be made by the priority deadline of May 1, unless otherwise specified in the following information.

The following are available to all traditional WJU students. Please note that institutional aid may be coordinated to create a package of up to 50% of tuition for commuter students and up to 100% of tuition for students living on campus.

Academic Scholarships: William Jessup University offers academic scholarships to entering first-time freshmen and transfer students who meet the set minimum academic criteria. These scholarship awards are based on the academic GPA from official transcripts calculated at the time of admission to the University. A student's college GPA will be used if the student has graduated from high school and completed at least 24 semester or 36 quarter units of academically solid college courses. Otherwise, a combination of the student's college and high school GPA, as well as SAT/ACT scores will be used to determine the award. In this case, the transfer dollar amount will be the amount awarded.

FIRST-TIME FRESHMAN ACADEMIC SCHOLARSHIPS

WJU SCHOLAR AWARD

This award is offered to one first-time freshman entering the traditional undergraduate program on the basis of academic achievement and a response to an essay question. Applicants must meet minimum eligibility requirements to be considered for this award. The supplemental application can be found on the WJU web site under financial aid. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.50 GPA.

| Amount | Min. GPA | | Min. ACT | | Min. SAT |
|----------|----------|-----|----------|----|----------|
| \$12,500 | 3.85 | AND | 29 | OR | 1300 |

PRESIDENTIAL SCHOLAR AWARD I

This award will be granted to all entering first-time freshmen in the traditional undergraduate program who meet the eligibility requirements below. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.00 GPA.

| Amount | Min. GPA | | Min. ACT | | Min. SAT |
|---------|----------|-----|----------|----|----------|
| \$8,000 | 3.75 | AND | 27 | OR | 1200 |

ACADEMIC DEAN AWARD I

This award will be granted to all entering first-time freshmen in the traditional undergraduate program who meet the eligibility requirements below. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.00 GPA.

| Amount | Min. GPA | | Min. ACT | | Min. SAT |
|---------|----------|-----|----------|----|----------|
| \$5,000 | 3.50 | AND | 24 | OR | 1100 |

UNIVERSITY SCHOLAR AWARD I

This award will be granted to all entering first-time freshmen in the traditional undergraduate program who meet the eligibility requirements below. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.00 GPA.

| Amount | Min. GPA | | Min. ACT | | Min. SAT |
|---------|----------|-----|----------|----|----------|
| \$2,000 | 3.25 | AND | 21 | OR | 1000 |

TRANSFER STUDENT ACADEMIC SCHOLARSHIPS

(With 24 or more transferable academic* credits)

PRESIDENTIAL SCHOLAR AWARD II

This award will be granted to all first-time transfer students entering in the traditional undergraduate program who meet the eligibility requirements below. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.00 GPA.

| Amount | Min. GPA |
|---------|----------|
| \$6,000 | 3.70 |

ACADEMIC DEAN AWARD II

This award will be granted to all first-time transfer students entering in the traditional undergraduate program who meet the eligibility requirements below. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.00 GPA.

| Amount | Min. GPA |
|---------|----------|
| \$3,500 | 3.35 |

UNIVERSITY SCHOLAR AWARD II

This award will be granted to all first-time transfer students entering in the traditional undergraduate program who meet the eligibility requirements below. This scholarship is renewable in the student's subsequent years at WJU if the student maintains a 3.00 GPA.

| Amount | Min. GPA |
|---------|----------|
| \$1,500 | 3.00 |

* The academic GPA is calculated by the Director of Admission and is based on the academically solid coursework in the areas of English, Math, Science, Foreign Language (Sign Language, included), Social Science and Religion. Unlike high school transcripts, college level Fine Arts are used provided they are not applied art, unless it is the student's major. Courses not used are in areas like PE, Vocational, Technical, and CIS. Non-accredited college and university courses (including Bible colleges) will be evaluated on a case-by-case basis.

| Degree Applicable Credits at Admission | Semesters Eligible to Receive Institutional Aid |
|--|---|
| 0-16 | 9 |
| 17-31 | 8 |
| 32-47 | 7 |
| 48-63 | 6 |
| 64-79 | 5 |
| 80-95 | 4 |
| 96-111 | 3 |
| 112 and above (w/o a Bachelors degree) | 2 |

Continuing Students: Students who initially enroll at WJU and do not qualify for Academic Scholarships can eventually qualify, or re-qualify, with sustained excellent academic achievement, for either the University Scholar II or Academic Dean's II scholarships. A continuing student who does not already have an Academic Scholarship at WJU can, after a minimum of two semesters of full time coursework at WJU, qualify for an academic scholarship using the criteria for 'transfer students with 24 or more transferable credits' (Table II). In addition, a student who initially enrolls at WJU and receives the University Scholarship can receive the Academic Dean's scholarship in the same manner. The GPA evaluations to determine eligibility for these scholarships are only conducted at the end of the spring semester of each year. These GPA evaluations and newly qualified academic scholarships are only awarded during the fall semester for the year. Once awarded, these academic scholarships are renewable as long as the student maintains a 3.0 cumulative GPA. Refer to the transfer credit table to determine how many semesters the student is eligible to receive their academic award. Use the amount of degree applicable credits they have at the time they achieved the qualifying GPA.

OTHER INSTITUTIONAL AWARDS

Athletic Award: Students competing in our intercollegiate sports may be eligible to receive an Athletic Award. These awards are given at the discretion of the Athletic Director on a yearly basis, and the amounts of the awards vary.

Church Partner Grant: WJU offers this grant to students from churches that partner financially with WJU. This grant 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 served" basis. Applications for this grant must be submitted by June 1 for the Fall term and by November 1 for the Spring term. Students will need to complete a FAFSA in order to receive the grant.

Ministry Worker Grant: Students who are involved in full-time, paid ministry, or who are the dependent of someone who is involved in full-time paid ministry are eligible for this grant. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, para-church or other non-profit organization that focuses on spreading the gospel of Christ. The amount of the grant is \$3,000 (\$1,500/semester) and is renewable each year if the student submits proof of continued full-time employment in paid ministry and maintains a WJU GPA of 2.0. The requirements for this grant are: student essay response, proof of full-time paid ministry status (i.e. a letter from employer or copy of pay stub) and submission of the FAFSA. The supplemental application may be found on the WJU web site under financial aid. All required materials for consideration of this grant must be submitted by the postmarked date of May 1.

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 Grant: Students who excel in musical talent and ability may audition with the Music Department Chair for this grant. The amounts of the awards vary. This grant is renewable each year at the discretion of the Music Department.

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 obtained from the Financial Aid section of the WJU website.

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.

FINANCIAL AID - ADULT DEGREE COMPLETION PROGRAM (DCP)

Financial Aid in the Degree Completion Program (DCP) is awarded in 12 unit blocks called a period of enrollment (POE). For each 12 unit POE satisfactorily completed, a student is eligible for the equivalent of one term of financial aid. If a student fails or withdraws from a course, those units will not count toward the completion of a 12 unit POE. If a student varies from the original academic plan for which they signed up, it is imperative that the Financial Aid Office be contacted immediately to discuss the repercussions to the Financial Aid package.

All students in DCP are considered full-time students and aid is awarded accordingly. Having a course requirement waived, or skipping a course, will have substantial impact on aid eligibility.

Application Procedures and Deadlines

1. Complete the FAFSA at www.fafsa.ed.gov. WJU's school code is 001281.

2. A Student Aid Report (SAR) will be mailed to you in about 4 weeks. The SAR is a report of all the information you reported on the FAFSA and provides you with your Estimated Family Contribution (EFC). When you receive your SAR, check for any corrections that need to be made. Your FAFSA information is sent electronically to WJU.
3. Upon your acceptance to WJU, you may receive a letter from the Financial Aid Office requesting additional documents for a process known as verification. Some students will be selected by the Department of Education to have their FAFSA information double-checked for accuracy by the Financial Aid Office.
4. Complete all admission requirements. You must be granted admission before you can receive an official financial aid offer.
5. You can expect to receive a Financial Aid Offer Letter within 2-3 weeks of being accepted and completing the verification process (if applicable). Review the letter, accept the aid you would like to receive, sign the letter and return one-copy to the Financial Aid Office.
6. If you indicate you will be taking out a student loan, you should expect to receive an email from EdFund after you return your signed Offer Letter. EdFund guarantees student loans at WJU. If a parent is interested in taking out a Parent PLUS loan, please speak with your financial aid counselor.

The Financial Aid Section of the WJU website is full of additional information which you may find helpful in your journey. Please feel free to reference it at any time. If you have any further questions, please do not hesitate to email us at finaid@jessup.edu or call at 916.577.2233.

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 program).
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 transferrable to a Bachelor's degree or have passed a federally 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 program.

Financial aid deadlines in the DCP program are specific to the start date of each cohort. A student is required to have a valid FAFSA submitted before registration, or else full payment will be due at registration. For specific deadlines, please contact the Financial Aid Office or your individual financial aid counselor.

To be considered for the Cal Grant (see below), a FAFSA and a GPA Verification Form need to be submitted by March 2 for fall enrollment or September 2 for spring enrollment.

FEDERAL AID

To apply for federal and state aid programs, students must submit the Free Application for Federal Student Aid (FAFSA).

Pell Grant: This federal grant, based on financial need, is available only to students working toward their first Bachelor's degree. Awards range from \$400 to \$4,310.

Federal Supplemental Educational Opportunity Grant (FSEOG): This is a federal grant for students with exceptional need. The student must have received a Pell Grant to be eligible for any FSEOG funds.

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 pays the interest on the loan 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 Loan for Undergraduate Students): This federal loan program provides loans at low interest rates to parents of eligible students (the student must still be 'Dependent' according to the FAFSA). Repayment of loan principal and interest begins within sixty days of the full disbursement of the loan, although many lenders offer deferment until the student graduates or drops out of school.

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 & Vocational Rehabilitation Benefits: William Jessup University is approved for coordination of both of these programs. Specific documentation will need to be provided by the student and it is the student's responsibility to notify the Financial Aid Office of eligibility in either program.

STATE AID

Cal Grant A: This grant, awarded by the State of California, is based on California residency, GPA and financial need. Students must submit the FAFSA and a GPA Verification Form by March 2 in order to be considered for Cal Grant. If you are home-schooled and a WASC accredited school cannot certify your high-school GPA, you can use your GED or ACT/SAT scores. The California Student Aid Commission will use your test score for Cal Grant consideration purposes.

Cal Grant B & Cal Grant B Access: This state grant is available for California residents only from low-income, disadvantaged backgrounds who have high potential and demonstrate financial need. In the first year of college, a student would receive an Access Grant only – \$1,551 for books and living expenses. The Financial Aid Office will apply the Access Grant to a student's charges at WJU each year unless a written request is submitted to the Financial Aid Office requesting the money be disbursed directly to the student. In subsequent years, the award will consist of the normal Cal Grant amount plus the Access Grant (disbursement policy for the Access Grant applies each year).

OTHER SOURCES OF FINANCIAL AID

Students are encouraged to investigate other sources of financial assistance, including churches, employers, corporations, Internet scholarship searches and other organizations. See the "Financial Aid Website Links" section on our website for a list of helpful financial aid websites, including several scholarship searches.

Students who receive private assistance are required to report to the Financial Aid Office the amount of all resources known or expected to be available for the year. Failure to report these resources may result in a delay in receiving funds, cancellation of awards, or the reversal of funds already received.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID

In order to be eligible for federal, state or institutional aid, students must make satisfactory academic progress (SAP) 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 SAP policy at the end of their first FAFSA year at WJU and at the end of every FAFSA year thereafter. Students who have not met the requirement for SAP will be notified and placed on financial aid probation. Financial aid probation results in a student's being ineligible 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 other circumstances as determined by the institution.

Students on financial aid probation may appeal to the Financial Aid Committee for reinstatement of financial aid eligibility by completing the Financial Aid Probation Appeal Form, available in the Financial Aid Office or on the Financial Aid website. A student who continues unsatisfactory academic progress must appeal for financial aid on a semester or period of enrollment basis, for a maximum of two semesters or POEs. 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.

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.

1000-1999

Continuing Education Units do not apply toward college units or a degree program.

Lower division courses are to be completed before upper division courses may be taken.

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 116.

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: **T**

Cultural Studies Intensive: **C**

B

BHST251

3 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)

BHST252

3 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)

BIBL101 4 units
CHRISTIAN FOUNDATIONS I

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

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

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.

BIBL215 3 units
INTRODUCTION TO BIBLICAL LANGUAGES

This class introduces the biblical languages and the tools that are available to research in the original languages.

BIBL249 3 units
BIBLICAL INTERPRETATION

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)

BLG215a, 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

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

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

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)

BUS102 3 units

COMPUTER SKILLS FOR BUSINESS

An overview of computer hardware and software concepts and common operating system functions. Instruction in the use of microcomputer-based word processing, presentation graphics, spreadsheet productivity tools, and relational data bases.

BUS140 3 units

MANAGEMENT AND 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.

BUS210 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.

BUS240 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.

BUS241 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.

BUS245 3 units

FINANCIAL ACCOUNTING

An overview of accounting from the perspective of a non-accounting manager, including the tools to understand the essentials of how accounting functions within an organization. Specific topics include internal controls, the function of accounting, historical accounting data, financial planning, accounting postulates and principles, application of accounting theory to accumulate and summarize financial data, and interpretation of financial statements.

BUS246 3 units

MANAGERIAL ACCOUNTING

Uses of accounting data for managerial decision-making. Topics include: cost accumulation for product costing; cost structure for control and motivation; cost-volume-profit relationships; profit planning; standard costing; flexible budgets; and relevant costs for non-routine decisions.

BUS260 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.

BUS302 N 3 units

ORGANIZATIONAL COMMUNICATION

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.

BUS320 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.

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: BUS245)

BUS345 3 units
COST ACCOUNTING

Cost accounting from managerial, conceptual and technical viewpoint; product, labor, material and overhead costing; planning and control processes; analytical procedures. (Prerequisite: BUS245, BUS246)

BUS372 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.

BUS373 3 units
NON-PROFIT MANAGEMENT

This course provides students with an overview of the unique management implications of the non-profit sector. It examines the roles of the executive director, the board, staff, fund-raisers and volunteers. Students will cover the major business functions and how they apply to the unique nature of nonprofits and discuss current trends in the management of these organizations.

BUS381 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 Business Statistics)

BUS382 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.

BUS383 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)

BUS385 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, BUS210)

BUS388 3 units
ENTREPRENEURSHIP

This course provides an insight into the characteristics of entrepreneurs and examines the growth of entrepreneurship. Students will apply the methods used to create, identify and evaluate opportunities for new ventures and the skills that are needed to start and manage new ventures. Students will develop a preliminary business plan including problems and factors involved in launching and operating small profit and non-profit organizations. Emphasizes entrepreneur characteristics sought by venture capitalists and investors, role of the business plan and evolutionary stages of start-up activity.

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.

BUS492 3 units
MARKETING RESEARCH

This course is a practical application of contemporary methods for gathering, analyzing, and developing market research for use in business decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology. Questionnaire and experimental design, attitude measurement, sampling and data analysis are emphasized along with applications to marketing decision-making. (Prerequisite: BUS190, BUS320)

BUS495 3 units
INVESTMENT ANALYSIS

Procedures and tools necessary to evaluate investment variables, determine value and analyze risk/return characteristics of equity, fixed income securities, and alternative individual investments. Emphasizes responsible decisions and provides background for portfolio analysis. (Prerequisite: BUS342)

BUS498 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, BUS320, BUS 381)

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 3 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 CEDU concentration courses)

CEDU301/TEDU302 3 units
FOUNDATIONS OF EDUCATION (F)

This course reviews the major philosophic developments of education through research of the key components of education in a democracy and 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. The student will explore the Philosophy of Education endorsed by the Association of Christian Schools International (ACSI). This aspect of the course will prepare the student for an initial credential with ACSI. (Prerequisites: TEDU101 or 2 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 CEDU 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.

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 3 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
PHILOSOPHY OF CHRISTIAN EDUCATION (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: 2 CEDU concentration courses, CEDU241, CEDU450, and an approved Internship)

CEDU475 3 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: 2 CEDU 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/PSYC222 3 units
INTERPERSONAL PROCESSES

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/PSYC322 3 units
SMALL GROUP DYNAMICS (S)

An integrated study, from theological and psychological perspectives, of effective group process and leadership. Techniques for forming groups, analyzing processes, leadership facilitation, measurement of behavior, and methods of stabilizing gains over time will be included. (Prerequisite: PSYC222/COMM282)

CS092 2 units
INTRODUCTION TO INFORMATION TECHNOLOGY

An introduction to the use of the personal computer and program application tools. Units are not applicable to degree program requirements.

CS110 2 units
ADVANCED INFORMATION TECHNOLOGY

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.

CS299 1 unit
TOPICS IN COMPUTERS

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
FUNDAMENTALS OF READING AND WRITING (F)

A remedial course designed to extensively and comprehensively cover eleven skill areas: Combining Ideas, Capitalization, Punctuation, Spelling, Usage, Main Ideas, Organizing Text, Sentence Completion, Sentence Structure, Transition Words, and Revision. Skills in reading will be an integral component. Placement by SAT/ACT scores. Credits not applicable to graduation.

ENGL101A 3 units
COMPOSITION I (F,S)

An introduction to college writing as a process, focusing on narrative and descriptive writing and literary analysis through numerous in-class writing activities and online awareness. Short compositions and substantial essays will be written over the course of the semester. Areas of concentration are fluency, coherence, style, effectiveness, and literary analysis. Placement by SAT/ACT scores.

ENGL101B 3 units
COMPOSITION II (F,S)

A continuation of the writing process, with an emphasis on argument, advanced critical thinking, analysis and interpretation of readings and expository materials. Short essays requiring documentation and a major research paper are requirements in this course. (Prerequisite: Successful completion of ENGL 101A)

ENGL110 3 units
LITERATURE AND CULTURE (S)

An examination of the ways literature has influenced and been influenced by culture throughout the world and throughout recent history. Includes readings in contemporary literature from the non-Western world and from various sub-cultures in the United States. (Prerequisites: ENGL 101A)

ENGL220 3 units
ENGLISH LITERATURE TO 1800 (F)

A survey of the foundations of English literature from ancient times through the Restoration. Includes works from Greek, Roman, Old and Middle English, the Renaissance, and the 17th and 18th centuries. (Prerequisites: ENGL 101B)

ENGL221 3 units
ENGLISH LITERATURE SINCE 1800 (S)

A survey of various topics in English literature, such as Romanticism, the development of the novel, revolution and industrialism in literature, and the literary representation of war. (Prerequisite: ENGL 101B)

ENGL230 3 units
AMERICAN LITERATURE (F)

A survey covering significant literary works in American literature from its beginnings through the moderns. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. (Prerequisite: ENGL 101B)

ENGL286 N 3 units
CREATIVE WRITING (F)

Introduction to creative writing, dedicated to examining and experimenting with fiction and poetry writing. Discussion of student writing and relevant literary texts. Required for creative writing concentration. Service learning course. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL320 3 units
SHAKESPEARE (S)

Survey of many of the major works in the Shakespearean canon, including tragedies, comedies, histories, romances, and poetry. (Prerequisite: ENGL 101B and completion of Writing Proficiency)

ENGL321 3 units
C.S. LEWIS

An introduction and overview to the man and his work. Emphasis is on an investigation of his ideas, style of writing, and life-changing events. Features review of other members of the Inklings. (Prerequisite: ENGL 101B and completion of Writing Proficiency)

ENGL322 3 units
THE GOTHIC NOVEL

A survey of the genre, including a look at the representation of the sublime and the monstrous. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL340 3 units
ADVANCED POETRY SEMINAR

Advanced poetry writing workshop including discussion of student writing and of relevant literary texts. Required for Creative Writing concentration. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL350 3 units
CHILDREN'S LITERATURE

Selected readings from classic and contemporary literature for children from preschoolers to young adults. Emphasis on effectiveness of various works for different developmental stages. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL355 3 units
MYTHOLOGY

Study of myths from around the world. Emphasis on the relationship between the myths and the cultures in which they arose along with a broad comparison of common tales within the myths. Features numerous comparisons to like Biblical accounts. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL360 N 3 units
CRITICAL ANALYSIS OF LITERATURE (F)

Introduction to contemporary trends in literary and cultural criticism, with an emphasis on the skills needed to perform effective analysis of literary texts, including poetry, drama, and fiction. Includes readings from various eras of English and American literature. Service learning course. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL361 3 units
LINGUISTICS AND MODERN GRAMMAR (F)

Introduction to the field of Linguistics. Students will develop an understanding of the nature of language and modern grammar through the study of core areas including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students will have the opportunities to read, write, and think critically about related fields such as historical linguistics, psycholinguistics, sociolinguistics, and animal communication. This course is designed for students who have a general interest in linguistics and modern grammar. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL365 3 units
TESOL

An introduction to the study of primary language development, second language acquisition, dual language instruction models, language transfer, and the aspects of culture on the learning of a second language. Fieldwork will be required. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL381 3 units
WRITING FOR CHILDREN

Writing workshop designed to allow the student to create literature for children. All genres will be studied. A completed work is a requirement for this course. (Prerequisites: ENGL 101B and completion of Writing Proficiency)

ENGL429 3 units
MAJOR ENGLISH AUTHORS

Extensive reading and analysis of the work of a major figure or several contemporary figures in English literature, for example, Chaucer, Milton, Donne, or Dickens. (Prerequisite: ENGL 360 or 386)

ENGL439 3 units
MAJOR AMERICAN AUTHORS

Extensive reading and analysis of the work of a major figure or several contemporary figures in American literature, for example, Steinbeck, Faulkner, or Morrison. (Prerequisite: ENGL 360 or 386)

ENGL459 3 units
MAJOR WORLD AUTHORS

Extensive reading and analysis of the work of a major figure or several contemporary figures in World literature, for example, Sophocles, Homer, Tolstoy, Cervantes, or Garcia-Marquez. (Prerequisite: ENGL 360 or 386)

ENGL497 3 units
ADVANCED SEMINAR IN LITERATURE (S)

Capstone course for the English major. Student will choose an area of English, American, or World literature and read or reread the pivotal works of that era, and will then complete an original work of literary analysis as a senior project. (Prerequisite: Senior standing in the English major)

ENGL498 3 units
ADVANCED SEMINAR IN CREATIVE WRITING (S)

Capstone course for the concentration in creative writing. Completion of senior project in creative writing. (Prerequisite: Senior standing in the English major with Creative Writing concentration)

ENGL499 3 units
SELECTED TOPICS

Examination of a current issue in English studies, for example contemporary literary theory, post-colonial literature in translation, literature and film, or Christian faith through the eyes of literature. (Prerequisite: EN 360 or 386)

H

HIST225 3 units
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)

HIST241 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: ENGL101B)

HIST242 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: ENGL101B)

HIST251 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: ENGL101B)

HIST252 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: ENGL101B)

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, this 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. This course meets the requirements for US History, Constitution and American Ideals.

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: HIST241, 242 or HIST251, 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: HIST241, 242 or HIST251, 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: HIST241, 242 or HIST251, 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.

ICS103 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.

ICS202 3 units
CULTURAL ANTHROPOLOGY

An introduction to the science of the study of man in his cultural setting. The end in view is the gaining of a better understanding of different customs and cultures to enable more effective cross-cultural communication. (Prerequisite: Sophomore standing)

ICS246 3 units
BUILDING A PEOPLE OF POWER

An independent study course with integrative discussions based on Robert C. Linthicum's VHS series and book Building A People of Power. This course explores how God's people can exercise power in ways that further God's kingdom by transforming urban neighborhoods into shalom communities.

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)

ICS332 3 units
BUSINESS AS MISSION

This course addresses the missional issues of working in, to and through business to accomplish the missio Dei. Issues in this course include: an overview of the missio Dei, basic issues in contextualization, living and working cross-culturally, models of business as mission, challenges facing the establishing business as mission and resources for business as mission.

ICS341 3 units
URBAN MINISTRY (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, SOC201, or permission of instructor)

ICS350 3 units
CROSS-CULTURAL TEACHING AND LEARNING

Theories and strategies in preparing people for various roles using formal and non-formal approaches. The focus of this course is on contextualizing curriculum, content, methodology and delivery systems to meet learner needs.

ICS401/PMIN401 3 units
INTRODUCTION TO 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.

ICS403 3 units
MISSIONOLOGY (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, ICS103)

ICS475 2-5 units
INTERCULTURAL STUDIES INTERNSHIP (F, S)

An application and integration of classroom instruction into the fabric of cross-cultural ministry by providing opportunities for learning through experiences under the guidance of qualified personnel during an extended period in the summer. (Prerequisite: Junior standing or permission of instructor)

ICS492 3 units
CROSS-CULTURAL AND URBAN MINISTRY SEMINAR

A study of innovation and best practices in ministry. As participant observers students will examine 3-4 area cross-cultural and/or urban ministries of their choice. Students will use research to determine best practices for similar ministries and use these benchmarks to evaluate the ministries they have observed and set patterns for their own ministries. Students will report their findings to the class in integration sessions. (Prerequisites: ICS103, ICS202, ICS341, ICS403)

LDRS100 1 unit
PRINCIPLES OF ACADEMIC AND PERSONAL DEVELOPMENT

The purpose of this course is to expose students to academic and personal tools that will help them enhance their strengths, acknowledge and develop their weaknesses, and learn to adapt the tools in such a way that they can be modified for lifelong learning.

LDRS152 3 units + 2 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. Students will take the three-unit lecture course and choose a two-unit learning community. Learning communities are Discipleship for Christian Theology, Discipleship for a Relationship with God, Discipleship for Personal Development, Discipleship for Culture, Discipleship for Apologetics and Evangelism, and Discipleship for Service. Course is required of all freshmen and freshman transfer students.

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 or LDRS352, PSYC141, junior-level standing)

LDRS352 3 units
CONTEMPORARY DISCIPLESHIP PRAXIS

Transfer students who transfer to WJU with 30 or more units will take this course in place of LDRS152, Contemporary Discipleship for Freshmen. This course covers the same material as LDRS152 at an accelerated pace and without learning communities.

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)

LNGG225a,b 3 units each
GERMAN (F, S)

An introduction to the German language and culture

LNGS225a,b 3 units each
SPANISH (F, S)

An introduction to the Spanish language and culture.

MATH092 3 units
GENERAL MATHEMATICS (F)

A review of general math skills, including computation, elementary algebra, and geometry. Students are placed based on SAT/ACT scores. Units are not applicable to degree program requirements. This course also covers 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.

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. Students are placed based on SAT/ACT scores.

MATH213/TEDU213 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

An introduction to the tools of statistics, covering such topics as frequency distributions, variability, probability, and hypothesis testing. Students are placed based on SAT/ACT scores.

MATH223/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, 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. Students are placed based on SAT/ACT scores.

MINS101 2 units
ESSENTIALS 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.

MUS096 0-1/2 unit
UNIVERSITY COMMUNITY CHORUS (F, S)

A Mixed voice choir open to the general public, alumni, faculty, staff and students. Music of various styles and periods is rehearsed and performed both on campus and in the community. Activities include varied opportunities for on campus and tour performances. May be repeated for credit.

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.

MUS190P 1 unit
CLASS PIANO I (F)

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.

MUS190G 1 unit
BEGINNING 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.

MUS190D 1 unit
BEGINNING DRUMS (S)

Class instruction in the development of the fundamental skills of drum playing. The course is designed for students with little or no previous experience with the drums. May be repeated for credit.

MUS190V 1 unit
BEGINNING 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.

MUS221 ½ unit
BASIC SIBELIUS

An introduction to Sibelius notation software use, this course satisfies technology requirements. (Prerequisites: MUS272 and 274)

MUS250 1 unit
SEMINAR IN WORSHIP LEADING (S)

A seminar in all aspects of worship leading: emphasis on the practical, philosophical, biblical and theological and practical application to music ministry situations.

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 venues.

MUS290P 1 unit
CLASS PIANO II (S)

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

MUS296 0-1/2 unit
UNIVERSITY CHORUS (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 on and off campus concerts and chapel performances. May be repeated for credit.

MUS297 0-1/2 unit
UNIVERSITY 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 I (S)

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

MUS302 2 units
EAR TRAINING II (F)

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)

MUS322 ½ unit
ADVANCED SIBELIUS

A deeper look into Sibelius notation software use, 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)

MUS342 3 units
SEMINAR IN THE BAROQUE (F)

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

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)

MUS344 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 , Writing Proficiency passed)

MUS346 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)

MUS353 1 unit
SEMINAR IN WORSHIP

Learning practical leadership principles applicable to music and worship, the student will learn the essentials of worship leading and become equipped to lead worship in a variety of ministry contexts.

MUS356 2 units
INSTRUMENTATION AND ARRANGING (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 , MUS274, Writing Proficiency 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.

MUS366 2 units
ARRANGING (F: ODD YEARS)

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

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 , Writing Proficiency passed)

MUS372 3 units
MUSIC THEORY V-VI

A more advanced look at diatonic theory, and 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 and 274)

MUS396 1/2 unit
UNIVERSITY SINGERS (F, S)

An auditioned choral group of mixed voices. Music of various styles and periods is rehearsed and performed both on campus and in the community. Activities include various on campus concerts, chapel and opportunities for tour performances. Audition and Instructor permission required. May be repeated for credit.

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 MUS274)

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: MUS300 Applied level, MUS274, Writing Proficiency passed)

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, MUS274, MUS310, Writing Proficiency passed)

MUS455 2 units
MUSIC ORGANIZATION AND LEADERSHIP (S: EVEN YEARS)

Capstone Course

A capstone course in the practical aspects of organizing, maintaining and leading a music program. Areas covered will include resources, staffing, planning, and organization skills. (Prerequisites: MUS 274, MUS 310, Writing Proficiency passed)

MUS475 3 units
MUSIC AND WORSHIP INTERNSHIP

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)

MUS496 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. Audition and instructor permission required. May be repeated for credit.

MUS498 0 units
SENIOR RECITAL

Capstone Course

Music Majors are required to present in the senior year a senior recital of one hour (minimum length) prior to graduation. Students will register for M498 during the semester of their scheduled recital. (Prerequisite : MUS400 Applied Level, Writing Proficiency passed)

N

NT210 3 units

ACTS (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: BIBL102)

NT213 3 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: 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: 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: 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: BIBL102, 103)

NT300 3 units

NEW TESTAMENT CHRISTIANITY: LUKE-ACTS

This course introduces New Testament biblical literature, hermeneutics, and inductive methodology with a primary focus upon the Gospel of Luke and the Acts of the Apostles. Special attention is given to the text with regard to its political, cultural, religious, and geographical setting, the literary genre, and the intended meaning of the text in its original cultural and literary context.

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)

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

NT311 2 units

PASTORAL EPISTLES (F: EVEN YEARS)

An examination of I 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)

NT312B 3 units
JAMES

This course is presented as an expository, theological, devotional and interactive study of the Epistle of James. (Prerequisite: BIBL249)

NT316 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, 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: BIBL103)

NT320 2 units
EARLY PAULINE EPISTLES (S: EVERY 3RD YR)

An examination of the epistles from the early part of Paul's ministry (Galatians, I and II Thessalonians, I 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: BIBL101, 102, 103, BIBL249)

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)

NT480 3 units
CAPSTONE STUDIES IN THE NEW TESTAMENT

Capstone Course to be completed in the student's last semester of study, bringing together all of the students work demonstrating the knowledge and skills gained in the program.


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)

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)

OT343 **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)

OT480 **3 units**
CAPSTONE COURSE FOR THE OLD TESTAMENT

Capstone Course to be completed in the student's last semester of study, bringing together all of the students work demonstrating the knowledge and skills gained in the program.

P

PHIL100 **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: HIST241, 242)

PHIL452 **3 units**
CHRISTIAN PERSPECTIVE (F,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 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.

PMIN401/ICS401 **3 units**
INTRODUCTION TO 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.

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 (S)

Preparation for a role in counseling, weddings, funerals, baptisms, and other pastoral situations of Christian ministry. (Prerequisite: PSYC100)

PMIN442 3 units
PASTORAL COUNSELING (S)

Deals with counseling issues most common to the local minister: premarital and family counseling, death, loss, and other crises. The emphasis is on informal, short-term methods. (Prerequisites: PSYC100, or consent of professor)

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, PMIN322, 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.

PPOL111 3 units
AMERICAN GOVERNMENT

This course provides a historical and institutional review of American government, tracing its development following the Revolutionary War and Constitutional Convention to its modern structures. The course will provide an overview of the executive, legislative, and judicial branches as well as governmental agencies and institutions within and outside these branches.

PPOL221 3 units
POLITICAL PROCESS

This course provides an overview of U.S. political processes in the executive, judicial, and legislative branches with an emphasis in electoral process. The course will also provide an introduction to specific administrative processes, between branches and within agencies. Students will develop an understanding of how political structures develop and implement policy.

PPOL241 3 units
POLITICAL ECONOMY

An introduction to the principles of micro- and macroeconomics, this course reviews both the principles of economic theory and application, as well as a comparative review of economic practices. The course includes an analysis of supply and demand, allocation of resources, and economic aggregates. The course also emphasizes the significance of economic policies as they relate to political policymaking.

PPOL301 3 units
POLITICAL THEORY & PHILOSOPHY

An introduction to political theory & philosophy, this course surveys classic and modern thinkers and writings that provide the context for and development of modern political thought, structures and society. The course provides the foundational principles for American government and politics as well as for comparative study of governments and politics worldwide.

PPOL304 3 units
ETHICS IN PUBLIC POLICY

Biblical principles and ethical standards provide the basis for an understanding of Christian policymaking. This course provides a review and discussion of the moral and ethical standards and conduct for public sector leadership and service. Coursework includes a review of biblical teaching on ethics, other prominent writings on ethics principles and ethical practices, and application of such principles and practices to a modern ethics issue or case study.

PPOL321 3 units
LEGISLATIVE PROCESS

This course offers a review of legislative process on the state and federal levels. The course will trace the process of how a measure or bill becomes law in the United States and California and how those processes may compare or contrast. The course will also highlight key bills currently on the legislative agenda, and offer students opportunities to discuss and debate bills in legislative sessions.

PPOL353 3 units
PRINCIPLES OF PUBLIC ADMINISTRATION

A study of the general principles and structures of public administration. The course offers a focused review of governmental and nongovernmental institutions as they relate to administering policies and conducting policy review. The course will draw on management and behavioral principles to formulate best practices for public administrators.

PPOL361 3 units
CONSTITUTION & CIVIL RIGHTS

The Constitution is the Supreme Law of the United States and provides the foundation for the laws, processes and structures of our government and political system. This course will provide an understanding of the major provisions of this document as they relate to American government and politics. The course will also highlight the rights and responsibilities of citizens and residents, and introduce civil rights protected by the Constitution and related legislation.

PPOL363 3 units
LAW & SOCIAL POLICY

This course examines critical social concerns and their impact on U.S. legal and social policy. The course will highlight both the Biblical context and the historical and modern laws addressing significant social issues such as marriage, education, and health. Constitution, civil rights and senior seminar topics will be included for course discussion and review.

PPOL365 3 units
AMERICAN FOREIGN POLICY

This course studies the development of American Foreign Policy from the post-Revolutionary to the post-9/11 era. The course reviews the significant milestones of American foreign policy and examines the implications for current policies and international relations. The course will highlight economic and military policies of key Presidents and as well as those instituted by Congress.

PPOL374 (3rd Yr) 1 unit
PUBLIC POLICY INTERNSHIP STUDIES

A preparatory course for the public policy internship, this course allows students to research internships, prepare resumes and application materials, conduct preparatory interviews, and discuss and compare internship opportunities with previous interns and instructors. This course is required for third year students preparing for internships, as well as fourth year students conducting their internship.

PPOL425 3 units
COMPARATIVE GOVERNMENT & POLITICS

A survey of the major modern political and governmental systems, the course will review varying political regimes as well as compare Western and Eastern governmental systems. The course will also provide a comparative review of Western governments, particularly England, France, Germany, and Italy, with the U.S. political and governmental system.

PPOL463 3 units
INTERNATIONAL RELATIONS & HUMAN RIGHTS

This course studies the institutions that conduct international relations and/or implement international policy, and the issues that inform those policies. The course will review governmental bodies such as the U.S. State Department, as well as intergovernmental organizations, particularly the United Nations, and how they address current international issues. The course will also highlight nongovernmental international organizations and major international documents and protections related to international human rights.

PPOL464 3 units
INTERNATIONAL CONFLICT AND CONFLICT RESOLUTION

This course studies the concepts of global conflict including war and terrorism from Biblical, theoretical, legal, and historical perspectives. The course will feature the Biblical war examples as well as American Revolutionary and Civil Wars, the French Revolution, WWI and WWII, the Cold War, and the War against Terror to review the purposes, means, and results of war. The course will also discuss the methods of diplomacy and conflict resolution in regional insurgencies.

PPOL465 3 units
GLOBAL ADVOCACY & DIPLOMACY

Economic policies, social and cultural practices, and civil/political conflicts are key factors affecting global poverty, disparity, and conflict. This course focuses on how governmental, intergovernmental, and nongovernmental institutions advocate in national and international arenas to address these global concerns. The course will highlight regional issues in Africa, Asia, and Latin America, compare U.S. and international policies, and examine the Biblical context for global advocacy.

PPOL474 (4th Yr) 1 unit
PUBLIC POLICY INTERNSHIP STUDIES

A preparatory course for the public policy internship, this course allows students to research internships, prepare resumes and application materials, conduct preparatory interviews, and discuss and compare internship opportunities with previous interns and instructors. This course is required for third year students preparing for internships, as well as fourth year students conducting their internship.

PPOL491 3 units
POLITICAL RESEARCH AND POLICY ANALYSIS

Students will learn basic methods to research and compile statistical, historical, and legal data for policy analysis. The course will provide working examples and opportunities to apply research methods to current policy issues.

PPOL498 3 units
LEADERSHIP AND SERVICE

A capstone course, the purpose of this seminar is to provide intensive analysis and practical application of the historical, theoretical, and organizational public policy issues and institutions studied in the first through third year curriculum. The Seminar will survey major policy areas and provide focused discussion of policy topics such as: business and corporate responsibility; gender, race & ethnicity; education; environment; health & medicine; international policy & advocacy; media & journalism; science & technology.

PSYC100 3 units
INTRODUCTION TO PSYCHOLOGY

An introduction to the study of human behavior and mental processes. The history of psychology and basic theories of learning, motivation, personality, and emotion are explored. Application of psychology to everyday living is emphasized.

PSYC102 3 units
PSYCHOLOGY AND CHRISTIAN THOUGHT

Students will be introduced to the nature of persons from a Christian world view, while considering the nature and process of the application of Christian thought to the study and practice of psychology. An examination of the practice of responsible integration will be included. (Prerequisite: PSYC100)

PSYC141 3 units
DEVELOPMENTAL PSYCHOLOGY

An overview of physical, cognitive, psychosocial, and moral development of mankind from prenatal life through old age. This class should be taken early in the student's training as it is prerequisite to many other courses.

PSYC200 3 units
MARRIAGE AND FAMILY

A psychologically and theologically integrated study of marriage and family relationships, this course prepares students to develop a personal philosophy of family. It will include a personal evaluation of familial experiences and a challenging look at cultural norms and biblical principles. This course prepares students to develop a personal conceptualization for family development in addition to aiding others to do the same. (Prerequisite: PSYC141)

PSYC201 3 units
PSYCHOLOGY OF PERSONALITY

An overview of personality theories including the primary representatives of the major schools: analytic or dynamic, humanistic-existential, and behavioral. (Prerequisite: PSYC100)

PSYC203 3 units
SOCIAL PSYCHOLOGY

The study of the impact of the social context on the individual, this course examines the relationship of the individual to the family, the group, and the larger social milieu. Both theory and research findings will be examined as students analyze social behavior, including social cognition, attitude formation and change, conformity, prejudice, and group processes. (Prerequisite: PSYC100)

PSYC222/COMM282 3 units
INTERPERSONAL PROCESSES

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.

PSYC230 3 units
PSYCHOLOGY OF RELATIONSHIPS

An exploration of man'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 will be emphasized. (Prerequisite: PSYC 141)

PSYC231 ½ unit
ANGER MANAGEMENT

A course designed to help students evaluate anger in its many forms, discern triggers, see patterns, and gain skills in managing emotions both in themselves and in their helping relationships. A discussion of anger as a secondary emotion is included, along with methods to discover the sources of anger and appropriate responses to anger.

PSYC232 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.

PSYC233 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.

PSYC234 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.

PSYC235 ½ unit
MARRIAGE COUNSELING

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: Psyc 222/Comm282 is recommended)

PSYC300 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. (Prerequisites: PSYC100, PSYC201)

PSYC308 3 units
PSYCHOLOGY OF RELIGIOUS EXPERIENCE

A study of the interface of psychology and religion, with a concentration on psychological variables which help illuminate religious experience. An examination of the nature and scope of religious experience, the course includes such issues as the development of religious concepts and values, conversion, the experience of prayer, and the development of spiritual maturity. Attention is also given to the integration of psychology and theology. (Prerequisites: PSYC102)

PSYC310 3 units
HISTORY AND SYSTEMS OF PSYCHOLOGY

An overview of the history of psychology as a scientific field and classical systems in psychology. The class considers issues in the philosophy of science relevant to psychological systems, research, theory, and practice. (Prerequisites: PSYC100)

PSYC322/COMM383 3 units
SMALL GROUP DYNAMICS

An integrated study, from theological and psychological perspectives, of effective group process and leadership. Techniques for forming groups, analyzing processes, leadership facilitation, measurement of behavior, and methods of stabilizing gains over time will be included. (Prerequisite: PSYC222/COMM282)

PSYC331 3 units
COUNSELING SKILLS

The appropriate use of techniques and strategies in counseling provides the core focus for this class. Skills to assess need, provide appropriate interventions, and use relevant referrals will be included. This practical course emphasizes demonstration and application. (Prerequisites: PSYC 222)

PSYC333 3 units
HUMAN SEXUALITY

This course builds upon Psychology of Relationships. Emphasis will be placed on working with individuals who present with sexual issues. Treatment techniques and treatment planning for a variety of sexual disorders will be included. (Prerequisite: PSYC230 recommended)

PSYC342 3 units
CHILD AND ADOLESCENT PSYCHOLOGY

An in-depth look at the development of children and adolescents. Guidance and practical parenting skills as well as therapeutic interventions will be emphasized. Students will be encouraged to reflect on their own development and the experiences in childhood and adolescence that have shaped their lives. Prerequisite: Developmental Psychology. (Prerequisite: PSYC141)

PSYC345 3 units
GENDER STUDIES

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 working more effectively with both men and women. (Prerequisite: BIBL249)

PSYC346 3 units
ADULT DEVELOPMENT AND AGING

An in depth exploration of relevant developmental issues in adulthood in the early, middle, late, and late late years. The prevention of mental health issues and stress reduction as adults manage careers, parenting, and the care of older adults will be emphasized. Community support for adults as they age and experience loss of physical health and loss of relationships will also be included. (Prerequisite: PSYC141)

PSYC351 3 units
ABNORMAL PSYCHOLOGY

A study of psychopathology or abnormal behavior. Emphasis is placed on description and identification of individual disorders. A consideration of cultural differences in the expression of abnormal symptomatology is included. (Prerequisites: PSYC100, PSYC141, or consent of the instructor)

PSYC400 3 units
PSYCHOLOGY OF LEARNING

This course utilizes empirical findings and theoretical development in understanding human cognition, learning, and motivation and its application to human behavior. All dimensions of human experience (physiological, psychological, behavioral, and theological) are included. (Prerequisite: PSYC100, PSYC141)

PSYC 430 3 units
COMMUNITY PSYCHOLOGY

A study of theory, research, and practice relevant to the reciprocal relationships between individuals and the social systems which constitute the community context. Special emphasis will be placed on management and administration of community agencies providing social services including mental health, corrections, chemical dependency, and child/adolescent treatment services. Legal and ethical issues in the administration of these agencies will be included.

PSYC431 3 units
CROSSCULTURAL ISSUES IN PSYCHOLOGY

Students will explore cultural differences and develop greater sensitivity to these differences as they influence human behavior and mental processes. Psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotypes will be explored. (Prerequisite: COMM282, PSYC100, PSYC141)

PSYC432 2 units
GRIEF AND LOSS

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. (Prerequisite: PSYC141)

PSYC442 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 disciplining ourselves to training 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)

PSYC451 3 units
PSYCHOLOGY OF ADDICTION

A course designed to explore the psychological, physiological, and societal effects of addiction. Students will be introduced to a variety of addictions and drug classifications; gender, ethnic and cultural differences regarding addiction; psychological and physiological effects of a variety of drugs; and the part that family and society play in addiction, treatment, and rehabilitation. (Prerequisite: PSYC351; Anatomy, Physiology recommended)

PSYC475 4 units
FIELD WORK IN PSYCHOLOGY

The student will be expected to work in a setting congruent with their psychology concentration. Cross cultural, educational, mental health, correctional, or related placements may be approved, depending upon the concentration chosen by the student. Supervision on site as well as group supervision on campus will be a part of field work. Field Work in Psychology will be taken the senior year. All required course work must be concurrent with or prerequisite to Field Work in Psychology.

PSYC490 3 units
RESEARCH METHODS AND STATISTICS FOR THE SOCIAL SCIENCES

A study designed to facilitate the student's fluency in social science research methods and statistical concepts. Descriptive and inferential statistics including correlation/regression, student's analysis of variance, and several non-parametric tests are discussed. Using a conceptual approach, the aim of the course is to advance the student's ability to read and apply professional literature and to help the student understand the mechanics of research. (Prerequisites: PSYC100, Math)

PSYC491 3 units
ADVANCED STATISTICS FOR THE SOCIAL SCIENCES

An applied approach to advanced statistics used in psychological research, concepts covered include: multivariate analysis of variance, covariance, factor analysis, canonical correlation, and multiple regression. Students will conduct research and use SPSS in the analysis of data. (Pre-requisite: PSYC 490)

PSYC492 3 units
PSYCHOLOGICAL TESTING AND ASSESSMENT

Theory and principles of psychological assessment and testing including test construction, reliability and validity, assessment, and the application of assessment in various professional settings. (Prerequisite: PSYC 490)

PSYC498 3 units
APPLIED INTEGRATION

Capstone Course

The senior capstone experience for Psychology majors, this course provides the opportunity to demonstrate the ability to integrate course work from the breadth of the entire program. Students are required to successfully complete a comprehensive exam in order to graduate. This course should be taken in the spring semester of the senior year. (All core course work is prerequisite)

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SCI222 3 units
PHYSICAL GEOGRAPHY

An introduction to the concepts and principles of earth and space science including astronomy, geology, meteorology, and oceanography. It is a study of the earth and the intertwined processes that shape it. Spatial locations and relationships between the atmosphere, hydrosphere, biosphere and solid earth will be examined, along with the earth's position in space and the solar system and universe. A complementary lab component (SCI 244L, 1 unit) is offered but not required.

SCI224 3 units
GENERAL BIOLOGY

An introduction to the scientific method; cellular structure and reproduction; basic genetics; evolution; animal and plant biology and environmental science, with an emphasis on ecosystems and creation care. A complementary lab component (SCI 244L, 1 unit) is offered but not required.

SCI226 3 units
CONCEPTUAL PHYSICS

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. A complementary lab component (SCI 244L, 1 unit) is offered but not required.

SCI230 3 units
MORPHOLOGY OF STREAMS AND WATERSHEDS

This course will include introductory hydrology and geography of fluvial systems, with an emphasis on central California watersheds. Fluvial systems and their formation, impacts on landscape, erosion and processes will be examined in lecture and in the field. Some Saturday field trips are required as part of the total lecture hours. Meets earth science GE requirement for lecture only.

SCI299 3 units
TROPICAL ECOSYSTEMS

This course examines the ecological diversity of the unique systems of natural resources and protected areas in the Central American Caribbean nation of Belize. It offers an introduction to relationships between organisms within the lowland rainforest and within the coral reef ecosystems. Human interactions with and impacts on local ecosystems will be discussed as well. Travel to Belize and/or Guatemala during the semester is required for the lab component of the course.

SMIN201 2 units
INTRODUCTION TO SPORTS MINISTRY

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

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/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.

SOC201 3 units
INTRODUCTION TO SOCIOLOGY

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.

SOC222 3 units
CULTURAL GEOGRAPHY

This course offers a consideration of the interaction between the human landscape and the physical environment. This includes the interaction of cultural and physical factors on dynamic processes and patterns worldwide such as distribution and diffusion of people, religions, language, agriculture and industry. Students will analyze the nature, variation and distribution of cultural features of the earth’s surface through maps and other geographic tools.

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TEDU101 3 units
TEACHING AS A PROFESSION

This course 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 in various classrooms for 30 hours and report on these observations in the class. The field experience meets University Christian Service requirements for the semester. (Prerequisite: Certificate of Clearance as issued by CCTC)

TEDU102 3 units
CURRICULUM & METHODS IN PHYSICAL EDUCATION & HEALTH SCIENCE

The focus of this course is exploring the dynamic of motion, implications for a healthy body, and procedures for elementary school teachers to use in assisting the developing students. Coursework explores health including instruction in principles and practices of individual, family, and community health.

TEDU123/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.

TEDU213/MATH213 3 units
MATHEMATICS FOR TEACHERS I

Course 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: Students are placed based on SAT/ACT scores, Algebra II or 4 years of high school mathematics)

TEDU223/MATH223 3 units
MATHEMATICS FOR TEACHERS II

This course covers various topics in mathematics including geometry, probability and statistics, spatial relativity and time dilation. Students will collect data, analyze 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: TEDU213 with a grade of 'C' or better)

TEDU251 3 units
CURRICULUM & METHODS IN VISUAL & PERFORMING ARTS

This course focuses on learning the resources and tools available for teaching visual and performing arts. Hands-on development of methods for classroom use including 2 hours of observation in a K-8 VAPA classroom and interview of a specialized VAPA educator. Participation in a VAPA fair is also required. This course prepares teachers to meet the California state requirements in visual and performing arts for the multiple subject credential and equips students with knowledge and methodologies for successful integration and teaching of these subjects.

TEDU275 2 units
INITIAL STUDENT TEACHING I

Serving as a classroom assistant for 30 hours during the semester, the student will learn about 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 Teaching Performance Assessment Task 1 (Principles of Developmentally Appropriate and Content Specific Pedagogy) which will be prepared and submitted (passing score of 3 or 4 is required). The field experience meets University Christian Service requirements for the semester. (Prerequisites: TEDU101)

TEDU302/CEDU301 3 units
FOUNDATIONS OF EDUCATION

This course reviews the major philosophic developments of education through research of the key components of education in a democracy and 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. The student will explore the Philosophy of Education endorsed by the Association of Christian Schools International (ACSI). This aspect of the course will prepare the student for an initial credential with ACSI. (Prerequisites: TEDU101 or 2 CEDU concentration courses)

TEDU310 3 units
EDUCATIONAL PSYCHOLOGY

This course 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)

TEDU311 3 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 two hours of observation and participation in history and social science classrooms required. This course prepares teachers to meet the California state requirements in history and social science for the multiple subject credential and equips students with knowledge and methodologies for the successful integration and teaching of these subjects. (Prerequisites: TEDU123, HIST251, and HIST252)

TEDU323 3 units
LANGUAGE, CULTURE, AND LITERACY

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. (Prerequisite: TEDU123)

TEDU375 2 units
INITIAL STUDENT TEACHING II

The next step into the real world of teaching directs the student to more hands-on classroom assisting under the care of a classroom teacher. Thirty hours of in classroom assisting required. Specific attention will be given to connecting instructional planning to student characteristics in order to facilitate preparation of Teaching Performance Assessment Task 2 (Connecting Student Characteristics to Instructional Planning) which the candidate will prepare and submit (passing score of 3 or 4 is required). This experience may not be with the same teacher, the same grade level, or the same subject used in Initial Student Teaching I. The field experience meets University Christian Service requirements for the semester. (Prerequisites: TEDU275, TPA Task 1 score of 3 or 4, Verification of passing CBEST Examination)

TEDU413 3 units
CURRICULUM & METHODS IN MATH AND SCIENCE

The focus of this course is to learn the resources and tools available for teaching mathematics and science subjects. Hands-on methods for classroom use are developed. A minimum of four hours of observation and participation in mathematics and science classrooms required. This course prepares teachers to meet the California state requirements in mathematics and science for the multiple subject credential and equips students with knowledge and methodologies for the successful integration and teaching of these subjects. (Prerequisites: TEDU213 or higher with minimum grade of C, SCI222 or higher with minimum grade of C)

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 two hours of observation and participation in literature and language classrooms is required. This course prepares teachers to meet the California state requirements in literature and language for the multiple subject credential and equips students with knowledge and methodologies for the successful integration and teaching of these subjects. (Prerequisites: ENGL101b, TEDU323)

TEDU475 6 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.) (Note: students seeking a California teaching credential must do this teaching in a public or charter school classroom to learn about California state adopted academic content standards.) The course is open to multiple subject credential candidates who have received full admission from the Teacher Education Committee and have been cleared for student teaching. An application for student teaching must be received by March 15 for the fall semester and by October 15 for the spring semester. A weekly seminar accompanies student teaching. Field experience involves nine weeks of half-day classroom instruction under supervision. Teaching Performance Assessment Task 3 (Classroom Assessment of Learning Goals) will be prepared and submitted (passing score of 3 or 4 is required). The field experience meets University Christian Service requirements for the semester. (Prerequisites: TEDU375, 311, 413, 423, Full Admission to CWC program, TPA Task 2 score of 3 or 4, Verification of passing CSET subtests 101, 102, 103, Minimum GPA of 3.0)

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, private or charter school setting.) The course is open to multiple subject credential candidates who have received full admission from the Teacher Education Committee and have been cleared for student teaching. An application for student teaching must be received by March 15 for the fall semester and by October 15 for the spring semester. A weekly seminar accompanies student teaching. The candidate will teach for nine weeks for a full day of class instruction. This experience may not be with the same teacher, the same grade level, or the same subject used in Student Teaching I. Teaching Performance Assessment Task 4 (Lesson Design, Implementation and Reflection after Instruction) will be prepared and submitted (passing score of 3 or 4 is required). The field experience meets University Christian Service requirements for the semester. (Prerequisites: TEDU475, Minimum GPA of 3.0, TPA Task 3 score of 3 or 4)

TEDU480 N
2 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. (Prerequisite: Upper division course-eligible)

TEDU501
1 unit
TEACHING AND LEARNING IN THE CLASSROOM

Designed to introduce and explore 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. Field experience totaling 30 hours is required in the area of observation. The student will relate how confidence and diligence are important traits in the character of a teacher. This course is a prerequisite for all other post-baccalaureate education courses. (Prerequisites: Certificate of Clearance as granted by CCTC, Preliminary admission to CWC program, Verification of passing CBEST examination, Evidence of taking CSET subtest 101, 102, 103)

TEDU505
2 units
TEACHING AND READING AND WRITING

This foundational course prepares the student to assess students' language level, make appropriate lesson plans, develop 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 with different grade and age levels. (Prerequisite: TEDU501 – may be taken concurrently)

TEDU506
3 units
PSYCHOLOGICAL FOUNDATIONS

Designed to prepare 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)

TEDU508 3 units
CURRICULUM AND METHODS: HUMANITIES

The purpose of this course is to focus on curriculum and teaching methods in history, social science, visual & performing arts, and the language arts. Curriculum is based on the California state-mandated curriculum frameworks and standards. Methods include analytical thinking through the use of a variety of media. (Prerequisites or taken concurrently: TEDU 501, TEDU506, 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 credentialed teachers in a number of different settings, preparing lesson plans, and several teaching demonstrations. Statistics and probability will be explored. (Prerequisites or taken concurrently: TEDU501 and TEDU506)

TEDU510 N 2 units
APPLIED TECHNOLOGY FOR TEACHERS

This is 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, computer 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 time will be on curriculum theory and design, classroom management and discipline, professional development. (Prerequisites or taken concurrently: TEDU501, TEDU505, TEDU508, TEDU509)

TEDU570 1 unit
INITIAL STUDENT TEACHING

Serving as a classroom assistant, the student will learn about the dynamics of classroom preparation and instruction. Field experience requirement for the course is 30 hours. 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 Teaching Performance Assessment Task 1 (Principles of Developmentally Appropriate and Content Specific Pedagogy), which will be prepared and submitted (passing score of 3 or 4 is required). (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 received full admission from the Teacher Education Committee and been cleared for student teaching. An application for student teaching must be received by March 15 for the fall semester and by October 15 for the spring semester. Weekly seminars accompany student teaching. Field experience involves five weeks of half-day classroom instruction under supervision. Task 2 (Connecting Student Characteristics to Instructional Planning) and Task 3 (Classroom Assessment of Learning Goals) of the Teaching Performance Assessments will be prepared and submitted (passing score of 3 or 4 is required for each task). This experience may not be with the same teacher, the same grade level, or the same subject used in Initial Student Teaching. (Prerequisites: TEDU 501, TEDU 570, Full Admission to CWC program, Minimum GPA of 3.0, TPA Task 1 score of 3 or 4, Verification of passing CSET subtests 101, 102, 103)

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 received full admission from the Teacher Education Committee and been cleared for student teaching. An application for student teaching must be received by March 15 for the fall semester and by October 15 for the spring semester. The candidate will teach full days of class instruction for five weeks. A weekly seminar accompanies student teaching. This experience may not be with the same teacher, the same grade level, or the same subject used in Student Teaching I. Teaching Performance Assessment Task 4 (Lesson Design, Implementation and Reflection after Instruction) will be prepared and submitted. (Prerequisites: TEDU575, Minimum GPA of 3.0, TPA Task 2 score of 3 or 4, TPA Task 3 score of 3 or 4)

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, 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, 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, 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)

THEO306 3 units
JOHANNINE THEOLOGY

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, 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, 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, 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, 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, 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)

THEO480 3 units
CAPSTONE COURSE FOR THEOLOGY

Capstone Course to be completed in the student's last semester of study, bringing together all of the students work demonstrating the knowledge and skills gained in the program.

Y

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.

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.

YMIN273 2 units
CAMPING ADMINISTRATION AND PROGRAMMING (S)

A hands on approach to planning and conducting summer camps, church 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.

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 unit
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 N 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

The Degree Completion Program (DCP) is a nontraditional program. It serves 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. 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 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 and/or personal appointments 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 from the texts and learning assignments 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 provide individualized academic advising. The curriculum reflects current adult learning principles. For added convenience, textbooks and all required materials are delivered to students. The curriculum of each major 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.

UNIVERSITY STUDENT LEARNING OUTCOMES

WJU desires that its students will exemplify servant leadership in Church and society through the integration of faith, learning, and critical thought in the arenas of Christian literacy, spiritual formation, communication, systematic inquiry, sociocultural perspective, aesthetic responsiveness, and personal and professional stewardship.

The WJU graduate will:

- Exemplify Christian literacy through applied biblical knowledge, a theological foundation, and a Christian worldview.
- Engage in a life of Christian discipleship that integrates faith, character, and service.
- Demonstrate competence and effectiveness in written expression, oral communication, and multimedia literacy.
- Utilize systematic inquiry in mathematical and scientific thought, critical analysis of data and argument, and information literacy.

- Achieve an informed sensitivity to the variety of human experience through the study of human culture, society, history and behavior.
- Demonstrate an appreciation with discernment of various forms of artistic expression.
- Demonstrate ethical and professional excellence in chosen fields of service

DCP STUDENT LEARNING OUTCOMES BY MAJOR

THE CHRISTIAN LEADERSHIP MAJOR

The Christian Leadership major provides students with the tools necessary to be effective leaders as Christians in non-profit, for-profit, or public contexts. Coursework in this major includes provides 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 lead effectively. This major equips students to continue the pursuit of their education as a life-long experience after receiving their degree.

After completing this major, students should be able to:

- Demonstrate critical thinking and interpretative skills.
- Demonstrate an understanding of leadership theory and praxis.
- Demonstrate the New Testament construct of “servant-leadership”
- Demonstrate effective oral and written communication.

THE MANAGEMENT AND ETHICS MAJOR

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

After completing this major, students should be able to:

- Explain fundamental principles underlying organizations
- Demonstrate critical thinking and interpretative skills
- Demonstrate skills in using analytical management tools
- Demonstrate skills in evaluating managerial problems
- Demonstrate effective oral and written communication.

THE COUNSELING PSYCHOLOGY MAJOR

The mission of the psychology program is to develop an individual’s capacities for work in the helping professions in both secular and sacred settings. The program prepares Christians to lead individuals/groups to wholeness – body, soul, and spirit – using methods that are scripturally based, culturally sensitive, and clinically sound.

After completing this major, students should be able to:

- Integrate their faith and knowledge of scripture with the study of human needs.
- Apply basic theoretical perspectives in psychology
- Demonstrate critical thinking and interpretative skills
- Demonstrate fundamental competence in research
- Demonstrate effective oral and written communication with both individuals and groups.
- Demonstrate an ability to interview, assess, develop treatment plans, carry out interventions, and evaluate progress in helping relationships, utilizing community resources appropriately and effectively as part of the helping process while recognizing personal limitations.
- Demonstrate self-awareness

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.

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, significant ministry, leadership and professional experience. Every faculty member holds 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.

ADMISSION CRITERIA FOR DEGREE COMPLETION PROGRAM

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(s) of the previous institution(s).
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 one should be sure to sign the FAFSA electronically with the pin number provided by the department of education. If one does not have a pin number application for one can be done 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, probational or provisional acceptance. At the admissions stage the prospective student will be informed of any graduation requirements still to be met beyond the program.

William Jessup University reserves the right to reject any applicant or any request for admission or 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.
4. Moral objections. Persons who show a lack of Christian character by practicing criminal acts of any kind, witchcraft, 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.

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 applicant who does not enroll within one year of submitting an application must reapply.

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

Writing proficiency (WP) will be evaluated during the first course of the first term (Strategies for Success). Students who do not succeed at passing the writing requirement must submit a portfolio of their work by the end of the first term. A DCP student may not continue with enrollment into the second term unless the WP has been passed or the portfolio submitted. The DCP student must pass the portfolio before they will be allowed to enroll in their third semester.

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 reapply to the program. 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

Contact the Degree Completion Program office for the current tuition package and fee schedule.

REFUND POLICY

Students who file a Petition to Drop with the Degree Completion Program (DCP) Office will have their tuition refunded according to the following scale. The date of withdrawal for refund purposes is determined by the date the Degree Completion Program Office receives the completed drop card. Refunds indicated are percentages of the total tuition charges per module, not of amounts paid to date of withdrawal.

Refund Policy when drop card received in DCP office according to the below table:

| | |
|--|-----------|
| Before the start of class the first day of any course | 100% |
| After the first class session and before start of the second class session | 80% |
| After the second class session and before start of the third class session | 40% |
| After the third class session begins | No refund |

FINANCING ONE'S 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

Staff members are available, under direction of the DCP Director, to plan external course completion, help with career goals, selecting a major, and give counsel about grades and University life. Contact the local DCP site Administrative Coordinator for advice and referral to the appropriate staff member.

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 one-fourth of their contracted costs on registration night (plus a deferred payment fee if applicable).

AUDITING DCP COURSES

Persons interested in auditing DCP courses are encouraged to contact the local DCP Office for information.

WAIVED COURSES

The requirement for a course in the DCP curriculum will be waived if the student has previously taken the course at William Jessup University or if credit has been transferred into WJU from another university for that course. Attendance in class, while encouraged, is not required. The student will be neither enrolled in nor charged for any waived course.

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 submitted by the first meeting night 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, is an automatic “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 extension of time to complete work (“I” grade). The student must contact the instructor to request their agreement/endorsement of their petition and to establish a due date for incomplete work which may not exceed 5 weeks from the end of the course. Faculty may endorse the petition if, in their estimation, exceptional circumstances exist which warrant extended time to complete course requirements.

In order to petition the University to receive an “I” grade for the course, the student and instructor must have the “Petition to Receive an Incomplete” form filled out and submitted to the DCP Office by the night the final is due. The petition will be reviewed for approval by the DCP staff and Academic Office. For prompt submission, this form may be faxed to (916) 577-2330, attention 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 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 be calculated on and reflect work completed. If the grade becomes an “F”, 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 bachelor's 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 presented 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 generally 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 arguably 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 may 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 or categories of 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 for Prior Learning (CPL) Portfolio or a Learning Application Essay.

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.

WJU uses 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 may be earned through the CPL process, though not all students will have the appropriate life-learning experience to qualify for CPL. Up to 15 semester hours may be applied to lower division requirements or electives and no more than 7 semester hours may be applied to upper division requirements or electives.

Credit by Correspondence: Correspondence courses, if taken from an accredited college, may be accepted in transfer. A student should check with his/her 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 may be earned through CLEP and DSST examinations.

Credit by Traditional Coursework: College classes are, of course, another option for completing needed credits. The University offers a wide range of course work on the main campus at various times. Classes may also be taken at other accredited colleges and be accepted in transfer. A student should work with the local 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: A student who misses one class of a five-week course is expected to make up the class by doing a make up assignment that relates directly to the learning objectives covered in the missed class. The session make up must be completed and submitted to the instructor no later than the date the final is due for the course. Failure to make up the absence will result in a reduction in one’s grade. 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 stopped 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. Financial Aid will 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.

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 along with a Petition to Drop for any courses in which they are currently enrolled and they will not attend/complete. A Leave of Absence is valid 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 \$120.00 processing fee will be added to the student's account. Depending on the student's circumstances the student 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. Financial implications will likely result from the drop.

APPLICATION FOR GRADUATION

Candidates for graduation must file an Application for Graduation with the Registrar. 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 the appropriate deadline. The nonrefundable graduation application fee will be added to the student's account when the application is received.

Filing deadlines and disclosure of late fees for late filing are available on the Application for Graduation form posted on the University website. 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 prior to filing the Application for Graduation. For more information, a student should contact his/her academic advisor.

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. Only one commencement ceremony is held 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 |

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."

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. It is the student's responsibility to seek such advice. A student has one semester to bring the GPA to 2.00.

A student who has been admitted to the Program with less than 60 semester units will be admitted on probation.

RECORDS

William Jessup University, maintains records for all students at its main administrative location in compliance with local, State and Federal regulations.

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 may 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

Candidates for graduation must file an Application for Graduation with the Registrar. 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 the appropriate deadline. The nonrefundable graduation application fee will be added to the student's account when the application is received.

Filing deadlines and disclosure of late fees for late filing are available on the Application for Graduation form posted on the University website. 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.

Financial Matters/Financial Aid: The student may discuss any potential financial appeal matter with the DCP Director who will advise about the appropriate University official to receive it. All appeals should be submitted in writing.

Student Life: In the event a student has specific concern regarding a policy or procedure 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 another University official. If satisfaction is not achieved, the student may appeal directly to the President.

NON ACADEMIC/PERSONAL 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 Success Center 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 Success Center prior to receiving assistance. For further information, please call (916) 577-2253 .

DEGREE COMPLETION PROGRAM GRADUATION REQUIREMENTS

The Degree Completion Program offers Bachelor of Science degrees in Christian Leadership, Counseling Psychology, or Management & Ethics. Each of these degrees requires a minimum of 128 semester units. Each degree is built upon a three-part structure aimed at integrating prior academic and occupational choices with program emphases on vocation, ministry, character, and lifestyle.

General Education requirements not only secure a broad-based foundational knowledge, but allow students to build on 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 (54-61 units each) begin with a biblical worldview to prepare 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 a limited range of “free electives” from the transfer of credit, credit for prior learning or testing. See the section “Optional Ways of Earning Credit” 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 | 3 units |
| (One analytical mathematics course such as college algebra) | |
| Physical Science with a lab..... | 4 units |
| 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 leaders as Christians in non-profit, for-profit, or public contexts.

The 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 lead effectively.

This major equips students to continue the pursuit of their education as a life-long experience after receiving their degree.

General Education requirements 52

Electives (by transfer, CPL, or concurrent enrollment)..... 22

| | |
|---|------------|
| Strategies for Success (CM361XL) | 3 |
| Critical Reading and Interpretation (B349XL) | 3 |
| Foundations of Leadership (LDRS300XL) | 3 |
| Life of Christ (NT380XL) | 3 |
| Christian Perspective (CD352XL) | 3 |
| Foundations of Teaching and Preaching (CM372XL) | 3 |
| Old Testament History (OT331XL) | 3 |
| Theology of Mission (MI430XL) | 3 |
| Functioning in a Multicultural World (CM380XL) | 3 |
| Internship Project I (CM474XL)..... | 0 |
| Acts (NT410XL) | 3 |
| Evangelism and Discipleship (CM410XL) | 3 |
| Project Management (MGMT385XL)..... | 3 |
| Team Formation (LDRS420XL) | 3 |
| Epistle to the Romans (NT408XL) | 3 |
| Theologizing in the Marketplace (THEO461XL) | 3 |
| Internship Project II (CM475XL) | 3 |
| Foundation for Ethics (CM431XL)..... | 3 |
| The Church In the 21st Century (CM471XL) | 3 |
| Total Units for Program | 128 |

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 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, CPL, or concurrent enrollment)..... | 18 |

Counseling Psychology majors are required to take Introduction to Psychology as part of their foundational studies courses prior to admission to the program. If a student has not taken this course within their general education program, they will be referred to the WJU Traditional Program, online, or at a community college.

| | |
|--|------------|
| Strategies for Success (CM361XL) | 3 |
| Critical Reading and Interpretation (B349XL) | 3 |
| Lifespan Development (PSYC341XL) | 3 |
| Counseling Theory (PSY323XL) | 3 |
| Interpersonal Communication (SP382XL) | 3 |
| Christian Perspective (CD352XL) | 3 |
| Foundations of Leadership (LDRS300XL) | 3 |
| Small Group Communication (SP440XL) | 3 |
| Psychology Seminar (PSY474XL) | 0 |
| Old Testament History (OT331XL) | 3 |
| Abnormal Psychology (PSY364XL) | 3 |
| Counseling Skills (PSY441XL) | 3 |
| Introduction to Statistical Concepts (STAT390XL) | 3 |
| Practicum Project I (PSY475aXL) | 0 |
| Foundation for Ethics (CM431XL) | 3 |
| New Testament Literature (NT408XL) | 3 |
| Marriage and Family (PSY377XL) | 3 |
| Human Sexuality (PSY467XL) | 3 |
| Foundations of Teaching and Preaching (CM372XL) | 3 |
| Cross Cultural Counseling (PSY423XL) | 3 |
| Theologizing in the Marketplace (THEO460XL) | 3 |
| Practicum Project II (PSY475bXL) | 4 |
| 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, public service or ministry. The curriculum delivers both a set of strong biblical foundations and management 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 Organizational Communication (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 requirements | 52 |
| Electives (by transfer, CPL, or concurrent enrollment)..... | 22 |

| | |
|--|------------|
| Strategies for Success (CM361XL) | 3 |
| Critical Reading and Interpretation (B349XL) | 3 |
| Management Principles (ME330XL) | 3 |
| Old Testament History (OT331XL) | 3 |
| Foundations of Leadership (LDRS300XL) | 3 |
| Introduction to Statistical Concepts (STAT390XL) | 3 |
| New Testament Literature (BIBL303XL) | 3 |
| Introducing Change (MGMT309XL) | 3 |
| Organizational Behavior (ME340XL) | 3 |
| Organizational Communication (SP383XL) | 3 |
| Project Management (MGMT385XL) | 3 |
| Capstone Project 1 (MGMT497XL) | 0 |
| Global Perspectives in Management (MGMT472XL) | 3 |
| Marketing Management (MGMT320XL) | 3 |
| Foundation for Ethics (CM431XL) | 3 |
| Managerial Accounting (ME441XL) | 3 |
| Financial Management (ME442XL) | 3 |
| Legal Implications for Business (ME450XL) | 3 |
| Theologizing in the Marketplace (THEO460XL) | 3 |
| Capstone Project 2 (MGMT498XL) | 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.

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

CRITICAL READING AND INTERPRETATION

Provides an understanding of how the Bible came to be and introduce the basic principles and skills required to interpret it accurately. Emphasizes an understanding and application of Scripture to today's world. The skills developed will then be related to critically reading other subject materials.

BIBL303XL

NEW TESTAMENT LITERATURE

This course introduces the student to the literary genres, historical background, cultural settings and major theological themes of the New Testament documents. Emphasis will be on understanding the purpose, approach and argument of each New Testament book/letter within the first century setting of the early church.

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.

CM301XL

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. Online interactivity is required.

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
FOUNDATION FOR 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.

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. 2006-2007 Back to Table of Contents

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.

CM475XL 3 units
INTERNSHIP PROJECT II

A continuation of the internship process begun earlier.

E
ENGL101aXL
ENGLISH COMPOSITION I

A study of college level written and spoken composition. Emphasis is on all parts of essay writing and speech planning process, including research.

ENGL101dXL 3 units
WRITING FOR BUSINESS

Addresses the basic communications of a working professional in business or leadership. The course treats purpose, style, tone, critical thinking, and grammar in focused practice through short writing exercises and technical discourse in selected readings. It addresses subject matter, intended audience and appropriate media.

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.

L

LDRS300XL **3 units**

FOUNDATIONS OF LEADERSHIP

Introduces basic leadership theory and foundational leadership perspectives from the Bible.

LDRS420XL **3 units**

TEAM FORMATION

Provides an introduction to small group theory and team formation for both paid and volunteer contexts.

M

MATH200XL **3 units**

MATH FOR THE EDUCATED CITIZEN

A study of some of the uses of mathematics in society today, including probability and statistics, business applications, and the analysis of patterns.

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.

ME441XL **3 units**

MANAGERIAL ACCOUNTING

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.

MGMT309XL **3 units**

INTRODUCING CHANGE

Provides a set of theoretical bases for understanding the change process for individuals, organizations and communities. Provides practical approaches to use the range of media available to introduce change. The significance of world view change as contrasted with "surface level" cultural forms' change is noted.

MGMT320XL 3 units
MARKETING MANAGEMENT

An introduction to marketing emphasizing the manager's role in product, price, place and promotion decisions. Topics include: Marketing communications, target marketing, segmentation, consumer behavior, product life cycle, planning and marketing strategies. Addresses issues in marketing ethics and marketing for the non-profit organization.

MGMT385XL 3 units
PROJECT MANAGEMENT

Provides a set of skills and perspectives about how to plan and execute the plan.

MGMT472XL 3 units
GLOBAL PERSPECTIVES IN MANAGEMENT

Introduces both international and multi-cultural issues in management as they relate to non-profit, for-profit and public service sectors. The role of values in management is noted. The impact of differences in worldview / culture in a world-based economy and international politics is addressed.

MGMT497XL 0 units
CAPSTONE PROJECT I

Provides an opportunity to integrate practically what has been learned through the Program as a project to manage. The project is intended to demonstrate the integration and achievement of the primary learning goals of the University and management major.

MGMT498XL 3 units
CAPSTONE PROJECT 2

Provides an opportunity for reporting about the Capstone Project. This project aims at integrating learning from the coursework, and practical work in a management setting.

MI430XL 3 units
THEOLOGY OF MISSION

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 the mission of God.

NT380XL 3 units
LIFE OF CHRIST

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.

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
ACTS 410XL

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.

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

PSYC323XL 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.

PSYC341XL 3 units

LIFE SPAN DEVELOPMENT

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

PSYC364XL 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.

PSYC377XL 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.

PSYC423XL 2 units

CROSSCULTURAL COUNSELING

Students will explore cultural differences and develop greater sensitivity to cultural issues in counseling relationships.

PSYC441XL 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.

PSYC467XL 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: PSYC225 or consent of the instructor.

PSYC474XL 0 units

PSYCHOLOGY SEMINAR

Prepares for Practicum I by providing an overview of the practicum experience, discussing the career goals of the students, and assisting students find placement sites that will enhance their learning. Course includes one cohort meeting, followed by consultation with individual students to explore possibilities, interview potential site supervisors, and decide where they would like to gain their experience in the mental health professions.

PSYC476aXL 0 units
PRACTICUM 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.

PSYC476bXL 4 units
PRACTICUM 2

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

Examines elements of effective communication. Increasing self-awareness and improving personal effectiveness are emphasized. Considers impact of cultural traditions on communication styles.

SP383XL 3 units
ORGANIZATIONAL COMMUNICATION

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.

STAT390XL 3 units
INTRODUCTION TO STATISTICAL CONCEPTS

Introduces basic research and statistical concepts. Introduces research design logic, frequency distributions, measures of central tendency, variability, probability, correlation, hypothesis testing and chi square.

T

THEO460XL 3 units
THEOLOGIZING IN THE MARKETPLACE

Applies the principles of exegesis and application with reference to the students' specific field of ministry or occupation. Emphasis is placed upon understanding the unique traits of the target culture and then accurately contextualizing the Scriptures for effective Christian witness and ministry.



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.

Bryce has served as president of William Jessup University, for over 20 years. During his presidency, the University has substantially improved its financial position, achieved regional accreditation, significantly increased enrollment, broadened the curriculum, and moved to Rocklin, CA. Dr. Jessup has worked as a professor, pastor, coach, and Dean of Students.

He has been a significant leader in Bay Area pastors groups, the Billy Graham Crusade, and ethnic reconciliation groups. He has published numerous articles on leadership and church issues, has served on many non-profit boards, and was named "Man of Valor" by the Racial Reconciliation Committee of Santa Clara Valley African-Americans in 1999.



JOSEPH D. WOMACK

(1997) Vice President for Advancement

Northwest Christian College, AA, 1989; Texas Christian University, BS, 1991; Azusa Pacific University, M.Ed, 1998.

Joe considers his role in promoting the values of Christian higher education, and the merits of William Jessup University both a blessing and call. Short of the latest news concerning his four sons, the life changing experience offered students at WJU is his favorite discussion topic as he represents the University in a variety of public settings.

Joe currently leads the University's efforts with regard to fund-raising (annual, planned, and capital giving), strategic planning, as well as public, media, alumni and church relations. He additionally serves as the Executive Director of the William Jessup University Foundation. Joe previously served as Vice President for Advancement & Student Life (1999-2004) and Dean of Students (1997-1999) at San Jose Christian College, Joe served in a number of capacities at California Baptist University in Riverside, CA and Northwest Christian College in Eugene, OR.



DAVID NYSTROM

(2005) Vice President for Academic Affairs (2006)

University of California, Davis, BA, 1981; Fuller Theological Seminary, MDiv., 1986; University of California, Davis, Ph.D., 1992.

As an educator in both church and the academy, David is particularly interested in the interplay of head and heart of what Jesus meant when he said that if you wish to do good become "the right sort of tree." He is a New Testament specialist, the author of two books (The NIV Application Commentary on James and The History of Christianity) and many articles on the New Testament and Roman history. He and his wife, Kristina, are the proud parents of Annika.

Prior to joining WJU David was professor of New Testament at North Park University in Chicago. David is an adjunct faculty member with Fuller Theological Seminary in Northern California.


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.

ADMINISTRATOR



KAY LLOVIO

(1985) Associate Dean for Educational Effectiveness (2006)
 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. As VPAA for seven years, Llovio 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.

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



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 COPLAND

(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 Copland 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 HOPKINS

(1994) Chair, English

San Jose State University, BA, 1984; MA, 1989; California Institute of Integral Studies, Ph. D., 2007.

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. 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.


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
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.


BEVERLY WIENS

(1981) Chair, 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.

ASSOCIATE PROFESSORS



ERIC BULL

(2007) Director, Teacher Education

San Jose State University, BA, 1978; MA, 1984; Curtin University (Perth, Australia), SciEdD

A public school educator for over 25 years, Eric relishes teachable moments that engage adults and children in the wonder of learning something new. He is a true collaborator who seeks community among colleagues and challenges of finding intersections that draw unlikely candidates to find common ground. He has published and presented in workshops and conferences throughout the US. He and his wife Michelle have three children and are hosting a foreign exchange student.

Prior to his position at WJU, Eric was an assistant professor of science education at Sacramento State University. He is a founding board member of RAFT (Resource Area For Teaching).



EDGAR J. ELLISTON

(2007) Interim Chair, Intercultural Studies

Manhattan Christian College, AB, 1966; Fuller Seminary, MA, 1971; Michigan State University, Ph.D., 1981.

Eddie has been committed to ministries related to both the Great Commission and Great Commandment since 1962. Six years were in pastoral ministries in Kansas and Southern California. Eighteen years were involved in church planting, leadership development and community development in Ethiopia and Kenya. Twenty years have been committed to higher education both in instruction and administration aimed at equipping leaders for ministry both for church-related vocations and ministries in the marketplace. While engaged in both missions and educational institutions, he has remained committed to a local church as God's primary agent for mission and ministry.

Along the way in these ministries, Eddie has published leadership related materials in English, Oromo, Amharic and Maasai. He served as a consultant for the new Oromifa Bible translation and assisted with the Maasai translation. He has served in teams of church planters that have planted more than 200 churches among the Oromo and Maasai. While working in relief and development he opened and directed 12 elementary schools.



JULIUS (REX) GURNEY III

(2003) History; Chair, General Education Program

University of New Mexico, BA, 1979; Golden Gate Baptist Theological Seminary, M.Div., 1987; Union Theological Seminary - Virginia, 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.


KENNETH LOGAN

(2004) 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 Associate Professor of 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.


ROGER SALSTROM

(1999) Chair, Business (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.

ASSISTANT PROFESSORS


RHONDA CAPRON

(2004) Business (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 Studies (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.

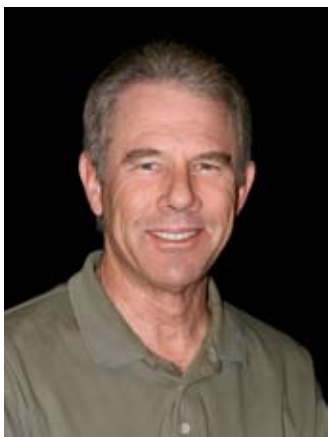

SHARON FORKUM

(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.


TIM GILLESPIE

Director of Field Experience (2007)

San Jose State University, BA, 1975; University of San Francisco, MA, 1982;

As an educator and administrator, Tim has demonstrated his skills as a county program specialist, district director, school site principal and community college supervisor. In addition, he has taught at both the high school and university levels. His vocational and personal interests have led him to participate on multi-agency committees, school and church boards, and in various community volunteer capacities. He and his wife, Patti, have two children (Kelli and Ryan).

Tim's California education credentials include: Administrative Services, Community College Supervisor, and Teaching.

Prior to joining WJU Tim was an administrator in the Campbell Union High School District and the Eureka Union School District, a supervisor for the West Valley – Mission Community College District; and a Program Specialist with the Placer County Office of Education. In addition, he taught in the Campbell Union High School District and the Roseville Joint Union High School District.


NATHAN HERZOG

(2004) Liberal Studies (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 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.


CHRISTY MAGNANI

(2006) Associate Professor of Management and Ethics

California State University, Sacramento, BA 1993; Chapman University, Orange, MA; University of Nebraska, Lincoln, Ph.D., studies in progress.

An educator and practitioner, Christy is a seasoned marketing professional with more than 10 years of industry experience, adding color to the classroom from real life examples. Member of the American Marketing Association's Executive Advisory Council, worked on television show airing on Outdoor Life Network, managed long-term strategic partnerships with GM, AAA and Giant Bicycle. Actively serves in leadership roles in ministry related projects; including grant writing and new church development. A servant leader with a heart for Jesus: "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do." Ephesians 2:10

Married with two daughters. Prior to faculty membership at WJU Christy taught at CSU Sacramento, Sierra College and American River College. Christy is an adjunct faculty member in Sierra College's business department.


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.


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.


KEVIN PISCHKE

Library Director (2007)

Multnomah Bible College, BS, 1999; Dallas Theological Seminary, MA, 2004; University of North Texas, MS, 2005.

As the Library Director, Kevin is responsible for the overall development, policies and services in the library. He is particularly interested in information literacy and the role libraries play in the development of these skills for lifelong learning in the digital age. He and his wife, Dena, are the proud parents of Cooper, Paige and Zeke.

Prior to joining WJU, Kevin was the collection development librarian for California Baptist University in Riverside, CA.


THOMAS RUSCICA

(2003) Music

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.


SOSAMMA SAMUEL-BURNETT

(2006) Chair, Public Policy

Georgetown University School of Foreign Service, BSFS, 1991; University of Minnesota Law School, JD, 1997

Sosamma believes Christians can impact our society and its complex issues in profound and positive ways. This belief prompted her to propose WJU's Public Policy Degree program to prepare future Christian leaders. She hopes the Public Policy Degree Program will inspire students to serve God through public service to the community.

Prior to joining the faculty at WJU, Sosamma served as a consultant to the WJU Academic Department and served as an Advisory Member to Advancement in facilitating the outreach and fundraising efforts for the campus move to Rocklin from San Jose. Most of her previous career, Sosamma served as an international lawyer focusing on global human rights concerns. She has worked with a number of policy and advocacy groups at the local, national, and international levels, including the United Nations. She also has conducted first of their kind policy studies and advocacy conferences in the U.S. and in Latin America on issues such as: global child survival, sexual slavery, economic/social rights, conflict resolution, housing, education, race and poverty.

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

ERIN AMBROSE (2007)

University of California, Davis, BA, 1992; California State University, Sacramento, MA, 1995.

TODD ARVIDSON (2004)

Trinity International University, BA, 1995; MA, 1996.

WILLIARD BLACK (2006)

Ozark Christian College, BA, 1954; MA, 1957; University of Denver, Denver, BA, 1966; San Francisco State University, MA, 1977.

MICHAEL BOON (2005)

Cypress College, AS, 1972; Lincoln Christian College, BA, 1975; Lincoln Christian Seminary, M.Div., 1980.

KEVIN BURKE (2004)

San Francisco State University, BA, 1968; California State University, Hayward, MPA, 1985.

CHRIS CAUGHEY (2005)

Biola University, BA, 1996; Westminster Theological Seminary, MDiv., 2001.

PAMELA CHRISTENSEN (2007)

Golden Gate University, BA, 1989; William Jessup University, BA, 2005.

GRETCHEN CHRISTIE (2003)

California State University, BS, 1981; Pacific Christian College, MA, 1993.

VAN BRUCE CRANE (2007)

University of Southern California, BA, 1965; California State University, Northridge, MA, 1972.

BRUCE HAMLETT (2007)

Miami University, BA, 1964; Claremont Graduate University, Ph.D., 1970.

ELIZABETH INPYN (2007)

University of California, Santa Barbara, BA, 2000; National University, MAE, 2002.

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.

TRAVIS OWENS (2004)

University of Texas, BA, 1977; Rosemead School of Psychology, MA, 1979; PsyD, 1982.

RICHARD ROBINSON (2007)

California Polytechnic State University, San Luis Obispo, BA, 1991; Stanford University, MA, 2002.

FRED SIMPKINS (2006)

San Mateo Community College, AA; San Jose State University, BA; World Harvest Bible College, MA, 2005.

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.

LORI TRUE (2007)

AZUSA PACIFIC UNIVERSITY, BA, 1988.

ALBERT YEE (2007)

Stanford University, BS, 1986; MS, 1988; University of California, Berkeley, Ph.D., 1992

LECTURERS

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.

MIKE BOON (2005)

Cypress College, AS, 1972; Lincoln Christian College, BA, 1975; Lincoln Christian Seminary, M.Div., 1980.

MAUREEN BRAGGER (2007)

De Anza Community College, AA, 1991; San Jose State University, BA, 1993; University of California, Irvine, MA, 2000.

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.

DEL BURNETT (2006)

Azusa Pacific University, BA, 1974; Fuller Theological Seminary, M.Div., 1980; McCormick Theological Seminary, D.Min., 1998.

JOHN A. BURSON (2006)

Azusa Pacific University, BA, 1969; California State University, Chico, MA, 1977; University Southern California, Ed.D., 2003.

RHONDA CAPRON (2004) BUSINESS ADMINISTRATION (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.

DAVID COLBERT (1998)

Bethany College, BA, 1987; Southern California College, MA, 1993

MERILYN COPLAND (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.

DAN CLUBB (1999)

Bethany Bible College, BS, 1975; Fuller Theological Seminary, MA, 1994.

MACK CUNNINGHAM (2005)

University of California, Santa Cruz, BA; Biola University, MA.

TIMOTHY DALLY (2006)

Ozark Christian College, BS, (1980); University of Illinois, MA, 1999.

PREMKUMAR DHARMARAJ (2007)

Madras University, BS, 1966; Union Biblical Seminary, BD, 1970; Denver Baptist Theological Seminary, Th.M, 1976; Fuller Theological Seminary, MA, 1992; Ph.D, 2007.

TRAVER DOUGHERTY (2006)

California State University, Fresno, BS, 1993; Mennonite Brethren Biblical Seminary, M.Div, 2000; Haggard School of Theology, Azusa Pacific University, D.Min, 2002.

SAM EARP (1997)

University of Santa Clara, BA, 1973; MA, 1975; Ozark Bible College, BSL, 1968; San Francisco Theological Seminary, D.Min., 1989.

SCOTT EASH (2006)

Rutgers University, BA, 1991; University of Miami School of Law, JD, 1997; Tulane University Law School, MLA, 1998; Pacific Graduate School of Psychology, MS, 2005.

JOHN ERWIN (1999)

San Jose State University, BS, 1988; Golden Gate University, MBA, 1995.

KRISTEN EWERS (2006)

Point Loma Nazarene College, BA, 1994; Western Seminary, MA, 2001.

DAVID FAUDREE (2007)

California State University, Sacramento, BS, 1994; Fuller Theological Seminary, MA, 2001.

DANIEL FISHER (2007)

Embry Riddle Aeronautical University, BS, 2001; Golden Gate University, MBA, 2005.

SHARON FORKUM (2004)

California Baptist University, BA, 1973; United States International University, MA, 1990.

JUDYANN GALLEGO (2005)

California State University, Sacramento, BA, 1989; MS, 1991.

DANIEL GLUCK (2007)

Azusa Pacific University, BA, 1998; MA, 2003.

RICK GRANTHAM (2005)

Liberty University, BS, 1993; Southeastern Baptist Theological Seminary, MDiv, 1998.

PORTIA HOPKINS (1994) ENGLISH

San Jose State University, BA, 1984; MA, 1989; California Institute of Integral Studies.

ALAN HEARL (2005)

University of California, Davis, BS, 1962; Fuller Theological Seminary, MDiv., 1965; DMin., 1998.

SAM HEINRICH (2006)

John Brown University, BS, 1983; University of Colorado, MBA, 1991.

PETER HENDERSON (1998)

University of California at San Diego, BA, 1973; Fuller Theological Seminary, M.Div., 1979.

NATHAN HERZOG (2004) LIBERAL STUDIES (2005)

Point Loma Nazarene University, BA, 1999; National University, MA, 2002.

DOVIE HOSTETLER (2002)

Lewis University, BA, 1984; Central Michigan University, MA, 1997.

RUSSELL IKEDA (1998)

University of Hawaii, B.Ed., 1973; Fuller Theological Seminary, M.Div., 1977; Fuller Theological Seminary, D.Min. Candidate.

R. EDWARD KEMP (2006)

University of California, Irvine, BA, 1980; Talbot Theological Seminary, M.Div., 1984.

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.

KEVIN LEE (2006)

Northeastern University, BS, 1988; District of Columbia School of Law, JD, 1996; Fuller Theological Seminary, M.Div., 2005.

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.

KEVIN MCCAULEY (1998)

West Valley College, AA, 1974; San Diego State University, BA, 1976; University of San Francisco, MA, 1980.

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.

SPENCER MILLS (2004)

University of California, Berkeley, BA, 1990; Regent University, MBA and MA, 1997.

DEBORAH MORGAN (2006)

Washington State University, BA, 1977; MA, 1983; Santa Clara University, MA, 1995.

NANCY NASH-LUND(2006)

George Fox College, BA, 1989; Phillips Graduate Institute, MA, 1995.

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.

TIMOTHY PALACIO (2007)

St. Thomas University, BA, 1986; MS, 1988.

CYRIL RAYAN (2003)

University of Bombay, BS, 1989; Mississippi State University, MS, 1993; Santa Clara University, MBA, 2001.

JOCELYN REED (2006)

San Jose State University, BA, 1992; University of Pennsylvania, MSE, 1994; University of Maryland, D.Phil., 2004.

VALERIE RICHARDS (2006)

San Jose State University, BS; Pacific Graduate School of Psychology, Ph.D., 1999.

ERIC RODRIQUEZ (2005)

Santa Clara University, BS, 1983; San Jose State University, MPA, 1985.

LYNETTE ROSS (2007)

Missouri State University, BS, 1991.

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.

SHARON STENGER (2006)

Chapman University, BA, 1985; University of San Francisco, MS, 1991.

MERLIN SWITZER (2007)

California State University, Sacramento, BA, 1976; MA, 1980; MPA, 1983.

DOUGLAS TAWLKS (2005)

Azusa Pacific University, BA, 1978; MA, 1985.

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.

BETSY VANDERPOOL (2007)

University of California, Davis, BS, 1989; National University, Sacramento, MA, 1997.

LEE WANAK (2003)

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.

SUSAN WATKINS (2006)

California State University, Los Angeles, BA, 1976; Lesley University, ME, 2000.

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.

KYLE WINDSOR (2006)

Moody Bible Institute, BA, 1987; Columbia International University, MA, 1990; University of Phoenix, MBA, 2000.

CAREN WOFFORD (2007)

American River Junior College, AA, 1995; Arizona State University, BS, 1997; Lincoln Law School, JD, 2005.

GARY W. YOUNG (2001)

Midwestern State University, BA, 1981; Golden Gate Theological Seminary

STAFF

ACADEMICS

| | |
|---------------------------------------|--------------------|
| Registrar..... | Tina Petersen |
| Assistant Registrar..... | Brooke Heasty |
| Assistant Registrar..... | Mike Boon |
| Institutional Research Director | Karen Lambrechtsen |
| Faculty Projects Coordinator..... | Emily Darlington |
| Success Center Director..... | Anita Hermsmeier |

ADMINISTRATION AND FINANCE

| | |
|-----------------------------------|------------------------|
| Executive Assistant to the VP for | |
| Finance and Administration..... | Ellen Spencer |
| Student Accounts Officer | Lynn Roderiques |
| Payroll Clerk..... | Judi Basey |
| Accounts Payable Clerk | Bethany Ballard |
| Bookstore Manager | Justin Von Spreckelsen |
| Bookstore Clerk | Brian Lucas |
| Receptionist..... | Carol Johnson |
| Director of Human Resources | DeDe Hudak |
| Controller | Diane Kim |

ADMISSIONS

| | |
|---------------------------------------|-------------------|
| Director of Admission | Vance Pascua |
| Assistant Director of Admission | Molly Smith |
| Admissions Counselor | Dan Apgar |
| Admissions Counselor | Lydia Murray |
| Admissions Coordinator | Katrice Hernandez |

ADVANCEMENT

| | |
|---|------------------|
| Director of Alumni and Church Relations | Jim Jessup |
| Director of University Fund | Kathleen Tucker |
| Assistant Director of University Fund | Christy Jewell |
| Advancement Office Assistant | Faith Pasqualini |
| Executive Assistant to the VP for Advancement | Debbie Crane |
| Webmaster/Graphics Specialist | Rob Ryan |

ATHLETICS

| | |
|--|-----------------|
| Athletic Director | Farnum Smith |
| Sports Information Director | Aaron Muhic |
| Men's Basketball Coach | Aaron Muhic |
| Women's Basketball Coach | Scott Pisik |
| Volleyball Coach | Jessica Pistole |
| Men's Soccer Coach | Micah Howser |
| Women's Soccer Coach | Jamie Howard |
| Cross Country Coach: Men's and Women's | Nick Vogt |
| Track & Field Coach: Men's and Women's | Nick Vogt |
| Men's Golf Coach | Matthew Stewart |

DEGREE COMPLETION PROGRAM

| | |
|--|--------------|
| Associate Director of DCP | Sam Heinrich |
| Operations Manager | Becky Gomes |
| Recruiter | TBH |
| Administrative Assistant | Anna Coyne |
| Administrative Assistant | Eli Elizaga |
| Site Director, San Jose | Kevin Lee |
| Enrollment Counselor, San Jose | Cindy Arnett |
| Site Services Representative, San Jose | La'Sha Heard |

EXECUTIVE OFFICE

| | |
|---|------------------|
| Special Assistant to the President | Dr. James Womack |
| Executive Asst to the President | Myrna Smith |
| Executive Asst to the VP for Academic Affairs | Shelby Muhic |

FACILITIES

| | |
|------------------------------|----------------|
| Facilities Director | Ed Schmidt |
| Maintenance Supervisor | Steve Barnett |
| Grounds Supervisor | Jesse Lendzion |
| Project Manager | Rhonda DeGraff |
| Maintenance | Jason Squires |

FINANCIAL AID

| | |
|-------------------------------|------------------|
| Financial Aid Director | Korey Compaan |
| Financial Aid Counselor | Melinda Ryen |
| Financial Aid Counselor | Kaleasha Johnson |

INFORMATION TECHNOLOGY

| | |
|-----------------------------|------------|
| System Administrator | Dan Miller |
| Multimedia Technician | Bill Maus |

Help Desk Technician..... Jeff Green

LIBRARY

Library Director..... Kevin Pischke
Library Assistant..... Mindy Lew
Library Assistant..... Chris Caughey
Library Assistant..... Amber Spear

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 Safety Tom Stephens
Director of Campus Ministries..... Daniel Gluck
Executive Assistant to Student Life..... Lynn Hallimore
Women's Resident Director Stephanie Garber
Men's Resident Director Rick Engstrom
Women's Resident Director Jennifer McCarty

TEACHER EDUCATION

Director Eric Bull
Director of Field Experience Tim Gillespie
Credential Analyst..... Shirley MacNeil

BOARD OF TRUSTEES 2007-2008

Marc Bigelow, Minister, President, Stadia Church Planting Ministry, Rocklin, California
Steve Bond, Senior Pastor, Summit Christian Church, Sparks, Nevada
Timothy Capron Ph. D., Division of Criminal Justice, California State University, Sacramento
Patricia A. Cureton, Senior Human Resources Manager, Oracle, Rocklin, California
Brad Dacus, President, Pacific Justice Institute, Citrus Heights, California
Laura Gschwend, Professional Developer, Teachers, University of California, Santa Cruz
Don Hinkle, Senior Pastor, Yucaipa Christian Church, Yucaipa, California
Bryce Jessup, President, William Jessup University, Rocklin, California – ex-officio
Jim Lewis, Associate Pastor, Central Christian Church, San Jose, California
Katherine Martinis, Auditor/Controller of Placer County, Auburn, California
Barry Smith, Senior Pastor, Impact Community Church, Elk Grove, California
Roger Gibson, Minister, Consultant to Stadia, Vacaville, California
Wayne Nader, Retired Banker, Auburn, California
Holly Tiche, Land Development, Placer Ranch, Inc., Rocklin, California
Walt Wilson, Chairman & Founder Global Media Outreach, Los Gatos, California
Randy Yee, CIO, Stanford, San Jose, 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 student 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. 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.