2015-2016 CATALOG

WILLIAM JESSUP
UNIVERSITY

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2015-2016 CATALOG

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William Jessup University
333 Sunset Boulevard
Rocklin CA 95765
Phone: 916.577.2200
Toll Free: 800.355.7522
Fax: 916.577.2203

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Greetings from William Jessup University!

You are part of making history! William Jessup University is experiencing record growth, record accomplishments by our alumni, and increasing impact in our world. Our graduates are transforming the world for the glory of God.

William Jessup University is growing fast. We have doubled in size the last three years and are on track to double again during these next few years. We fulfill our mission in the spirit of a family where we love one another and help each other to achieve God's highest and best in our lives. Our University provides high quality Christ-centered higher education. Affordable excellence is available here at Jessup.

We prayed for you. Before we knew your name and before we even met you, we prayed for you. We are looking forward to meeting you as you become part of the Jessup family. You can be part of making history as a graduate of Jessup. We would love to have the opportunity to share in your life as we together seek to glorify God through William Jessup University.

John Jackson, Ph.D.
President

Accreditations, Recognitions, and Memberships

William Jessup University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC; 985 Atlantic Avenue, Suite 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 (5850 T G Lee Boulevard, Suite 130, Orlando, FL 32822, 407.207.0808), a national accrediting organization specializing in programs in Bible and religion; and by the California Commission on Teacher Credentialing (CCTC) to offer the preliminary multiple and single subject credential programs.

Jessup is a member of the Association of Independent California Colleges and Universities (AICCU) and a member of the Council for Christian Colleges and Universities (CCCU).

Jessup is approved by the U.S. Department of Education and the State of California for veterans and for the training of foreign students; to provide California preliminary multiple and single subject teaching credentialing programs; and to award the degrees of Master of Arts, Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science and a certificate in Addiction Studies.

See below for a list of the University's institutional memberships.

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Association of American Colleges and Universities (AAC&U)
Association of Business Administrators of Christian Colleges (ABACC)
Association of Christian Schools International (ACSI)
Association of Independent California Colleges and Universities (AICCU)
Council for Advancement and Support of Education (CASE)
Council for Higher Education Accreditation (CHEA)
Educational and Institutional Cooperative Services
Golden State Athletic Conference (GSAC)
National Association for College Admission Counseling (NACAC)
North American Coalition for Christian Admissions Professionals (NACCAP)
National Association of College and University Business Officers (NACUBO)
National Association of Educational Procurement (NAEP)
National Association of Intercollegiate Athletics (NAIA)
National Association of Independent Colleges and Universities (NAICU)
Online Computer Library Center, Inc. (OCLC)
Statewide California Electronic Library Consortium (SCELC)
Western Association of College and University Business Officers (WACUBO)

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, born out of the Independent Christian Church movement. 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 the work of opening the College. Brother Bill, as he was fondly called, and his wife, Carrie, moved to San Jose to open the College and plant a church. On September 20, 1939, classes began with fourteen students: San Jose Bible College, and a lifelong association with church planting, was born. 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, a library, the Tiffin Center, a multipurpose gymnasium, and a classroom building. The College received accreditation with the Accrediting Association of Bible Colleges (AABC), presently known as the Association of Biblical Higher Education (ABHE), in 1962.

Since our founding with William L. Jessup, we have been served by five presidents, most notably being Dr. Bryce Jessup. He served as president from 1984 until his retirement in 2010. San Jose Bible College became San Jose Christian College on July 1, 1989. The Western Association of Schools and Colleges granted regional accreditation in 2002. The name was changed to William Jessup University in 2003, and the main campus was moved to Rocklin, California, in 2004. The School of Professional Studies continues to have a presence in the San Jose area with a site on Saratoga Avenue. Dr. Jessup actively continues his association with the University as president emeritus.

Our current president, Dr. John Jackson, is the sixth president of William Jessup University. He brings his strategic leadership gifts and passion for equipping transformational leaders to us at a significant and historic moment in our growth as a University. Jessup University has doubled in size since 2011, and we are rapidly expanding our undergraduate, graduate, and online degree offerings.

Reconstruction of the Herman Miller complex in Rocklin now provides more than 250,000 square feet of finished space on the 125-acre campus. Current facilities include classrooms, library, faculty and administrative offices, student residence halls and apartments, student center, bookstore, prayer chapel, cross country course, soccer field, and athletic practice/training facilities. Come visit campus to experience our new dining facility, gymnasium, visual and performing arts suite, new classrooms, and science labs. Future planned construction includes more classrooms, student residential spaces, science labs, sports and recreation facilities, event center, and performing arts facilities.

With the provision of continued growth, we see God's faithful hand over seven decades, and yet we are brand new! We celebrate the past, are grateful for the present, and are confidently expectant of our future. God is calling us to His future, and we are leaning in to His call. Jessup is on the move … watch us grow to Transform Tomorrow, Today!

Greater Sacramento Area

Rocklin, CA – Placer County

In 1839, Johann Augustus Sutter settled at the point where the American and Sacramento Rivers converge. The Mexican Government later granted Sutter 48,000 acres; 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 almost 1.8 million people, the greater Sacramento area is a thriving metropolis. Sacramento has many professional sports teams, including the Sacramento Kings, the River Cats, and the Republic FC. Performing arts are also important, and residents can enjoy the ballet, opera, symphony, and theater.

William Jessup University is located in Rocklin, California, a beautiful town of 59,000 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 Jessup 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 also 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 will 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 educate transformational leaders for the glory of God.

Statement of Faith

We believe in one God, the maker of heaven and earth: 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; and

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

Community Covenant

PREAMBLE

William Jessup University is a Christ-centered institution of higher learning dedicated to the holistic formation of students—their academic, mental, physical, emotional, and spiritual formation.

This *Community Covenant* presents who we are and who we want to be—a wonderfully diverse community set apart by faith and for faith. It reflects our best collective self and the vision of community we want to affirm and build.

Our University community is comprised of many different groups of people including students, faculty, staff, and others. We represent a range of theological positions within the Christian tradition, and the members of the community reflect many different stages in Christian growth. Thus, it is important that we have a common set of expectations, principles, and values for our life together. These core principles and values form our social compact—our *Community Covenant*.

Those members of the University community who do not share the Christian faith are asked to affirm this *Covenant*, not as a statement of personal spiritual conviction but as an affirmation of our community vision, and agree to abide by its principles.

This *Covenant* is your invitation to join us. It applies to all who voluntarily choose to become part of the William Jessup University community—board members, students, and employees—and is structured broadly around the Great Commandments: Love God and love your neighbor as yourself (Matthew 22:36-40).

LOVE GOD

We affirm the Lordship of Christ (Acts 2:26) and the authority of Scripture (2 Timothy 3:16-17).

As the William Jessup University community, we acknowledge the teachings and values of Jesus Christ as the guide for our actions and programs as much as humanly possible, in the power of the Holy Spirit. Our community has chosen Him and His life-changing message as our guide. Furthermore, the words of Scripture provide the authoritative, ethical, and spiritual foundation for our community. Jesus is Lord, and the Bible is our authority.

LOVE OTHERS

We value all persons as created in the image of God (Genesis 1:27)—honoring, loving, and serving one another.

We cannot love God and hate our neighbor. We are to love God and show it by how we live and interact with each other. We value all people—and life—as Jesus did, and we see each other as having a God-given purpose. We speak and act respectfully and with an attitude of service towards each other. Christ urged us to serve rather than be served, so we commit to have this approach with each other in the University community.

We support the weak (Micah 6:8; Isaiah 1:17)—always helping the wounded, the oppressed, and the needy.

We come from many backgrounds, and many of us have had to overcome significant challenges in life. Christ said we should help those around us, especially the weak and the wounded; so we look with extra care to those who are hurting. This includes the poor, the oppressed, and the marginalized in our society. Christ calls us to show care and compassion toward one another and to all in need. We do this with those on our campus and in our local community.

We respect authority (Romans 13:1-4)—affirming the God-given authority of those in leadership over us in the university and beyond.

We affirm the teaching of Christ and the Scripture regarding those in authority over us. God places them in authority for our good. So, we follow the guidance of those authority structures to the extent that they are consistent with the rule of law, character of God, and His Word.

We emphasize reconciliation (2 Corinthians 5:18-19)—expressing grace and forgiveness in conflict.
We choose to act with maturity and grace towards those with whom we disagree. We value and pursue peace with others. When necessary, we strive always to model a community deeply committed to reconciliation and forgiveness.

LOVE OURSELVES

We pursue spiritual formation (2 Corinthians 5:17)—willingly engaging in spiritual disciplines and activities.
We actively engage in practices that will draw us closer to Christ and, at the same time, avoid practices that will draw us away from a relationship with Jesus. We affirm the historical practices of spiritual formation, belonging to a local church, and Christian service.

We practice holiness (Hebrews 12:14; 1 Thessalonians 4:3) and embrace purity (Philippians 4:8-9)—extending this to word, thought, and deed.
As a community, we seek to:

a) Demonstrate the Christian virtues of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.
b) Love and support that which is good in God's eyes.
c) Embrace purity in all relationships and reserve sexual intimacy for marriage between a man and a woman.
d) Practice speech that is edifying and uplifting.
e) Model self-control and healthy lifestyle choices.

We live with integrity (Colossians 3:9-10)—committing ourselves always to truth and honesty.
For the community to flourish, it must rest on a foundation of trust and civility. We therefore covenant to practice authenticity and honesty. Integrity requires that we take ownership and responsibility for our mistakes.

This vision for Christian community presents a high standard. By God's grace we seek to embrace it and uphold it. Consequently, this *Covenant* articulates the foundational framework for our community, subject to the Articles of Incorporation, Bylaws, Statement of Faith, and Board Policy.

More specific applications of this *Covenant* are expressed in the particular policies for faculty, staff, and students within the University.

COMMUNITY COVENANT
CHAPTER ON SANCTITY OF HUMAN LIFE

As a Christ-centered liberal arts community, *William Jessup University* shares a common set of beliefs, values, and goals.

The following *Community Covenant Chapter on the Sanctity of Human Life* is consistent with both the teaching of Scripture and the Christian church tradition (and its origins in the Restoration Movement) that has defined the University since its inception as San Jose Bible College in 1939.

This *Community Covenant Chapter on the Sanctity of Human Life* guides the standards and behaviors of the board members, students, and employees of the William Jessup University community and is subject to the Articles of Incorporation, Bylaws, Statement of Faith, and Board Policy.

This Chapter shall also guide the University's participation in any benefit or health plan.

We hold three foundational assumptions:

- Human life is uniquely sacred from conception to the grave.
- The sanctity of life is among the broadest and most inclusive of our moral obligations to other human beings.
- Life is precious and in God's hands.

(Jeremiah 1:4-5; Genesis 1:26-27; Psalm 139)

Therefore, we believe that:

- The intentional destruction of innocent human life is unbiblical and contrary to God's will.
- All human beings, at all stages of existence, with every quality of experience, reflecting every type of human diversity, and encompassing every possible quality of relationship have worth and dignity in God's eyes that cannot be measured and should not be violated.
- The University desires to be a community that is committed to engaging in dialogue about human life issues with humility, sensitivity, compassion, and prayerfulness.

(Proverbs 6:16-17)

COMMUNITY COVENANT
CHAPTER ON HUMAN SEXUALITY

PREAMBLE

William Jessup University is a Christ-centered institution of higher learning dedicated to the holistic formation of students; their academic, mental, physical, emotional, and spiritual formation.

Our University community is comprised of many different groups of people including students, faculty, staff, board members, and others. We represent a range of theological positions within the Christian tradition, and the members of the community reflect many different stages in Christian growth. Thus, it is important that those wishing to join with us in fellowship share a common set of expectations, principles, and values with respect to human sexuality.

This *Community Covenant Chapter on Human Sexuality* is consistent with both the teaching of Scripture and the Christian church tradition (and its origins in the Restoration Movement) that has defined the University since its inception as San Jose Bible College in 1939.

This *Community Covenant Chapter on Human Sexuality* guides the standards and behaviors of the board members, students, and employees of the William Jessup University community and is subject to the Articles of Incorporation, Bylaws, Statement of Faith, and Board Policy.

This *Community Covenant Chapter on Human Sexuality* is rooted in three foundational assumptions.

- We affirm the human dignity of all individuals, whether or not they agree with this Chapter in the Community Covenant.
- Individual identities are not based solely on gender identity or sexual orientation: as Christians, our primary identity is in Christ.
- The University desires to be a community that is committed to engaging in dialogue about human sexuality, including sexual orientation and gender identity, with humility, sensitivity, compassion, and prayerfulness.

A. THE PURPOSE OF SEXUALITY AND SEXUAL BEHAVIOR

We believe that:

1. Humans are "fearfully and wonderfully made" in the image of God, strategically and purposefully as the biological gender with which they were born.
2. God created humans as sexual beings—male and female—to reflect His image.
3. God designed heterosexual union between a male and female, as husband and wife respectively, as His good and perfect gift to reflect the complementary relationship between Christ and His Church, and this is the model for healthy human sexual relationships.
4. Sexual intimacy is only appropriate within the context of a lifelong commitment in a faithful, monogamous, heterosexual marriage between one biological male and one biological female regardless of how current state or federal law defines marriage. We consider anything beyond this as sin and contrary to the teaching of Scripture.
5. Members of the University community are called to steward the good gift of human sexuality, consistent with the convictions expressed above.

(Genesis 1:26-28; Matthew 19:4-9; Ephesians 5:31-32; Hebrews 13:4; Mark 10:4-12)

B. ON GENDER IDENTITY AND SEXUAL ORIENTATION

We believe that:

1. In our sin nature we can experience frailty, ambiguity and perplexity in various areas of human sexuality, including but not limited to sexual identity and sexual orientation.
2. God's redemptive love can transform us in all areas, including how we experience our sexuality and gender.
3. Individuals have the ability to choose their behavior and decide how they wish to experience and express their sexuality and gender.
4. Some individuals may struggle with their gender identity and wish to explore living as a particular gender other than that with which they were biologically created. While we support any individual in their struggle with sexual identity, we do not affirm any decision to identify as a gender other than their biological one, including but not limited to a decision to pursue a medical course of action to physically change one's biological gender.

(Titus 1:12; 1 Peter 1:13-15)

C. IMPLICATIONS

We believe that:

1. An important role of William Jessup University as a Christ-centered institution is to reflect Christ's love and God's instruction on matters concerning human sexuality. We view these responsibilities as mutually inclusive.
2. The University, at its discretion, may provide an opportunity where individuals can, under the guidance and direction of qualified University personnel, express feelings and concerns around gender identity and sexual orientation in an appropriate setting that extends sensitivity, confidentiality, compassion, and care in a healthful manner consistent with Christian teachings.

University Learning Goals

William Jessup University desires that its graduates will exemplify transformational leadership in church and society through the integration of their faith, learning, and critical thought in the arenas of Christian literacy, communication and intellectual skills, professional competence, and global citizenship.

Jessup students will be prepared to:

- Articulate the relevance of Jesus Christ, His teachings, and a biblical worldview to their personal and professional lives.
- Communicate effectively across cultures.
- Demonstrate critical, analytical, and creative thinking.
- Exhibit competence in their chosen disciplines.
- Engage in a lifelong pursuit of knowledge, character formation, and service to their local and global communities.

Multicultural Education at Jessup

William Jessup University encourages a multicultural environment where all cultural groups are celebrated and honored. Multicultural education at Jessup 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.

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.

Equity and Inclusion

William Jessup University seeks to promote, plan, and monitor academic support programs for students who are academically vulnerable or who feel disenfranchised and who are committed to obtaining a Christian-based education at Jessup.

Jessup is committed to the following goals:

- Promote respect for individual differences and promote Christian values that individuals be treated with respect and civility
- Assure equity and inclusion services to all domestic and international students
- Assist in the creation of a campus climate that is conducive to the optimal learning and development of all people at Jessup University.
- Provide institutional leadership in fostering policy and transformative program development with and supporting equity, inclusion and diversity of students, faculty, and staff in all departments and offices.
- Provide confidential support services to address concerns and allegations of harassment or discrimination within the Division of Academics.
- Develop, implement, and support programs that celebrate the contributions and perspectives of underrepresented groups at the University.
- Comply with all state, federal, and institutional laws that protect the rights of students and staff including the following: Our commitment is guided by three overriding principles:
    1. Equity – Ensuring institutional equality of opportunity for prospective students, faculty and staff who desire to become official members of the student body, faculty or staff.
    2. Inclusion – Demonstrating and manifesting a welcoming campus environment; seeking to understand the experiences of the campus community and promoting institutional efforts to break down barriers to inclusion.

3. Diversity – Recognizing that a diversity of people, perspectives, experiences and thought is essential to effective teaching, learning, research, and service.*

*Language used in above statements adapted from UC Berkeley and Oregon State University.

Admission – Traditional Undergraduate Program

Rocklin Main Campus
333 Sunset Blvd.
Rocklin, CA 95765
916.577.2222

Visiting the Campus

We encourage you to visit our campus! We host two main events, Preview Days and Transfer Day. Check our website or call the Admission Department at 916.577.2222 for dates. These events are a time for prospective students and their families to visit the Jessup campus, meet students and faculty, and receive valuable information about the Jessup experience. There is one significant difference between the two events: Transfer Day is entirely focused on assisting college students in making the transition from their former college or university to Jessup. Transfer students are encouraged to attend both a Preview Day and the Transfer Day. There is no cost for either event, but an RSVP is required. Please contact the Admission Office, or check our website for details. If you are unable to attend either event, we also offer a personalized Jessup visit arranged by the Admission Office to serve you best. Simply contact us seven to 10 days in advance through the online sign-up, by email, or by phone, and we will gladly arrange for a meeting with an admission counselor, a campus tour, sitting in on a class, eating in Crossroads Café, and even staying overnight in the residence halls! "Seeing is believing," and we hope you will take advantage of a visit to our campus.

Application Procedures

The following three steps are necessary and are what constitutes a complete file:

1. Submit application and the $45 non-refundable application fee.
2. Submit OFFICIAL transcripts of work completed through the most recent term.
   - High school seniors – Depending upon when applying, at least through the end of the Junior year (sixth semester)
   - Transfers – Final *OFFICIAL* high school transcripts (with graduation date) and college through the most recent semester completed
3. Submit OFFICIAL SAT/ACT results.
   - May be required from some transfer students

Once the File Is Complete

Once the above steps are done, your file is considered complete. A preliminary file evaluation will be conducted by one of our admission counselors. If necessary, we will contact you for more information to gain further perspective. Otherwise, your file will go to the Dean of Admission and Financial Aid for decision.

Priority Filing Dates:

Application for admission for subsequent semester:	**Fall Semester**	**Spring Semester**
Begin taking applications	September 1 *(postmarked)*	September 1 *(postmarked)*
Priority filing date	April 1 *(postmarked)*	December 1 *(postmarked)*

Admission Criteria

Jessup 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 Jessup does not set minimum academic GPA or standardized test criterion to apply, we practice selective admission. An interview is recommended and may be required.

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 reasons that a student may be refused admission to Jessup:

1. Academic record deemed deficient.
2. Substance abuse.
3. Mental illness. Students who apply to Jessup 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 Jessup. 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 un-Christian acts are requested not to apply for admission.

Admission decisions are determined by the Director of Admission, under the advisement of the Provost's Office, in accordance with standards established in the best interest of the applicant and the University. All enrolled students agree to abide by the University standards of conduct as outlined in the Student Handbook.

Freshmen

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

Jessup Recommended Core Curriculum

- Four (4) years of English with literature and composition
- Three (3) years of math (minimum: Algebra I and II and geometry)
- Three (3) years of science (general science and two of: biology, chemistry, or physics)
    - Minimum pre-calculus, biology, and chemistry are strongly recommended for pre-med or pre-physical therapy tracks
- Three (3) years of social science (U.S. and world history, government/economics)
- Two (2) years of one foreign language (Sign Language is accepted.)
- One to four (1-4) years of an academic elective (i.e. math/science/social science/religion)

Transfer

Jessup 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 then attends 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. 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. An interview is recommended and may be required. ***IMPORTANT:*** *If money is owed to any previous school, that balance must be paid in full and verified before you can be considered for admission to Jessup.*

Visit our website, or contact the Traditional Undergraduate Admission Office or Office of the Registrar to obtain a copy of a community college general education articulation of coursework to help you register for the proper classes.

Non-US Citizen/International Student

William Jessup University is approved by the U.S. Citizenship and Immigration Services for the admission of non-U.S. citizen/international students. Non-U.S. citizen/international students play an important role in enhancing the cross-cultural experience of the student body.

There are specific entrance requirements and procedures for non-U.S. citizen/international student applicants that may differ from an applicant who is a U.S. citizen. The strength of the high-school equivalent or college/university 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. ***Jessup 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 link: Credential Evaluator Services. *The student is responsible for paying the credential evaluation and translation fees*.

Carefully consider the following:

- 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**: Students can be exempt from taking the TOEFL if they have completed at least four (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 the student must submit either the SAT or ACT instead, unless they are a college transfer with greater than 24 academic solid semester units completed. The TOEFL may still be required if the SAT or ACT English language results prove insufficient.

- On the TOEFL exam, the **minimum score requirement** is a **550 on the paper-based test (PBT)** or a **90 on the Internet based test (iBT**). General information inquiries about the TOEFL test can be forwarded to:
  TOEFL Service
  Educational Testing Service
  P.O. Box 6151
  Princeton, NJ 08541-6151, USA
  Contact: www.ets.org/toefl/contact
  Website: www.ets.org/toefl

- No U.S. government aid is available to foreign students, including student loans. However, we do offer ***a $3,500 International Student Grant,*** and a student may qualify for Jessup 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 Jessup. The student will be responsible for any remaining tuition, fees, room and board, books and supplies, and miscellaneous expenses. Please contact the Admission Office for details about the applicable scholarships.

- The student must provide official evidence of complete financial support for the annual educational costs at Jessup. The annual Cost Of Attendance (COA) for the current academic year may be found in the chart below. The annual COA includes tuition, fees, room and board, books, supplies, transportation and miscellaneous expenses. The official evidence that the funds to cover COA are available must be shown by monthly bank statements for one year with the total amount in U.S. dollars; it can be from more than one source.

ESTIMATED COST OF ATTENDANCE (COA)

ACADEMIC YEAR 2015-2016

*NOTE: If you are coming to the U.S. with dependents, add $2,000 for spouse and add $1,000 per child.

	ON CAMPUS RESIDENCE HALL	OFF CAMPUS W/FAMILY NOT PAYING RENT	OFF CAMPUS PAYING RENT
Tuition	26,480.00	26,480.00	26,480.00
Room & Board	10,278.00	4,770.00	11,970.00
Books & Supplies	1,746.00	1,746.00	1,746.00
Transportation	855.00	1,125.00	1,269.00
Personal Expenses	2,322.00	3,159.00	2,898.00
TOTAL BUDGET	**$41,681.00**	**$37,280.00**	**$44,363.00**

- The U.S. Affidavit of Support (form I-134) is the most common form used for official evidence. Affidavit of Support forms may be requested from Jessup Admissions. On this document, the sponsor must state the exact duration and amount of money or provisions the sponsor intends to provide. If you have more than one sponsor, you must provide an Affidavit of Support form for each.

- If the student's personal funds are going to be used to pay for all or a portion of their educational costs at Jessup, then official evidence that the funds are available must be submitted to Jessup, shown through monthly bank statements for one year with the total amount in U.S. dollars equaling one of the budgeted amounts below, depending on living situation.

IMPORTANT NOTICE: Once the admission requirements are completed and official documentation of complete and sufficient financial support for an I-20 are provided, the admission application will be submitted for consideration. If accepted, the student must pay a $5,000 (U.S. dollars) enrollment deposit in order to reserve a spot and be eligible to register for classes. If the student cancels before the first day of classes, Jessup will fully refund the $5,000. Upon receipt of the enrollment deposit, an I-20 will be issued to the student. Each semester balance owed must be paid before starting classes or else be reported to INS.

Former Jessup Student

A Jessup student who withdraws without being granted an approved "Leave of Absence," or the approved "Leave of Absence" time lapses, 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 re-applicant must be cleared by the following three departments: Business Office (no balanced owed), Office of the Registrar (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.

Admission on Academic Support – Academy

A student's academic record may indicate potential scholastic difficulties at Jessup and the student may be accepted on Academic Support and placed into either the Freshman Academy or Transfer Academy. The academy academic support programs are created to partner with the academic support needs of first-year and transfer students admitted on academic support to William Jessup University. All academy programs are linked to study skills services provided in the Learning Commons, including math and writing centers and tutoring in selected academic subjects. For more information regarding the academic support strategies for first-time freshmen and for transfers, visit www.jessup.edu/learning-commons/academy.

IMPORTANT: *Upon receipt of your enrollment deposit, the student will be registered and placed in the appropriate academy program and course requirements. The enrollment deposit of $750 is confirmation of your commitment to Jessup and the academy. It covers*

the one-time $500 academy fee and $250 toward tuition. Dr. Hank Gardner will contact academy students prior to their first term, outlining your requirements and program expectations.

Confirmation Deposit

Once offered admission, applicants are required to submit a tuition deposit and either a housing application or application for commuter status to the Admission Office. For fall semester starts, the deposit is **non-refundable after June 1**, or by the date indicated in the Acceptance Letter, thereafter. For spring semester starts, the deposit is **non-refundable after December 1**, or by the date indicated in the Acceptance Letter, thereafter. Priority consideration for housing, registration, and financial aid is given to those students who submit the deposit postmarked by their stated deadline. The tuition deposit is applied directly to the first term of attendance.

Cancelled Applicants

An applicant who does not complete the admission application process or enroll for the semester in which they are offered admission will be cancelled and placed in an inactive status. *Offers of admission cannot be deferred to a future semester*. In order to be reconsidered for a future semester, the applicant must submit in writing their desire to have their file reactivated and do so by the subsequent deadline. At that time, an admission professional will assess what is needed to update the student's previous file and reactivate the admission application process.

On-Campus Housing

An important aspect of William Jessup University is a student's residence life experience. Holistic education seeks to develop well rounded individuals, and living in a Jessup residence hall provides opportunities for growth and development outside the classroom. As a residential university Jessup 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 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 at least 22 years of age by September 1 of the incoming fall semester.
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 Dean of Students for appropriate documentation.)
4. Students with more than 60 units (junior or senior standing).
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 Status" as part of the registration process. Students will not be allowed to register for courses 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 lottery selection will be initiated.

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 Jessup. Courses in English as a foreign language taken at an overseas school may not be used to satisfy English composition requirements at Jessup.

Placement Testing

English

Placement into ENGL092 or higher will be determined by ACT and SAT verbal scores. A student must attain either a score of ACT VERBAL-20 or SAT VERBAL-500 in order to be placed into ENGL101a. Scores below this will require students to take the remedial class of ENGL092. 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 MATH092 or MATH100 or above. A student must attain either a score of ACT MATH – 20 or SAT MATH – 520 in order to be placed into MATH100 or above. Lower scores will require students to take the remedial class of MATH092. 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 Jessup 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.

Chemistry

To ensure success of our students in CHEM110 and CHEM111, placement into these courses will be determined by the California Chemistry Diagnostic Test. A student must obtain a score of 25 or better or have successfully passed CHEM105 with a C or better within the past three years to be placed in CHEM110. Students not having recently passed CHEM105 and scoring below 25 will be referred to CHEM105.

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 Office of the Registrar by calling 916.577.2246.

Admission – School of Professional Studies

Rocklin Campus	San Jose Campus
333 Sunset Blvd	1190 Saratoga Avenue, Suite #210
Rocklin, CA 95765	San Jose, CA 95129
888.883.ICAN (4226)	800.205.6100
916.577.2338	669.400.7109

Admission Criteria for School of Professional Studies

To be admitted to the School of Professional Studies, a student must meet or exceed the following requirements:

1. Completion of two years of full time work experience post high school.
2. Completion of a minimum of 12 transferable semester hours credit from an accredited college or post-secondary institution acceptable to Jessup. Exceptional applicants with less than 12 transferrable hours may file an appeal to gain admission.
3. A student who is admitted with 12 to 59 semester hours transferred into the program may begin their general education coursework at Jessup.
4. Once a student has 60 semester hours through either transferable application or in combination of units obtained at Jessup (including English Composition I and any program specific prerequisites) he/she may begin courses in the major. Once a student enters their degree program, it is possible to finish their degree in 19 months.
5. All students are required to verify high school graduation by submitting a high school transcript or diploma showing graduation date. If no high school graduation transcript is available, talk to the financial aid department to determine the appropriate use of a GED certificate, California Proficiency Exam results, or other means to verify academic standing. In addition, all other post-secondary transcripts should be included.
6. Cumulative grade point average of a 2.0 or higher (4.0 scale) on all prior post-secondary academic work. The GPA requirement will be supplemented with consideration of an academic completion rate (ACR). The ACR is a calculation of all courses passed with a C- or higher compared to all registered courses appearing on the academic transcripts.
7. A willingness to study in a Christian university with requirements, including Bible.

Admission Procedures

Application is a simple process that can lead to a quick decision concerning your eligibility for enrollment. The process requires the submission of the following:

1. A completed application.
2. Official transcripts from all colleges and universities previously attended. If you do not have 60 transferable units, you are required to submit documentation verifying graduation, in addition to other post-secondary transcripts. Official transcripts must be sent directly from the institution to the SPS office. Transcripts that pass through a student's hands (even if in a sealed envelope) are considered unofficial.
3. Complete the Free Application for Federal Student Aid (FAFSA) online, if you plan to use financial aid. Online filing is faster and the preferred method. Contact the Financial Aid Office with any questions.

Upon meeting all the above criteria, the SPS Admissions Committee will consider the admission application. William Jessup University reserves the right to reject any applicant or any request for readmission for any reason it may consider valid.

General Education Units

General education and free electives are offered in the same accelerated format as major courses. These classes serve students seeking to enter their major program (pre-major classes) or for completion of degree requirements (post-major) after a student has completed their major program. General education classes are scheduled in a manner consistent with major courses, allowing students to complete all their degree requirements at Jessup in a time effective and continuous manner.

Petition to Change Cohort

Students who wish to change cohorts must obtain the approval of the SPS Director or Associate Director. A Petition to Change Cohort form must be completed, including SPS Director or Associate Director's signature, and submitted to the SPS Office or Office of the Registrar. A $120.00 processing fee will be added to the student's account. Depending on the student's circumstances, they may also need to file a Petition to Add/Drop form and/or a Leave of Absence form.

Student Development, Activities, and Resources

Student 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. Student development partners with faculty to help students round out and balance their university experience with growth opportunities beyond classroom and coursework.

Student development at Jessup 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.

For the most current information on issues related to student life, please access the student handbook at http://my.jessup.edu/studentlife/ and choose "Student Handbook" in the sidebar.

Student Attitudes and Behavior

Students at Jessup are individuals who want to push intellectual, spiritual, and emotional growth to the edges, not push the limits of extreme behavior. Jessup 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 academic and co-curricular programs. Campus Ministries exists to fulfill the mission and educational objectives of Jessup 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 and participate in spiritual formation while attending Jessup.

Chapel – Traditional Students

Chapel is at the center of our community expression of worship as a university and includes a broad diversity of speakers, artists and offerings of worship. Chapel is held on campus in the academic warehouse almost every Wednesday and Friday from 9:30am – 10:20am during the traditional fall and spring semesters at William Jessup University (major holidays excluded). Regular chapel attendance is required every semester for full-time (12+ units) traditional students at Jessup. Some exemptions can be petitioned using the Chapel Attendance Petition and include student teaching and study abroad semesters. Chapel credit is attained by attending a total of 20 regular chapels in a given semester. Monday evening chapels are now available weekly to offer students more options for chapel attendance. Additional absences for doctors' appointments, sickness, etc. are not generally granted except in severe circumstances (e.g. hospitalization). Because chapel attendance is an enrollment requirement, students who do not attain

credit will be required to meet with the Dean of Students regarding dismissal and appeal options. All chapel credit must be completed prior to the student's degree posting date. A delay in completion will result in the degree being posted for a subsequent date.

Freshman and Sophomore Spiritual Formation – Traditional Students

Students who enroll as freshmen or sophomores are automatically enrolled in spiritual formation activities designed for their class. This includes Contemporary Discipleship, Learning Community, and First-Year Experience for Freshmen and Sophomore Experience for Sophomores.

Spiritual Formation Credits – Traditional Students

Along with freshman and sophomore formation, spiritual formation credits are required for all full-time traditional students (12+ units) desiring to receive a degree at Jessup. Regardless of transfer year, students must attain ten spiritual formation credits to be eligible for graduation. Credits can be earned through a number of service, mission, and small group activities. These can be either Jessup-sponsored or through a local church/nonprofit. The following is a chart showing how credits are earned:

Mission trip (seven days minimum)	=	4 credits
Weekly outreach (two hrs/week minimum, 14 weeks)	=	4 credits
Weekend outreach (two eight-hour days)	=	2 credits
Small group (weekly; 10 weeks minimum)	=	2 credits
One day outreach (seven hours minimum)	=	1 credit

To receive credit, students must submit a spiritual formation report at the end of the term in which the activity takes place. Reports are due by the Friday before finals week in fall and spring semesters or by the fall add/drop deadline for summer activities. Forms can be found on my.jessup.edu. A $25 late fee will be assessed for forms submitted after the given term. Activities are not eligible for spiritual formation credit if:

- You receive payment.
- You receive other academic credit (i.e., student teaching hours, internships, etc.).
- Service is on the Jessup campus.

All spiritual formation credit must be completed prior to the student's degree posting date. A delay in completion will result in the degree being posted for a subsequent date.

Service Opportunities – Traditional Students

Jessup provides numerous school-sponsored mission and service activities including mission trips, homeless outreach, elderly care, after school programs, at-risk youth ministries, etc. Regular communication regarding these opportunities is given in chapel, on my.jessup.edu, and through other campus communication.

Small Groups – Traditional Students

William Jessup University also offers several school-sponsored small groups for students to earn spiritual formation credit or simply engage in Jessup community. The purpose of small 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. These groups consist of eight to 15 students and are led by faculty, staff, and student leaders. Small groups are regularly held during the Monday chapel hour (with some alternatives), and students may register for them as they register for classes. A "Credit" or "No Credit" grade will be given at the end of the semester solely based on group attendance. Students may not miss more than three meetings in a given semester in order to receive two spiritual formation credits for attendance. Group participants must be registered for the group they attend in order to receive credit.

Chapel and Spiritual Formation Disputes – Traditional Students

It is the student's responsibility to keep track of their chapel attendance and spiritual formation credit in their student portal. Any disputes regarding credit must be submitted in writing using the Campus Ministries General Petition 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). General Petition forms are available in the Womack Student Life Building and at my.jessup.edu.

Student Leadership – Traditional Students

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 Jessup Student Leadership program consists of six 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 Leader position is designed to assist new students in the transition to University life and the Jessup community through programs such as New Student Orientation and by leading cohort groups. In doing so, Orientation Leaders (OLs) 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 and Assistant Director of Campus Ministries-Outreach to promote spiritual development and provide opportunities to serve others. They provide leadership through programs such as Chapel, Service, Outreach, Spiritual Formation Groups, Prayer Groups, Missions, and special events.
4. Resident Advisors 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, ultimate frisbee, flag football, and dodgeball.
6. Commuter Life Coordinators plan events for and connect with commuters to help off-campus students engage with the campus community and resources.

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, as well as promotes a holistic perspective of health and wellness.

Creative Arts

The Department of Creative Arts offers multiple events each year for students to get involved in. We offer two theatrical productions per year, one musical and one non-musical, in the Chapel Warehouse. Auditions are open for the whole community at large. Come experience performing or working backstage on set crew, wardrobe and costumes, light operations, sound operations, stage management, box office, or house management. We also offer two juried arts shows for visual arts students. Students can submit their works of art to be juried and, if selected, they will be displayed in either our library gallery or our executive gallery. The pieces are judged by professional artist for inclusion in the show. The one-day Intersections Conference is a place where you can explore how faith and art work together. Join a breakout session, work on art with professional artists, or go hear a lecture on faith and art

by our keynote speakers. The Creative Arts Department is always offering something fun, new, creative, and engaging for students and their families.

University Music Activities

The William Jessup University Music Department provides opportunities for student, faculty and staff involvement in musical activities. Participating in a Jessup 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:

- **University Choir and Orchestra:** open to all Jessup students by audition
- **Jessup Concert Choir:** open to all Jessup students by audition
- **Jessup Jazz Band:** open to all Jessup instrumentalists by audition

Intercollegiate Athletics

Intercollegiate athletics at Jessup provide 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 Service. More important than wins and losses, student-athletes are encouraged to develop an ability to "Champion Christ through Sport" both locally and globally.

Athletic programs include varsity intercollegiate teams in men's and women's basketball, soccer, cross country, track and field, men's golf, baseball, women's indoor track, volleyball, and softball. The University is a member of the National Association of Intercollegiate Athletics (NAIA), competing in the Golden State Athletic Conference (GSAC).

New Student Orientation – Traditional Students

Transition to university life is filled with many significant changes and challenges. In order to help students make these changes, the New Student Orientation (NSO) program introduces students and their families to the Jessup community, campus facilities, campus services, and most importantly, to fellow students and Jessup 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. Students are required to attend if they are enrolled in six or more units. Some of the activities include a family BBQ, movie on the field, academic workshops, 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 Dean of Students, Campus Ministries, Residence Life, Student Activities, Student Leadership, and Student Government.

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 completion of SFG and service requirements.
3. Assistance with housing and commuter status processes.
4. Coordination of student activities calendar.
5. Publication of student, parent, and residence life handbooks.
6. Enforcement of University student policies.
7. Management of student insurance policy and Information.
8. Assistance with campus mail services.

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 Jessup faculty, staff, and students. Board games, pool tables, foosball, and ping pong tables are available to all current University students.

Crossroads Café

The café is not only a place to enjoy a meal at Jessup 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 café, or online at www.jessup.edu. Meals are not served during vacations or recesses.

Paul Nystrom Library

One of the best theological libraries in the Sacramento area, the Paul Nystrom Library of William Jessup University houses hundreds of thousands of books, periodicals, journals, CDs, DVDs, and streaming music and video in our physical and electronic collections. Collection strengths include biblical studies, counseling psychology, and the restoration movement. The electronic library collections are accessible to students 24/7, on or off campus through the library's website at http://www.jessup.edu/library.

The library also makes equipment available for student use: personal computers, WiFi and power outlets for laptops, a copy/printer room, a media lab, three group study rooms and a variety of study seating throughout. The library is open year-round; check the library's website for a current schedule.

Whether you are looking for reference help, deciding where to begin your research, or simply searching for a book or article recommendation, the library staff wants to help. Feel free to make an in-person appointment with a librarian or chat with a librarian online while browsing the website, and if the library doesn't have a particular book you need, you can even request it through us from another library.

Textbooks

Jessup has partnered with Follett Virtual Campus to provide our students with course textbooks, reading materials, and digital e-readers. A link is provided during the online registration process and on our website at http://my.jessup.edu/bookstore/order-books/ to purchase or rent new and used books. (Rental and digital textbooks are available on select titles.) Eligible financial aid recipients may use their excess financial aid funds to purchase or rent textbooks through Follett by requesting an electronic book voucher from the Student Accounts Office. This request can be made by sending an email to bookvoucher@jessup.edu.

Student Development Appeal Process

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 Dean of Students. The Dean of Students 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. More information on appeals may be found in the Student Handbook.

Network and Technology Acceptable Use Policy

The William Jessup University Network and Technology Acceptable Use Policy regulates the direct and indirect use of technology resources, both on campus and off campus. Individuals are expected to be familiar with this Network and Technology Acceptable Use Policy before utilizing University technology resources. Any of the following actions signifies that an individual has read this Network and Technology Acceptable Use Policy and agrees to comply with it: (i) logging into network accounts or signing the mobile device policy form, or (ii) any use of technology resources. The use of Jessup network property or resources is not permitted for purposes that may be deemed as inconsistent with Jessup's mission, Statement of Faith, or Student Handbook.

Student Success Initiative

William Jessup University is committed to the satisfactory academic progress of all students. The University offers a Learning Commons, a hub of learning partnerships committed to promoting effective learning within the classroom walls and beyond. More than that, it is a philosophy where students are challenged to grow as independent learners through tutoring, technology, mentoring relationships, workshops, and other resources that offer the life skills needed for them to flourish in both their professional and personal lives. All hours, locations, schedules, policies, and contact information is available at my.jessup.edu. You may book appointments with learning resources at our online scheduler, which can be found at jessup.mywconline.com.

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

Advising

Students are expected to take an active role in their educational planning. Advising and mentoring programs are provided as assistance in understanding degree requirements and program objectives.

Incoming traditional students will meet with the Academic Advising office for their first year of attendance. After a major is declared and a year of residency is met, students are assigned a faculty mentor. Students meet with their advisor or mentor before registration each semester to develop direction for their academic program. Faculty mentors and academic advisors are available to discuss career goals, assist in choosing classes and selecting a major, give counsel about grades and any other aspect of University life, and plan graduation programs.

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. SPS advising questions can be directed to the main office at 888.883.ICAN.

Career Guidance

Career and Life Planning provides resources for the students and alumni of William Jessup University in finding gainful employment. We hope to make the education students receive as marketable as possible through a variety of activities, workshops, one-to-one career counseling appointments, and events.

Career testing and guidance instruments are available to help students explore their strengths, interests, and personality to help make career decisions. Key work readiness resources include résumé and cover letter review and development, interview preparation, vocational and labor market exploration, job/internship search strategies, dressing for success, and access to the Jessup Job Board.

If these resources can assist you in reaching your career goals, please contact the Director of Career and Life Planning at 916.577.1815 or careerservices@jessup.edu or schedule an appointment at: http://my.jessup.edu/careerdev/schedule-an-appointment-with-career-services/.

Personal Counseling

Personal life and growth is an important part of any student's total University experience and preparation for ministry. Jessup offers several opportunities to encourage personal mental health. Personal support can be sought through meetings with faculty, staff, or administration. Students may also request counseling through the Student Life Office. In addition to on-campus counseling, the University maintains a network of professional counseling services off-campus. For referrals or other information, please call the Student Life Office at 916.577.2321 or visit my.jessup.edu.

Disability and Academic Support

The Success Center is an inclusive resource for all Jessup students where they can receive either academic and/or accommodative support. We encourage you to learn more about our available resources, such as tutoring, academic mentoring, and assistance in requesting accommodations for both temporary and permanent challenges/disabilities.

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the Success Center provides eligible students a variety of specialized support services and reasonable accommodations. These services are intended to assist college students with disabilities to more successfully participate in regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitation as a result of a challenge/disability. Verifiable documentation must be provided by a medical doctor and/or appropriately licensed professional. For more information, please visit: http://my.jessup.edu/successcenter/.

Writing Center

The Writing Center provides quality one-on-one writing tutorials and small group instruction to students in all course levels and disciplines. Trained tutors help students with all phases of the writing process—from planning, organizing, and writing to revising a final project. Online writing service is available for online students and those attending the San Jose campus. Students are welcome to drop in during open hours at the Learning Commons desk or book appointments themselves online. See my.jessup.edu/writingcenter or jessup.mywconline.com.

Learning Commons Academy Academic Support Readiness Programs

The Learning Commons Academy academic support readiness programs are designed to guide student registrants with intensive study management skills to achieve optimum academic success. Academy programs are constructed in coordination with University academic standards and point system guided by the Office of the Registrar. There are three levels of academic probation with the ascending point values signaling greater challenges for academic success. With this in mind, students are provided the opportunity to meet and overcome their success challenges through a progression of academic support programs including Principles of Success, Freshman Academy, Academic Enrichment Academy, academic contracts, non-enrollment college reentry alternatives, and support programming for SPS students. Learning Common Academy programs are annotated below.

Freshman Academy (FA)

A full-time, one-year, academic support program designed to assist new students admitted on academic support with study and learning skills development. Students are grouped as a cohort for the academic year. A fee applies to this program.

Academic Enrichment Academy

A one-semester, one-unit course where students apply to attend classroom and/or individual advising which provides them with an overview of skills necessary for successful completion of programs and degrees. AEA is designed to serve as a “grace” semester for continuing students who have been unsuccessful in maintaining the required term and Jessup cumulative grade point average necessary for degree completion.

Transfer Academy

A one-unit, eight-week refresher course with eight-week scheduled advising sessions where transfer students who are admitted on academic support with 30 units or more will be registered.

Principles of Academic Success and Personal Development

A one-semester course for continuing students on Academic Warning (1 point) that is designed to expose them to academic and personal tools that will help them to enhance their strengths to acknowledge and develop their weaknesses and to learn to adapt those tools in such a way that they can be modified for lifelong learning.

Academic Contract

A contract agreed upon by a student and the Learning Commons team on conditions and steps that the student will take during the semester to improve their term and cumulative grade point average.

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 changed their lives.

Education at Jessup 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. Jessup 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 and Distinctives

An 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, and 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.

Individual majors offer students the opportunity to focus their education and gain expertise in a particular area. All bachelor degree programs at William Jessup University require a minimum of 128 semester units to equip the student to apply the principles in their field to positions of leadership in church and society.

WJU has a strong heritage in preparing leaders for ministry in the local church around the world and leadership in the workplace. Each major, core requirement, and co-curricular requirement helps prepare our students for servant leadership in the community and their chosen field of study.

Students may choose to complete one of almost 20 different minors in a variety of areas associated with our major offerings, as well as two independent minors of archaeology and TESOL. Depending upon your major, a minor may require additional units beyond the minimum of 128 for graduation.

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

Experiential Learning. Because education must be both practical as well as theoretical, most bachelor's degree programs include a required service learning or internship component. All degree-seeking students will be expected to spend from three to nine months in a practical, supervised experiential learning course for which they will receive academic credit and a grade. In an internship, practicum or other experiential learning opportunity, placement and involvement will vary according to the major. The goal of this comprehensive internship program is that each student graduates with practical experience in his or her specialized field.

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

Foundational Studies Core - Traditional

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. Jessup offers a 66-unit Foundational Studies Core that emphasizes the content, thinking patterns, and worldview integration to be found in our version of the Trivium: biblical studies, history, and English; along with exposure to content areas in the humanities, social, and natural sciences; and skills in communication, quantitative reasoning, and critical thinking.

The Foundational Studies Core is fundamental to the development of the Jessup graduate. Students who complete more than 68 units at Jessup will receive a minor in biblical studies as a part of the core, and all students, whether transfer or not, will complete integrative studies of Scripture that ground and bring coherence to their life. Required core courses emphasize development of a personal Christian worldview, as students address issues of personal spiritual formation and societal engagement.

Students who transfer from other institutions will add the flavor of the Jessup distinctive courses to their readily transferable units.

Foundational Studies

Core: 11 units

Contemporary Discipleship (LDRS152, 153, and 154)*	5
Christian Perspective (PHIL452)	3
Upper Division Depth Elective (300+ level, not in major)	3

**Students who transfer in 30 units or more toward degree will take three units of Contemporary Discipleship Praxis.*

Biblical Studies: 18 units

All programs at Jessup are based upon an 18-unit minor** in Bible and theology, which include the following core courses:

Christian Foundations - Old Testament (BIBL101)	3
Christian Foundations - New Testament (BIBL104)	3
The Art of Interpretation (BIBL249) <u>or</u> Hermeneutics (BIBL349; *required for ministry majors*)	3
Christian Theology (THEO451)	3
Bible electives	6

***Non-ministry major students who transfer in 60 units or more toward degree may elect to take nine units of biblical studies: BIBL101, BIBL104, and BIBL249.*

Communication: 9 units

English Composition (ENGL101A)	3
English Composition (ENGL101B)	3
Communication elective; some are major specific	3

Mathematics and Quantitative Reasoning: 3 units

Must meet Jessup MATH100 or above; some are major specific	3

Arts and Humanities: 6 units

Topics such as literature, philosophy, ethics, creative arts, and intercultural studies; some are major specific	6

Social and Behavioral Science: 12 units

Western or World Civilization I (HIST221 or HIST231); some are major specific	3
Western or World Civilization II (HIST222 or HIST232); some are major specific	3
Social and Behavioral Science electives	
Topics such as sociology, psychology, public policy, and business; some are major specific	6

Physical and Biological Sciences: 7 units

Minimum of two courses and one lab in the biology, chemistry, and science categories; some are major specific	7

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 completing the Intersegmental General Education Transfer Curriculum (IGETC) prior to enrolling at Jessup. The IGETC model for the California State University (CSU) and University of California (UC) systems is accepted by Jessup 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. Please consult anticipated program for major-specific general education requirements.
4. Transfer students following the IGETC should plan to complete it before they enroll at Jessup. A signed IGETC agreement must be in the student's file before enrolling for classes. Students who do not complete it before they enroll will follow the Jessup General Education curriculum.

Non-Ministry Major Transfer Students

Non-ministry major transfer students who have, upon entry, completed a minimum of 60 units toward their degree and who pursue a non-ministry degree program may choose to satisfy nine units of Bible and Theology rather than complete a minor:

Christian Foundations – Old Testament (BIBL101)	3
Christian Foundations – New Testament (BIBL104)	3
The Art of Interpretation (BIBL249)	3

These students would gain nine units of electives in any area.

Bachelor of Arts
Bible and Theology

The bible and theology major builds upon the core curriculum requirements to prepare students for seminary training or for graduate work in theology, ethics, and philosophy. The major may be used to prepare students for employment in church and parachurch agencies by achieving a level of biblical literacy that will enable them to be active in local church leadership and teaching ministries.

The degree, likewise, may be taken by those planning a teaching career in Christian schools, colleges, and universities; students preparing for pastoral and teaching ministries in the church; or those already in the pastorate. Also, Christian grade school teachers of the Bible would find this an excellent complement to the teacher education program. Other possible vocational uses of the major include intercultural studies professionals, Christian missionaries, those interested in language study and Bible translation, and Christian church leaders desiring a thorough biblical education.

Students who graduate with a bible and theology major will demonstrate the ability to:

1. Articulate a biblical theology of ministry from the context of his or her chosen ministry discipline.
2. Be conversant in the basic elements of Christian theology and effectively present biblical truths in individual conversations and group settings.
3. Evaluate all of life and thought from a biblical perspective, discerning truth and falsehood, essential and non-essential in matters of Christian faith and practice.
4. Defend the inspiration and authority of the Bible and evangelical Christian doctrine.
5. Critically examine one's own assumptions and those of others that influence the way in which the Bible is interpreted.
6. Exercise critical thinking regarding biblical content and its integration with the entire spectrum of human learning.

Degree Requirements

Foundational Studies	48 units
Bible and Theology major	39 units
General education free electives	41 units
Degree Total	**128 units**

Bible and Theology Major (Foundational Bible + Major Requirements)

Christian Foundations – Old Testament (BIBL101)	3
Christian Foundations – New Testament (BIBL104)	3
Hermeneutics (BIBL349)	3
Capstone (BIBL498 or THEO480)	3
Greek (BLG215a and BLG215b) <u>or</u> Hebrew (BLG225a and BLG225b)	6
Acts (NT210)	3
Romans (NT308)	3
Christian Theology (THEO451)	3
Bible and Theology elective (any level)	3
Upper division Bible and Theology electives	9
Total Units	**39**

Bible and Theology Minor

All programs at Jessup are based upon an 18-unit minor** in Bible and theology, which include the following core courses:

Christian Foundations - Old Testament (BIBL101)	3
Christian Foundations - New Testament (BIBL104)	3
The Art of Interpretation (BIBL249) or Hermeneutics (BIBL349) for ministry majors	3
Christian Theology (THEO451)	3
Bible electives	6

***Non-ministry major students who transfer in 60 units or more toward degree may elect to take nine units of biblical studies: BIBL101, BIBL104, and BIBL249.*

Archaeology Minor

The following courses are required for the minor in archaeology:

Introduction to Archaeology (ARCH100)	3
Archaeology of the Hebrew Bible (ARCH210)	3
Archaeology of the New Testament (ARCH220)	3
Excavation Field Experience (ARCH475)	3
Archaeology electives	6
Total Units	**18**

Bachelor of Science
Biology

Students with a BS in Biology will acquire the knowledge and develop the skills to explore and reveal God's creation at the community, population, organismal, and bio-molecular level. This four-year degree program will provide students with a broad, trans-disciplinary perspective on life-sciences in one of three course concentrations: general biology, human biology, and health and the environment. The BS in Biology consists of lower and upper division coursework in biology and supporting physical sciences and mathematics. The program is designed to give students rigorous preparation in biology while also providing a broader exposure to courses outside the major.

Students who graduate with a Bachelor of Science in Biology from William Jessup will be able to:

1. Demonstrate both a theoretical and a practical mastery of biology across a broad scope of disciplines, ranging from molecular to ecosystem biology.
2. Demonstrate scientific literacy including strategies for review and evaluation of the primary literature, in depth knowledge of experimental design and application, and careful evaluation of content information.
3. Demonstrate appropriate laboratory techniques and mastery of basic laboratory skills in multiple fields of biology.
4. Demonstrate mastery of scientific method and the art of critical thinking, associated cognitive skills in the formulation of a problem, data gathering and analysis, and interpretation of results to address practical questions in biology.
5. Effectively describe scientific concepts and discoveries through oral, written and visual communication.
6. Recognize and develop connections between other academic disciplines and the biological sciences and appreciate the social relevance of biology.
7. Recognize and articulate how the created world reflects God's goodness and wisdom, in its richness, order, beauty, diversity, and interconnectivity.
8. Develop a worldview that weighs and integrates scientifically informed perspectives with God's Word and a respect for His creation.

Degree Requirements

Foundational Studies	66 units
Biology major	58-60 units
General education free electives	2-4 units
Degree Total*	**128 units**

Transfer students may refer to "General Education and Bible Options for Transfer Students" for optional requirements under Foundational Studies.

** Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.*

Biology Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements.

Principles of Biology l and II and Labs (BIOL101/101L and BIOL102/102L)	10 (GE: Physical and Biological Sciences)
Origins (BIOL176)	3 (GE: Biblical Studies)
Calculus l (MATH140)	4 (GE: Mathematics and Quantitative Reasoning)

Core Courses

Genes and Gene Expression (BIOL341)	4
Bioethics (BIOL478)	3
Introduction to Chemistry l and Lab (CHEM105/CHEM105L)	
or General Chemistry I and Lab (CHEM110/CHEM110L) *(req'd for Human Biology)**	5

Introduction to Organic Chemistry and Biochemistry and Lab (CHEM106/CHEM106L) or General Chemistry II and LAB (CHEM111/CHEM111L) *(req'd for Human Biology)**	5
Statistics (MATH120) or Business Statistics (BUS190)	3
Physics for Science and Engineering I and Lab (SCI220/SCI220L)	4
Total Units	**24**

** There are two chemistry course tracks offered. The CHEM105/CHEM106 series is primarily intended for biology majors who are considering careers in the allied health field (nursing, physician's assistant, dental hygienist, veterinary assistant, etc.) and does not assume any prior chemistry knowledge. The CHEM110/CHEM111 series is primarily intended for biology majors who are considering applying for post-secondary education (medical school, dental school, or other graduate program) and assumes prior basic chemistry knowledge.*

Biology Concentrations

Students must choose a concentration listed below.

Human Biology Concentration (36 units)

The Human Biology concentration involves the integration of disciplines that collectively define what it means to be human. This concentration incorporates studies in chemistry, basic, cellular and molecular biology, physiology, anthropology, psychology, sociology, philosophy, and religion. Human Biology approaches the study of man from a biopsychosocial perspective. This holistic approach to understanding the human condition is critical as current trends in medicine and health care move beyond a strictly biomedical model. This concentration will satisfy prerequisites for many professional schools including doctoral programs in medicine, dentistry, and physical therapy and provide training for skills desired by biomedical/biotechnology industries and for graduate studies in the life sciences. Students taking the Human Biology concentration should substitute CHEM 105 and 106 with CHEM 110 and 111. Therefore, students planning for this concentration should have successfully completed high school pre-calculus, biology, and chemistry which will be assessed by a placement test.

Principles and Methods of Biochemistry and Lab (BIOL338/BIOL338L) *Recommended*	4
Systemic Physiology (BIOL346)	4
Organic Chemistry I and Lab (CHEM210/CHEM210L)	5
Organic Chemistry II and Lab (CHEM211/CHEM211L)	5
Calculus II (MATH141) or Probability and Statistics (MATH320)	4
Physics for Science and Engineering II and Lab (SCI221/SCI221L)	4
Upper division biology electives (or BIOL475)	10

Pre-Allied Health Concentration (35 units)

The Health and the Environment (Pre-Allied Health) concentration explores the key determinants of human health, including physiological, social, psychological, spiritual, dietary and environmental factors. This concentration incorporates studies in chemistry, basic and environmental biology, human development, sociology, cultural anthropology, psychology, and religion. Biology graduates completing the Health and the Environment concentration will be prepared for entry into Allied Health programs including accelerated or second degree BS programs or direct-entry MS programs in nursing. Graduates with the Health and the Environment concentration will also be prepared for advanced training in nutrition and diatetics (students should substitute CHEM 106 with CHEM 205 and BIOL 238), health education, public policy, and clinical study management.

Nutrition: An Applied Approach (BIOL161)	3
Human Development (BIOL166) or Developmental Psychology (PSYC141)	3
Human Anatomy and Lab (BIOL225/BIOL225L)	4
Human Physiology and Lab (BIOL246/BIOL246L)	5
General Microbiology (BIOL336)	4
Nutrition and Metabolism (BIOL361)	4
Environmental Contaminants and Human Health (BIOL369)	3
Introduction to Earth and Environmental Science (ESCI131)	3
Upper division biology electives (or BIOL475)	6

General Biology Concentration (34 units)

The General Biology concentration is designed to give students a broad perspective on the life sciences, permitting more free electives and a greater exposure to courses outside the major than either human biology or health and the environment concentrations. While not recommended for students who wish to pursue a career in medicine or health-related fields, the General Biology concentration allows students to pursue a variety of specific interests that may lead directly to or advanced studies for positions in government, industry, environmental fields, public policy, and teaching. Students should work closely with academic advisors and department mentors to devise appropriate course paths for specific career directions.

Biology electives w/ labs	12
Upper division biology electives (or BIOL475) *Must include at least one lab*	13
Free general education electives*	9

*Students must complete a minimum of 36 units of upper division course work in order to graduate. To meet this requirement, some or all of the nine units of free electives taken for this concentration may need to be at the upper division level.

Bachelor of Science
Business

The business 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 Master of Business Administration (MBA) or other graduate program. Other students will use this degree to directly enter either business or ministry fields.

Students who graduate with a business major will demonstrate the ability to:

1. Integrate faith in Jesus Christ in the business environment as a highly competent, relevant, and ethical servant-leader.
2. Professionally communicate accurately, creatively, and analytically, both orally and in writing.
3. Deploy critical thinking skills to properly analyze business opportunities, utilizing content-specific knowledge, to make and implement successful business decisions.
4. Effectively collaborate within a team environment to produce superior deliverables.
5. Understand and navigate effectively in the growing global economy and the highly competitive business environment.

The Bachelor of Science in Business 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.

Degree Requirements

Foundational Studies	66 units
Business major	50-53 units
General education free electives	9-12 units
Degree Total*	**128 units**

Transfer students may refer to "General Education and Bible Options for Transfer Students" for optional requirements under Foundational Studies.

** Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.*

Business Major

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

Business Statistics (BUS190)	3 (GE: Mathematics and Quantitative Reasoning)
Microeconomics (BUS241)	3 (GE: Social and Behavioral Science)
Organizational Communication (BUS302)	3 (GE: Communication)

Core Courses

Management and Organizational Behavior (BUS140)	3
Management Information Systems (BUS210)	3
Macroeconomics (BUS240)	3
Financial Accounting (BUS245)	3
Managerial Accounting (BUS246)	3
Legal Implications for Business (BUS260)	3
Marketing (BUS320)	3
Financial Management (BUS342)	3

International Business (BUS372)		3
Operations Management (BUS381)		3
Business Internship (BUS475)		2
Strategic Management (BUS498)		3
Business Electives *(Choose three units from the following)*		3
Marketing the Nonprofit (BUS323)	3	
Intermediate Accounting I (BUS343)	3	
Intermediate Accounting II (BUS344)	3	
Cost Accounting (BUS345)	3	
Nonprofit Management (BUS373)	3	
Human Resource Management (BUS382)	3	
Total Quality Management (BUS383)	3	
Management Leadership (BUS384)	3	
Project Management (BUS385)	3	
Entrepreneurship (BUS388)	3	
Marketing Communication (BUS420)	3	
International Marketing (BUS421)	3	
Auditing (BUS441)	3	
Federal Tax I (BUS442)	3	
Marketing Research (BUS492)	3	
Investment Analysis (BUS495)	3	
Total Units		**38**

Business Concentrations

Students must choose a concentration listed below.

Accounting Concentration (15 units)

Intermediate Accounting I (BUS343)	3
Intermediate Accounting II (BUS344)	3
Cost Accounting (BUS345)	3
Auditing (BUS441)	3
Federal Tax I (BUS442) or Federal Tax II (BUS443)	3

General Business Concentration (12 units)

Choose 12 units of business electives not found in the business core requirements.

Finance Concentration (12 units)

Money and Banking (BUS348)	3
Risk Management (BUS349)	3
Advanced Managerial Finance (BUS449)	3
Investment Analysis (BUS495)	3

Management Concentration (12 units)

Human Resource Management (BUS382)	3
Management Leadership (BUS384)	3
Project Management (BUS385)	3
Entrepreneurship (BUS388)	3

Marketing Concentration (12 units)

Marketing the Nonprofit (BUS323)	3
Marketing Communication (BUS420)	3
International Marketing (BUS421)	3
Marketing Research (BUS492)	3

Nonprofit Management Concentration (12 units)

Marketing the Nonprofit (BUS323)	3
Nonprofit Management (BUS373)	3
Business in the Global Marketplace (ICS332)	3
Community Psychology (PSYC430)	3

Business Minor

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

Bachelor of Science
Computer Science

The computer science major is designed to equip the graduate with the knowledge and skills needed to be successful computing professionals or to pursue graduate studies and, thus equipped, to make a positive impact on society through lifelong Christian service.

Students who graduate with a computer science major will demonstrate:

1. Fluency in reading and writing a variety of computer languages with extensive experience in at least two high-level languages.
2. Proficiency in the use of various software development platforms and tools.
3. Competency in all phases of software development as evidenced by the successful completion of a senior project that demonstrates professional depth and scope.
4. Ability to transfer theories, skills, abilities, and methodologies to new situations in the rapidly changing field of computing.
5. Application of biblically-based ethics in dealing with matters of collaboration, software ownership, intellectual property, data security, information integrity, and privacy.

All Computer Science majors are required to provide their own laptop running Windows 7 or higher. Other development software from Microsoft will be available from the IT office.

The Bachelor of Science in Computer Science program is designed to prepare its graduates for careers as a software engineer, software developer, network systems analyst, web developer, mobile application developer, database administrator, hardware engineer, network architect, information security analyst, computer programmer, information systems manager, and project manager.

Degree Requirements

Foundational Studies	68 units
Computer Science major	57 units
General education free electives	3 units
Degree Total	**128 units**

Transfer students may refer to "General Education and Bible Options for Transfer Students" for optional requirements under Foundational Studies.

Computer Science Major

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

Calculus I (MATH140)	4 (GE: Mathematics and Quantitative Reasoning)
Physics for Science and Engineering I & II (SCI220/220L and SCI221/221L)	8 (GE: Physical and Biological Sciences)

Core Courses

Introduction to Computer Programming (CSCI100)	4
Building Web-Based Applications (CSCI110)	4
Program Design, Development, and Data Structures (CSCI120)	3
Computer Organization (CSCI220)	3
Computer Networking (CSCI230)	3
Discrete Structures (CSCI270)	3

Operating Systems (CSCI330)	3
Analysis of Algorithms (CSCI350)	3
Concepts of Programming Languages (CSCI370)	3
Theory of Computation (CSCI470)	3
Senior Project (CSCI492)	3
Calculus II (MATH141)	4
Linear Algebra (MATH210)	3
Statistics (MATH220)	3
Numerical Methods (MATH460), Number Theory, Math Logic, or Abstract Algebra	3
Total Units	**48**

Computer Science Concentration

Web Systems and Applications Concentration (9 units)

Programming for the ASP.NET Platform (CSCI210)	3
Databases (CSCI310)	3
Developing Enterprise Web Applications (CSCI410)	3

Bachelor of Arts
Creative Arts

The Bachelor of Arts in Creative Arts with concentrations in Arts Management, Theatre, and Visual Arts is a groundbreaking degree. This multi-disciplinary exploration of creativity viewed through the lens of a Judeo-Christian Worldview is a synergistic fusion of the arts. Through both theoretical and practical coursework, the students will immerse themselves in the business of visual artistry, music, and theatre and discover the importance of these disciplines in the context of their faith. The students will also take business related courses in order to learn how to market themselves. The ultimate goal of the program is to produce highly employable Christian leaders and entrepreneurs capable of vast, positive influence within the areas of the arts, entertainment, and media.

The curriculum of this program is imbedded in such a way that it becomes a fully integrated, arts survey with a focus on practical application, arts history, aesthetic analysis and management. The core offers a combination of experiential and theoretical classwork so that a student not only advances skill in the arts but also understands the context of the arts in culture from a Judeo-Christian perspective. The concentrations offer a more in-depth study in one of three areas: Arts Management, Theatre and Visual Arts.

A BA in Creative Arts graduate will have:

1. An informed Christian aesthetic and possess the ability to apply their aesthetic to various art forms and artistic media.
2. An increased knowledge of the history of the arts and/or specific media and practices.
3. The ability to effectively analyze art forms from an informed artistic sensibility as viewed through the lens of a Judeo-Christian worldview.
4. Cultivated technical skill sets in various artistic areas.
5. The ability to effectively serve the church and/or the community through practicing his or her art form.

Degree Requirements

Foundational Studies	66 units
Creative Arts major	51-60 units
General education free electives	2-11 units
Degree Total*	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

** Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.*

Creative Arts Major

The following courses are recommended to fulfill general education requirements or as part of a student's elective choices.

Introduction to Theatre (CART105) *not required for Visual Arts*	3 (GE: Arts and Humanities)
Two-Dimensional Design (CART165)	3 (GE: Arts and Humanities)
Financial and Budget Management (BUS243)	3 (GE: Social and Behavioral Science)

Creative Arts – General Concentration

Choose 12 units of electives. Theatre and Arts Management students must take 18 units of electives. At least three units must be an applicable business course. **12-18**

Creative Arts Major – Theatre Core

The Creative Christian (CART101)	3
Introduction to Creative Arts (CART103)	1
Practicum in Production (CART132) and/or Practicum in Performance (CART133)*	3
**One-unit course. Practicum participation required every term of attendance at WJU, whether or not the concentration requirements have been met. May be taken for zero units, if needed.*	
Acting I – Fundamentals (CART176)	3
Text Criticism and Analysis (CART245b)	3
Drawing I (CART260)	3
Theatre History I (CART341a)	3
Theatre History II (CART341b)	3
Internship (CART475) or Senior Project (CART477) *(only taken if no internship can be found)*	2
Applied Aesthetics Lab (CART497) *(taken with CART498)*	
Applied Aesthetics (CART498)	3
Entrepreneurship (BUS388)	3
Music Fundamentals (MUS171)	3
Total Units	**33**

Theatre Concentration Electives

Acting II – Realism (CART276)		3
Acting III – Period and Style (CART376)		3
Creative Arts – Theatre electives *(Choose one of the following)*		3
Graphic Design I (CART361)	3	
Musical Theatre Dance (CART380)	3	
Musical Theatre Workshop (CART390)	3	
Unarmed Combat for the Stage (CART393)	3	
Improvisation (CART395)	3	
Web Design and Presence (CART468)	3	
Screen Acting (CART476)	3	
Directing for the Stage (CART480)	3	
Creative Arts electives *(Choose three from any concentration electives)*		9
Total Units		**18**

Creative Arts Major – Visual Arts Core

The Creative Christian (CART101)	3
Introduction to Creative Arts (CART103)	1
Practicum in Production (CART132) and /or Practicum in Performance (CART133) and/or Practicum in Management (CART137)*	
**One-unit course. Practicum participation required every term of attendance at WJU, whether or not the concentration requirements have been met. May be taken for zero units, if needed.*	
Acting I – Fundamentals (CART176)	3
Art Criticism and Analysis (CART245a)	3
Drawing I (CART260)	3
Painting I (CART263)	3
Art History I (CART340a)	3
Art History II (CART340b)	3
Graphic Design I (CART361)	3

Web Design and Presence (CART468)		3
Internship (CART475) or Senior Project (CART477) *(only taken if no internship can be found)*		2
Applied Aesthetics Lab (CART497) *(taken with CART498)*		
Applied Aesthetics (CART498)		3
Entrepreneurship (BUS388)		3
Music Fundamentals (MUS171)		3
Total Units		**39**

Visual Arts Concentration Electives

Creative Arts – Fine Art electives *(Choose two of the following)*		6
Drawing II (CART360)	3	
Painting II (CART363)	3	
Three-Dimensional Design (CART365)	3	
Special Topics (CART299 or CART399) *with academic advisor approval*	3	
Creative Arts – Technological Arts electives *(Choose one of the following)*		3
Digital Photography (CART373)	3	
Graphic Design II (CART461)	3	
Digital Video (CART473)	3	
Special Topics (CART299 or CART399) *with academic advisor approval*	3	
Creative Arts – Art electives *(Choose one from any concentration electives)*		3
Total Units		**12**

Creative Arts Major – Arts Management Core

The Creative Christian (CART101)	3
Introduction to Creative Arts (CART103)	1
Practicum in Management (CART137)*	3

**One-unit course. Practicum participation required every term of attendance at WJU, whether or not the concentration requirements have been met. May be taken for zero units, if needed.*

Acting I – Fundamentals (CART176)	3
Art Criticism and Analysis (CART245a) or Text Criticism and Analysis (CART245b)	3
Drawing I (CART260)	3
Art History I (CART340a) or Theatre History I (CART341a)	3
Art History II (CART340b) or Theatre History II (CART341b)	3
Internship (CART475) or Senior Project (CART477) *(only taken if no internship can be found)*	2
Applied Aesthetics Lab (CART497) *(taken with CART498)*	
Applied Aesthetics (CART498)	3
Entrepreneurship (BUS388)	3
Music Fundamentals (MUS171)	3
Total Units	**33**

Arts Management Concentration Electives

Web Design and Presence (CART468)	3
Legal Implications for Business (BUS260)	3
Marketing (BUS320)	3
Nonprofit Management (BUS373)	3
Project Management (BUS385)	3
Creative Arts – Arts Management electives *(Choose two from any concentration electives)*	6
Total Units	**21**

Creative Arts Minor

The Creative Christian (CART101)	3
Introduction to Creative Arts (CART103)	1
Practicum in Production (CART132) and/or Practicum in Performance (CART133) and/or Practicum in Management (CART137)	2
Financial and Budget Management (BUS243)	3
Choose one of the following:	3
Art Criticism and Analysis (CART245a)	
Text Criticism and Analysis (CART245b)	
Art History I (CART340a)	
Art History II (CART340b)	
Theatre History I (CART341a)	
Theatre History II (CART341b)	
Creative Arts electives *(Choose four from any concentration electives)*	12
Total Units	**24**

Bachelor of Arts
English

The English program at Jessup offers several distinctives. First of all, we approach the study of literature and writing with a Christian worldview. We believe that all truth is God's truth and that the study of great writings throughout the ages can give us a glimpse of God's interaction with the world that He created. Secondly, we offer concentrations in both creative and professional writing—a rarity in undergraduate programs at Christian colleges—because we are committed to the highest standards for Christian writers. Finally, we know that the study of literature and of writing can be and should be a transformative experience, and we desire that all students should grow to know themselves, others, and God more deeply through their study of English.

Although many English majors go on to be teachers, the major is also excellent preparation for other fields. Many English graduates go on to law school or to graduate work in the humanities or education. Others find satisfying careers in fields where good communication and people skills are important, such as ministry, human resources, or technical writing. And of course, many go on to become writers themselves.

Students who graduate with an English major will demonstrate the ability 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. Integrate aesthetic appreciation and evaluation in a wide variety of written genres.
4. Integrate their faith and their learning in the discipline.

Students who choose the concentration in literature will be able to:

1. Complete an original work of criticism.
2. 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. Workshop their own work and the work of others.
3. Be prepared for graduate study in a fine arts writing program.

Students who choose the concentration in teaching will be able to:

1. Be prepared for entrance into a single-subject credential program in English.
2. Demonstrate acquisition of content in the four English domains of literature and textual analysis; language, linguistics, and literacy; composition and rhetoric; and communications, speech, media, and creative performance.
3. Complete an original work of scholarship in the discipline, including research and presentation in multiple genres utilizing current technology.
4. Demonstrate an understanding of current and emerging issues in literacy, language acquisition, and multicultural studies.
5. Interpret works in a wide variety of genres, including non-literary, visual, and technologically mediated texts, and from canonical as well as diverse sources, in their cultural contexts.

Students who choose the concentration in professional writing will be able to:

1. Complete an original work of professional writing.
2. Participate in a variety of contemporary professional writing endeavors.

Students who choose the concentration in TESOL will be able to:

1. Qualify for TESOL certification.
2. Be prepared to teach English to speakers of other languages in a wide variety of domestic and foreign situations.

Degree Requirements

Foundational Studies	66 units
English major	42-51 units
General education free electives	11-20 units
Degree Total*	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

** Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.*

English Major

The following courses are recommended to fulfill general education requirements or as part of a student's elective choices.

American History (HIST291)	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271)	3 (GE: Arts and Humanities)
Introduction to Psychology (PSYC100) or Developmental Psychology (PSYC141)	3 (GE: Social and Behavioral Science)

Core Courses

Introduction to Literary Studies (ENGL160)		3
Foundations of British Literature (ENGL220)		3
British Literature from 1800 (ENGL221)		3
American Literature Colonial to 1865 (ENGL231) or American Literature 1865 to Present (ENGL232)		3
Shakespeare (ENGL320)		3
British Literature *(Choose one of the following)*		3
Topics in British Literature (ENGL226)	3	
C.S. Lewis (ENGL321)	3	
Special Studies in British Literature (ENGL426)	3	
Major British Authors (ENGL429)	3	
American Literature *(Choose one of the following)*		3
Topics in American Literature (ENGL236)	3	
Special Studies in American Literature (ENGL436)	3	
Major American Authors (ENGL439)	3	
World Literature *(Choose one of the following)*		3
Topics in World Literature (ENGL256)	3	
Mythology (ENGL355)	3	
Special Studies in World Literature (ENGL456)	3	
Major World Authors (ENGL459)	3	
Total Units		**24**

English Concentrations

Students must choose a concentration listed below:

Literature Concentration (18 units)

Critical Analysis of Literature (ENGL360)	3
Advanced Seminar in Literature (ENGL497)	3
Upper division English electives	12

Creative Writing Concentration (18 units)

Creative Writing (ENGL286)	3
Advanced Creative Writing (ENGL386)	3
Advanced Seminar in Creative Writing (ENGL498CW)	3
Upper division English electives	9

Teaching Concentration (24-27 units)

Creative Writing (ENGL286)	3
Children's Literature (ENGL350)	3
Critical Analysis of Literature (ENGL360)	3
Advanced Seminar in Teaching (ENGL498T)	3
Public Speaking (COMM180) *(may be taken as part of student's GE requirements)*	3
Linguistics (TSOL352)	3
Language, Culture, and Literacy (TEDU323)	3
Practicum	3
Elective	3

Professional Writing Concentration (18-21 units)

Introduction to Professional Writing (ENGL363)	3
English Practicum (ENGL475)	6
Advanced Seminar in Professional Writing (ENGL498PW)	3
Organizational Communication (BUS302) *(may be taken as part of student's GE requirements)*	3
Upper division English electives	6

TESOL Concentration (19 units)

Advanced Seminar in Teaching (ENGL498T)	3
Linguistics (TSOL352)	3
Second Language Acquisition (TSOL353)	3
TESOL Methodology (TSOL354)	3
TESOL Classroom Practices (TSOL355)	3
TESOL Observation (TSOL356)	1
TESOL Practicum (TSOL357)	3

English Minor

Foundations of British Literature (ENGL220)	3
British Literature since 1800 (ENGL221)	3
American Literature (ENGL231 or 232)	3
Creative Writing (ENGL286) or Critical Analysis of Literature (ENGL360)	3
Shakespeare (ENGL320)	3
Upper division English electives	6
Total Units	**21**

Bachelor of Arts and Bachelor of Science
Environmental Science

The Environmental Science program will provide students with a foundational knowledge in the natural sciences, including chemistry, physics, biology, and earth sciences as well as more specialized and field-oriented training in ecology, geology, soil science, environmental chemistry, zoology, botany, evolution, field methods, and geographic information science. Much of the coursework will emphasize strong scientific and technical writing skills as well as quantitative techniques employed in many environmental analyses. The environmental science minor component allows students to incorporate environmental training to complement other degree programs, including education, biblical studies and theology, or business. Overall program objectives are listed below.

Upon completion of their B.A. or B.S. degree, graduates will be able to:

- Formulate a personal set of moral principles, or an ethic, on the environment that is centered on Christian faith and biblical principles and further informed by secular viewpoints.
- Articulate a thorough understanding of the general natural sciences, including biology, physics, chemistry, and earth sciences.
- Articulate a thorough understanding of several specialized disciplines within the environmental sciences, including ecology and evolution, environmental chemistry, botany, soil science, natural history, and wildlife science.
- Be proficient at scientific and technical reading and writing and perform quantitative analyses of environmental datasets.
- Be proficient in the use of geographic information systems in environmental analyses.
- Think critically and express a keen awareness of current environmental crises as well as potential solutions at the local, regional, and global levels.
- Demonstrate a fundamental understanding of environmental laws, regulations, and policies and their historical context.
- Express an understanding of the role of environmental literature and history in shaping our modern society's relationship to nature.

Bachelor of Arts

The Bachelor of Arts in Environmental Science is designed for greater flexibility, particularly for those students wanting to accommodate an approved environmental study abroad program. Furthermore, it allows students to explore greater breadth and diversity in their academic experiences, interests, and scientific training.

Degree Requirements

Foundational Studies	65 units
Environmental Science major	45 units
General education free electives	18 units
Degree Total	**128 units**

Transfer students may refer to "General Education and Bible Options for Transfer Students" for optional requirements under Foundational Studies.

Environmental Science Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements.

General Biology with Lab (BIOL100/BIOL100L)	4 (GE: Physical and Biological Sciences)
Origins (BIOL176)	3 (GE: Biblical Studies)
Intro to Earth & Environmental Science with Lab (ESCI131/ESCI131L)	4 (GE: Physical and Biological Sciences)
Calculus I (MATH140)	4 (GE: Mathematics and Quantitative Reasoning)
American Government (PPOL111)	3 (GE: Social and Behavioral Science)

Core Courses

General Ecology with Lab (ESCI310/ESCI310L)	4
Environmental Chemistry with Lab (ESCI320/ESCI320L)	4
Introduction to Geographic Information Systems with Lab (ESCI340/ESCI340L)	4
Environmental Ethics (ESCI350) or American Environmental Literature (ESCI361)	3
Environmental Law and Policy (ESCI360) or American Environmental History and Policy (ESCI362)	3
Senior Colloquium: Thesis/Project (ESCI498)	2
Introduction to Chemistry with Lab (CHEM105/CHEM105L) or General Chemistry I with Lab (CHEM110/CHEM110L)	5
Introduction to Organic Chemistry and Biochemistry with Lab (CHEM106/CHEM106L) or General Chemistry II with Lab (CHEM111/CHEM111L)	5
Statistics (MATH120)	3
Upper Division (may include environmental science or biology courses)	12
Total Units	**45**

Environmental Science Minor

Earth and Environmental Science with Lab (ESCI131/ESCI131L)	4
Ecology with Lab (ESCI310/ESCI310L)	4
Environmental Ethics (ESCI350) or American Environmental Literature (ESCI361)	3
Environmental Law and Policy (ESCI360)	3
American Government (PPOL111)	3
Upper Division Environmental Science electives	4
Total Units	**21**

Bachelor of Science

The Bachelor of Science in Environmental Science degree is designed for students who desire more specialized training. Each of the concentrations for this degree is described below.

Ecological Research Concentration

The ecological research concentration is designed to prepare students who are on track for a graduate program in the environmental sciences. This concentration will provide quantitative and technical skills to implement ecological research in the field.

Ecology and Field Biology Concentration

This concentration is designed for students who seek a greater emphasis on the knowledge and skills to be environmental professionals in the lab and in the field. It is particularly well suited for those seeking careers in government, private firms, or nonprofits as wildlife biologists, environmental consultants, or conservation scientists.

Geographic Information Science Concentration (Coming Soon)

This concentration is designed for students who seek a more specialized education in GIS technology within an environmental context. This concentration caters to those who desire a career that demands greater sophistication in GIS knowledge and skills.

Agriculture and Sustainability Concentration (Coming Soon)

This concentration is designed for students who seek knowledge and technical skills to address the challenges of food nutrition and production and other natural resource demands placed on ecosystems by a growing human population. Students will learn to apply ecological principles to sustain and improve agro-ecosystems for future generations.

Degree Requirements

Foundational Studies	52 units
Environmental Science major	59 units
General education free electives	17 units
Degree Total	**128 units**

Transfer students may refer to "General Education and Bible Options for Transfer Students" for optional requirements under Foundational Studies.

Environmental Science Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements.

Environmental Law & Policy (ESCI360) or	
American Environmental History and Policy (ESCI362)	3 (GE: Social and Behavioral Science)
Principles of Biology l and II and Labs (BIOL101/101L and BIOL102/102L)	10 (GE: Physical and Biological Sciences)
Origins (BIOL176)	3 (GE: Biblical Studies)
Calculus l (MATH140)	4 (GE: Mathematics and Quantitative Reasoning)
American Government (PPOL111)	3 (GE: Social and Behavioral Science)

Core Courses

Introduction to Earth and Environmental Science with Lab (ESCI131/ESCI131L)	4
Ecology with Lab (ESCI310/ESCI310L)	4
Environmental Chemistry with Lab (ESCI320/ESCI320L)	4
Introduction to Geographic Information Systems with Lab (ESCI340/ESCI340L)	4
Environmental Ethics (ESCI350) or Environmental Literature (ESCI361)	3
Senior Colloquium: Thesis/Project (ESCI498)	2
Introduction to Chemistry I with Lab (CHEM105/CHEM105L) or	
Introduction to General Chemistry I with Lab (CHEM110/CHEM110L)	5
Introduction to Organic Chemistry and Biochemistry with Lab (CHEM106/CHEM106L) or	
Introduction to General Chemistry II with Lab (CHEM111/CHEM111L)	5
Statistics (MATH120)	3
Physics for Science and Engineering I with Lab (SCI220/SCI220L)	4
Total Units	**38**

Environmental Science Concentrations

Students must choose a concentration listed below.

Ecological Research Concentration (21 units)

Vertebrate Zoology with Lab (ESCI311/311L) or Field Ornithology with Lab (ESCI312/ESCI312L)	4
Aquatic and Marine Ecology with Lab (ESCI313/ESCI313L)	4
Field Botany with Lab (ESCI314/ESCI314L)	4
Analyzing Ecological Data (ESCI440)	3
Field Methods in Ecology and Field Biology (ESCI443)	4
Environmental Science Internship (ESCI475)	2

Ecology and Field Biology Concentration (21 units)

Vertebrate Zoology w/ Lab (ESCI311/311L) or Field Ornithology w/ Lab (ESCI312/ESCI312L)	4
Aquatic and Marine Ecology with Lab (ESCI313/ESCI313L)	4
Field Botany with Lab (ESCI314/ESCI314L)	4
Field Methods in Ecology and Wildlife Biology with Lab (ESCI443/ESCI443L)	4
Upper Division Environmental Science or Biology electives	5

Environmental Science Minor

Introduction to Earth and Environmental Science with Lab (ESCI131/ESCI131L)	4
Ecology with Lab (ESCI310/ESCI310L)	4
Environmental Ethics (ESCI350) or Environmental Literature (ESCI361)	3
Environmental Law and Policy (ESCI360) or American Environmental History and Policy (ESCI362)	3
American Government (PPOL111)	3
Upper Division Environmental Science electives	4
Total Units	**21**

Bachelor of Arts
Family and Children's Ministry

The family and children's ministry program integrates the disciplines of biblical studies, education, and psychology to offer a holistic approach to ministry and life, establishing a firm foundation through often turbulent cultural challenges. Students will learn to structure creative experiences that contribute to the spiritual development of persons of all ages and to serve as an effective and supportive member of the total pastoral team. As part of the practical theology department, we continue the longstanding heritage of the University to partner with the local church to evangelize, disciple, edify, and unify believers to maturity in Christ.

The family and children's ministry program excels in educating, equipping, and preparing the student to engage others in the transformative process of spiritual formation. By sharing courses in the same department with pastoral and intercultural studies majors, students experience a strong theoretical and practical model for church leadership.

Students who graduate with a family and children's ministry major will demonstrate the ability to:

1. Articulate a biblically-based rationale for Christian formation and discipleship.
2. Structure creative experiences that contribute to a person's spiritual development.
3. Choose and employ different methods available for teaching and learning in a variety of settings.
4. Serve as an effective and supportive member of the total pastoral team.

Degree Requirements

Foundational Studies	66 units
Family and Children's Ministry major	42 units
General education free electives	20 units
Degree total	**128 units**

Transfer students must complete all of the Bible core courses to complete a ministry degree (18 units total): Christian Foundations – Old Testament (BIBL101), Christian Foundations – New Testament (BIBL104), Hermeneutics (BIBL349), Christian Theology (THEO451), and two Bible electives.

Family and Children's Ministry Major

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

Developmental Psychology (PSYC141) 3 (GE: Social and Behavioral Science)

Core Courses

Children's Ministry (CEDU321)		3
Family Ministry (CEDU337)		2
Effective Bible Teaching (CEDU372)		1
Christian Formation and Discipleship (CEDU472)		3
Christian Education Internship (CEDU475)		3
Acts (NT210)		3
Gospels course *(Choose one of the following)*		3
Gospel of Matthew (NT241)	3	
Gospel of Mark (NT242)	3	
Gospel of Luke (NT243)	3	
Gospel of John (NT244)	3	
Pastoral Epistles (NT311)		3

Creative Communication (PMIN320) or Educational Psychology (TEDU310)		3
Pastoral Care and Counseling (PMIN423)		3
Church Administration (PMIN480)		3
Marriage and Family (PSYC200)		3
Electives *(Choose nine units from the following)*		9
Christian Spirituality (CEDU453)	3	
Spiritual Direction (CEDU454)	3	
Fundamentals of Worship (PMIN350)	3	
Small Group Dynamics (PSYC322)	3	
Human Sexuality (PSYC333)	3	
Child and Adolescent Psychology (PSYC342)	3	
Educational Psychology (TEDU310)	3	
Ministry to Families with Teenagers (YMIN237)	2	
Total Units		**42**

Suggested free electives, in addition to those listed above:

Nonprofit Management (BUS373)	3
Bible and Literature (ENGL330)	3
Children's Literature (ENGL350)	3
Adult Development and Aging (PSYC346)	3
Psychology of Addiction (PSYC352)	3
Foundations of Education (TEDU302)	3

Family and Children's Ministry Minor

Children's Ministry (CEDU321)	3
Family Ministry (CEDU337)	2
Effective Bible Teaching (CEDU372)	1
Christian Formation and Discipleship (CEDU472)	3
Marriage and Family (PSYC200)	3
Child and Adolescent Psychology (PSYC342)	3
Family and Children's Ministry elective	3
Total Units	**18**

Bachelor of Arts
History

The history major at Jessup is unique in that it not only reflects a traditional history curriculum found in the best liberal arts institutions but also requires several courses, such as Literature and Culture and Political Economy, offered by the English and public policy departments. Consequently, this makes for a stronger, better-rounded major. Reflecting Jessup's deep roots in evangelical Christianity, required courses in early church history and American religious history add a further unique flavor to the program. Students studying history at Jessup will find themselves well prepared for graduate study in a number of related disciplines in the liberal arts. Students planning on entering seminary will find in a Jessup history major a suitable course of study as well – particularly when considered along with the Bible and theology classes required of all students. In conjunction with the Teacher Education program, students should be well prepared for a single subject credential in history.

Students who graduate with a history major will demonstrate the ability to:

1. Demonstrate significant general knowledge in and understanding of history.
2. Engage in informed dialog with culture.
3. Evaluate the various cultural underpinnings and applications of the course of study.
4. Describe various philosophical approaches to the discipline and determine how those approaches fit in with current approaches to other disciplines.
5. Undertake significant primary research in a historical subject and communicate the findings.
6. Think and write clearly and analytically.
7. Be prepared for graduate study in a variety of programs.

In conjunction with the Teacher Education programs, students will also be able to:

1. Demonstrate subject matter competency for a single subject credential in history.
2. Achieve an acceptable score on the Social Science CSET examination 114.

Degree Requirements

Foundational Studies	66 units
History major	33 units
General education free electives	29 units
Degree Total	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

History Major

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

Western Civilization I (HIST221)	3 (GE: Social and Behavioral Science)
Western Civilization II (HIST222)	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271)	3 (GE: Arts and Humanities)

Core Courses

American History (HIST291)		3
The Early Church: Paul to Justinian (HIST310)		3
History of Religion in America (HIST315)		3
The Twentieth Century (HIST371)		3
Research and Historiography (HIST498)		3
American Government (PPOL111)		3
Political Economy (PPOL341)		3
Literature *(Choose one of the following)*		3
Foundations of British Literature (ENGL220)	3	
British Literature Since 1800 (ENGL221)	3	
American Literature: Colonial to 1865 (ENGL231)	3	
American Literature: 1865 to Present (ENGL232)	3	
Electives *(Choose nine units from the following, at least six of which are upper division)*		9
Special Topics in History (HIST299 or 399)	3	
Ancient Greece (HIST331)	3	
History and Archaeology of Ancient Rome (HIST336)	3	
Christianity and Islam in Conflict (HIST372)	3	
Military History (HIST374)	3	
Renaissance and Reformation (HIST441)	3	
History of Latin America (HIST461)	3	
California History (HIST481)	3	
The American Frontier (HIST485)	3	
Introduction to Archaeology (ARCH100)	3	
Total Units		**33**

History Minor

American History (HIST291)		3
The Early Church: Paul to Justinian (HIST310)		3
History of Religion in America (HIST315)		3
The Twentieth Century (HIST371)		3
Literature or Political Economy *(Choose one of the following)*		3
Foundations of British Literature (ENGL220)	3	
British Literature since 1800 (ENGL221)	3	
American Literature to 1865 (ENGL231)	3	
American Literature 1865 to Present (ENGL232)	3	
Political Economy (PPOL341)	3	
Upper division history electives		6
Total Units		**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.

Students who graduate with an intercultural studies major 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.

Degree Requirements

Foundational Studies	66 units
Intercultural Studies Major	52 units
General education free electives	10 units
Degree Total	**128 units**

Transfer students must complete all of the Bible core courses to complete a ministry degree (18 units total): Christian Foundations – Old Testament (BIBL101), Christian Foundations – New Testament (BIBL104), Hermeneutics (BIBL349), Christian Theology (THEO451), and two Bible electives.

Intercultural Studies Major

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

Creative Communication (COMM320)	3 (GE: Communication)
Cultural Anthropology (ICS202)	3 (GE: Social and Behavioral Science)

Core Courses

God's Kingdom in the World (ICS103)	3
Intercultural Communication (ICS310)	3
World Religions (ICS320)	3
Teaching Effectively (ICS351)	1
Establishing Faith Communities (ICS401)	3
Issues in Intercultural Life and Work (ICS403)	3
Care and Counseling (ICS413)	3
Intercultural Studies Internship (ICS475)	3

Advanced Intercultural Studies Seminar (ICS492)		3
Acts (NT210)		3
Gospels course *(Choose one of the following)*		3
Gospel of Matthew (NT241)	3	
Gospel of Mark (NT242)	3	
Gospel of Luke (NT243)	3	
Gospel of John (NT244)	3	
Pastoral Epistles (NT311)		3
Total Units		**34**

Intercultural Studies Concentrations

Students must choose a concentration listed below:

Business (18 units)

Management and Organizational Behavior (BUS140)	3
Financial and Budget Management (BUS243)	3
Marketing (BUS320)	3
Project Management (BUS385)	3
Business in the Global Marketplace (ICS332)	3
Intercultural Studies elective	3

General Intercultural Studies Concentration (18 units)

Choose 18 units of ministry electives not found in the intercultural studies core requirements.

Modern Middle East Studies Concentration (18 units)

Introduction to Islam (ICS280OL)	3
Jesus in the Muslim Context (ICS281OL)	3
The Modern Middle East (ICS380OL)	3
Muslim-Christian-Jewish Relations (ICS381OL)	3
The Israeli-Palestinian Conflict (ICS382OL)	3
American Policy in the Middle East (ICS383OL)	3

Public Policy Concentration (18 units)

Ethics in Public Policy (PPOL304)	3
Comparative Government and Politics (PPOL325)	3
Political Economy (PPOL341)	3
International Relations and Human Rights (PPOL463)	3
Intercultural Studies electives	6

TESOL Concentration (18 units)

Linguistics (TSOL352)	3
Second Language Acquisition (TSOL353)	3
TESOL Methodology (TSOL354)	3
TESOL Classroom Practices (TSOL355)	3
TESOL Observation (TSOL356)	1
TESOL Practicum (TSOL357)	3
Intercultural Studies elective	2

Youth Ministry Concentration (18 units)	
Youth Ministry Skills (YMIN175)	3
Ministering to Families with Teenagers (YMIN237)	3
Christian Education of Youth (YMIN291)	3
Counseling Youth (YMIN326)	3
Intercultural Studies electives	6

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.

God's Kingdom in the World (ICS103)	3
Cultural Anthropology (ICS202)	3
Intercultural Communication (ICS310)	3
Establishing Faith Communities (ICS401)	3
Issues in Intercultural Life and Work (ICS403)	3
Acts (NT210)	3
Intercultural Studies elective	3
Total Units	**21**

American Sign Language Studies Minor

America Sign Language I (ASLS160)	4
American Sign Language II (ASLS161)	4
Worship and Creative Signs (ASLS170)	3
American Sign Language III (ASLS260)	4
American Sign Language IV (ASLS261)	4
Experiential Learning (ASLS275)	3
Introduction to Deaf History and Culture (ASLS301)	3
Total Units	**25**

Modern Middle East Studies Minor (completely online)

The minor will consist of six courses to be taught in the following order in a seven-week online format. Two courses will be taught every semester. The following courses are required for the minor in modern Middle East studies:

Introduction to Islam (ICS280OL)	3
Jesus in the Muslim Context (ICS281OL)	3
The Modern Middle East (ICS380OL)	3
Muslim-Christian-Jewish Relations (ICS381OL)	3
The Israeli-Palestinian Conflict (ICS382OL)	3
American Policy in the Middle East (ICS383OL)	3
Total Units	**18**

Bachelor of Science
Kinesiology

The kinesiology major offers students the opportunity to explore and engage in critical topics within the field and its related sub-disciplines, prepare for varied professional opportunities, and bring a Christ-centered perspective to the fitness, exercise, sports, and health industries. The program provides educational opportunities and a variety of practical experiences that help prepare students for a professional career and/or advanced study. Energetic, well-educated students receive instruction in a model designed to promote retention, community building, and cooperative learning.

A graduate with a BS in Kinesiology will be able to:

1. Articulate the principles of kinesiology and its sub-disciplines in an academic/professional environment.
2. Understand and apply protocols and processes necessary for evaluation and determination of specific requirements, corrective suggestions, and individual decision-making for specific needs implementation.
3. Critically integrate redemptive Christian perspectives in theory and practice.
4. Achieve and establish significant subject specific relationships.
5. Demonstrate a level of skill and knowledge necessary for employment.
6. Detail and analyze organizational fundamentals of athletic concepts and management.
7. Define current and anticipated systems of application related to sports, health, pedagogy, and allied health.
8. Analyze and evaluate the nature and cause of biomechanical injury and design and implement procedures of restoration.
9. Engage in further research and documentation aspects in all core areas.
10. Engage in graduate level certification, master, and doctoral degrees in related fields (i.e. teaching certification, physical therapy, medicine, and others).

Degree Requirements

Foundational Studies	68 units
Kinesiology major	50-58 units
General education free electives	2-10 units
Degree Total*	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

** Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.*

Kinesiology Major

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

Principles of Biology I with Lab (BIOL101/BIOL101L)	5 (GE: Physical and Biological Sciences)
Human Anatomy with Lab (BIOL225/BIOL225L)	4 (GE: Physical and Biological Sciences)
Statistics (MATH120)	3 (GE: Mathematics and Quantitative Reasoning)
Introduction to Psychology (PSYC100)	3 (GE: Social and Behavioral Science)
Exercise and Sport Psychology (PSYC315)	3 (GE: Social and Behavioral Science)

Core Courses

Foundations of Kinesiology (KINE101)		3
Pedagogy and Leadership in Kinesiology (KINE340)		4
Exercise for Chronic Disease and Disability (KINE439)		3
Senior Seminar (KINE498)		3
Nutrition: An Applied Approach (BIOL161)		3
Human Physiology with Lab (BIOL246/BIOL246L)		5
Kinesiology electives *(Choose three units from below)*		3
Faith Based Fitness and Wellness (KINE270)	3	
Care and Prevention of Athletic Injuries (KINE320)	3	
Essentials of Strength and Conditioning (KINE351)	3	
Total Units		**24**

Kinesiology Concentrations

Students must choose a concentration listed below:

Exercise Science Concentration (34 units)

Students preparing for this concentration should have successfully completed high school pre-calculus, biology, and chemistry which will be assessed by a placement test.

Biomechanics (KINE352)		4
Exercise Physiology with Lab (KINE353/KINE353L)		4
Life Long Motor Development (KINE360)		3
General Chemistry I with Lab (CHEM110/CHEM110L)		5
General Chemistry II with Lab (CHEM111/CHEM111L)		5
Calculus I (MATH140)		4
Physics for Science and Engineering I with Lab (SCI220/SCI220L)		4
Electives *(Choose five units from below, as available)*		5
Foundations of Movement (KINE203)	3	
Emergency Response (KINE205)	2	
Politics of Sports (KINE271)	3	
Care and Prevention of Athletic Injuries (KINE320)	3	
Exercise Testing and Rx with Lab (KINE325/KINE325L)	4	
Exploring Public Health (KINE330)	2	
Exercise and Aging (KINE350)	2	
Internship (KINE475)	1-3	
Principles of Biology II with Lab (BIOL102/BIOL102L)	5	
Nutrition and Metabolism (BIOL361)	4	
Introduction to Organic Chemistry and Biochemistry with Lab (CHEM106/CHEM106L)	5	
Physics for Science and Engineering II with Lab (SCI221/SCI221L)	4	

Health and Wellness Concentration (26 units)

Exercise Physiology (BIOL353)		4
General Chemistry I with Lab (CHEM110/CHEM110L)		5
General Chemistry II with Lab (CHEM111/CHEM111L)		5
Electives *(Choose 12 units from below)*		12
Foundations of Movement (KINE203)	3	
Health Education for the Classroom Teacher (KINE245)	3	

Principles of Human Growth and Development (KINE266)	3	
Exploring Public Health (KINE330)	3	
Exercise and Aging (KINE350)	3	
Biomechanics with Lab (KINE352/KINE352L)	4	
Life Long Motor Development (KINE360)	3	
Internship (KINE475)	1-3	
Nutrition and Metabolism (BIOL361)	4	
Calculus I (MATH140)	4	
Child and Adolescent Psychology (PSYC342)	3	
Adult Development and Aging (PSYC346)	3	
Abnormal Psychology (PSYC351)	3	
Physics for Science and Engineering I with Lab (SCI220/SCI220L)	4	

Sports Management Concentration (26 units)

Introduction to Chemistry with Lab (CHEM105/CHEM105L)		5
Electives *(Choose 21 units from below)*		21
Foundations of Movement (KINE203)	3	
Politics of Sports (KINE271)	3	
Principles of Coaching (KINE317)	3	
Care and Prevention of Athletic Injuries (KINE320)	3	
Exercise Testing and Rx w/ Lab (KINE325/KINE325L)	4	
Internship (KINE475)	1-3	
Intercollegiate Sports (PHED212)	1-4	
Child and Adolescent Psychology (PSYC342)	3	
Adult Development and Aging (PSYC346)	3	
Abnormal Psychology (PSYC351)	3	
Business elective, with department chair approval	3	

General Concentration (26 units)

This path is based on consultation with the Kinesiology department to determine courses for specific career direction.

Bachelor of Arts
Liberal Studies

The Jessup School of Education provides programs leading to a Bachelor of Arts in Liberal Studies and a minor in Bible and theology. Candidates have the option of either a California Multiple Subject Teaching Credential or Subject Concentration. This program provides a broad exposure to various fields of human knowledge with an emphasis on effective communication, critical thinking, leadership, education, and character formation.

The School of Education, in partnership and by the grace of Christ, develops educators for leadership and scholarship regionally, nationally, and internationally in order to make a difference in the lives of those they serve. Exhibiting the character of Christ, the School of Education develops educational leaders who reach with compassion, teach with excellence, and learn for lifelong impact.

All students majoring in liberal studies must declare their program pathway as either a Preliminary California Multiple Subject Teaching Credential (K-8 elementary education) or a specific subject concentration. The subject concentrations at this time include child development, English, history, psychology, or TESOL.

Students choosing to pursue a Preliminary California K-8 Multiple Subject Credential will complete an Accredited program approved by the California Commission on Teacher Credentialing based on the guidelines set forth in Senate Bill 2042 (2003). Successful graduates will be credentialed to teach all subjects in kindergarten through grade eight in self-contained classrooms in public and private schools in California. The Teacher Performance Expectations (TPEs) listed below are the basis for course content and assessment of candidate performance.

A. Making Subject Matter Comprehensible to Students
TPE 1: Specific Pedagogical skills for Subject Matter Instruction
- TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.
- Teaching English-Language Arts in a Multiple Subject Assignment
- Teaching Mathematics in a Multiple Subject Assignment
- Teaching Science in a Multiple Subject Assignment
- Teaching History-Social Science in a Multiple Subject Assignment

B. Assessing Student Learning
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6A: Developmentally Appropriate Practices in Grades K-3
- TPE 6B: Developmentally Appropriate Practices in Grades 4 – 8

TPE 7: Teaching English Learners

D. Planning instruction and Designing Learning Experiences for Students
TPE 8: Learning About Students
TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning
TPE 10: Instructional Time
TPE 11: Social Environment

F. Developing as a Professional Educator
TPE 12: Professional, Legal, and Ethical Obligations

Individual course descriptions identify concentrated development of the TPEs. They are demonstrated in specific courses across the program as delineated in catalog descriptions.

Graduates with a BA in Liberal Studies, a Preliminary California Multiple Subject Credential, and a minor in Bible and theology 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.

Students choosing a subject concentration will work closely with their advisor to develop a subject concentration plan. The graduate will have unique knowledge and skills acquired from the specific subject study areas (dependent on subject concentration plan) and the ability to communicate clearly, understand and analyze concepts, and make judgments and decisions.

Liberal studies careers are found in many different sectors including education, research organizations, government, nonprofit, and private. Careers may include teaching, missions, social work, research, writing, public relations, marketing, advertising, sales, and human resources.

Please contact the School of Education office for admission information and requirements.

Degree Requirements

Foundational Studies	66 units
Liberal Studies major	39-60 units
General education free electives	2-23 units
Degree Total*	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

** Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.*

Liberal Studies Major

Core Courses

American History (HIST291)	3
Analytical Inquiry (MATH100)	3
Developmental Psychology (PSYC141)	3
Science elective	3
Multicultural Education (TEDU123)	3
Foundations of Education (TEDU302)	3
Educational Psychology (TEDU310)	3
Language, Culture, and Literacy (TEDU323)	3
Total Units	**24**

Liberal Studies Concentrations

Students must choose a concentration listed below:

Concentration in Multiple Subject Education (36 units)

Successful completion of this concentration meets the California state requirements for a Preliminary Multiple Subject Teaching Credential.

Teaching as a Profession (TEDU101)	3
Curriculum and Methods in PE and Health Science (TEDU102)	3

Technology for Teachers (TEDU110)		2
Curriculum and Methods in Visual and Performing Arts (TEDU251)		3
Initial Student Teaching 1 (TEDU275)		2
Curriculum and Methods in History and Social Science (TEDU311)		3
Initial Student Teaching II (TEDU375)		2
Curriculum and Methods in Math and Science (TEDU413)		3
Curriculum and Methods in Literature and Language (TEDU423)		3
Student Teaching I (TEDU475)		6
Student Teaching II (TEDU476)		6

Students must also complete General Biology (BIOL100), Conceptual Physics with Lab (SCI120/SCI120L), Introduction to Earth and Environmental Science (ESCI131), World Civilization I (HIST231), and World Civilization II (HIST232) as part of their foundational studies requirements. State required assessments (e.g.: CBEST, CSETs, RICA and TPAs) must be passed.

Concentration in English (15 units)

Choose one of the following:		3
Foundations of British Literature (ENGL220)	3	
British Literature from 1800 (ENGL221)	3	
American Literature to 1865 (ENGL231)	3	
American Literature 1865 to Present (ENGL232)	3	
Introduction to Literary Analysis (ENGL160) or Creative Writing (ENGL286)		3
Curriculum and Methods in Literature and Language (TEDU423)		3
Upper division literature electives		6

Concentration in History (15 units)

Literature and Culture (ENGL110) or Political Economy (PPOL241)	3
History of Religion in America (HIST315)	3
The Twentieth Century (HIST371)	3
Curriculum and Methods in History and Social Science (TEDU311)	3
Upper division history elective	3

Students choosing the concentration in history should take Western Civilization I (HIST221) and Western Civilization II (HIST222) as part of their Foundational Studies requirements.

Concentration in Child Development (15 units)

Children's Ministry (CEDU321)	3
Marriage and Family (PSYC200)	3
Child and Adolescent Psychology (PSYC342)	3
Curriculum and Methods in Visual and Performing Arts (TEDU251)	3
Curriculum and Methods in Literature and Language (TEDU423)	3

Concentration in Psychology (15 units)

Introduction to Psychology (PSYC100)		3
Psychology and Christian Thought (PSYC102)		3
Interpersonal Communication (PSYC222) or Psychology of Relationships (PSYC230)		3
Abnormal Psychology (PSYC351)		3
Choose one of the following:		3
Social Psychology (PSYC203)	3	
Cross-cultural Issues in Psychology (PSYC332)	3	
Gender Studies (PSYC345)	3	

Concentration in Teaching English to Speakers of Other Languages (TESOL) (22 units)

Intercultural Communication (ICS310)	3
Linguistics (TSOL352)	3
Second Language Acquisition (TSOL353)	3
TESOL Methodology (TSOL354)	3
TESOL Classroom Practices (TSOL355)	3
TESOL Observation (TSOL356)	1
TESOL Practicum (TSOL357)	3
Elective	3

Concentration in Creative Arts (15 units)

Coming soon

Concentration in Science (15 units)

Coming soon

Teaching English to Speakers of Other Languages (TESOL) Minor

The requirements for the TESOL minor will include those 19 units in seven courses with the addition of one three-unit elective from the following list of courses, for a total of 22 units:

Intercultural Communication (ICS310)		3
Linguistics (TSOL352)		3
Second Language Acquisition (TSOL353)		3
TESOL Methodology (TSOL354)		3
TESOL Classroom Practices (TSOL355)		3
TESOL Observation (TSOL356)		1
TESOL Practicum (TSOL357)		3
Electives *(Choose three units from the following)*		3
God's Kingdom in the World (ICS103)	3	
Cultural Anthropology (ICS202)	3	
World Religions (ICS320)	3	
Introduction to Missiology (ICS330XL)	3	
Establishing Faith Communities (ICS401)	3	
Issues in Intercultural Life and Work (ICS403)	3	
Advanced Intercultural Studies Seminar (ICS492)	3	
Acts (NT210)	3	
Leadership in Global Society (ORLD430)	3	
Cross-cultural Issues in Psychology (PSYC332)	3	
Total Units		**22**

Bachelor of Arts
Mathematics

The mathematics major provides students with a fundamental foundation in mathematics, preparing them for further study or for careers in education or a wide spectrum of industry.

The purpose of the Department of Mathematics and Science is to support the vision and mission of William Jessup University by equipping its students with quantitative and analytical skills necessary to lead and serve in an increasingly technological world. The department has three primary objectives:

1. To prepare students for further study or a career in mathematics or science by offering appropriate undergraduate major programs.
2. To support the teacher education program at Jessup by providing instruction to future educators.
3. To enhance the general education experience of Jessup students by strengthening their mathematics and science abilities.

Students who graduate with a mathematics major will be able to:

1. Think logically and analytically.
2. Demonstrate problem statement and solution proficiency.
3. Demonstrate the ability to communicate mathematics in both written and verbal form.
4. Apply mathematics to other disciplines.
5. Be prepared for graduate study and employment in mathematics.
6. Integrate mathematics into a Christian worldview.

"Employment of mathematicians is expected to increase by 22 percent during the 2008–18 decade, which is much faster than average for all occupations. Advancements in technology usually lead to expanding applications of mathematics, and more workers with knowledge of mathematics will be required in the future. However, jobs in industry and government often require advanced knowledge of related scientific disciplines in addition to mathematics. The most common fields in which mathematicians study and find work are computer science and software development, physics, engineering, and operations research. Many mathematicians also are involved in financial analysis and in life sciences research."
Occupational Outlook Handbook, 2010-11 Edition, United States Department of Labor, Bureau of Labor Statistics

Internships and summer employment opportunities span a broad range of industries. One particular listing of possible positions and programs is maintained by the American Mathematical Society at http://www.ams.org/programs/students/undergrad/undergrad#careers. It may also be possible to develop internship relationships with local businesses (e.g., Cisco, Pasco). As a service project, mathematics majors may serve as tutors for the Jessup student population through the Success Center or as teaching assistants for the lower division math classes. Technologically inclined students may have an opportunity to serve with the Helpdesk on campus.

Assessment of student outcomes shall be accomplished primarily through a senior portfolio – a compilation of their work from throughout their Jessup experience. The completed portfolio is the final product of the senior seminar class. This seminar is the capstone class for the degree and gives students the opportunity to demonstrate verbal and written communication skills, to research mathematical topics of interest, and to prepare for future employment or advanced studies in mathematics.

Degree Requirements

Foundational Studies	66 units
Mathematics major	42 units
General education free electives	20 units
Degree Total	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

Mathematics Major

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

Calculus I (MATH140)	4 (GE: Mathematics and Quantitative Reasoning)
Physics for Science and Engineering I with Lab (SCI220/SCI220L)	4 (GE: Physical and Biological Sciences)

Core Courses

Calculus II (MATH141)		4
Linear Algebra (MATH210)		3
Differential Equations (MATH241)		3
Calculus III (MATH242)		4
History of Mathematics and Number Theory (MATH300)		3
Introduction to Mathematical Proof (MATH301)		3
Probability and Statistics (MATH320)		3
Abstract Algebra (MATH410)		3
Real Analysis (MATH461)		3
Senior Seminar (MATH498)		3
Introduction to Computer Programming (CSCI100)		4
Math electives *(Choose six units from below)*		6
Discrete Mathematics (MATH305)	3	
Modern Geometry (MATH350)	3	
Complex Analysis (MATH460)	3	
Numerical Analysis (MATH462)	3	
Topics in Mathematics (MATH499)	3	
Total Units		**42**

Mathematics Minor

Calculus I (MATH140)*		4
Calculus II (MATH141)		4
Linear Algebra (MATH210)		3
Calculus III (MATH242)		4
Introduction to Mathematical Proof (MATH301)		3
Upper division math electives *(Choose three units from the following)*		3
Abstract Algebra (MATH410)	3	
Real Analysis (MATH461)	3	
Total Units		**21**

**Note that Calculus I (MATH140) fulfills the general education mathematics requirement.*

Bachelor of Arts
Music

The William Jessup University music department provides opportunities for student, faculty, and staff involvement in musical activities. Participating in a Jessup 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:

- **University Choir and Orchestra:** The William Jessup University Choir and Orchestra, under the direction of Tom Ruscica, performs the best of choral literature to audiences all over Placer County. Each year the group records a full length album and performs at a variety of venues including Jessup events and concerts and local area churches, as well as seasonal concerts. The University Choir and Orchestra is open by audition to all Jessup students and may be repeated for credit.
- **Jessup Concert Choir:** The Jessup Concert Choir performs a variety of choral literature, including contemporary Christian choral anthems, worship songs, and gospel music. This choir performs in Placer County at local churches, as well as seasonal concerts. The Jessup Concert Choir is open by audition to all Jessup students and may be repeated for credit.
- **Master Works Chorale:** Master Works Chorale provides students with performance group experience centered in traditional choral repertoire. The group emphasis is on rehearsal and performance of works drawn from the Renaissance, Baroque, Classical, Romantic, and Contemporary periods of music. The Master Works Chorale is open to all William Jessup University students regardless of major. The Chorale performs approximately three times each semester.
- **Jessup Jazz Band:** The Jessup Jazz Band performs a variety of jazz repertoire and is designed to expose students to the best of jazz ensemble literature. This ensemble contributes to the campus and general communities through artistic and spiritual expression. Students are taught techniques unique to jazz, improvisation, and sight-reading. Included in the repertoire are jazz standards, Latin jazz, swing, soul jazz, and blues. The Jessup Jazz Band is open by audition to all Jessup instrumentalists and may be repeated for credit.
- **Crossroads:** Current groups include a performance repertoire of jazz, gospel, R&B, a cappella, and worship. Groups are formed based on current student abilities and giftings, and auditions are held each spring for the following year. Crossroads travels the Northern California area throughout the school year, leading worship and performing original songs and arrangements for various churches, high schools, and community events.

Non-music majors can register for performance groups through their departmental advisor. Audition information is available from the music department chair, the music department administrative assistant, 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 Jessup 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 include: Music Organization and Leadership, Senior Recital, Music and Worship, and Music Internship.

Students who graduate with a music major will 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.

Degree Requirements

Foundational Studies	66 units
Music major	51-52 units
General education free electives	10-11 units
Degree Total	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

Music Major

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

Western Music to 1750 (MUS340)	3 (GE: Arts and Humanities)
Western Music from 1750 (MUS341)	3 (GE: Arts and Humanities)

Students who enroll in Music Fundamentals (MUS171) as a result of their Music Theory Placement Exam score may count those units towards electives.

Core Courses	
Performance Ensemble	8
Applied Music Lessons (MUS100 - 400)	4
Class Piano I (MUS190P)	1
Class Piano II (MUS290P)	1
Piano Proficiency Passed	P/F
Music Theory I (MUS272)	3
Music Theory II (MUS274)	3
Ear Training I (MUS301)	1
Ear Training II (MUS302)	1
Ear Training III (MUS303)	1
Ear Training IV (MUS304)	1
Basic Conducting (MUS310)	2
World Music (MUS367)	2
Music Theory III (MUS372)	3
Music Theory IV (MUS374)	3

Master Works (MUS396)	2
Music Internship (MUS475)	3
Senior Recital (MUS498)	0
Total Units	**39***

*This 39 unit total does not reflect six units required for Western Music to/from 1750 (MUS340 and MUS341).

Music Concentrations

Students must choose a concentration listed below:

Commercial Music Concentration (12 units)

Introduction to Music Technology (MUS220)	2
Recording and Production I (MUS323)	2
Recording and Production II (MUS324)	2
Music Business (MUS352)	2
Instrumentation and Arranging (MUS366)	2
Music electives	2

Music Composition Concentration (12 units)

Introduction to Music Technology (MUS220)	2
Form and Analysis (MUS357)	2
Instrumentation and Arranging (MUS366)	2
Music Composition (MUS420)	2
Counterpoint (MUS421)	2
Music electives	2

General Music Concentration (12 units)

Choose 12 units of music electives not found in the music core requirements. This concentration is intended for transfer students.

Music Education Concentration (13 units)

Woodwinds Techniques (MUS332)	1
String Techniques (MUS333)	1
Brass Techniques (MUS334)	1
Percussion Techniques (MUS335)	1
Instrumentation and Arranging (MUS356)	2
Advanced Conducting (MUS410)	2
Vocal Pedagogy (MUS440G, P, or V)	3
Music Education (MUS441)	2

Performance Concentration (12 units)

Applied Music Lessons (MUS100 - 400)	4
Junior Recital (MUS398)	1
Advanced Conducting (MUS410)	2
Vocal Pedagogy (MUS440G, P or V)	3
Music electives	2

Worship Concentration (12 units)		
Worship Leading Lab I (MUS 250)	1	
Worship Leading Lab II (MUS 251)	1	
Seminar in Leadership Skills (MUS351)	1	
Advanced Conducting (MUS410)	2	
Worship in Contemporary Culture (MUS450)	3	
Music Organization and Leadership (MUS455)	2	
Music electives	2	

Music Minor

Applied Music Lessons (MUS100 - 400)		4
Class Piano I (MUS190P)		1
Music Theory I (MUS272)		3
Music Theory II (MUS274)		3
Class Piano II (MUS290P)		1
Piano Proficiency Passed		P/F
Ear Training I (MUS301)		1
Ear Training II (MUS302)		1
Basic Conducting (MUS310)		2
Performance Ensemble		4
Music electives *(Choose two from the following)*		5-6
The following courses are part of the requirement for this minor and are recommended to fulfill General Education requirements or must be taken as part of a student's minor elective choices.		
Western Music to 1750 (MUS340)	3	
Western Music from 1750 (MUS341)	3	
World Music (MUS367)	2	
Total Units		**25-26**

Bachelor of Arts
Pastoral Ministry

The pastoral ministry program prepares graduates for leadership as senior pastors, associate pastors, chaplain,s and various parachurch positions. As part of the practical theology department, we continue the longstanding heritage of the University to partner with the local church to evangelize, disciple, edify, and unify believers to maturity in Christ.

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.

Students who graduate with a pastoral ministry major will demonstrate the ability to:

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, evangelism, pastoral care, counseling, and Christian leadership.
4. Have entered into a life of spiritual formation integrating vocation, ministry, character, and life style.

Degree Requirements

Foundational Studies	66 units
Pastoral Ministry major	42 units
General education free electives	20 units
Degree Total	**128 units**

Transfer students must complete all of the Bible core courses to complete a ministry degree (18 units total): Christian Foundations – Old Testament (BIBL101), Christian Foundations – New Testament (BIBL104), Hermeneutics (BIBL349), Christian Theology (THEO451), and two Bible electives.

Pastoral Ministry Major

Core Courses

Strategic Communication (PMIN322)		3
Introduction to Church Planting (PMIN401)		3
Evangelism and Church Growth (PMIN410)		2
Practice Preaching (PMIN422)		3
Pastoral Care and Counseling (PMIN423)		3
Pastoral Ministry Internship (PMIN475)		3
Church Administration (PMIN480)		3
New Testament Exposition (BIBL350)		3
Effective Bible Teaching (CEDU372)		1
Creative Communication (COMM320)		3
Gospels course *(Choose one of the following)*		3
Gospel of Matthew (NT241)	3	
Gospel of Mark (NT242)	3	
Gospel of Luke (NT243)	3	
Gospel of John (NT244)	3	
Pastoral Epistles (NT311)		3

Electives *(Choose nine units from the following)*		9
Additional PSYC/ICS/FCM electives may be taken with PMIN Department approval		
Pastoral Ministry Practicum (PMIN375)	1	
Practice Preaching (PMIN422)	2	
Christian Formation and Discipleship (CEDU472)	3	
Financial and Budget Management (BUS243)	3	
Nonprofit Management (BUS373)	3	
Youth Ministry Skills (YMIN175)	3	
Total Units		**42**

Pastoral Ministry Minor

Strategic Communication (PMIN322)	3
Pastoral Care and Counseling (PMIN423)	3
Pastoral Ministry Internship (PMIN475)	3
Church Administration (PMIN480)	3
New Testament Exposition (BIBL350)	3
Creative Communication (COMM320)	3
Pastoral Ministry elective	2-3
Total Units	**20-21**

Bachelor of Arts
Psychology

The mission of the psychology program is to provide a foundation as students develop their capacities for work in the helping professions in both secular and sacred settings.

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 is foundational to restoring individuals to wholeness.

The program equips individuals with critical thinking skills that are scripturally based and methods that are culturally relevant and clinically sound. 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 worldview 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 with a psychology degree will demonstrate

1. Integration and application of Christian faith with the study of psychology
2. Foundational knowledge in the broad areas of study within psychology, including: human growth and development, interpersonal skills, personality theory, biopsychology, human relationships, human sexuality, psychopathology, human sensation and perception, human motivation/learning, research methods and statistics, and legal and ethical issues in the helping professions.
3. Utilization of critical thinking skills to resolve issues related to behavioral, mental, and/or ethical processes.
4. Respect for the diversity of human behavior and experience.
5. Skillful communication with individuals and groups.
6. Personal growth emerging from the study in the major.

Degree Requirements

Foundational Studies	66 units
Psychology major	52 units
General education free electives	10 units
Degree total	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

Psychology Major

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

Introduction to Psychology (PSYC 100)	3 (GE: Social and Behavioral Science)
Developmental Psychology (PSYC141)	3 (GE: Social and Behavioral Science)
Interpersonal Processes (PSYC 222)	3 (GE: Communication)

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

Advanced Academic Writing (ENGL362)	3 (GE: Arts and Humanities)
Human Anatomy (BIOL225) or Human Physiology (BIOL246)	4-5 (GE: Physical and Biological Sciences)
Psalms (OT302), Jeremiah (OT368), or Wisdom Literature (OT404)	3 (GE: Biblical Studies)

World Religions (ICS320), Introduction to Sociology (SOC201), Cultural Geography (SOC222), and God's Kingdom in the World (ICS103) are recommended electives for the International Psychology concentration.

Core Courses

Psychology and Christian Thought (PSYC102)		3
Psychology of Relationships (PSYC230)		3
Personality Theory and Therapy (PSYC300)		3
Counseling Skills (PSYC331)		3
Human Sexuality (PSYC333)		3
Abnormal Psychology (PSYC351)		3
Research Statistics for the Social Sciences (PSYC390)		3
Biopsychology (PSYC450)		3
Field Work in Psychology (PSYC475a and 475b)		
or Applied Research (PSYC497a and b; for Pre-Doctoral concentration)		
or Practicum in Addiction Studies (PSYC475c and d; for Addiction Studies certificate, with seven units of electives instead of nine)		4-6
Applied Integration (PSYC498)		3
Psychology electives *(Choose nine units from any of the concentrations or the courses below. Choose seven units if pursuing Addiction Studies certificate.)*		7-9
Social Psychology (PSYC203)	3	
Professional Skills (PSYC460)	3	
Total Units		**40**

Psychology Concentrations

Students must choose a concentration listed below:

General Psychology (12 units)

Choose any electives	12

The general psychology concentration is directed toward students who desire preparation 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.

Pre-Doctoral (12 units)

History and Systems of Psychology (PSYC310)	3
Research Methods in the Social Sciences (PSYC392)	3
Cognitive Psychology (PSYC410)	3
Advanced Statistics (PSYC491)	3

Counseling Psychology* (12 units)

Marriage and Family (PSYC200)	3
Small Group Dynamics (PSYC322)	3
Psychology of Addiction (PSYC352)	3
Grief and Loss (PSYC432)	3

Developmental Psychology (12 units)

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

Community Mental Health* (12 units)

Cross-cultural Issues in Psychology (PSYC332)	3
Psychology of Addiction (PSYC352)	3
Community Psychology (PSYC430)	3
Case Management (PSYC433)	3

International Psychology* (12 units)

Cross-cultural Issues in Psychology (PSYC332)	3
Cultural Anthropology (ICS202)	3
Intercultural Communication (ICS310)	3
World Religions (ICS320)	3

*It is strongly recommended that the individuals in these concentrations also take Social Psychology (PSYC203) as one of their psychology electives.

Psychology Minor

Psychology and Christian Thought (PSYC102)	3
Developmental Psychology (PSYC141)	3
Psychology of Relationships (PSYC230)	3
Personality Theory and Therapy (PSYC300)	3
Abnormal Psychology (PSYC351)	3
Upper division psychology electives	6
Total Units	**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 levels 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, internships, and events to develop practical skills and understanding for policymaking.

Students who graduate with a public policy major will demonstrate the ability to:

1. Understand biblical and ethical principles and standards and apply them to public policy issues and institutions.
2. Appreciate the significance of civil society and actively engage in civic participation.
3. Develop critical thinking, problem-solving, and management skills for policymaking and public administration.
4. Recognize and interrelate political structures, participants, and principles for policymaking and implementation.
5. Acquire and apply knowledge of American and comparative history and government to current events, issues, and institutions.
6. Acquire and apply knowledge of constitutional and international principles and organizations for governance, civic participation, and civil and human rights.
7. Identify and utilize effective and principled methods and approaches to political process, policy research and analysis, and public administration.
8. Integrate political knowledge and policy principles to practical public sector fields such as communications and media, criminal justice, economics and management, government and politics, and law and policy.

Degree Requirements

Foundational Studies	66 units
Public Policy major	53-56 units
General education free electives	6-9 units
Degree Total*	**128 units**

Transfer students refer to "General Education and Bible options for Transfer Students" for optional requirements under Foundational Studies.

** Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.*

Public Policy Major

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

American History (HIST291) *required*	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271) *recommended*	3 (GE: Arts and Humanities)

Core Courses

American Government (PPOL111)	3
Political Theory and Philosophy (PPOL201)	3
Political Process (PPOL221)	3
Public Administration I (PPOL253)	3
Ethics in Public Policy (PPOL304)	3

State and Local Government (PPOL324)	3
Comparative Government and Politics (PPOL325)	3
Political Economy (PPOL341)	3
Public Administration II (PPOL353)	3
Constitution and Civil Rights (PPOL361)	3
International Relations and Human Rights (PPOL463)	3
Public Policy Internship (PPOL475)	3
Political Research and Policy Analysis (PPOL491)	3
Senior Seminar: Leadership and Service (PPOL498)	3
Career Exploration for Freshmen and Sophomores (LDRS199)	1
Career Exploration for Freshmen and Sophomores (LDRS399)	1
Total Units	**44**

Public Policy Concentrations

Students must choose a concentration listed below:

Criminal Justice (12 units)

Choose four courses from the following:

Introduction to Criminal Justice (PPOL260)	3
Introduction to Criminal Law (PPOL261)	3
Criminology (PPOL362)	3
Corrections (PPOL366)	3
Police and Society (PPOL364)	3
Violence and Terrorism (PPOL469)	3
Social Psychology (PSYC203)	3
Cross-cultural Issues in Psychology (PSYC332)	3
Abnormal Psychology (PSYC351)	3
Psychology of Addiction (PSYC352)	3
Community Psychology (PSYC430)	3

Public Administration (12 units)

Choose four courses from the following:

American Presidency (PPOL328)	3
Economic Development (PPOL342)	3
Public Budgeting (PPOL343)	3
Administrative Law (PPOL466)	3
Business Statistics (BUS190)	3
Macroeconomics (BUS240)	3
Microeconomics (BUS241)	3
Legal Implications for Business (BUS260)	3
Organizational Communication (BUS302)	3
Marketing (BUS320)	3
Financial Management (BUS342)	3
International Business (BUS372)	3
Nonprofit Management (BUS373)	3
Human Resources Management (MGMT382XL)	3

General Concentration (9 units)

Choose nine units of electives from any of the concentrations.

Government and Politics (12 units)

Choose four courses from the following:

Legislative Process (PPOL321)	3
American Presidency (PPOL328)	3
Campaign Organizing (PPOL329)	3
Law and Social Policy (PPOL363)	3
American Foreign Policy (PPOL365)	3
International Conflict and Conflict Resolution (PPOL464)	3
Global Advocacy and Diplomacy (PPOL465)	3
Violence and Terrorism (PPOL469)	3
First Amendment (PPOL470)	3
American Literature to 1865 (ENGL231) or American Literature to Present (ENGL232)	3
Christianity and Islam in Conflict (HIST372)	3
California History (HIST481)	3
World Religions (ICS320OL)	3
The Modern Middle East (ICS380OL)	3
Muslim-Christian-Jewish Relations (ICS381OL)	3
The Israeli-Palestinian Conflict (ICS382OL)	3
American Interests in the Middle East (ICS383OL)	3

Public Policy Minor

American History (HIST291)	3
American Government (PPOL111)	3
Political Theory and Philosophy (PPOL201)	3
Political Process (PPOL221)	3
Constitution and Civil Rights (PPOL361)	3
International Relations and Human Rights (PPOL463)	3
Public Policy elective	3
Total Units	**21**

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 vision of the youth ministry program is to reach the next generation by preparing students to evangelize and disciple youth and their families. The mission of the youth ministry program is to creatively prepare students to be dynamic leaders and facilitators that inspire youth to the Christian life.

Students who graduate with a youth ministry major will demonstrate:

1. Demonstrate Christian leadership and professional competence
2. Communicate a Christian worldview within a biblical context in a global society
3. Integrate current youth ministry theory and adolescent faith development

Degree Requirements

Foundational Studies	66 units
Youth Ministry major	45 units
General education free electives	17 units
Degree Total	**128 units**

Transfer students must complete all of the Bible core courses to complete a ministry degree (18 units total): Christian Foundations – Old Testament (BIBL101), Christian Foundations – New Testament (BIBL104), Hermeneutics (BIBL349), Christian Theology (THEO451), and two Bible electives.

Youth Ministry Major

Core Courses

Youth Ministry Skills (YMIN175)	3
Youth Culture, Trends, and Issues (YMIN283)	2
Christian Education of Youth (YMIN291)	3
Youth and Missions (YMIN373)	3
Urban/Parachurch Youth Ministry (YMIN431)	3
Philosophy of Youth Ministry (YMIN463)	3
Youth Ministry Internship (YMIN475)	3
Creative Communication (COMM320)	3
Acts (NT210)	3
Gospel of John (NT244)	3
Pastoral Epistles (NT311)	3
Field Experience: National Youth Workers' Convention (YMIN376)	1
Total Units	**33**

Youth Ministry Concentrations

Students must choose a concentration listed below:

General Youth Ministry Concentration (12 units)

Ministering to Families with Teenagers (YMIN237)	3
Camping Administration and Programming (YMIN273)	3

Counseling Youth (YMIN326)		3
Child and Adolescent Psychology (PSYC342)		3
Ministering to Families Concentration (12 units)		
Ministering to Families with Teenagers (YMIN237)		3
Counseling Youth (YMIN326)		3
Choose six units from the following:		6
Children's Ministry (CEDU321)	3	
Family Ministry (CEDU337)	2	
Marriage and Family (PSYC200)	3	
Interpersonal Processes (PSYC222)	3	
Psychology of Relationships (PSYC230)	3	
Human Sexuality (PSYC333)	3	
Counseling Youth Concentration (12 units)		
Counseling Youth (YMIN326)		3
Choose nine units from the following:		9
Developmental Psychology (PSYC141)	3	
Interpersonal Processes (PSYC222)	3	
Psychology of Relationships (PSYC230)	3	
Small Group Dynamics (PSYC322)	3	
Human Sexuality (PSYC333)	3	
Child and Adolescent Psychology (PSYC342)	3	
Abnormal Psychology (PSYC351)	3	
Psychology of Addiction (PSYC352)	3	
Intercultural Studies Concentration (12 units)		
God's Kingdom in the World (ICS103)		3
Intercultural Communication (ICS310)		3
World Religions (ICS320)		3
Issues in Intercultural Life and Work (ICS403)		3

Youth Ministry Minor

Youth Ministry Skills (YMIN175)			3
Youth Culture, Trends, and Issues (YMIN283)			2
Christian Education of Youth (YMIN291)			3
Urban/Parachurch Youth Ministry (YMIN431)			3
Philosophy of Youth Ministry (YMIN463)			3
Electives *(Choose two of the following)*			6
Ministering to Families with Teenagers (YMIN237)		3	
Camping Administration and Programming (YMIN273)		3	
Counseling Youth (YMIN326)		3	
Youth and Missions (YMIN373)		3	
Creative Communication (COMM320)		3	
Child and Adolescent Psychology (PSYC342)		3	
Total Units			**20**

Bachelor of Arts
Bible and Theology
with a Transferred Minor

Refer to Bachelor of Arts – Bible and Theology.

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

The transferred minor is determined by the Office of the Registrar and is based on student transcripts and comparison institutions which offer a minor in a chosen field. Typically, the transferred minor will require upper division units and is therefore available to students who have attended a four-year institution prior to transferring.

Students who graduate with a Bible and theology major will demonstrate:

1. A basic knowledge and appreciation of the importance of the ministry.
2. An ability to use the Greek or Hebrew 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.

Academic Minors

In addition to a selected major, students may elect to complete a minor. Please note that no more than one-half of a minor may come from units applied toward a student's major requirements or as transfer units, and none of the courses may overlap with general education requirements. They may, however, overlap with the general electives and free electives.

American Sign Language Studies Minor

America Sign Language I (ASLS160)	4
American Sign Language II (ASLS161)	4
Worship and Creative Signs (ASLS170)	3
American Sign Language III (ASLS260)	4
American Sign Language IV (ASLS261)	4
Experiential Learning (ASLS275)	3
Introduction to Deaf History and Culture (ASLS301)	3
Total Units	**25**

Archaeology Minor

The following courses are required for the minor in archaeology:

Introduction to Archaeology (ARCH100)	3
Archaeology of the Hebrew Bible (ARCH210)	3
Archaeology of the New Testament (ARCH220)	3
Excavation Field Experience (ARCH475)	3
Archaeology electives	6
Total Units	**18**

Bible and Theology Minor

All programs at Jessup are based upon an 18-unit minor** in Bible and theology, which include the following core courses:

Christian Foundations - Old Testament (BIBL101)	3
Christian Foundations - New Testament (BIBL104)	3
The Art of Interpretation (BIBL249) <u>or</u> Hermeneutics (BIBL349) for ministry majors	3
Christian Theology (THEO451)	3
Bible electives	6

***Non-ministry major students who transfer in 60 units or more toward degree may elect to take nine units of biblical studies: BIBL101, BIBL104, and BIBL249.*

Business Minor

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

Creative Arts Minor

The Creative Christian (CART101)	3
Introduction to Creative Arts (CART103)	1
Practicum in Production (CART132) and/or Practicum in Performance (CART133) and/or Practicum in Management (CART137)	2
Financial and Budget Management (BUS243)	3
Choose one of the following:	3
Art Criticism and Analysis (CART245a)	
Text Criticism and Analysis (CART245b)	
Art History I (CART340a)	
Art History II (CART340b)	
Theatre History I (CART341a)	
Theatre History II (CART341b)	
Creative Arts electives *(Choose four from any concentration electives)*	12
Total Units	**24**

Environmental Science Minor

Ecology with Lab (ESCI310/ESCI310L)	4
Environmental Law and Policy (ESCI360)	3
Environmental Ethics (ESCI350) or American Environmental Literature (ESCI361)	3
American Government (PPOL111)	3
Earth and Environmental Science with Lab (ESCI131/ESCI131L)	4
Upper Division Environmental Science electives	4
Total Units	**21**

English Minor

Foundations of British Literature (ENGL220)	3
British Literature since 1800 (ENGL221)	3
American Literature (ENGL231 or 232)	3
Creative Writing (ENGL286) or Critical Analysis of Literature (ENGL360)	3
Shakespeare (ENGL320)	3
Upper division English electives	6
Total Units	**21**

Family and Children's Ministry Minor

Children's Ministry (CEDU321)	3
Family Ministry (CEDU337)	2
Effective Bible Teaching (CEDU372)	1
Christian Formation and Discipleship (CEDU472)	3
Marriage and Family (PSYC200)	3
Child and Adolescent Psychology (PSYC342)	3
Family and Children's Ministry elective	3
Total Units	**18**

History Minor

American History (HIST291)		3
The Early Church: Paul to Justinian (HIST310)		3
History of Religion in America (HIST315)		3
The Twentieth Century (HIST371)		3
Literature or Political Economy *(Choose one of the following)*		3
Foundations of British Literature (ENGL220)	3	
British Literature since 1800 (ENGL221)	3	
American Literature to 1865 (ENGL231)	3	
American Literature 1865 to Present (ENGL232)	3	
Political Economy (PPOL341)	3	
Upper division history electives		6
Total Units		**21**

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.

God's Kingdom in the World (ICS103)	3
Cultural Anthropology (ICS202)	3
Intercultural Communication (ICS310)	3
Establishing Faith Communities (ICS401)	3
Issues in Intercultural Life and Work (ICS403)	3
Acts (NT210)	3
Intercultural Studies elective	3
Total Units	**21**

Mathematics Minor

Calculus I (MATH140)*		4
Calculus II (MATH141)		4
Linear Algebra (MATH210)		3
Calculus III (MATH242)		4
Introduction to Mathematical Proof (MATH301)		3
Upper division math electives *(Choose three units from the following)*		3
Abstract Algebra (MATH410)	3	
Real Analysis (MATH461)	3	
Total Units		**21**

**Note that Calculus I (MATH140) fulfills the general education mathematics requirement.*

Modern Middle East Studies Minor (completely online)

The minor will consist of six courses to be taught in the following order in a seven-week online format. Two courses will be taught every semester. The following courses are required for the minor in modern Middle East studies:

Introduction to Islam (ICS280OL)	3
Jesus in the Muslim Context (ICS281OL)	3
The Modern Middle East (ICS380OL)	3
Muslim-Christian-Jewish Relations (ICS381OL)	3
The Israeli-Palestinian Conflict (ICS382OL)	3
American Policy in the Middle East (ICS383OL)	3
Total Units	**18**

Music Minor

Applied Music Lessons (MUS100 - 400)		4
Class Piano I (MUS190P)		1
Music Theory I (MUS272)		3
Music Theory II (MUS274)		3
Class Piano II (MUS290P)		1
Piano Proficiency Passed		P/F
Ear Training I (MUS301)		1
Ear Training II (MUS302)		1
Basic Conducting (MUS310)		2
Performance Ensemble		4
Music electives *(Choose two from the following)*		5-6
The following courses are part of the requirement for this minor and are recommended to fulfill General Education requirements or must be taken as part of a student's minor elective choices.		
Western Music to 1750 (MUS340)	3	
Western Music from 1750 (MUS341)	3	
World Music (MUS367)	2	
Total Units		**25-26**

Pastoral Ministry Minor

Strategic Communication (PMIN322)	3
Pastoral Care and Counseling (PMIN423)	3
Pastoral Ministry Internship (PMIN475)	3
Church Administration (PMIN480)	3
New Testament Exposition (BIBL350)	3
Creative Communication (COMM320)	3
Pastoral Ministry elective	2-3
Total Units	**20-21**

Psychology Minor

Psychology and Christian Thought (PSYC102)	3
Developmental Psychology (PSYC141)	3
Psychology of Relationships (PSYC230)	3
Personality Theory and Therapy (PSYC300)	3
Abnormal Psychology (PSYC351)	3
Upper division psychology electives	6
Total Units	**21**

Public Policy Minor

American History (HIST291)	3
American Government (PPOL111)	3
Political Theory and Philosophy (PPOL201)	3
Political Process (PPOL221)	3
Constitution and Civil Rights (PPOL361)	3
International Relations and Human Rights (PPOL463)	3
Public Policy elective	3
Total Units	**21**

Teaching English to Speakers of Other Languages (TESOL) Minor

The requirements for the TESOL minor will include those 19 units in seven courses with the addition of one three-unit elective from the following list of courses, for a total of 22 units:

Intercultural Communication (ICS310)		3
Linguistics (TSOL352)		3
Second Language Acquisition (TSOL353)		3
TESOL Methodology (TSOL354)		3
TESOL Classroom Practices (TSOL355)		3
TESOL Observation (TSOL356)		1
TESOL Practicum (TSOL357)		3
Electives *(Choose three units from the following)*		3
God's Kingdom in the World (ICS103)	3	
Cultural Anthropology (ICS202)	3	
World Religions (ICS320)	3	
Introduction to Missiology (ICS330XL)	3	
Establishing Faith Communities (ICS401)	3	
Issues in Intercultural Life and Work (ICS403)	3	
Advanced Intercultural Studies Seminar (ICS492)	3	
Acts (NT210)	3	
Leadership in Global Society (ORLD430)	3	
Cross-cultural Issues in Psychology (PSYC332)	3	
Total Units		**22**

Youth Ministry Minor

Youth Ministry Skills (YMIN175)		3
Youth Culture, Trends, and Issues (YMIN283)		2
Christian Education of Youth (YMIN291)		3
Urban/Parachurch Youth Ministry (YMIN431)		3
Philosophy of Youth Ministry (YMIN463)		3
Electives *(Choose two of the following)*		6
Ministering to Families with Teenagers (YMIN237)	3	
Camping Administration and Programming (YMIN273)	3	
Counseling Youth (YMIN326)	3	
Youth and Missions (YMIN373)	3	
Creative Communication (COMM320)	3	
Child and Adolescent Psychology (PSYC342)	3	
Total Units		**20**

Associate Programs

Associate of Arts in Bible

This two-year degree program is intended either for students who may transfer to a liberal arts college to seek a major not offered at Jessup 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:

English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
Arts or Humanities Electives	3
Lab Science	4
Western Civilization I (HIST221)	3
Western Civilization II (HIST222)	3
Developmental Psychology (PSYC141)	3
Cultural Studies	3
Christian Perspective (PHIL452)	3
Effective Bible Teaching (CEDU372)	1
Contemporary Discipleship (LDRS152a,b)	5
Christian Foundations – Old Testament (BIBL101)	3
Christian Foundations – New Testament (BIBL104)	3
Hermeneutics (BIBL349)	3
Romans (NT308)	3
Bible electives	12
Must include at least one course each in New Testament, Old Testament, and Theology	
General education free electives	6
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 family and children's ministry, intercultural studies, music and worship, pastoral ministry, or youth ministry.

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

English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
Western or World Civilization I (HIST221/231)	3
Western or World Civilization II (HIST222/232)	3
Developmental Psychology (PSYC141)	3
Cultural Studies	3
Contemporary Discipleship (LDRS152a, b)	5
Christian Foundations – Old Testament (BIBL101)	3
Christian Foundations – New Testament (BIBL104)	3
Hermeneutics (BIBL349)	3
Romans (NT308)	3
Bible electives	8
Must include at least one course each in New Testament, Old Testament, and Theology	
Ministry concentration: Family and Children's Ministry, Intercultural Studies, Music, Pastoral Ministry, or Youth Ministry	12
Arts or humanities electives	3
General education free electives	6
Total Units	**64**

Certificate Programs

Certificate programs are designed to prepare Christians to serve in specific capacities and are seen as training programs, not holistic educational programs. Certificate programs are in keeping with trends in the business world. Vocational technicians often work under the supervision of professionals quite effectively. Trends in this direction are increasing. Students who enroll in certificate 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 eight 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.

Certificate in Addiction Studies

Offered at the Rocklin site in the traditional program only

(See Adult Degree and Certificate Program section of the catalog for information on the San Jose offering)

Upon completion of the 36 units of coursework in addiction studies, students are qualified to sit for the California Alcohol/Drug Counselor Associate exam. Requirements to sit for the exam include 315 hours of specified course work and 255 hours of field practicum. This certificate may be earned independent of other course work or as a part of the Bachelor of Arts in Psychology. The following courses at Jessup have been identified by the California Certification Board of Alcohol/Drug Counselors as meeting these requirements.

Introduction to Psychology (PSYC100) or Interpersonal Processes (PSYC222)	3
Small Group Dynamics (PSYC322)	3
Counseling Skills (PSYC331)	3
Cross-Cultural Issues in Psychology (PSYC332)	3
Abnormal Psychology (PSYC351)	3
Psychology of Addiction (PSYC352)	3
Community Psychology (PSYC430)	3
Case Management (PSYC433)	3
Biopsychology (PSYC450)	3
Professional Skills (PSYC460)	3
Practicum in Addiction Studies (PSYC475c, 475d)	6
Total Units	**36**

Air Force Reserve Officer Training Corps (AFROTC)

Through arrangements with California State University, Sacramento, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program when enrolled as a fulltime student at William Jessup University. All Aerospace Studies classes and AFROTC training are conducted at the CSUS campus.

The Department of Aerospace Studies offers four-, three-, and two-year academic and training programs towards a commission in the United States Air Force. The programs are designed to develop officers who have a broad understanding and high growth potential. Cadets participate in dialogues, problem solving, and other planning activities designed to develop leaders and managers. These goals are achieved through formal academic classes, physical fitness training, and Leadership Laboratory—a two-hour weekly practical military training session. Qualified undergraduate or graduate students may apply for AFROTC. The program accepts students from most of the local two- and four-year community colleges and universities. Contact the department for information on open enrollment procedures for non-Jessup students.

As one of the prerequisites for commissioning, each cadet must attend either a four-week or extended field training encampment. This training is conducted at an Air Force base during the summer, normally between a cadet's sophomore and junior years. Field training emphasizes military orientation, academics, physical fitness training, leadership exercises, teamwork, job specialty briefings, military drill, and ceremonies.

Upon completion of the AFROTC program and all requirements for a bachelor degree, cadets are commissioned as second lieutenants and serve a minimum of four years in the Air Force. Graduate students are eligible for an Air Force commission upon successful completion of the AFROTC program even if they have not completed their graduate degree. AFROTC students may compete to be selected and enter pilot or navigator training after commissioning. Pilot and navigator training are highly selective career fields, and the competition is intense. Other commissionees go on active duty in specialties consistent with their academic majors, their desires, and the needs of the Air Force. Commissionees may request a delay from entry on active duty to continue their education, or they may apply for Air Force-sponsored graduate study to begin immediately upon entering on active duty service.

AFROTC offers scholarships to qualified students. The competition for these scholarships is highly competitive. Scholarships usually provide for tuition, books, lab and incidental fees, and a tax-free monthly stipend of $300 for freshmen cadets, $350 for sophomore cadets, $450 for junior cadets, and $500 for senior cadets.

Except for scholarship recipients, students are under no obligation to the Air Force until after they successfully pass field training and then sign a contract with the Air Force. After "contracting" with the Air Force, each non-scholarship cadet receives a monthly stipend of $400 for junior cadets and $500 for senior cadets. The semester of graduation and commissioning, cadets are assigned an Air Force specialty code identifying their future job in the Air Force.

For more information, please contact AFROTC Detachment 088 at CSUS at 916.278.7315 or det88recruiting@gmail.com. You can also access the website at http://www.csus.edu/afrotc/.

Adult Degree and Certificate Programs

School of Professional Studies – Rocklin and San Jose Campuses

William Jessup University offers nontraditional programs serving the needs of working adults who have worked full-time for at least two years and have a minimum of 12 transferable semester units of college level coursework. These individuals typically work full-time and are interested in completing a four-year college degree in the evening while continuing to work.

Students with less than 60 transferable semester units of college level coursework may begin completing general education units and free electives needed for entrance into their major course of study. Once students have obtained 60 units by means of transfer or direct credit with the University, they may enter the major component of their program. General electives are designed on an open enrollment basis while major courses have both an open enrollment and cohort structure.

Classes meet on a non-traditional schedule, either one night per week or two weekends per course, or other schedule as dictated by specific programs. Class sizes are typically 12 to 25 students. Courses are taught one at a time. Each class is conducted like a seminar, with an experienced professor facilitating a practical exchange of experiences and ideas to raise the level of learning from the assignments. The focus is on application and use of the learning in new ways. Faculty with a master or doctorate degree and significant leadership and professional and/or ministry experience bring a wealth of real world relevance to the classroom.

The curriculum of each major links theory to practice. One can apply lessons from the classroom to the workplace the following day. Additional college credit may be earned for demonstrating learning accomplished outside the classroom, including technical training, work experience, military training, seminars, and informal learning (Credit for Prior Learning). Contact SPS staff to pursue credit for demonstrated learning.

The School of Professional Studies operates in two locations:

Rocklin Campus:

333 Sunset Boulevard
Rocklin, CA 95765
888.883.ICAN (4226) or 916.577.2338
craynor@jessup.edu

San Jose Campus:

1190 Saratoga Avenue, Suite 210
San Jose, CA 95129
800.205.6100 or 669.400.7109
aphillips@jessup.edu

Bachelor of Science Course Requirements

The School of Professional Studies offers Bachelor of Science degrees in Business Administration, Christian Leadership, Criminal Justice, Organizational Leadership, Psychology, and Public Administration. 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.

The purpose of the general education units is to demonstrate a broad range of knowledge, which provides the base for a well-educated citizen. These courses should be completed before starting the major. The academic program is set for each major and follows a prescribed sequence. The sequence for each major is listed in the following pages. Students admitted to the School of Professional Studies with less than 60 applicable units may take general education courses at Jessup prior to entering their major program.

General Education Requirements

English composition	6
Speech or oral communication	3
Humanities/fine arts (including topics such as literature, philosophy, and ethics)	6
Mathematics (must be CSU transferable in area 3B)	3
Science (one 3 unit science class with a 1 unit lab)	4
U.S. History (must include Constitutional era)	3
General history	3
Behavioral/social sciences ((including topics such as sociology, psychology, and anthropology)	6
General education electives (from any of the above subject areas)	18
General Education requirements (including transfer equivalents)	**52**

Bachelor of Science
Business Administration

Business Administration Learning Outcomes

The business administration major program is designed to prepare its graduates for careers in management in profit and not-for-profit organizations. Students will learn the fundamental principles underlying organizations, improve their critical thinking, develop knowledge of analytical tools of management, explore the human resource component of organizations, and develop skills in analyzing and evaluating managerial problems. This program is integrated with biblical principles that equip students to conduct their careers in a manner which is consistent and reflective of their personal relationship with Christ.

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.

Business administration majors are required to take Strategies for Success (CM301) and Microeconomics (BUS241) as prerequisites. Strategies for Success is offered as general education.

General education requirements (by transfer, CPL, etc.)	52
Free electives (by transfer, CPL, etc.)	26

Management and Organizational Behavior (BUSA140)	3
Fundamentals of Accounting (BUSA247)	3
Business Law (BUSA260)	3
Applied Ethics for Business (BUSA309)	3
Marketing for Managers (BUSA320)	3
Financial Management (BUSA342)	3
Operations Management (BUSA381)	3
Research Methods and Statistical Concepts (BUSA490)	3
Integration and Applied Learning I-V (BUSA495a-e)	5
Strategic Management (BUSA498)	3
Faith and Life Issues (LDRS300)	3
Models of Leadership (ORLD301)	3
Total in Major	**38**
Total Units for Program	**128**

Business Administration Concentrations

Students must choose a concentration listed below:

Management Concentration (12 units)

Human Resource Management (BUSA382)	3
Project Management (BUSA385)	3
Entrepreneurship (BUSA388)	3
Applied Christian Leadership in Management (BUSA480)	3

Marketing Concentration (12 units)

Marketing the Nonprofit (BUS323)	3
Marketing Communications (BUS420)	3
International Marketing (BUS421)	3
Marketing Research (BUS492)	3

Project Management Concentration (12 units) *Coming soon*

Project Management Tools & Techniques (BUSA351)	3
Project Cost and Budget Management (BUSA352)	3
Project Quality Management (BUSA353)	3
Project Risk Management (BUSA450)	3

Bachelor of Science
Christian Leadership

Christian Leadership Learning Outcomes

The Christian leadership major provides students with the tools necessary to be effective leaders as Christians in nonprofit, for profit, or public contexts. Individuals seeking this major will benefit from career focused instruction in the area of relational skills, leadership capabilities, and training needed to perform necessary functions in any organization. Students will be given the opportunity to explore the Scriptures and foundational truth to further their knowledge and ability to interpret critically and apply Scripture to their own life. Many students who choose this major find it foundational to the pursuit of full-time Christian ministry in various vocations. Coursework in this major 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.

Christian leadership majors are required to take Bible Survey (BIBL201), Strategies for Success (CM301), Introduction to Psychology (PSYC100), and Developmental Psychology (PSYC141) as prerequisites to the major. These three courses are offered at Jessup.

General education requirements (by transfer, CPL, etc.)	52
Free electives (by transfer, CPL, etc.)	26

The Art of Biblical Interpretation (BIBL249)	3
Organizational Communications (BUSA302)	3
Management Principles (BUSA380)	3
Project Management (BUSA385)	3
Faith and Life Issues (LDRS300)	3
Integration and Applied Learning I-V (LDRS495a-e)	5
Foundations of Leadership (ORLD300)	3
Models of Leadership (ORLD301)	3
Leading Organizational Teams (ORLD321)	3
Leadership and Negotiations (ORLD420)	3
Organizational Ethics (ORLD421)	3
Managing Organizational Change (ORLD422)	3
Leadership and Global Society (ORLD430)	3
Evidence-Based Decision Making (ORLD432)	3
Effective Strategies for Leading Volunteers (LDRS320)	3
Introduction to Pastoral Care and Counseling (LDRS450)	3
Total in Major	**50**
Total Units for Program	**128**

Bachelor of Science
Criminal Justice

Criminal Justice Learning Outcomes

The Bachelor of Science in Criminal Justice is designed to be an integrative program allowing professionals and others to achieve their degree through non-traditional delivery. The criminal justice program is focused on preparing those who are professionals in the public sector and those desiring to enter the public sector in the field of criminal justice.

The criminal justice program will equip students with the essential skills for evaluating, planning, and implementing public policy as well as managing public and private sector programs and organizations. Through a comprehensive curriculum taught by practitioners who are working or have worked in the fields in which they teach, students receive both foundational knowledge and practical application. Graduates will be prepared to serve in positions in local (city or county), state, or federal management, program direction, budget consulting and analysis, and human resource management.

After completing this major, students should be able to:

- Demonstrate an understanding of biblical, governance and management principles and their application to public administration and criminal justice decision-making.
- Identify the foundations and core principles underlying the layers of local, state, and national public agencies, and nonprofit organization.
- Examine the scope, purpose, structure of American public administration and criminal justice and their respective roles in policy implementation.
- Review the process and players of public administration and criminal justice and their relationship to decision making and the legal process.
- Identify and analyze latest trends and theories of financial management, human resource management, and administrative practice to formulate best practices and apply to specific scenarios in each concentration.
- Identify, analyze, and develop "real time" application scenarios on how to use this information to manage the complex administrative and justice structures challenges of today and tomorrow.
- Evaluate current issues, how they shape public policy, and how different public sector and government professionals intersect with these issues and how these scenarios would be beneficial and effective.

Criminal justice majors are required to take Strategies for Success (CM301XL) as a prerequisite at Jessup.

General education requirements (by transfer, CPL, etc.)	52
Electives (by transfer, CPL, etc.)	26

Christian Perspective (CD352XL)	3
Bible Survey (BIBL201XL)	3
Art of Interpretation (BIBL249XL)	3
American Government (PPOL111)	3
Political Process (PPOL221)	3
Introduction to Criminal Justice and Society (PPOL260)	3
Intro to Criminal Law (PPOL261)	3
Ethics in Public Policy (PPOL304)	3
State and Local Government (PPOL324)	3
Constitution and Civil Rights (PPOL361)	3
Criminology (PPOL362)	3
Police and Society (PPOL364)	3
Corrections (PPOL366)	3
Violence and Terrorism (PPOL469)	3
Political Research and Policy Analysis (PPOL491)	3

Senior Seminar: Leadership and Service (PPOL498a)	2
Senior Seminar: Leadership and Service (PPOL498b)	3
Total Units for Program	**128**

Bachelor of Science
Organizational Leadership

Organizational Leadership Learning Outcomes

The organizational leadership major provides students with the tools necessary to be effective leaders as Christians in nonprofit, for profit, or public contexts. Individuals seeking this major will benefit from career focused instruction in the area of relational skills, leadership capabilities, and training needed to perform necessary functions in any organization. Students will be given the opportunity to explore the Scriptures and foundational truth to further their knowledge and ability to interpret critically and apply Scripture to their own life. Many students who choose this major find it foundational to the pursuit of full-time Christian ministry in various vocations. Coursework in this major 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.

Organizational leadership majors are required to take Strategies for Success (CM301XL), Introduction to Psychology (PSYC100), and Developmental Psychology (PSYC141XL) as prerequisites to the major. These three courses are offered at Jessup.

General education requirements (by transfer, CPL, etc.)	52
Electives (by transfer, CPL, etc.)	26

Fundamentals of Accounting (BUSA247)	3
Organizational Communications (BUSA302)	3
Management Principles (BUSA380)	3
Project Management (BUSA385)	3
Entrepreneurship (BUSA388)	3
Faith and Life Issues (LDRS300)	3
Foundations of Leadership (ORLD300)	3
Models of Leadership (ORLD301)	3
Leading Organizational Teams (ORLD321)	3
Leadership and Negotiations (ORLD420)	3
Organizational Ethics (ORLD421)	3
Managing Organizational Change (ORLD422)	3
Leadership and Global Society (ORLD430)	3
Public Sector Leadership (ORLD431)	3
Evidence Based Leadership and Decision Making (ORLD432)	3
Integration and Applied Learning I-V (ORLD495a-e)	5
Total in Major	**50**
Total Units for Program	**128**

Bachelor of Science
Psychology

San Jose Campus

Psychology Learning Outcomes

The mission of the psychology major is to develop an individual's capacity 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. Some will apply this degree to work within a mental health setting or utilize the relational skills gained in this program in a wide range of careers, including business, human services, and church/parachurch ministry. The major provides foundational studies in preparation for graduate school in the helping professions. Graduates who seek advanced education typically choose studies in psychology, counseling or social work.

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.
- Demonstrate self-awareness, recognizing personal strengths, growth areas, and limitations.

Psychology majors are required to take Strategies for Success (CM301), Introduction to Psychology (PSYC100), and Developmental Psychology (PSYC141) as prerequisites to the major. These three courses are offered in our Bridge program.

General education Requirements	52
Electives (by transfer, CPL, or concurrent enrollment)	26

Introduction to Addictions in Society (PSYC170XL)	3
Marriage and Family (PSYC200)	3
Social Psychology (PSYC203)	3
Foundations of Biblical and Psychological Integration I (PSYC301)	3
Foundations of Biblical and Psychological Integration II (PSYC302)	3
Christian Ethics in Psychology (PSYC303)	3
Group Counseling (PSYC322XL)	3
Counseling Skills (PSYC331XL)	3
Cross-Cultural Issues in Psychology (PSYC332)	3
Human Sexuality (PSYC333) *(non-transferable)*	3
Abnormal Psychology (PSYC351)	3
Assessment and Treatment Strategies (PSYC370XL)	3
Grief and Loss (PSYC432)	3
Physiology and Psychopharmacology (PSYC471XL)	3
Research Methods and Statistics (PSYC490)	3
Integration and Applied Learning I-V (PSYC498a-eXL)	5
Total in Major	**50**
Total Units for Program	**128**

Bachelor of Science
Psychology
Rocklin Campus

Psychology Learning Outcomes

The mission of the psychology major is to develop an individual's capacity 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. Some will apply this degree to work within a mental health setting or utilize the relational skills gained in this program in a wide range of careers, including business, human services, and church/parachurch ministry. The major provides foundational studies in preparation for graduate school in the helping professions. Graduates who seek advanced education typically choose studies in psychology, counseling or social work.

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.
- Demonstrate self-awareness, recognizing personal strengths, growth areas, and limitations.

Psychology majors are required to take Strategies for Success (CM301), Introduction to Psychology (PSYC100), and Developmental Psychology (PSYC141) as prerequisites to the major. These three courses are offered in at Jessup.

General education Requirements (by transfer, CPL, etc.)	52
Electives (by transfer, CPL, etc.)	26

Marriage and Family (PSYC200)	3
Social Psychology (PSYC203)	3
Personality Theory (PSYC300)	3
Foundations of Biblical and Psychological Integration I (PSYC301)	3
Foundations of Biblical and Psychological Integration II (PSYC302)	3
Christian Ethics in Psychology (PSYC303)	3
Small Group Dynamics (PSYC322)	3
Counseling Skills (PSYC331)	3
Cross-Cultural Issues in Psychology (PSYC332)	3
Human Sexuality (PSYC333)	3
Abnormal Psychology (PSYC351)	3
Psychology of Addiction (PSYC352)	3
Grief and Loss (PSYC432)	3
Biopsychology (PSYC450)	3
Research Methods and Statistics (PSYC490)	3
Integration and Applied Learning I-V (PSYC498a-e)	5
Total in Major	**50**
Total Units for Program	**128**

Bachelor of Science
Public Administration

Public Administration Learning Outcomes

The Bachelor of Science in Public Administration is designed to be an integrative program allowing professionals and others to achieve their degree through non-traditional delivery. The public administration program is focused on preparing those who are professionals in the public sector and those desiring to enter the public sector in the field of public administration.

The public administration program will equip students with the essential skills for evaluating, planning, and implementing public policy as well as managing public and private sector programs and organizations. Through a comprehensive curriculum taught by practitioners who are working or have worked in the fields in which they teach, students receive both foundational knowledge and practical application. Graduates will be prepared to serve in positions in local (city or county), state, or federal management, program direction, budget consulting and analysis, and human resource management.

After completing this major, students should be able to:

- Demonstrate an understanding of biblical, governance and management principles and their application to public administration and criminal justice decision-making,
- Identify the foundations and core principles underlying the layers of local, state, and national public agencies, and nonprofit organization.
- Examine the scope, purpose, structure of American public administration and criminal justice and their respective roles in policy implementation.
- Review the process and players of public administration and criminal justice and their relationship to decision making and the legal process.
- Identify and analyze latest trends and theories of financial management, human resource management, and administrative practice to formulate best practices and apply to specific scenarios in each concentration.
- Identify, analyze, and develop “real time” application scenarios on how to use this information to manage the complex administrative and justice structures challenges of today and tomorrow.
- Evaluate current issues, how they shape public policy, and how different public sector and government professionals intersect with these issues and how these scenarios would be beneficial and effective.

Public Administration majors are required to take Strategies for Success (CM301XL) as a prerequisite at Jessup.

General education requirements (by transfer, CPL, etc.)	52
Electives (by transfer, CPL, etc.)	26

Christian Perspective (CD352XL)	3
Bible Survey (BIBL201XL)	3
Art of Interpretation (BIBL249XL)	3
Human Resource Management (BUSA382)	3
American Government (PPOL111)	3
Political Process (PPOL221)	3
Principles of Public Administration I (PPOL253)	3
Ethics in Public Policy (PPOL304)	3
State and Local Government (PPOL324)	3
Economic Development (PPOL342)	3
Public Budgeting (PPOL343)	3
Principles of Public Administration II (PPOL353)	3

Constitution and Civil Rights (PPOL361)	3
Administrative Law (PPOL466)	3
Political Research and Policy Analysis (PPOL491)	3
Senior Seminar: Leadership and Service (PPOL498a)	2
Senior Seminar: Leadership and Service (PPOL498b)	3
Total Units for Program	**128**

Minors Offered Through the School of Professional Studies

The School of Professional Studies is proud to offer the following minors. In addition to a selected major, students may elect to complete a minor. Please note that no more than one-half of a minor may come from units applied toward a student's major requirements or as transfer units, and none of the courses may overlap with general education requirements. They may, however, overlap with the general electives and free electives.

Bible and Theology Minor (not available to Christian Leadership majors)

Bible Survey (BIBL201)	3
Gospel of John (NT244)	3
The Art of Interpretation (online) (BIBL249)	3
Christian Theology* (online) (THEO451)	3
Bible electives	6
Total for Bible and Theology Minor	**18**

Business Administration Minor

Management and Organizational Behavior (BUSA140)	3
Fundamentals of Accounting (BUSA247)	3
Business Law (BUSA260)	3
Marketing for Managers (BUSA320)	3
Financial Management (BUSA342)	3
Project Management (BUSA385)	3
Upper division business administration elective	3
Total for Business Administration Minor	**21**

Modern Middle East Studies Minor (completely online)

The minor will consist of six courses to be taught in the following order in a seven-week online format. Two courses will be taught every semester. The following courses are required for the minor in modern Middle East studies:

Introduction to Islam (ICS280)	3
Jesus in the Muslim Context (ICS281)	3
The Modern Middle East (ICS380)	3
Muslim-Christian-Jewish Relations (ICS381)	3
The Israeli-Palestinian Conflict (ICS382)	3
American Policy in the Middle East (ICS383)	3
Total units	**18**

Organizational Leadership Minor

All courses must be taken at Jessup.

Foundations of Leadership (ORLD300)		3
Models of Leadership (ORLD301)		3
Leadership and Negotiation (ORLD420)		3
Leadership in Global Society (ORLD430)		3
Evidence Based Decision Making (ORLD432)		3
Electives *(choose six units from the following)*		
Organizational Communication (BUSA302)	3	
Management Principles (BUSA380)	3	
Leading Organizational Teams (ORLD321)	3	
Organizational Ethics (ORLD421)	3	
Managing Organizational Change (ORLD422)	3	
Public Sector Leadership (ORLD431)	3	
Total for Business Administration Minor		**21**

Psychology Minor

Introduction to Psychology (PSYC100)		3
Developmental Psychology (PSYC141)		3
Personality Theory (PSYC300)		3
Abnormal Psychology* (PSYC352)		3
Electives *(Choose nine units from the following)*		
Marriage and Family*(PSYC200)	3	
Interpersonal Processes (PSYC222)	3	
Small Group Dynamics (PSYC322)	3	
Counseling Skills (PSYC331)	3	
Human Sexuality* (PSYC333)	3	
Psychology of Addiction* (PSYC351)	3	
Biopsychology (PSYC450)	3	
Total for Psychology minor		**21**

**Courses must be taken at Jessup.*

Adult Certificate Programs

Certificate in Addiction Studies

Offered at the San Jose campus only

Upon completion of the 30 units of coursework in Addiction Studies, students are qualified to sit for the California Alcohol/Drug Counselor Associate exam. Requirements to sit for the exam include 315 hours of specified course work and 255 hours of field practicum. The following courses at Jessup have been identified by the California Certification Board of Alcohol/Drug Counselors as meeting these requirements.

This certificate may be earned independent of other course work or as a part of the Bachelor of Science in Psychology.

Certificate Requirements

Introduction to Addiction in Society (PSYC170XL)	3
Human Services (PSYC270XL)	3
Group Counseling (PSYC322XL)	3
Assessment and Treatment Strategies (PSYC370XL)	3
Counseling Skills (PSYC371XL)	3
Professional Treatment Skills (PSYC460XL)	3
Treatment of Chemical Dependency (PSYC470XL)	3
Physiology and Psychopharmacology (PSYC471XL)	3
Practicum in Addiction Studies I (PSYC475c)	3
Practicum in Addiction Studies II (PSYC475d)	3
Total units for Certificate	**30**

Academic Information

Planning an Academic Program

Traditional

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 two hours in outside study for each hour in class. Thus, a full-time student can expect academics to fill the majority of their week.

SPS

With the SPS Bridge Program, students need not take external courses to complete their entire degree. The main SPS office is equipped to offer degree completion advising for both internal and external courses.

Student Responsibility

Students must assume complete responsibility for fulfilling all requirements to meet planned objectives. 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 their 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 has 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

Traditional

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 as a "Petition to Change Academic Requirements" and should be filed with the Office of the Registrar prior to registration. Students must meet the following provisions to request permission to take more than 18 units:

- Student must demonstrate the existence of exceptional circumstances.
- Student must receive approvals from their academic advisor.
- Student must carry a cumulative GPA of 3.5 or above.
- Meeting these criteria does not guarantee approval of the petition. The Registrar and VPAA will consider the petitions and inform the student of a decision via email.

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 Registrar or the Provost 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.

Traditional students may take no more than one SPS course per semester with approvals from their Advisor and the SPS advisor.

SPS

In general, a student will register for nine units a semester. Because of the accelerated course format, students should speak to the SPS academic advisor if they desire to take two or more courses concurrently.

Traditional students may take no more than one SPS course per semester with approvals from their advisor and the SPS advisor.

Double Major

Additional Major, Minor, or Certificate

Students may not work toward two degrees simultaneously at the University. However, students who choose to complete two majors, each offered by a different department, must complete the requirements of both programs. Students must decide which of the two majors will be their primary major. Students retain their advisor for the primary major, but also meet with an advisor of their choice in the department sponsoring the second major.

No more than one-half of a major, minor, or concentration can be utilized in another major, minor, or concentration. The college prints both majors on the transcript and awards only one bachelor's degree.

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, Jessup has a special program for those who come to a Christian university having already completed a baccalaureate degree. Contact the Office of the Registrar at 916.577.2245 for further details regarding your specific situation.

Attendance Policy – Traditional, Online, Hybrid

Regular university course (whether traditional, online, hybrid, etc.) attendance is essential for academic success; therefore, regular student attendance and engagement in all courses is expected. In the event a student must miss a course session or class time, it is their responsibility to secure notes from another student in the course. Students who miss 20% of course sessions or class time may have their grade decreased by a full letter grade; moreover, additional course absenteeism may lead to being withdrawn from the course. If the course is fully online, students are expected to log in and contribute to discussions on at least four unique dates each week. A student in an online course must log in during the first week of to establish attendance. Note that for University-approved events/contests, students (e.g. athletes, choir members, etc.) should not to be penalized for these required events/contests and related travel. Moreover, these students should be provided opportunities to make up grade-related work within five school days (fewer days at the discretion of the professor for appropriate items) upon their return. Failure to establish attendance may result in an administrative drop.

Attendance Policy – SPS

Due to the accelerated nature of the SPS courses, the program practices a 100% attendance policy. Consistent class attendance is mandatory for students. Students who miss one class of a five-week course are expected to make up the class by completing an assignment that relates directly to the discussion covered in the missed class. The session make-up must be completed and

submitted to the instructor no later than two (2) weeks after the last class session for the course. Failure to make up the absence will result in a grade reduction. This paper is in addition to the original homework assignment that must also be completed.

SPS Petition for Reinstatement after Second Absence

If there are extreme and extenuating circumstances, beyond the control of the student, that necessitate a second absence, a student may petition the automatic U/F received after the second absence. A Second Absence Petition for Reinstatement in Course must be completed and filed within 48 hours of the second absence. In such a case, the Academic Committee will review the petition in order to determine:

1. the nature and reason for both absences;
2. whether the student has had a previous request during their academic career of a similar nature;
3. the overall academic performance of the student with no other late work outstanding;
4. whether the absence warrants special accommodation; and
5. what that accommodation should be, given the circumstances.

In most cases, if such an accommodation is granted, the student will be required to meet with the instructor for a make-up study session to go over the material they missed. In this event, a fee will be charged to cover the cost of the make-up session.

Final Examinations – Traditional Students

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

Change in Final Examinations – Traditional Students

The university requires an examination be given at the end of the semester in all courses at the time specified in the exam schedule. Examinations may not be changed for sake of convenience or planned personal absence. For legitimate reasons, students may petition a change in time. Vacation and travel plans are not acceptable reasons.

Transcripts of Credit

Official transcripts are copies of student academic records of all work attempted at Jessup 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 request from eligible students, the Office of the Registrar will issue official Jessup transcripts only; transcripts of work from other institutions will not be issued.

All transcript requests must be made online directly through the National Student Clearinghouse or through the Student Portal. 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.

Diploma Replacement

If the original diploma is destroyed, a duplicate may be ordered by using the Diploma Reorder Form. There is a fee for the replacement diploma. The diploma will reflect the signatures of the current officials of the University.

Summer Offering

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

Registration Process

Students should study this catalog and the schedule of classes, consider the curricula carefully, and plan the courses needed for graduation and required for their majors as well as courses desired for electives. Students must assume complete responsibility for fulfilling all requirements to meet planned objectives.

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 eight students enroll.

Traditional

Each student is personally responsible for completing registration through the student portal 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 available through my.jessup.edu, and reminders are emailed to each student's Jessup email account.

SPS

A preliminary billing statement will be provided to the student approximately three weeks prior to the start of each semester. Payment arrangements for the semester must be completed by the date indicated, typically a week prior to the start of the semester. Students should be prepared to pay at least one-third of their contracted costs on registration night (plus a deferred payment fee if applicable) if enrolled in at least nine units.

Late Registration Policy

Late registration 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, adds may be made only when the University deems the circumstances sufficiently extraordinary to warrant an exception.

Add a Course

Student-initiated changes are subject to an add/drop fee. 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 adding through the student portal or by using the Petition to Add or Drop a Course 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.

Dropping or Withdrawing from a Course

See Institutional Refund Policy on pages 131-132.

Deadlines to Withdraw From a Course

Traditional Undergraduate Program Full Semester Courses: Last day of the ninth week of instruction
SPS Program Five Week Courses: Last day of the third week of instruction
Online and Seven Week Courses: 33rd calendar day of the course
Graduate Courses: Last day of the fifth week of instruction

Traditional

Any change in a student's course schedule after the first week of classes is subject to an add/drop fee. 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" on page 116.)

The student is responsible to initiate the process by dropping the course online or 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 Office of the Registrar.

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

SPS

Student-initiated changes are subject to a change of registration fee. The student is responsible to initiate the process by dropping the course online or 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 Office of the Registrar. Students who submit a Petition to Add/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 will receive a "W" on their permanent transcript. The Petition to Add/Drop form is to be submitted to either the University Academic Office or the local SPS 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 Add/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. Student initiated changes are subject to a change of registration fee.

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 Provost 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 Office of the Registrar. 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 the Provost is required. Prior to a decision, the Provost will consult with the student and other parties as appropriate. Appeals go to the Academic Committee and the Provost, in that order. Serious cases of misconduct will be referred to the Student Life Committee for appropriate institutional 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 or 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 Jessup. 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.

Filing for an Academic Leave of Absence initiates the Financial Aid Leave of Absence which allows for a 180 day (six month) grace period before student loan repayment must begin. If a student returns to Jessup within 180 days, student loans do not go into repayment and the 180 day grace period is not counted against your future 180 day grace period. If a student does not return to Jessup within 180 days or begins school at another institution, then any time spent out of school will apply toward your 180-day grace period. For more information, regarding the Financial Aid Leave of Absence, please contact the Financial Aid Office at 916.577.2233.

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 may do so in the student portal.
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

Academic Calendar

Traditional

Students will be on a 15-week semester schedule with one week of finals for both fall and spring terms. The traditional program also provides a limited offering of summer classes which runs on varied schedules.

Standard holidays and breaks include:

FALL

- Labor Day
- Thanksgiving week

SPRING

- Martin Luther King, Jr. Day
- Spring Break week
- Easter Monday

SPS

Students will be on a year-round three semester program of fall, spring, and summer terms. Each semester contains 15 weeks in class. During the 16th week, students do not attend class but instead submit requirements for finals. If a class is scheduled to meet on a recognized federal holiday, such as the Fourth of July, an alternate class time within the same week will be arranged.

Prior to entry in the program, students will be provided an information session and/or personal appointment to inform prospective students about the program. Information sessions include:

- A description of the School of Professional Studies
- Meeting the needs of an adult student
- Financial aid matters
- Start dates for classes
- Application procedures
- Alternate credit sources

Academic Appeal Process

In the event a student would like to appeal a decision or policy as it relates to their academic progress, the student is encouraged to communicate the concern in writing to the Registrar. Most academic appeal forms can be found on the Jessup website at my.jessup.edu under "Forms and Petitions" on the Registrar page. The Registrar 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 Provost.

Plagiarism and Academic Integrity

Academic integrity is an essential component of Christian higher education. Instances of plagiarism or cheating will not be treated lightly. If it is a student's first offense, the paper or exam will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism or cheating exists a second time, the student will receive an academic dismissal, which can be appealed by the student.

Special Study Experiences at Jessup

Special study experiences available to students who display interest and aptitude include independent study, practicum, study-travel tours, study abroad through "Best Semester" (CCCU), and internships.

Directed Independent Study: Only upper division students with at least one semester residence at Jessup and a 3.0 GPA may take credit by this means. A student is limited to earning a maximum of 12 units in this manner and each course must be approved by an instructor and the Registrar. The academic standards recommended per unit of independent study are 500 pages of reading, 10 pages of writing, and one contact hour with the appointed faculty member. See online fee schedule for current per unit cost.

Practicum: Limited to a maximum of six units and must be approved by the department chair.

Travel-Study Tours: Available to sophomores, juniors, and seniors. Limited to a maximum of four 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 Jessup'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.

Special Studies: 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 student's 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.

Program Crossover: Students in the Traditional Undergraduate Program will be allowed to register for a maximum of one course per term in the School of Professional Studies program. Approval must be granted by both the student's advisor and the SPS Academic Advisor.

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 Jessup curriculum. The following applies:

1. All challenges must be initiated by a petition to the Office of the Registrar.
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 Jessup.
4. The student will enroll in the course and pay the appropriate tuition when the challenge is approved by the Office of the Registrar.
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	at least 30 units, but less than 60 units
Junior	at least 60 units, but less than 90 units
Senior	90 units or more

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 "Advanced Standing" and "Credit Transfer Policy").

Course Load

A matriculated student is one who has been officially admitted to the University.

Full-time student	Minimum of 12 semester hours of credit
Three-quarter time student (most SPS students)	9 semester hours of credit
Part-time student	6 to 8.5 semester hours of credit
Less than part-time student	Less than 6 semester hours of credit

Non-Matriculated Student Options

An Application for Non-Matriculated Student must be completed and submitted to the Office of the Registrar for each of the following.

Audit Student

Auditing is limited to Jessup alumni, Jessup faculty and staff, and senior citizens. Non-matriculated students may audit a course when the class is desired for personal enrichment, not academic credit. Some exceptions may apply for certain programs or offerings. Additionally, auditing is not available for applied or performance courses. Those who enroll on an audit basis do not take examinations nor receive grades or college credit for the courses. Upon the approval of the instructor, audit students may participate in certain aspects of the course, but at no time is a grade recorded. Persons interested in auditing SPS courses are encouraged to contact the local SPS office for information. Audit courses are charged an audit fee, which can be found on the Jessup website.

Continuing Education Student

The Continuing Education Unit is a nationally recognized unit of measure for non-credit activities which meet qualifying criteria. One CEU is assigned for every ten contact hours of participation in instructional time and is only given upon completion of program course requirements. The CEU cannot be converted to academic credit or applied toward a degree, yet many business firms and organizations have recognized the CEU when considering promotions, salary increases, and transfers. Student attendance for all contact hours must be documented. The CEU will be combined with the regular credit record (transcript). CE courses are charged the Continuing Education Unit fee which can be found on the Jessup website.

Limited Enrollment Student

Limited Enrollment students may wish to take units for credit for preparation to become a matriculated student, transfer credit, training for employment, or other personal reasons. In any case, Limited Enrollment students are limited to nine units per term with a maximum of 15 units in total. A Limited Enrollment student may be enrolled in a degree program at another institution with permission to take no more than 15 transfer credits of course work as a non-matriculated student

at Jessup. Although the student intends to transfer those credits to his/her program, Jessup assumes no responsibility for advising such students or for the applicability of the courses to the student's degree. Once 15 units are obtained, or sooner, students should consult an Admission Counselor on becoming a matriculated student. Limited Enrollment per unit charges are the same as those for matriculated students taking less than 12 units. The per unit cost can be found on the Jessup website.

Probationary Status

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: Please see "Satisfactory Academic Progress" under the Financial Aid section for a complete description of what it means to be 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 Office of the Registrar. 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 can be found in the student portal and are considered final unless the student identifies an error to the Registrar before six months elapse.

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	Fail	0 per unit
P	Pass	Not computed in GPA
R	Repeated course	
W	Withdrawal	Not computed in GPA
WF	Failure to withdraw	0 per unit
UF	Unofficial withdrawal/Fail	0 per unit
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.

Math and English Prerequisite Requirement

SAT/ACT scores are used for initial math and English placement. Students must achieve a grade of C- or better in each math and English course in order to advance to the next level.

Pass/Fail Grading (P/F)

Certain courses are offered only on a pass/fail basis whereby the student will receive a grade of "P" or "F", rather than a letter grade. 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.

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. Application of this policy will be allowed for three repeated courses. Thereafter, both the original and the subsequent grades will be factored into the student's GPA.

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 twice requires the approval of the Registrar and is granted only under extraordinary circumstances. A failed course does not have to be repeated unless the course is required for graduation.

Failure to Withdraw (WF)

Students who fail to withdraw officially from class generally will be given a "WF" for the class. The "WF" grade will have the same GPA effect as an "F" grade and will also be accompanied by an approximate date of last attendance to determine potential return of Financial Aid funding.

Withdrawal (W)

After a course has begun, a student may withdraw (incrementally per course) prior to two-thirds of the course completion and receive a "W" on their transcript. This letter does not affect GPA.

Students who fail to withdraw officially from class generally will be given a "WF" for the class. Under certain circumstances, students may petition the Office of the Registrar to receive a "W" (Unofficial Withdrawal). If the appeals committee approves the petition for conversion to a "W" grade, the original grade submitted shall be retained as the prior grade but shall not affect the student's GPA. Any refund is forfeited.

See "Dropping (Withdrawing) from a Course."

Incomplete (I)

Traditional

Students are expected to complete all course requirements during the time assigned for that course. In the rare circumstance when it is impossible to complete the course requirements on time, the student may petition to receive an incomplete ("I" grade).

Prior to the week of finals, 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 10 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 Office of the Registrar by the last day of instruction for the course. For prompt submission, this form may be faxed to 916.577.2240.

It is the student's responsibility to maintain a copy of the petition so he/she is aware of the conditions. 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 become and F and the student must repeat the course at their own expense.

Upon conversion of the "I" grade to a calculated letter grade (A-F) the "I" will remain noted as the prior (original) grade submission.

SPS

School of Professional Studies 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 two 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 incomplete ("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 five 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 SPS Office by the night the final is due. The petition will be reviewed for approval by the SPS staff and Academic Office. For prompt submission, this form may be faxed to 916.577.2330, attention: SPS.

Once the petition has been either granted or denied, the Office of the Registrar will contact 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 become an "F" and the student must repeat the course at their own expense.

Upon conversion of the "I" grade to a calculated letter grade (A-F), the "I" will remain noted as the prior (original) grade submission.

Grade Changes

Correcting a Grade

An instructor may correct a clerical error on a grade. A request for a grade change should be submitted directly through the Faculty Portal within six months of the last day of the 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.

Appealing a Grade

After final grades have been filed in the Office of the Registrar, 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 then to the Provost. The deadline to file an appeal is within six months of the last day of the semester for the grade in question.

Academic Standing

Students are expected to maintain a grade point average of 2.0 (C) or better in their academic work at Jessup 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

The purpose of academic probation is to alert students to problem areas and to assist in overcoming these difficulties. Students who earn a GPA below 2.00 for the semester are placed on academic probation.

Academic probation operates with a 3-point system. Upon accumulation of three points during their academic career at Jessup, the student will be academically dismissed. These probationary points will accumulate in the following ways.

- An admission status of "Academic Support" will result in one point. If a student admitted on "Academic Support" status achieves a 2.5 GPA in her/his first term, the probation point assigned to that term will not be counted in their accumulated probationary points.
- A term in which the student's GPA drops below 2.00 will result in an academic status of "Academic Probation" and the accumulation of one point.
- A term in which the student's Jessup cum GPA or total cum GPA, including transfer GPA, falls below 2.00 will result in an academic status of "Academic Probation" and the accumulation of one point.

There are three levels of academic probation with the ascending point value signaling greater challenges for academic success. With this in mind, students are provided the opportunity to meet and overcome their success challenges through a progression of academic support programs. The chart below serves as a guide to coordinate student academic challenges with appropriate programs.

Point Status → / Entry Status ↓		No Points	Academic Warning *(1 point)*	Academic Jeopardy *(2 points)*	Academic Grace	
					(3+ points)	*(3+ points and unsatisfactory academic progress after CE contract)*
TUG Regular Admittance		FYE	Principles of Success (hybrid)	Academic Enrichment Academy	Continued Enrollment Contract	Non-Enrollment Contract
SPS Regular Admittance		Strategies for Success	Continued Enrollment Contract	Continued Enrollment Contract	Continued Enrollment Contract	Non-Enrollment Contract
Academic Support (entering with 1 point)	**Freshman Academy**	NA	Freshman Academy **OR** Continued Enrollment Contract (after FA)	Freshman Academy **OR** Continued Enrollment Contract (after FA)	Continued Enrollment Contract	Non-Enrollment Contract
	Transfer Academy	NA	Transfer Academy **OR** Continued Enrollment Contract (after TA)	Transfer Academy **OR** Continued Enrollment Contract (after TA)	Continued Enrollment Contract	Non-Enrollment Contract
	SPS – Probation	Strategies for Success	Principles of Success (online)	Continued Enrollment Contract	Continued Enrollment Contract	Non-Enrollment Contract

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. Jessup follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines for transfer of credit.

Credit Transfer Policy

Jessup welcomes transfer students regardless of the number of units completed at other regionally or ABHE 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 Jessup 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. Decisions about course comparability may be referred to the appropriate department chairs.
2. Transfer credit is 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 Jessup. 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 Office of the Registrar. 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 Provost.
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. CLEP, DANTES, AP and IB units are included in this count.
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 Provost.
10. A maximum of four units of physical education activity classes and eight units of applied lesson classes (such as painting, voice lessons, etc.) can be counted toward a student's general education electives.

Jessup 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 Jessup 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 Jessup. Students who have not received certification of completion by the time of enrollment will follow the Jessup Foundational Studies program. In addition to the IGETC, all prerequisites and support courses for existing majors must be met. Some of the major prerequisite and support courses meet the general education requirements; therefore, if you don't meet the major support course requirements through IGETC, additional units will be needed to fulfill your degree. Please consult anticipated program for major-specific general education requirements.

There have been many non-accredited organizations (not colleges; many for-profit) similar to Straighterline, CollegePlus, and ALEKS who have established programs linked to ACE (the American Council on Education) that colleges may accept toward non-transferable diploma or vocational degree programs. Typically, this coursework is not transferable toward a regionally accredited, liberal arts degree program like those offered at William Jessup University.

SPS Waived/Audited Courses

The cohort model is designed for all major program units to be taken at William Jessup University. SPS allows for a maximum of 50% of the units to be transferred into the major program. Units will not be allowed to be transferred into the major after the student has enrolled. Departments may identify courses within the major which must be taken or audited at William Jessup University. CPL units utilized in the major will be considered part of the 50% max and can be obtained after enrollment.

Conversion of Quarter Units to Semester Units

Classes at Jessup are offered on the semester system, which consists of 15 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 semester unit is equivalent to one-and-a-half quarter units of credit. One quarter unit is equivalent to two-thirds of a semester unit. To convert semester units to quarter units, multiply semester units by 1.5 to get the quarter unit equivalent. Quarter units are already converted to semester units on all Jessup documents.

Alternative Educational Experience Options

Credit by Examination and Credit for Prior Learning (CPL)

William Jessup University recognizes that valid college-level learning can take place in many arenas other than the classroom. Adults returning to finish a degree often have developed a level of expertise in several areas that equal or exceed that which is taught to traditional students. Therefore, the University accepts credit earned though several optional methods.

Some students need to earn additional credits beyond the formal educational credits they bring to the School of Professional Studies to complete the requirements for a Bachelor of Science degree. During the admission process, the SPS staff will identify additional courses needed for graduation and help prepare a plan for earning this credit by formal, non-formal, or informal approaches to learning. These approaches include credit documentation by portfolio and credit by examination (College Level Examination Program [CLEP], DANTES, and the United States Armed Forces Institutes [USAFI]). In addition, exercises that assist the student in documenting prior learning are embedded within their course sequence. Academic advisors work with you along the way to help you ensure that you take advantage of these additional types of opportunities that appropriate for your situation.

A maximum of 30 units may be earned through these nontraditional credit options. This limit does not apply to military units.

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 Office of the Registrar 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/IB).

Independent Study

A student seeking an independent study option must petition the Registrar and show cause why such a class is necessary. Valid reasons for approval of an independent study would include:

1. Being blocked out of a required course because of changes in course schedules.
2. Wanting to pursue advanced study in a field beyond what is normally offered.
3. Courses required in a degree program that are not being offered and impede your ability to graduate.
4. Extenuating circumstances that make regular class attendance impossible.

Independent study courses have an additional fee. Refer to the tuition and fee schedule online. The normal independent study class is two units, although three may be allowed in exceptional cases. Only 12 units of independent study can be allowed toward a degree program, with a maximum of six units counting for required courses.

Academic Standards per Unit:

- Recommended 500 pages of reading
- Recommended 10 pages of writing
- Recommended contact hours with faculty – one hour

Study experience may include seminars, workshops, reading, or other comparable instruction methodology. Outside classroom experience to in-class time usually follows this ratio: 1:1 for lower division courses, 2:1 for upper division courses, and 3:1 for internships.

Auditing a Course

Traditional

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. Jessup alumni may audit courses on a space available basis. An enrollment fee will be charged; see schedule of fees for details.

SPS

Persons interested in auditing SPS courses are encouraged to contact the local SPS office for information.

Military Training

Military training will be treated as college credit earned at another college or university and transferred to William Jessup University. The amount of credit accepted will be based on the recommendations published by the American Council on Education. The student requesting transfer of credit must submit the appropriate military records specifying exactly what training was received. To receive this credit requires the submission of a DD Form 295 and DD Form 214.

Program Crossover

Students in the Traditional Undergraduate Program will be allowed to register for a maximum on one course per term in the equivalent School of Professional Studies program (major). Approval must be granted by the student's advisor, the SPS Academic Advisor, and the Office of the Registrar.

Study Abroad

With prior approval from the Office of the Registrar, 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 the internship, depending on the focus of study and with approval from the Office of the Registrar.

BestSemester

Jessup participates in the Study Abroad programs of the Council for Christian Colleges and Universities (CCCU), 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

Living and Learning International

Jessup is a partner with the Living and Learning Study Abroad program. This fall and spring semester program takes place in Quito, Ecuador. It exists to provide an academically excellent semester where students will engage in the challenges of a developing nation and learn to respond with an appropriate Christian worldview. Living and Learning in Quito is part of a 15-year-old organization called Youth World. It offers an amazing mixture of adventure, academic excellence, culture, practical experience, language, mission, and integrated living. Living and Learning is a study abroad program available to students who desire to continue their college education in an international setting. It functions under the supervision and guidelines of William Jessup University. The semester is designed to combine classroom learning and practical internships in a unique and challenging cross-cultural setting. (Some text taken from http://livingandlearninginternational.com/.)

Graduation Requirements

To ensure completion of all requirements for graduation, students at William Jessup University should 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 Jessup 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 makeup of incompletes, and all transcripts of work attempted at other institutions must be on file in the Office of the Registrar before the degree will be conferred.

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 36 units for an Addiction Studies Certificate. All those who seek a degree from Jessup 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, AP, CLEP, DANTES, and/or IB may apply toward a bachelor degree. The total number of upper division units required for a bachelor degree is 36. All CLEP, DANTES, and CPL units must be completed by December 31 to be eligible for the commencement ceremony in May.

Academic Requirements for Graduation

In order to graduate, a student shall have a minimum cumulative grade point average of 2.0 for the total of all college-level credit attempted at William Jessup University and an overall cumulative grade point average of 2.0. Specific degree program requirements must be met, including appropriate internship requirements, and 36 upper division units.

Resident Credit

Resident credit means any course which is satisfactorily completed at Jessup, 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 Jessup, and a candidate for graduation must complete 24 of the last 30 semester units in uninterrupted resident credit. The last six units may be taken elsewhere in the last semester.

Post-Residency Graduation

Students who have fulfilled the degree residence requirements may seek permission to complete final requirements at other regionally accredited colleges or universities by petitioning to graduate post-residency. A maximum of six of the last 30 units of resident credit may be completed post-residency. Approval to graduate post-residency must be requested in advance. Major or minor course substitutions are to be pre-approved by the appropriate academic departments and GE courses must be pre-approved by the Office of the Registrar. Approval for post-residency graduation will hold catalog requirements for two years. Students may petition for post-residency graduation through the Office of the Registrar.

Spiritual Formation Credits – Traditional Students

Along with freshman and sophomore formation, spiritual formation credits are required for all full-time traditional students (12+ units) desiring to receive a degree at Jessup. Regardless of transfer year, students must attain ten spiritual formation credits to be eligible for graduation. Credits can be earned through a number of service, mission, and small group activities. These can be either Jessup-sponsored or through a local church/nonprofit. The following is a chart showing how credits are earned:

Mission trip (seven days minimum)	=	4 credits
Weekly outreach (two hrs/week minimum, 14 weeks)	=	4 credits
Weekend outreach (two eight-hour days)	=	2 credits
Small group (weekly; 10 weeks minimum)	=	2 credits
One day outreach (seven hours minimum)	=	1 credit

To receive credit, students must submit a spiritual formation report at the end of the term in which the activity takes place. Reports are due by the Friday before finals week in fall and spring semesters or by the fall add/drop deadline for summer activities. Forms can be found on my.jessup.edu. A $25 late fee will be assessed for forms submitted after the given term. Activities are not eligible for spiritual formation credit if:

- You receive payment.
- You receive other academic credit (i.e., student teaching hours, internships, etc.).
- Service is on the Jessup campus.

All spiritual formation credit must be completed prior to the student's degree posting date. A delay in completion will result in the degree being posted for a subsequent date.

Application for Graduation

Candidates for graduation must file an application with the Registrar by the given deadline per conferral date. See Application for Graduation for deadlines. Upon obtaining the application, the student will list all remaining degree requirements, obtain the required approvals, and return the application to the Office of the Registrar. 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. 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 a reapplication fee.

Candidates are cautioned to examine their academic records for accuracy and to verify completion of spiritual formation requirements prior to submitting their Application for Graduation. All spiritual formation credit must be completed prior to the student's degree posting date. A delay in completion will result in the degree being posted for a subsequent date. In addition, candidates for graduation from Jessup must satisfy the faculty as to their fitness for Christian ministry. Students may be disqualified from graduation for inappropriate moral, physical, or social behavior. For more information, a student should contact his/her academic advisor.

All CLEP, DANTES, and CPL units must be completed by December 31 to be eligible for the commencement ceremony in May. All financial obligations must be fulfilled prior to graduation. A student may participate in the commencement ceremony with a maximum of six outstanding units. If these units are not completed in the summer term following commencement, then the student must re-apply for graduation.

All financial obligations must be fulfilled prior to graduation.

Conferring Degrees

Degrees are conferred three times a year (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, including spiritual formation requirements. One 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 Office of the Registrar. 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

Latin honors for graduation will be based on a student's entire academic history from all accredited institutions.

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

Transfer students, including SPS students, who elect to utilize only Jessup credits for honors calculations may graduate "with distinction." To qualify, they must have achieved at least a 3.75 GPA on their Jessup credits, exclusive of their transfer GPA.
Certificates and second bachelor degrees are only eligible for "with distinction." Jessup GPA (exclusive of transfer) must be 3.75 or above.

Regalia

Only Jessup issued and approved regalia may be worn at commencement. Cords, stoles, hoods, and caps are chosen by the University. Cap and gown orders are the responsibility of the student and may be placed through www.jostens.com. Should clubs or groups wish to present awards, they may do so in the form of lapel pins.

Name Change Policies and Procedures

Name Change

A student's name of record at WJU is considered to be the legal name under which the student was admitted to the University. Students who wish to change their name in their official academic record must fill out and submit a Student Information Change Form, accompanied by a photocopy of an acceptable legal document reflecting the name change, and submit them together to the Office of the Registrar.

Acceptable legal documents are a valid driver's license, divorce decree that reinstates the maiden name, adoption documents, court order, valid passport, or birth certificate. Documents that are not considered acceptable legal documents include a social security card or a notarized statement. For international students on a visa, the name must reflect the name that appears on the visa.

Upon receipt of the supporting documentation, the official name in the student's academic record will be changed in the student information system. Although the name will be changed in the academic record and on the official transcript, the former name will be maintained in the University's student information system and any previous existing paper records for cross-referencing.

In the case where a student's academic record is maintained on paper or has been scanned and is not in an editable digital format, the Office of the Registrar will re-create a transcript record in the student information system with the student's new name. The student's former name will also be maintained in the student information system for cross-referencing. A replacement diploma can be requested using the Diploma Reorder Form.

Other Considerations

A student's updated name will be reflected in the student's official records and documents including the student's WJU identification card, online directory listing, and class rosters.

If a student has legally changed his or her name, the student may visit the Information Technology Services HelpDesk to change their William Jessup University email address.

Students who legally change their name should obtain a new WJU identification card with the new name from the Student Development Office. There is no additional cost to obtain a new identification card for a name change.

Current students receiving financial aid will also need to contact the Financial Aid Office to determine if the name change needs to be completed on their federal records in order to avoid delays in processing FAFSAs and associated tax documents.

Expenses

Tuition and Fees

Costs at Jessup 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 Admission Office for Jessup's current tuition package and fee schedule, including residence costs. The current tuition and fee schedule can be found on our website at www.jessup.edu.

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 withdraw online or, in extenuating circumstances, complete a drop card and submit it to the Registrar. (See "Dropping a Course" on page 114.) The date of withdrawal for refund purposes is determined by the date the student withdraws from the course online, or the date that the Registrar receives the completed drop card, or the last date a student has attended an academically-related function (typically the last date they attended class or submitted a paper or final). 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.

Financial aid eligibility is 'earned' based on how many days a student is enrolled in the term/payment period. When a student withdraws from all courses, the percentage of aid earned is calculated and 'unearned aid' is returned to the appropriate funding agency. Once a student has attended 60% of the term/payment period, financial aid is considered to be 100% earned in full.

> **NOTE**: *Dropping a partial number of units will result in your financial aid eligibility being recalculated. Jessup takes a conservative approach on recalculating eligibility and will recalculate all forms of financial aid up to the 60% point of a term/payment period.*

Federal Title IV Financial Aid (Pell Grant, SEOG, Direct Loan, Parent PLUS Loan) is refunded based on Return to Title IV regulations using the Federal R2T4 software.

State Financial Aid (Cal Grant) is typically refunded when a student withdraws. However, in certain circumstances, it may be beneficial for a student to use Cal Grant eligibility despite withdrawing from school. Those situations will be handled on a case-by-case basis.

Jessup Institutional Aid is earned similar to the tuition refund policies below. For example, if a student withdraws and receives an 80% refund of tuition, then the student will also have 80% of Jessup institutional aid refunded.

Traditional Program Refund Policy

For traditional undergraduate students, refunds are based solely on the following schedule regardless of the course type or course start date (e.g. online, SPS, etc.). For example, a student who is enrolled in an online course that begins on the eighth week of school and who decides to withdraw from the course during the seventh week of school will receive a 40% refund, if applicable.

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%

SPS Program Refund Policy

Before the first week of instruction	100%
After the first week but before the second week of instruction	80%
After the second week but before the third week of instruction	40%
After the third week of instruction	0%

Online Program Refund Policy (seven-week courses)

By the fifth day of instruction	100%
Between the sixth and 10th day of instruction	80%
Between the 11th and 25th day of instruction	40%
26th day of instruction or later	0%

Residence Costs

All unmarried traditional students under 22 years of age are required to live in university housing unless they live with family members. Room and board charges will be included in each semester contract.

New students may request a housing application from the Admission Office. Returning students participate in the housing lottery selection process.

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, complete the mandatory check-out process, 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

Jessup has a cafe and food services for students that are reasonably priced. Jessup requires all students living on campus to purchase a meal plan (included in their room and board fee). First-time freshmen are required to participate in the 19 meals per week plan. Students in the residence halls, apartments, and off-site campus housing must select from a meal plan option that corresponds with their living assignment.

Commuting students may select meal plans for purchase or may add money to their card by contacting Student Life.

For additional information, please access the Student Handbook at http://my.jessup.edu/studentlife/.

Medical Insurance Information

All students, domestic and international, are asked to provide medical insurance information for emergency purposes. Student athletes are required to have a primary insurance provider and are also enrolled in secondary coverage as part of their athletic participation contract.

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. Athletes are required to pay the full amount before participating in any practice or team activity. This is an annual fee and is not prorated.

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 fill the gap between the cost of your education and your ability to pay for it.

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. 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 new Cal Grants): Students must submit both the FAFSA 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. Continuing students simply need to complete the FAFSA again the next year to continue to receive the award.

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.gov. Jessup's school code is 001281.
2. An electronic Student Aid Report (e-SAR) will be emailed to you within a few days. (Check your junk mail!) The e-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 e-SAR, check for any corrections that need to be made. Your FAFSA information is sent electronically to Jessup.
3. 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 admissions 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 two to three weeks of being accepted. Review the letter, accept the aid you would like to receive, sign the letter, and return a copy to the Financial Aid Office.
6. If you indicate you will be taking out a student loan, you will need to complete a Master Promissory Note (MPN) and Entrance Counseling. These can all be done online under the Loans section of the Financial Aid website. 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 Jessup website (www.jessup.edu/financial-aid) 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, a U.S. permanent resident, or an 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 in at least six units to qualify for federal grants, state aid, institutional aid, and student loans. Certain federal grant programs are available to students enrolled in as few as three units per semester. 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 $581 to $5,775.

Federal Supplemental Educational Opportunity Grant (FSEOG): This $100 federal grant is for students with exceptional need. Students 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 directly from the federal government 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/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 a dependent, according to the FAFSA.) There are three repayment options:

1. Immediate repayment of loan principal and interest within sixty days of the full disbursement of the loan
2. Interest only payments while the student remains in school
3. Deferment of all payments until the student graduates or drops out of school (interest accumulates and is added to the principal of the loan)

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

Veterans' Educational Benefits and Vocational Rehabilitation Benefits: William Jessup University is approved for coordination of both of these programs. Jessup also participates fully in the new Yellow Ribbon program. 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. This award is worth $8,056 for the 2015-2016 school year.

Cal Grant B and Cal Grant B Access: This state grant is available only to California residents who come from low-income, disadvantaged backgrounds with high academic potential and demonstrate substantial financial need. In the first year of college, a student receives the Access portion only – $1,648 for books and living expenses. The Financial Aid Office will apply the Access portion to a student's charges at Jessup 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 amount will be $9,704 – consisting of the normal Cal Grant amount plus the Access portion (disbursement policy for the Access grant applies each year).

California Chafee Grant: This state grant of up to $5,000 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 Chafee Grant website at www.chafee.csac.ca.gov.

Institutional Aid for Students Entering Jessup for the First Time (Beginning in 2014-15)

Jessup offers various tuition scholarships, grants, and awards to new and returning students in the traditional program only. (See the School of Professional Studies section for applicable Institutional Scholarships for that program.) Application information can be requested from the Financial Aid Office or viewed on our website at http://www.jessup.edu/financial-aid/undergraduate/. 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.

- ***Students living on campus*** *may receive up to 100% of their tuition charges for any term from Jessup Institutional Aid.*
- ***Commuter students*** *may receive up to 50% of their tuition charges for any term from Jessup Institutional Aid.*
- ***The total of all Jessup institutional aid awards combined with Cal Grant*** *(excluding the subsistence portion of Cal Grant B) cannot exceed 100% of tuition charges by state law.*
- ***All Jessup institutional aid awards are based on one academic year of enrollment at full-time status.*** *Amounts are split in half each semester, and students enrolled in only one semester will receive 50% of the total amount. Students enrolled less than full-time will have awards prorated accordingly based on the number of units for which they are enrolled each term.*

Academic Scholarships for First-time Freshmen

Jessup Scholar Award	
Amount:	$15,000 per year
Eligibility:	This award is offered to one first-time freshman student on the basis of academic achievement, a response to an essay question, and a formal interview during a special on-campus event. Applicants must have an academic GPA of 3.80+ and an ACT (Composite) of 29+ *or* SAT (Critical Reading and Math *only*) of 1300+.
Deadline:	Applicants must have completed the process of applying for admission and submit the Jessup Scholar Award Application with the essay response by February 1 (postmark).
Renewal:	Annually renewable if the recipient maintains a Jessup GPA of 3.50 or above, maintains full-time status, does not take more than one approved semester leave of absence, and lives on campus for at least the first two years.
Application:	Jessup Scholar Award Application

Eligibility is determined by academic GPA and/or SAT/ACT score.

Academic Award	Academic GPA*	Amount (per year)	+ PLUS +	SAT (Critical Reading and Math *only*)	ACT (Composite)	Amount (per year)
Presidential Scholar	4.00+	$7,000	+	1400+	32+	$5,000
	3.90-3.99	$6,500	+			
	3.80-3.89	$6,000	+	1300-1390	29-31	$4,000
Provost Scholar	3.70-3.79	$5,500	+			
	3.60-3.69	$5,000	+	1200-1290	27-28	$3,000
	3.50-3.59	$4,500	+			

	3.40-3.49	$4,000	+	1100-1190	24-26	$2,000
University Scholar	3.30-3.39	$3,500	+			
	3.20-3.29	$3,000	+	1000-1090	21-23	$1,000
	3.10-3.19	$2,500	+			
	3.00-3.09	$2,000	+			
Academic Achievement	Given to those first-time freshmen who qualify solely under either Academic GPA ***OR*** SAT/ACT scores. Amount according to matrix above.					
*Academic scholarships, excluding Jessup Scholar awards, are renewable with a cumulative **Jessup GPA** of 3.00.*						

First-Time Freshman Academic Scholarships are determined by using high school transcripts submitted through the seventh semester and SAT/ACT tests taken by April 1 of senior year.

NOTE: FTF applicants taking advantage of applying early on in the admission application process may resubmit high school transcripts showing academic coursework through the first semester of their senior year, as well as submit additional SAT or ACT test results taken through test administration dates prior to April 1, also of the senior year. In other words, if a FTF applicant has applied for admission by submitting transcripts showing academic coursework completed through the end of the junior year and then hopes to improve their academic GPA, thus improving their academic scholarship amount, they may resubmi, for our consideration transcripts reflecting the first semester senior year's completed academic coursework. Likewise, if a student takes multiple SAT or ACT tests, they may submit additional scores of test administrations offered through April 1 of their senior year. For FTF students who apply for admission after April 1 of their senior year, the recent most completed high school coursework and SAT or ACT test scores will be used and the academic scholarship amount will be finalized at the time of formal admission decision.

***Academic GPA** is calculated using the academically solid, college prep courses taken from the following disciplines: English, math, science, social science, and foreign language, at the discretion of the Dean of Admission and Financial Aid. Honors, AP, and IB courses will be given extra weight.*

The above review process is not automatic and must be initiated by the student by April 1 of their senior year. Academic scholarship decisions, like admission decisions, are contingent upon verification of OFFICIAL transcripts.

Academic Scholarships for Transfer Students

Eligibility is determined by academic GPA and number of academic transferable units.

Academic Award	**Amount** (per year)	**Academic GPA***
Transfer Scholar Award I	$7,000	3.60+
Transfer Scholar Award II	$4,000	3.20 – 3.59
These awards will be granted to all eligible transfer students in the traditional undergraduate program with 24 or more academic transferable semester units. Eligibility is determined at the time of acceptance and is annually renewable by maintaining a cumulative Jessup GPA of 3.00.		

NOTE: Transfers with less than 24 academic semester college units completed at the time of application and with a minimum college academic GPA of 3.20 will have their scholarship award determined by a combination of their high school (academic GPA and SAT/ACT) and college records, using the dollar amounts of the transfer awards.

***Academic GPA** is determined by the Dean of Admission and Financial Aid at the time of formal acceptance into the traditional undergraduate program at William Jessup University. Eligibility will not be re-evaluated based on subsequent tests or coursework. If you have questions, please contact the Admission Office at admissions@jessup.edu or 916.577.2222.*

Continuing Students

Students who initially enroll at Jessup and do not qualify for an academic scholarship can eventually qualify (or re-qualify, if eligibility is lost) for an academic scholarship with sustained excellent academic achievement. A continuing student who does not already have an academic scholarship at Jessup can, after a minimum of two semesters of full time coursework at Jessup, qualify for an academic scholarship in the amount of **$2,000** with a minimum qualifying **Jessup cumulative GPA of 3.20**.

Evaluations to determine eligibility for these scholarships are based exclusively on Jessup GPA, are only conducted at the end of the spring semester of each year, and are only awarded for the following year. Once awarded, these academic scholarships are renewable as long as the student maintains a 3.0 cumulative Jessup GPA.

NOTE: Need-based Jessup Grants are susceptible to change if an academic award is earned as a continuing student.

Other Jessup Scholarships and Grants

Athletic Scholarship	
Amount:	Varies
Eligibility:	Traditional undergraduate students competing in intercollegiate athletics may be eligible to receive an athletic scholarship. Men's sports include: baseball, basketball, cross-country, golf, soccer, and track. Women's sports include: basketball, cross-country, soccer, softball, indoor track, outdoor track, and volleyball.
Deadline:	Determined by Athletic Department
Renewal:	Determined by Athletic Department
Church Partnership Grant	
Amount:	Up to $8,000 per year
Eligibility:	This need-based grant is available to NEW students who, at the time of initial enrollment, are members of/actively participating in a church that financially supports William Jessup University. CURRENT students may also apply IF the student was a member of/actively participating in a partner church at the time of initial enrollment OR the church becomes a partner while the student is currently enrolled AND that church continues to be the student's church home. This grant recognizes both the church's partnership with Jessup and the recipient's past contribution to the church. Receiving this grant may not be tied to future participation or involvement at the church.
Deadline:	Church Partnership Grant application must be submitted by May 1. If funds are available, students who miss the fall deadline may apply for a spring award by December 1. Funds are limited. Priority given to early applicants.
Renewal:	This grant must be renewed each year by completing the 'Current Student Re-Affirmation Section' only.
Application:	Church Partnership Grant Application - to be filled out by a pastor (at the supporting church) who knows the applicant well

Community College Grant	
Amount:	$2,400 per year
Eligibility:	This grant is offered to new traditional program transfer students coming from a community college who have completed at least 24 transferrable semester units at the time of acceptance with a minimum 2.0 GPA. If a student is enrolled in classes at a community college upon acceptance into Jessup that will bring them above 24 transferrable units, their Community College Grant will be a pending award until the verified completion of those classes.
Deadline:	Eligibility determined at time of acceptance
Renewal:	Annually renewable. Student must maintain satisfactory academic progress.
Application:	No application required
Creative Arts Grant	
Amount:	Varies
Eligibility:	Traditional undergraduate program students who excel in Creative Arts (theater, visual arts, or arts management) may audition with the Creative Arts Department Chair for this grant.
Deadline:	Determined by Creative Arts Department
Renewal:	Annually renewable. Student must maintain satisfactory academic progress.
Department Scholarship	
Amount:	$3,500 per year
Eligibility:	First-time freshmen and transfer students entering the traditional undergraduate program who declare a major may be eligible to compete for a department scholarship. Candidates must be eligible for an academic scholarship and will be contacted by the Admission Office around January 1 to answer an essay question. From the essay responses, ***candidates for the award will be selected to attend a special, invitation only*** on-campus event where a personal interview with department faculty will be conducted.
Deadline:	Determined by Admission Office
Renewal:	Annually renewable. Student must maintain satisfactory academic progress.
Application:	Essay required (sent out by Admission Office)
Diversity Grant	
Amount:	$1,000 to $6,000 per year
Eligibility:	This grant is competitive and based on financial need, demonstrated leadership, and vision through multiculturalism. Applicants must be incoming freshmen or transfer students that will be living on-campus.
Deadline:	Diversity Grant application, essay response, and a FAFSA must be submitted by April 1.
Renewal:	Annually renewable by maintaining a cumulative Jessup GPA of 2.0 or above. Student must live on campus and be active with multicultural educational activities on campus.

Application:	Diversity Grant application and FAFSA
Endowed Scholarships	
Amount:	Varies
Eligibility:	Students who will be a junior or senior in the upcoming year are eligible to apply for privately funded scholarships designated by the donor. Click HERE to view the list of endowed scholarships.
Deadline:	Application process is open in March and April of 2015.
Renewal:	Non-renewable
Application:	Endowed Scholarship Application
Homeschool Scholarship	
Amount:	$5,000 per year
Eligibility:	This competitive scholarship is offered to one first-time freshman each year who has completed all four years of high school through a homeschool program.
Deadline:	Applicant must apply to Jessup, be eligible to receive an academic scholarship, and submit the Homeschool Scholarship Application by February 1.
Renewal:	Annually renewable with a cumulative GPA of 3.0 or above
Application:	Homeschool Scholarship Application
International Scholarship	
Amount:	$3,500 per year
Eligibility:	Any incoming freshman or transfer student in the traditional undergraduate program who is studying in the United States on an F1 student visa. May not be a U.S. citizen or eligible non-citizen. Students who are in the U.S. under an illegal immigration status are not eligible.
Deadline:	No deadline. Eligibility determined at time of acceptance.
Renewal:	Annually renewable. Student must maintain satisfactory academic progress (as defined by the Jessup catalog).
Application:	No application required.
Ministry Worker Grant	
Amount:	$5,000 or $2,000 per year
Eligibility:	This grant is available to traditional undergraduate program students who are involved in full-time paid ministry or who are the unmarried dependent of someone who is involved in full-time paid ministry. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, para-church, or other nonprofit organization that focuses on spreading the gospel of Christ. The amount is determined by the Financial Aid Office and is based on whether the qualifying student/parent is the primary wage earner in the household, according to income data reported on the FAFSA. See Ministry Worker Grant Application for more information.

Deadline:	Ministry Worker Grant Application and a FAFSA must be submitted by May 1. If funds are available, students who miss the fall deadline may apply for a spring award by December 1.
Renewal:	Annually renewable with a Jessup GPA of 2.0 or above and upon proof of continued full-time employment in paid ministry
Application:	Ministry Worker Grant Application and FAFSA
Music Grants	
Amount:	Varies
Eligibility:	Traditional undergraduate program students who excel in musical talent and ability may audition with the Music Department Chair for this grant.
Deadline:	Determined by Music Department
Renewal:	Determined by Music Department
Out of State Grant	
Amount:	$3,500 - HOWEVER if a student meets the academic, income, and asset criteria for the State Grant program in California, the amount will be ***doubled*** to $7,000 (eligibility assessed by the Dean of Admission and Financial Aid).
Eligibility:	First-time freshmen entering the traditional undergraduate program who are not California residents AND who graduated from a high school outside the state of California. (Transfer students coming from a school outside of California will be considered on a case-by-case basis). Must be a U.S. Citizen or an eligible non-citizen.
Deadline:	No deadline. Eligibility determined at time of initial financial aid package.
Renewal:	Annually renewable. Student must maintain satisfactory academic progress (as defined by the Jessup catalog).
Application:	No application required
Sibling Grant	
Amount:	Up to $2,000 per year
Eligibility:	This grant was established in an effort to recognize the commitment of a family to educate two or more children at the same time. For each semester that two or more siblings are concurrently enrolled in the traditional program at Jessup, each student shall automatically receive a $1,000 scholarship (maximum $2,000, per student, per year).
Deadline:	No deadline
Renewal:	Renewable each semester two or more siblings are enrolled. Both siblings must maintain satisfactory academic progress.
Application:	No application required.
WJU Grant	
Amount:	Varies depending on need

Eligibility:	This need-based grant is determined at the discretion of the Dean of Admission and Financial Aid after all other scholarships and grants are considered (prior to loans). This grant is used to assist in meeting financial need as determined by the FAFSA. ***If other scholarships or grants are secured by a student after the awarding of a WJU Grant, the amount of this grant may be reduced.***
Deadline:	No deadline
Renewal:	Student must maintain satisfactory academic progress. **The amount of this grant is subject to change each year based on changes to your family's financial situation as determined by the FAFSA.**
Application:	No application allowed

Institutional Aid for Continuing Students (prior to 2014-15)

Jessup offers various tuition scholarships, grants, and awards to new and returning students in the traditional program only. (See the School of Professional Studies section for applicable Institutional Scholarships for that program.) Application information can be requested from the Financial Aid Office or viewed on our website at www.jessup.edu/financial-aid/undergraduate/; select Institutional Aid | Prior Years. 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.

- ***Students living on campus*** *may receive up to 100% of their tuition charges for any term from Jessup institutional aid.*
- ***Commuter students*** *may receive up to 50% of their tuition charges for any term from Jessup institutional aid.*
- ***The total of all Jessup institutional aid awards combined with Cal Grant*** *(excluding the subsistence portion of Cal Grant B) cannot exceed 100% of tuition charges by state law.*
- ***All Jessup Institutional Aid awards are based on one academic year of enrollment at full-time status.*** *Amounts are split in half each semester, and students enrolled in only one semester will receive 50% of the total amount. Students enrolled less than full-time will have awards prorated accordingly based on the number of units for which they are enrolled each term.*

Academic Scholarships: William Jessup University offers academic scholarships to entering first-time freshmen and transfer students who meet the set minimum academic criteria. These scholarships are based on the academic GPA from official transcripts calculated by the Admission Office ***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

Jessup Scholar Award

The most prestigious academic scholarship at Jessup, this award is offered to one first-time freshman entering the traditional undergraduate program on the basis of academic achievement, a response to an essay question and a formal interview during a special on-campus event. Applicants must have an academic GPA of 3.85 and an ACT (Composite) of 29 *or* SAT (Critical Reading and Math) of 1300. The supplemental application can be found online at www.jessup.edu/financial-aid/forms-resources/. This scholarship is renewable if the student maintains a 3.50 Jessup GPA. Recipients are required to live on campus for at least the first two years.

Eligibility is determined by academic GPA and SAT/ACT score.					
Academic Award (first-time freshman)	**Amount** (per year)	**Academic GPA**	**SAT Score** (Critical Reading and Math)	*OR*	**ACT Score** (Composite)
Presidential Scholar I	$8,000	3.75	1200		27
Academic Dean I	$5,000	3.50	1100		24
University Scholar I	$2,000	3.25	1000		21
These awards will be granted to all eligible first-time freshmen in the traditional undergraduate program. Eligibility is determined at the time of acceptance and is annually renewable by maintaining a cumulative Jessup GPA of 3.0. No separate application is required.					

Transfer Student Academic Scholarships

Eligibility is determined by academic GPA and number of academic transferable units.		
Academic Award (transfer students)	**Amount** (per year)	**Academic GPA**
Presidential Scholar II	$6,000	3.70
Academic Dean II	$3,500	3.35
University Scholar II	$1,500	3.00
These awards will be granted to all eligible transfer students in the traditional undergraduate program with 24 or more academic transferable semester units. Eligibility is determined at the time of acceptance and is annually renewable by maintaining a cumulative Jessup GPA of 3.0. No separate application is required.		
NOTE: Transfers with less than 24 academic semester college units completed at the time of application and with a minimum college academic GPA of 3.0 will have their scholarship award determined by a combination of their high school (academic GPA and SAT/ACT) and college records, using the dollar amounts of the transfer awards.		
***** The GPA and test score components of all academic scholarships are determined by the Dean of Admission and Financial Aid at the time of formal acceptance into the traditional undergraduate program at William Jessup University. Eligibility will not be re-evaluated based on subsequent tests or coursework. If you have questions, please contact the Admission Office at admission@jessup.edu or 916.577.2222.		

Continuing Students: Students who initially enroll at Jessup and do not qualify for an academic scholarship can eventually qualify (or re-qualify, if eligibility is lost) for either the University Scholar II or Academic Dean II scholarships with sustained excellent academic achievement. A continuing student who does not already have an academic scholarship at Jessup can, after a minimum of two semesters of full time coursework at Jessup, qualify for an academic scholarship using the criteria for 'transfer students with 24 or more transferable credits.' In addition, a student who initially enrolls at Jessup and receives the University Scholarship can receive the Academic Dean scholarship in the same manner.

Evaluations to determine eligibility for these scholarships are based exclusively on Jessup GPA, are only conducted at the end of the spring semester of each year, and are only awarded for the following year. Once awarded, these academic scholarships are renewable as long as the student maintains a 3.0 cumulative Jessup GPA.

Other Institutional Awards

The following is a list of other institutional awards for which a student may qualify or apply. These awards are for students enrolled in the traditional program only. For a complete description of each award, as well as award-specific applications, please see the Institutional Aid | Previous Years section of the Financial Aid website at www.jessup.edu/financial-aid/undergraduate/.

Access Scholarship: This scholarship is available to first-time freshmen who have never attended college before to provide an opportunity to attend Jessup for the same cost as attending any University of California campus. If a student is admitted to any UC campus, Jessup will match the cost of tuition, room, and board at that campus. The University of California is not affiliated with and does not endorse or support the Jessup Access Scholarship.

Athletic Scholarship: Students competing in intercollegiate athletics may be eligible to receive an athletic scholarship. These awards are given at the discretion of the Athletic Director on a yearly basis and the amounts vary. Men's sports include: baseball, basketball, cross-country, golf, soccer, and track. Women's sports include: basketball, cross-country, soccer, softball, indoor track, outdoor track, and volleyball.

Church Partnership Grant: This need-based grant is available to NEW students who, at the time of initial enrollment, are members of/actively participating in a church that financially supports William Jessup University. (CURRENT students may also apply IF the student was a member of/actively participating in a partner church at the time of initial enrollment OR the church becomes a partner while the student is currently enrolled AND the church continues to be the student's church home.) The Church Partnership Grant Application form must be filled out by a pastor (at the supporting church) who knows the applicant well. These grants range from $1,500 to $8,000 for the school year and must be applied for each year. Funds are limited. Early application is recommended.

Community College Grant: This $2,000 grant is offered to new traditional program transfer students coming from a community college who have completed at least 24 transferrable semester units at the time of acceptance with a minimum 2.0 GPA. The grant is renewable as long as the student maintains satisfactory academic progress as defined in the Jessup catalog. No application is necessary.

Department Scholarship: First-time freshmen and transfer students entering the traditional undergraduate program who declare a major may be eligible to compete for a department scholarship. Candidates must be eligible for an academic scholarship and will be contacted by the Admission Office around January 1 to answer an essay question. From the essay responses, candidates for the award will be selected to attend a special, invitation-only on-campus event where a personal interview with department faculty will be conducted. The amounts for and number of recipients for each grant will be contingent upon the applicant pool.

Diversity Grant: This grant is competitive and based on financial need, academic achievement, and demonstrated leadership and vision through multiculturalism. To be eligible to apply, a student must be an incoming freshman or transfer student and meet the eligibility requirements for an academic scholarship. Students must complete an essay response and submit the Free Application for Federal Student Aid (FAFSA) by April 1. If selected, the recipient must live on campus and be active with multicultural educational activities on campus. The amount of the grant is up to $4,000 and is renewable each year if the student maintains a cumulative Jessup GPA of 3.0.

Endowed Scholarship: Based on faculty recommendation, returning students may be awarded privately-funded 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 unless noted.

Homeschool Scholarship: This competitive, $5,000 scholarship is offered to one first-time freshman that has completed all four years of high school through a homeschool program. Interested students must complete the Jessup Admission Application, be eligible to receive an academic scholarship, and submit the Homeschool Scholarship Application by February 1. Candidates for the award will then be contacted and invited to a special on-campus event where a personal interview will be conducted.

Ministry Worker Grant: Jessup offers this grant to traditional program students who are involved in full-time, paid ministry or who are the unmarried dependent of someone who is involved in full-time paid ministry. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, parachurch, or other nonprofit organization that focuses on spreading the gospel of Christ. Students must complete an essay response, submit proof of full-time paid ministry status (i.e. a letter from employer or copy of pay stub), and must have submitted the Free Application for Federal Student Aid (FAFSA). This grant is $3,000 and is renewable each year if the student provides proof of continued full-time employment in paid ministry and maintains a cumulative Jessup GPA of 2.0. Applications must be submitted by May 1 for the following fall term. Students who miss the fall deadline will be allowed to apply for a spring term award by December 1, if funds are available.

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.

Nehemiah Scholarships: This $1,000 scholarship is offered to students in the traditional program who are recognized by leadership of a parachurch organization (i.e. Young Life, Youth For Christ, AWANA, etc.) for Christian character, commitment to service, and demonstrated leadership potential prior to coming to Jessup. A Nehemiah Scholarship certificate (available at www.jessup.edu/financial-aid/forms-resources/) must be completed by the leadership of your organization. Students must apply for admission by April 1 (postmark date) and submit the signed certificate by June 1.

Sibling Grant: In an effort to recognize the commitment of a family to educate two or more children at the same time, William Jessup University has created the Sibling Grant. For each semester that two or more siblings are concurrently enrolled in the traditional program at Jessup, each student shall automatically receive a $1,000 scholarship (maximum $2,000, per student, per year). As soon as one student is no longer enrolled, the scholarship no longer applies to either student.

WJU Grant: This need-based grant is determined at the discretion of the Dean of Admission and Financial Aid after all other scholarships and grants are considered (prior to loans). This grant is used to assist in meeting financial need as determined by the FAFSA. If other scholarships or grants are secured by a student after the awarding of a WJU Grant, the amount of this grant may be reduced.

NOTE: All institutional aid is subject to coordination with federal, state and all other aid sources and may be reduced if required.

Policies Regarding Outside Aid

Students are encouraged to investigate other sources of financial assistance, including churches, employers, corporations, Internet scholarship searches, and other organizations. Lists of available Internet scholarship searches may be obtained from the Forms and Resources section of the Financial Aid website at www.jessup.edu/financial-aid/forms-resources/.

Students who receive financial aid are required to report to the Financial Aid Office **ALL** scholarships and other resources known or expected to be available to contribute to the cost of each year of school (e.g. church assistance, scholarships received at awards ceremonies, employer assistance, etc.). Failure to report these resources may result in a delay in receiving funds, cancellation of awards, or the reversal of funds already received.

Whenever possible, outside aid is simply added to the other scholarships and grants a student receives. Unless required by other federal, state or institutional policies, no other awards will be reduced.

Satisfactory Academic Progress (SAP) Policy

The standard length of the traditional program is four academic years, in which time 128 semester units must be completed. In order to be eligible for federal, state or institutional aid, ALL students (regardless of Title IV eligibility and regardless of full-time or part-time status) must maintain satisfactory academic progress (SAP) according to the University's policy.

This policy requires a student to have a cumulative GPA of at least 2.000 at the time of SAP assessment, not have a term GPA of below 2.000 for two consecutive semesters and successfully complete a minimum of 66.67% (2/3) of classes in the terms which the student was enrolled each academic year. This percentage is known as the pace of completion. Completing courses at this pace ensures that every student will complete degree requirements within 150% of the standard length of the program (four years x 150% = six years).

To determine the pace of completion, divide the cumulative units successfully completed by the cumulative units attempted. As long as this percentage stays at or above 66.67 % (21.33 units per academic year), a student can be assured they will complete degree requirements in the federally required time frame.

Withdrawals, incomplete courses, repeating courses, non-credit remedial courses, and units transferred in from other colleges have the potential to affect the pace of completion. Withdrawals lower the number of successfully completed units. Incomplete courses not completed in a timely fashion act essentially as a withdrawal and also lower the number of successfully completed units. Repeated courses are counted as attempted each time but only as completed one time. All situations will lower a student's pace of completion.

Non-credit remedial courses do not count as either attempted or completed but do have the possibility of extending the time of completion beyond the 150% timeframe and must be carefully monitored by the student to ensure the length of the program is not exceeded.

Units transferred in from other colleges may actually help the pace of completion, as these units are counted on a 1:1 ratio for units completed and units attempted. Grades from ALL transferred courses will be counted in the GPA for all students.

Traditional students will be reviewed annually for SAP compliance at the end of every spring semester (or more frequently, if deemed necessary by any member of the Financial Aid Office), looking back on enrollment in the previous three terms (the most recently completed spring, the previous fall, and the previous summer). Students who have not met the requirements for SAP immediately lose eligibility for all types of financial aid in the future.

Any student who loses financial aid eligibility for failing SAP does have the right to appeal to the Financial Aid Committee if extenuating circumstances have occurred such as medical problems, family emergencies, a death in the family, or other unique circumstances determined applicable by Jessup.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at www.jessup.edu/financial-aid/forms-resources/. The appeal must address why the student failed SAP and what has changed in the student's situation which will allow them to successfully achieve SAP by the next evaluation period.

Financial aid eligibility may or may not be reinstated at the discretion of the Financial Aid Committee. If an appeal is granted, the student will be placed on financial aid probation, and financial aid eligibility will be reinstated for one semester. Specific criteria for successfully moving off probation as well as a student-specific timeline for meeting those criteria will be outlined in a 'Probation Granted' letter to the student. The timeline will generally be the next semester (or defined period of enrollment) but can be extended if the Financial Aid Committee deems it appropriate to the situation. Failure to satisfy the terms of the probation will result in immediate loss of all financial aid eligibility for subsequent semesters.

A student who fails to meet the terms of the probation may submit a subsequent appeal for reinstatement by repeating the appeal process outlined above. Generally, after failing SAP in two successive semesters, a student may not be granted probation again until achieving satisfactory progress without any financial aid. Exceptions will be considered on a case-by-case basis.

NOTE: It is possible for a student to fail SAP (and not be eligible for financial aid) but not be academically dismissed from the school. In this situation, a student has successfully earned the right to completely pay for school on their own. Financial Aid SAP and Jessup's Academic Probation/Dismissal policies are different.

Financial Aid – School of Professional Studies (Undergraduate Programs)

Financial aid in the School of Professional Studies (SPS) is structured to coincide with the flexibility a student needs to succeed. Classes begin every five weeks and financial aid is available for any student beginning at any point during each term (fall, spring, and summer).

There are typically three courses per term and each course is typically three units. Therefore, a student will normally be enrolled in nine units per term – considered ¾-time by federal standards. Students enrolled in at least six units per term are eligible for all types of federal, state, and institutional aid, while students enrolled in less than six units per term are only eligible for a Federal Pell Grant (if they qualify).

Financial aid deadlines in the SPS program depend on the anticipated start date of each student. 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 (916.577.2233 or finaid@jessup.edu) or your individual financial aid counselor.

All students in the SPS program are awarded aid based on an estimate of the number of enrolled units per term. Having a course requirement waived, skipping a course, failing a course, or adding/dropping a course may have substantial impact on aid eligibility. Please see your financial aid counselor immediately if any of the above apply to you.

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.

Application Procedures and Deadlines

1. Complete the FAFSA at www.fafsa.gov. Jessup's school code is 001281.
2. An electronic Student Aid Report (e-SAR) will be emailed to you within a few days. (Check your junk mail!) The e-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 e-SAR, check for any corrections that need to be made. Your FAFSA information is sent electronically to Jessup.
3. 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 admissions 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 two to three 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 a copy to the Financial Aid Office.
6. If you indicate you will be taking out a student loan, you will need to complete a Master Promissory Note (MPN) and Entrance Counseling. These can all be done online under the Loans section of the Financial Aid website. 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 Jessup website (www.jessup.edu/financial-aid/school-of-professional-studies/) 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 with 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

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

Pell Grant: This federal grant, based on financial need, is available only to students working toward their first bachelor's degree. Awards range from $581 to $5,775.

Federal Supplemental Educational Opportunity Grant (FSEOG): This $100 federal grant is for students with exceptional need. 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 directly from the federal government 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/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 a 'dependent' according to the FAFSA.) There are three repayment options:

1. Immediate repayment of loan principal and interest within sixty days of the full disbursement of the loan
2. Interest only payments while the student remains in school
3. Deferment of all payments until the student graduates or drops out of school (interest accumulates and is added to the principal of the loan)

Federal Work Study (FWS): This program enables eligible students to earn a portion of their financial aid award through federally-subsidized employment through Jessup. Work study jobs are available only for students enrolled at the San Jose campus. Interested students should check with the San Jose site director for open positions.

Veterans' Educational Benefits and Vocational Rehabilitation Benefits: William Jessup University is approved for coordination of both of these programs. Jessup also participates fully in the new Yellow Ribbon program. 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 homeschooled 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. This award is worth $8,056 for 2015-16.

Cal Grant B and Cal Grant B Access: This state grant is available only to California residents who come from low-income, disadvantaged backgrounds with high academic potential and demonstrate substantial financial need. In the first year of college, a

student receives the Access portion only – $1,648 for books and living expenses. The Financial Aid Office will apply the Access portion to a student's charges at Jessup 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 amount will be $9,704 – consisting of the normal Cal Grant amount plus the Access portion (disbursement policy for the Access Grant applies each year).

California Chafee Grant: This state grant of up to $5,000 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 Chafee Grant website – www.chafee.csac.ca.gov.

Institutional Aid

Church Partnership Grant	
Amount:	Up to $2,000 per year
Eligibility:	This grant is available to all students who, at the time of initial enrollment, are members of/actively participating in a church that financially supports William Jessup University. CURRENT students may also apply IF the student was a member of/actively participating in a partner church at the time of initial enrollment OR the church becomes a partner while the student is currently enrolled AND that church continues to be the student's church home. This grant recognizes both the church's partnership with Jessup and the recipients past contribution to the church. Receiving this grant may not be tied to future participation or involvement at the church.
Deadline:	Church Partnership Grant Application must be submitted by August 15 for fall, December 15 for spring, and April 15 for summer. Funds are limited. Priority given to early applicants.
Renewal:	This grant must be renewed each year by completing the 'Current Student Re-Affirmation Section' only.
Application:	Church Partnership Grant Application - to be filled out by a pastor (at the supporting church) who knows the applicant well
Ministry Worker Grant	
Amount:	$135 per unit
Eligibility:	This grant is available to SPS students who are involved in full-time paid ministry or who are the spouse of someone who is involved in full-time paid ministry. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, para-church, or other nonprofit organization that focuses on spreading the gospel of Christ. See Ministry Worker Grant Application for more information.
Deadline:	For fall students, Ministry Worker Grant Application and a FAFSA must be submitted by July 15. If funds are available, students who miss the fall deadline may apply for a spring award by December 15 or a summer award by April 15.
Renewal:	Annually renewable with a Jessup GPA of 2.0 or above and upon proof of continued full-time employment in paid ministry
Application:	Ministry Worker Grant Application and FAFSA

Policies Regarding Outside Aid

Students are encouraged to investigate other sources of financial assistance, 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 Jessup website (www.jessup.edu/financial-aid/school-of-professional-studies/).

Students who receive financial aid are required to report to the Financial Aid Office **ALL** scholarships and other resources known or expected to be available to contribute to the cost of each year of school (e.g. church assistance, scholarships received at awards ceremonies, employer assistance, etc.). Failure to report these resources may result in delay in receiving funds, cancellation of awards, or the reversal of funds already received.

Whenever possible, outside aid is simply added to the other scholarships and grants a student receives. Unless required by other federal, state, or institutional policies, no other awards will be reduced.

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.

Satisfactory Academic Progress (SAP) Policy

The standard length of the SPS program is four academic years, in which time 128 semester units must be completed. In order to be eligible for federal, state, or institutional aid, ALL students (regardless of Title IV eligibility and regardless of full-time or part-time status) must maintain satisfactory academic progress (SAP) according to the University's policy.

This policy requires a student to have a cumulative GPA of at least 2.000 at the time of SAP assessment, not have a term GPA of below 2.000 for two consecutive semesters, and successfully complete a minimum of 66.67% (2/3) of classes in the terms which the student was enrolled each academic year. This percentage is known as the pace of completion. Completing courses at this pace ensures that every student will complete degree requirements within 150% of the standard length of the program (four years x 150% = six years).

To determine the pace of completion, divide the cumulative units successfully completed by the cumulative units attempted. As long as this percentage stays at or above 66.67 % (21.33 units per academic year), a student can be assured they will complete degree requirements in the federally required time frame.

Withdrawals, incomplete courses, repeating courses, non-credit remedial courses, and units transferred in from other colleges have the potential to affect the pace of completion. Withdrawals lower the number of successfully completed units. Incomplete courses not completed in a timely fashion act essentially as a withdrawal and also lower the number of successfully completed units. Repeated courses are counted as attempted each time but only as completed one time. All situations will lower a student's pace of completion.

Non-credit remedial courses do not count as either attempted or completed but do have the possibility of extending the time of completion beyond the 150% timeframe and must be carefully monitored by the student to ensure the length of the program is not exceeded.

Units transferred in from other colleges may actually help the pace of completion, as these units are counted on a 1:1 ratio for units completed and units attempted.

Students will be reviewed annually for SAP compliance at the end of every spring semester (or more frequently if deemed necessary by any member of the Financial Aid Office), looking back on enrollment in the previous three terms (the most recently completed spring, the previous fall, and the previous summer). Students who have not met the requirements for SAP immediately lose eligibility for all types of financial aid in the future.

Any student who loses financial aid eligibility for failing SAP does have the right to appeal to the Financial Aid Committee if extenuating circumstances have occurred such as medical problems, family emergencies, a death in the family, or other unique circumstances determined applicable by Jessup.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at www.jessup.edu/financial-aid/forms-resources/. The appeal must address why the student failed SAP and what has changed in the student's situation which will allow them to successfully achieve SAP by the next evaluation period.

Financial aid eligibility may or may not be reinstated at the discretion of the Financial Aid Committee. If an appeal is granted, the student will be placed on financial aid probation, and financial aid eligibility will be reinstated for one semester. Specific criteria for successfully moving off probation as well as a student-specific timeline for meeting those criteria will be outlined in a 'Probation Granted' letter to the student. The timeline will generally be the next semester (or defined period of enrollment) but can be extended if the Financial Aid Committee deems it appropriate to the situation. Failure to satisfy the terms of the probation will result in immediate loss of all financial aid eligibility for subsequent semesters.

A student who fails to meet the terms of the probation may submit a subsequent appeal for reinstatement by repeating the appeal process outlined above. Generally, after failing SAP in two successive semesters, a student may not be granted probation again until achieving satisfactory progress without any financial aid. Exceptions will be considered on a case-by-case basis.

NOTE: It is possible for a student to fail SAP (and not be eligible for financial aid) but not be academically dismissed from the school. In this situation, a student has successfully earned the right to completely pay for school on their own. Financial Aid SAP and Jessup's Academic Probation/Dismissal policies are different.

Course Descriptions

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 sophomore

300-499
Upper division courses designed primarily for juniors and seniors

500-699
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

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, 5=post-baccalaureate, 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 studies courses numbered 199, 299, 399, and 499 are special studies that are not in the regular course offering and therefore not found in the catalog. Should the course become a regular offering, a permanent number will be assigned. A ✎ denotes a writing intensive course.

AEROSPACE STUDIES (AERO)

ALL AERO COURSES ARE HELD AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO. SEE PAGE 94 FOR MORE INFORMATION.

AERO1A. Foundations of the Air Force I (1)

Orientation to the Air Force and Air Force ROTC. Students will gain an understanding of the benefits of AFROTC membership, the Air Force's organizational structure and its installations, jobs and careers available in the Air Force, the American way of war, and benefits of Air Force membership. Students will be required to complete an oral and written project.

AERO1B. Foundations of the Air Force II (1)

Complete students' orientation to the Air Force. Specific topics include team building, introduction to leadership, communication skills, Air Force core values, diversity and harassment, and the Oath of Office. An oral and written project is required.

AERO21A. The Evolution of USAF Air and Space Power I (1)

Overview of the history of American air power from the Wright brothers to the beginning of the Cold War. Key leaders and milestones will be discussed. Communication skills will be emphasized and will include public speaking, writing, and class participation.

AERO21B. The Evolution of USAF Air and Space Power II (1)

Overview of the history of American air power from Vietnam to today's modern Air Force. Key leaders and milestones will be discussed. Communication skills will be emphasized and will include public speaking, writing, and class participation.

AERO99. Special Problems (1-4)

Enrollment Comments: *Open only to students who appear competent to complete assigned work and who meet prerequisites established by the Department of Aerospace Studies. Approval in writing by the department chair required.*

Academic study and evaluation in specified topics associated with aerospace development, technology, and doctrine.

AERO135A. Leadership and Management I (3)

Survey of selected concepts, principles, and theories on leadership, followership, management, delegation, mentoring, and responsibility. Students will be given the opportunity to improve speaking and writing skills.

AERO135B. Leadership and Management II (3)

Survey of selected concepts, principles, and theories on team building, speaking and writing effectively, listening, feedback, performance evaluations, ethics, character, and officership. Students will be given the opportunity to improve speaking and writing skills.

AERO145A. National Security Affairs (3)

Provides an overview of the role of military in our national security policy and processes. It includes an analysis of the roles of the three branches of government as they relate to national security, an examination of the doctrine and organization of the Air Force as well as other branches of the military, an overview of military ethics, and a discussion of global current events which impact our national security. Students will be expected to participate in class discussions and complete a written and oral presentation.

AERO145B. Preparation for Active Duty (3)

Presentation of critical issues facing today's military professionals. A wide variety of topics are discussed including the military legal system, the laws of armed conflict, security issues, personal finance, professional/unprofessional relationships, information warfare, and issues pertinent to the first assignment after commissioning into the Air Force. Students will be expected to participate in class discussions and complete a written and oral presentation.

AERO199. Special Problems (1-4)

Enrollment Comments: *Open only to those students who appear competent to complete assigned work and who meet prerequisites established by the Department of Aerospace Studies. Approval in writing by the department chair required.*

Academic study and evaluation in specific topics associated with aerospace development, technology, and doctrine.

AMERICAN SIGN LANGUAGE STUDIES (ASLS)

ASLS160. American Sign Language I (4)

This course introduces students to the fundamental principles of American Sign Language (ASL). It provides preparation for visual/gestural communication and includes basic information relating to Deaf culture, intensive work on comprehension skills, and grammatical structures. The course includes foundational Christian signs.

ASLS161. American Sign Language II (4)

Prerequisite: *Completion of ASLS160 with a grade of C- or higher*

This course is a continuation of American Sign Language I. It enhances the student's proficiency in ASL usage and stresses continued development of basic conversational skills with emphasis on vocabulary and expressive skills. The course also expands vocabulary and concepts acquired in ASLI and includes additional Christian signs.

ASLS170. Worship and Creative Signs (3)

Prerequisite: *ASLS160*

In this course, students learn to sign Christian signs and creative signs beyond what is learned in ASLI. Topics include Christian songs, hymns, prayers, poems, and biblical stories. The course also teaches students to sign in a creative way beyond basic conversational skills. Topics include signing songs, poems, skits, jokes, children's stories, and more.

ASLS260. American Sign Language III (4)

Prerequisite: *Completion of ASLS161 with a grade of C- or higher*

This course is a continuation of ASLII. The course shifts from comprehension to production of ASL. It provides further study of vocabulary and grammatical patterns and continues to develop ASL competencies in numerous conversational settings. The course brings ASL fluency to a point of self-generated ASL for the purpose of furthering language use in ASL. It expands vocabulary and concepts acquired in ASLSII and continues to expand the range of Christian signs.

ASLS261. American Sign Language IV (4)

Prerequisite: *Completion of ASLS260 with a grade of C- or higher*

This course is a continuation of ASLIII. It provides advanced study of ASL grammar and offers advanced development and refinements of ASL skills and fluency. The course includes intensive work on expressive and receptive skills. It expands vocabulary and concepts acquired in ASLIII and continues to expand the range of Christian signs.

ASLS275. Experiential Learning (3)

Prerequisite: *ASLS161*

This course expands the student's knowledge of career opportunities in the field of sign language. Part of the course involves students assisting an instructor in an ASL classroom at WJU. The rest of the course is "in the field" at an appointed location of interest to the student. The objective of this course is to expand the student's ASL skill and expose them to specific career opportunities.

ASLS301. Introduction to Deaf History and Culture (3)
Enrollment Comments: *This course may meet the upper division humanities requirement.*
This is a lecture course with no pre-requisite. This is not a signing skills class. Students study the history and culture of the Deaf Community. The course comprises lectures, guest speakers, videos, and text readings. Assessments involve in-class exams, research papers, and in-class presentations.

ARCHAEOLOGY (ARCH)

ARCH100. Introduction to Archaeology (3)
Prerequisite: *ENGL101B*
An introduction to the study of archeology and an overview of the discipline. Students will learn how to uncover and understand ancient civilizations and long extinct societies. Students will rediscover the past and see how it is connected to the present.

ARCH210. Archaeology of the Hebrew Bible (3)
Prerequisite: *BIBL101; ENGL101B; HIST221 and HIST222* ***or*** *HIST231 and HIST232*
An investigation of the major archaeological finds and primary sources relevant for understanding the Hebrew Bible.

ARCH220. Archaeology of the New Testament (3)
Prerequisite: *BIBL104; ENGL101B; HIST221 and HIST222* ***or*** *HIST231 and HIST232*
An investigation of the major archaeological finds and primary sources relevant for understanding the New Testament.

ARCH475. Bible and Field Archaeology (3)
Prerequisite: *BIBL101*
Course Fee: *All costs for trip are to be paid by the student in addition to normal university tuition fees.*
This course will introduce students to the basic principles, techniques, and theories of archaeology of the southern Levant as they participate in a field school in Israel for four weeks in the summer.

BIBLE (BIBL)

BIBL101. Christian Foundations – Old Testament (3)
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.

BIBL104. Christian Foundations – New Testament (3)
A survey of the New Testament from Matthew through Revelation. The course will open up an understanding of the person of Jesus and his teaching and ministry, including his final days, death, and resurrection. 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.

BIBL201XL. Bible Survey (3)
Enrollment Comments: *Not for traditional undergraduate majors*
This course introduces the student to the literary genres, historical background, cultural settings, and major theological themes of the Bible through a survey and overview approach.

BIBL215. Introduction to Biblical Languages (3)
This class introduces the biblical languages and the tools that are available to research in the original languages.

BIBL224. Origin and Transmission of the Bible (3)
Prerequisite: *BIBL249 or BIBL349*
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.

BIBL249. The Art of Interpretation (3)
Prerequisite: *ENGL101A*
Enrollment Comments: *Not available to BIBL, FCM, ICS, PMIN, or YMIN majors. Also, may not be taken concurrently with BIBL349 or if BIBL349 was previously successfully completed.*
This course explores the different genres of biblical literature and the various methods of studying them to prepare students to understand and explore God's Word for themselves and classes.

BIBL349. Hermeneutics (3)
Prerequisite: *BIBL101; BIBL104; ENGL101A*
Enrollment Comments: *This class is a prerequisite for all upper-division Bible and Theology classes.*
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.

BIBL350. New Testament Exposition (3)
Prerequisite: *BIBL249* ***or*** *BIBL349*
This is a course of study about the exegesis and exposition of the epistles of the New Testament. A method of both researching epistolary texts and communicating them expositionally in contemporary venues will be explored and implemented. Attention will also be paid to the place of prayer and the practice of the principles of spiritual authority in the character development of the expositor.

BIBL399. Special Topics (4)
Prerequisite: *BIBL101 and BIBL102 recommended*
A study of the practices and everyday life in the ancient Near East and first century world that illumine and explain the Hebrew Bible and New Testament.

BIBL498. Bible Capstone (3)
The capstone experience for the Bible and Theology major includes this course which is designed to help the student synthesize and integrate all that has been learned up to this point in his or her educational journey. The class leads the student through developing a major thesis based in exegesis of Scripture, peer-presentations throughout the course, discussions, research, and writing leading to a final project presented and defended before the faculty and fellow students.

BIBLICAL LANGUAGES (BLG)

BLG215A and B. Greek I and II (3)
An introduction to the grammar and vocabulary of New Testament Greek for the purpose of translating and interpreting the New Testament.

BLG225A and B. Hebrew Language and Literature I and II (3)
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. Greek III (3)
Prerequisite: *BLG215A and BLG215B with a grade of C or higher or consent of instructor*
An intermediate study of Koine Greek grammar and syntax through the translation of selections from the Greek New Testament.

BLG317. Greek IV (3)
Prerequisite: *BLG316 with a grade of C or higher or consent of instructor*
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.

BLG318. Greek V (3)
Prerequisite: *Consent of instructor*
Reading of selected Greek texts from the Septuagint, the New Testament, and Patristic sources, with attention to textual and exegetical issues.

BIOLOGY (BIOL)

BIOL100. General Biology (3)
Enrollment Comments: *A complementary lab component (BIOL100L) is offered but not required. BIOL100 meets general education science requirements but does not fulfill the lower division lab course requirement for the biology major.*
Offers an introduction to core topics in life sciences including scientific method, cell biology and reproduction, basic genetics, evolution, biology of plants and animals, and the study of ecosystems.

BIOL100L. General Biology Lab (1)
Course Fee: *$100*
Enrollment Comments: *Must be taken concurrently with BIOL100.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

BIOL101. Principles of Biology I: Cellular and Molecular Biology and Genetics (4)
Prerequisite: *AP science courses, general science courses, and/or equivalent*
Enrollment Comments: *Course includes a mandatory lab component (BIOL101L) that must be taken concurrently. Successful completion of this course requires passing both BIOL101 and BIOL101L with a C- or better in a concurrent semester. Field trips may be required. Course is intended for science majors.*
Introduces biological principles that underlie the cellular basis of life. Course topics include biomolecules, cell structure and function, cellular energetics, molecular conveyance of information, cell division, reproduction, development, and genetic inheritance. Students will learn and apply scientific skills, approaches, and strategies to solve problems and to interpret observations in both lecture and lab.

BIOL101L. Principles of Biology I: Cellular and Molecular Biology and Genetics Lab (1)
Course Fee: *$100*
Enrollment Comments: *This is a mandatory lab component of BIOL101 and must be taken concurrently. Successful completion of this course requires passing both BIOL101 and BIOL101L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

BIOL102. Principles of Biology II: Ecology, Speciation, and Biodiversity (4)
Prerequisite: *BIOL101 and BIOL101L (taken concurrently)*
Enrollment Comments: *Course includes a mandatory lab component (BIOL102L) that must be taken concurrently. Successful completion of this course requires passing both BIOL102 and BIOL102L with a C- or better in a concurrent semester. Field trips may be required. Course is intended for science majors.*
Introduces principles underlying the diversity and interconnectedness of living organisms. The course includes a survey of plant and animal phyla, examines the genealogical relationship between living organisms, and explores the processes that shape biodiversity. The course also covers general principles of ecology, including population dynamics and properties that define the major ecosystems.

BIOL102L. Principles of Biology II: Ecology, Speciation, and Biodiversity Lab (1)
Course Fee: *$100*
Enrollment Comments: *This is a mandatory lab component of BIOL102 and must be taken concurrently. Successful completion of this course requires passing both BIOL102 and BIOL102L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

BIOL161. Nutrition: An Applied Approach (3)
Prerequisite: *Eligibility for college level English course*
Enrollment Comments: *This course helps satisfy the general education science requirement as well as lower division coursework for the biology major. Health and Environment course concentration.*
Addresses the fundamentals of human nutrition with emphasis on the body's utilization of food nutrients and disease processes associated with malnutrition. The course includes defining strategies to empower student to reach their personal health and fitness goals. While appropriate for non-science majors, this course is recommended for students interested in the scientific approach to the study of nutrition.

BIOL166. Human Development (3)
Prerequisite: *Eligibility for college level English course*
Enrollment Comments: *This course helps satisfy the general education science requirement as well as lower division coursework for the biology major. Health and Environment course concentration.*
Explores the biological, social, and cultural influences in the psychological growth and physical development of humans from infancy to late adulthood. The course emphasizes the normative patterns that characterize specific stages of development.

BIOL176. Origins—An Intersection of Faith and Science (3)
Prerequisite: *Eligibility for college level English course*
Enrollment Comments: *This course is required for the biology major and also satisfies general education requirements as a Bible elective; does NOT meet a science elective.*
Evaluates the scientific evidence for a creator and discusses numerous models of creation from a biblical, theological, and scientific perspective. The course will include in-depth analysis of the creation account in Genesis, considering historical and cultural settings, important theological concepts, and how various interpretive viewpoints have contributed to current conceptual frameworks of creation. The course will also examine the scientific data in support of each of the frameworks or models of creation.

BIOL225. Human Anatomy (3)
Prerequisite: *Eligibility for college level English course*
Enrollment Comments: *Course includes a mandatory lab component (BIOL225L) that must be taken concurrently. Successful completion of this course requires passing both BIOL225 and BIOL225L with a C- or better in a concurrent semester. This course is designed especially for health science majors interested in careers in medicine, dentistry, nursing, occupational and physical therapy, medical laboratory, and physical education.*
Examines structure, relationships among structures, and histology of the human body through a rigorous study of human anatomy.

BIOL225L. Human Anatomy Lab (1)

Fee: *$100*

Enrollment Comments: *This is a mandatory lab component of BIOL225 and must be taken concurrently. Successful completion of this course requires passing both BIOL225 and BIOL225L with a C- or better in a concurrent semester.*

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Cadavers and/or animal organ systems are utilized in the laboratory.

BIOL246. Human Physiology (4)

Prerequisite: *BIOL101 and BIOL101L; CHEM105 or a California Chemistry Diagnostic Test score of 25 or better; BIOL225 and BIOL225L strongly recommended; eligibility for college level English course; consent of instructor may override prerequisite requirements*

Enrollment Comments: *Course includes a mandatory lab component (BIOL246L) that must be taken concurrently. Successful completion of this course requires passing both BIOL246 and BIOL246L with a C- or better in a concurrent semester. This course is recommended for students interested in nursing, physical education, physical and occupational therapy, psychology, dentistry, and allied health careers.*

Explores the function, regulation, and homeostasis of systems in the human body. Experiments on nonliving systems, blood and circulation, muscle, nervous system and sense organs, ion balance and fluid environment, endocrines, respiration, and digestion.

BIOL246L. Human Physiology Lab (1)

Prerequisite: *BIOL101 and BIOL101L; CHEM105 or a California Chemistry Diagnostic Test score of 25 or better; BIOL225 and BIOL225L strongly recommended; eligibility for college level English course; consent of instructor may override prerequisite requirements*

Fee: *$100*

Enrollment Comments: *This is a mandatory lab component of BIOL246 and must be taken concurrently. Successful completion of this course requires passing both BIOL246 and BIOL246L with a C- or better in a concurrent semester.*

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

BIOL336. General Microbiology (3)

Prerequisite: *BIOL101 and BIOL101L; CHEM105 or CHEM110*

Enrollment Comments: *Course includes a mandatory lab component (BIOL336L) that must be taken concurrently. Successful completion of this course requires passing both BIOL336 and BIOL336L with a C- or better in a concurrent semester. This course is designed for students requiring microbiology for professional schools.*

Surveys a diverse spectrum of microorganisms, particularly bacteria and viruses, and emphasizes the interaction of microbes with humans and their role in disease. Topics include microscopy, the immune system, food microbiology, microbial pathogens, and mechanisms of disease transmission.

BIOL336L. General Microbiology Lab (1)

Prerequisite: *BIOL101 and BIOL101L; CHEM105L or CHEM110L*

Fee: *$100*

Enrollment Comments: *This is a mandatory lab component of BIOL336 and must be taken concurrently. Successful completion of this course requires passing both BIOL336 and BIOL336L with a C- or better in a concurrent semester.*

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Laboratory work includes aseptic techniques, methods of cultivating and identifying bacteria, and demonstration of microbial properties.

BIOL338. Principles and Methods of Biochemistry (3)
Prerequisite: *CHEM106 and CHEM106L or CHEM221 and CHEM221L*
Enrollment Comments: *Course includes a mandatory lab component (BIOL338L) that must be taken concurrently. Successful completion of this course requires passing both BIOL338 and BIOL338L with a C- or better in a concurrent semester. This course is highly recommended for students interested in medicine, graduate studies in biomedical research, or careers in biotechnology.*
Incorporates discussions on water and biological buffers, thermodynamics of metabolism, structure and function of biomolecules, enzyme kinetics and function, and membrane biology with modern laboratory methods for the separation, purification, identification and biological evaluation of organic compounds.

BIOL338L. Principles and Methods of Biochemistry Lab (1)
Prerequisite: *CHEM106 and CHEM106L or CHEM221 and CHEM221L*
Fee: *$150*
Enrollment Comments: *This is a mandatory lab component of BIOL338 and must be taken concurrently. Successful completion of this course requires passing both BIOL338 and BIOL338L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

BIOL341. Genes and Gene Expression (4)
Prerequisite: *BIOL 101 and BIOL101L; CHEM106 and CHEM106L or CHEM211 and CHEM211L or equivalent*
Enrollment Comments: *Course is required for biology majors*
Evaluates nucleic acid structure and function; chromosomal structure, gene structure, expression, and regulation; replication; transcription and translation; transmission genetics, and transgenics.

BIOL346. Systemic Physiology (4)
Prerequisite: *BIOL101 and BIOL101L; BIOL246 and BIOL246L; CHEM105 and CHEM105L or CHEM111 and CHEM111L or equivalent*
Examines the functions of major organ systems of mammals, including man with an emphasis on underlying cellular, biochemical, and bio-physical mechanisms. Structure of organ systems are described as a basis for understanding function.

BIOL361. Nutrition and Metabolism (4)
Prerequisite: *BIOL161; CHEM106 and CHEM106L or CHEM211 and CHEM211L; BIOL246 and BIOL346 highly recommended*
Introduces the biochemical and physiological bases of metabolism of protein, fat and carbohydrate; the biological role of vitamins and minerals; nutrient requirements during the life cycle; assessment of dietary intake and nutritional status.

BIOL369. Environmental Contaminants and Human Health (3)
Prerequisite: *BIOL102 and BIOL102L; CHEM106 and CHEM106L or CHEM211 and CHEM211L*
Covers select topics concerning environmental toxicants, illustrating their occurrence, structure, and the reactions underlying detection, toxicity, fate, and ecological importance with emphasis on the impact on human health and contribution to disease.

BIOL446. Reproductive Physiology (3)
Prerequisite: *BIOL161; CHEM106 and CHEM106L or CHEM211 and CHEM211L; BIOL246 and BIOL346 highly recommended*
Systematically advances through the processes of human reproduction, from pubescence and gametogenesis to gamete transport and fertilization, from early embryogenesis to parturition and post-natal development. Course topics include methods and mechanisms of contraception, infertility and assisted reproduction, reproductive developmental disorders, and complications with pregnancy.

BIOL468. Ecology and Evolution of Human Disease (3)
Prerequisite: *BIOL101 and BIOL101L; BIOL102 and BIOL102L; BIOL336 and BIOL336L (can be taken concurrently)*
Covers select topics in the natural history of infectious diseases principally affecting humans. Course introduces students to the ecology, epidemiology, and modes of disease induction of infectious microbial agents. Course focuses on diseases of a contemporary nature.

BIOL475. Biology Internship (3)
Senior year program of activity in a life science or health science field; involves field supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports.

BIOL488. Neurophysiology (3)
Prerequisite: *BIOL102 and BIOL102L; BIOL246 and BIOL246L; SCI220 strongly recommended*
Reveals the underpinnings of the function of brains and nervous systems, neurons and neural circuits. Course topics include cellular mechanisms of sensory and motor transduction, cell biology of learning and memory, and extraction of vision and hearing, with emphasis on fundamental physical-chemical and biological mechanisms of cell-to-cell communication.

BIOL492. Senior Seminar: Health, Current Issues, and Medical Trends (3)
Prerequisite: *Upper division standing; consent of instructor*
Seminar includes select topics in human health with emphasis on most recent advances and discoveries in medicine. Biology students, together with faculty, will review, present, and discuss high profile peer-reviewed journal articles.

BIOL498. Senior Seminar: Bioethics (3)
Prerequisite: *Upper division standing; consent of instructor*
A capstone course for biology students in their senior year, Bioethics requires the integration of principles studied in the first through third year curriculum in the critical analysis of ethical issues raised by contemporary medicine and biology. Possible topics include euthanasia, abortion, reproductive technologies, genetic engineering, cloning, practitioner/patient relationships, allocation of medical resources, and experimentation on human subjects. Emphasis is on Christian perspectives and well-reasoned application of biblical principles.

BUSINESS (BUS)

BUS140. Management and Organizational Behavior (3)
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. Business Statistics (3)
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. Management Information Systems (3)
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. Macroeconomics (3)
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. Microeconomics (3)
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.

BUS243. Financial and Budget Management (for non-business majors) (3)
This is an introductory course exploring the financial operations of an organization, either for profit or nonprofit, for non-business majors. Upon the successful completion of this course, learners will have a basic financial understanding of how to more effectively operate an organization. Topics include the business environment (business cycle with major macro/micro economic concepts), organizational structure and governance, forecasting-planning-controlling-decision making, best budgeting practices and principles, business strategy formation and analysis, the fundamentals of finance (debt/equity/leasing alternatives-time value of money), accounting essentials for non-business majors, tax considerations and strategies, and personal money management principles.

BUS245. Financial Accounting (3)
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. Managerial Accounting (3)
Prerequisite: *BUS245 recommended*
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. Legal Implications for Business (3)
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. Organizational Communication (3)
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. This is a writing intensive course and has the WPA imbedded.

BUS320. Marketing (3)
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.

BUS323. Marketing the Nonprofit (3)
Prerequisite: *BUS320*
Understanding the principles of marketing as applied to the nonprofit sector. Examine and evaluate the unique marketing strategies for social service organizations, foundations and other nonprofit organizations.

BUS342. Financial Management (3)
Prerequisite: *BUS245*
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.

BUS343. Intermediate Accounting I (3)
Prerequisite: *BUS245 or BUS246*
This course is an intensive study of accounting theory and principles, control and theory of accounting for assets; correction of prior year's earnings; measurement and determination of income. Projects involving spreadsheet software required.

BUS344. Intermediate Accounting II (3)

Prerequisite: *BUS245 or BUS246*

The course continues the study from Intermediate Accounting I covering principles, controls, and theory of accounting for liabilities and equities; preparation, utilization, and analysis of cash flow and fund statements; and financial ratios and statistical analysis of financial statement accounting data. Projects involving spreadsheet software required.

BUS345. Cost Accounting (3)

Prerequisite: *BUS245 or BUS246*

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost allocation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations.

BUS347. Real Estate Finance (3)

Prerequisite: *BUS342*

Focus on the concepts and tools used by real estate developers, investors, lenders, and government to analyze real estate developments. Students will understand financing techniques, sources of real estate credit, loan underwriting and investment analysis. Microcomputers are used to analyze the cash flow and amortization characteristics of fixed-rate, variable-rate, and graduated-payment mortgages.

BUS348. Money and Banking (3)

Prerequisite: *BUS240*

This upper division business course explores money, capital, mortgage, and other financial markets in the U.S. economy. The commercial banking industry will be examined along with effective bank management strategies. Moreover, students will learn how the Federal Reserve is structured, operates, and deploys its major monetary policy tools. We then investigate the fundamentals of derivatives, hedge funds, and venture capital. We conclude the course with evaluating options for effectively managing various types of risks faced by institutions.

BUS349. Risk Management (3)

Prerequisite: *BUS342*

This course is designed to explore the fundamental strategies of enterprise-wide risk management. Students will develop an awareness of the challenges, the tools, and the process of designing and implementing an effective risk management program. Students will learn ways in which businesses assess, control, mitigate, and transfer/share risk using insurance and other risk strategies. An effective risk management program reduces losses and improves performance, while increasing organizational sustainability.

BUS372. International Business (3)

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. Nonprofit Management (3)

This course provides students with an overview of the unique management implications of the nonprofit 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. Operations Management (3)

Prerequisite: *BUS190*

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.

BUS382. Human Resource Management (3)

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. Total Quality Management (3)

Prerequisite: *BUS190*

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.

BUS384. Management Leadership (3)

This course explores the concept of business management leadership through the lens of a Christian worldview. Students will examine the theoretical context of leadership theory and determine application in the practices of noted business leaders and through interactions with local Christian business leaders. Finally, students will develop a leadership portfolio describing their personal leadership characteristics and capabilities.

BUS385. Project Management (3)

Prerequisite: *BUS210*

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.

BUS388. Entrepreneurship (3)

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 nonprofit organizations. Emphasizes entrepreneur characteristics sought by venture capitalists and investors, role of the business plan and evolutionary stages of start-up activity.

BUS420. Marketing Communication (3)

Evaluate the major forms of marketing communications channels. Topics address advertising, sales, e-commerce, public relations, integrating promotional ethics.

BUS421. International Marketing (3)

Prerequisite: *BUS320; BUS372*

Focus on the business of global marketing. Focus will include the major economic, technological, industrial, political and demographic forces affecting international trade integrated with the marketing management functions.

BUS441. Auditing (3)

Prerequisite: *BUS343; BUS344*

This course is a survey of topics in auditing as a control activity in society. A variety of opportunities in the auditing profession will be covered including external auditing, internal auditing, compliance auditing, and operational auditing as well as fraud examinations. Some specific topics include evidence and documentation, professional ethics, auditing computer systems, statistical sampling, and internal controls. The basic approach to planning an audit is discussed as are the audit objectives and procedures applied to the elements in a financial statement.

BUS442. Federal Tax I (3)

Prerequisite: *BUS245 or BUS246 or BUS342*

This course is an introductory course in taxation with emphasis on certain themes that pervade the federal income tax system and their impact on business. Federal taxation concepts are used in effective decision making. Students will develop a working knowledge of the concepts of gross income, deductions, tax rates, and property transactions as they pertain to individuals and proficiency in the application of tax concepts as they pertain to taxpayers.

BUS443. Federal Tax II (3)

Prerequisite: *BUS245 or BUS246 or BUS342*

This course explores the regulatory structure of the current federal tax code pertaining to business in the United States. The course will examine effective tax practices and planning strategies for U.S. corporations, partnerships, and estates and trusts. Students will also gain a fundamental working knowledge of the content and preparation of required tax documents and filings via federal tax law. This course is designed for those concentrating in accounting but is suitable for business majors interested in business tax preparation and planning.

BUS449. Advanced Managerial Finance (3)

Prerequisite: *BUS342*

The course builds upon the corporate finance theories related to the financing and investment policies of the firm and attempts to develop more effective decision-making skills in these areas. Areas include mergers and acquisitions, corporate reorganizations, financial planning, treasury/cash management, investment strategy, capital structure, IPOs and stock offerings, dividend policy, bond issuance, loans/lines of credit options, leasing options, venture capital, asset/liability management, advanced capital budgeting, and current issues regarding international finance.

BUS475. Business Internship (2)

A directed educational experience with a business, nonprofit 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. Marketing Research (3)

Prerequisite: *BUS190; BUS320*

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.

BUS495. Investment Analysis (3)

Prerequisite: *BUS342*

This course examines the fundamental principles of investments including analysis, portfolio management, and capital market concepts. Effective investment practices will be evaluated, along with an analysis of the various types of securities, the factors that influence their pricing, and the timing of purchases/sales of investments. Students will learn how to create an effective investment portfolio to meet stated objectives, manage portfolio risk, and creates sustained investment returns. Relevant market investment procedures, mechanics, and techniques will also be examined.

BUS498. Strategic Management (3)

Prerequisite: *BUS320; BUS342; BUS381*

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.

BUSINESS ADMINISTRATION (BUSA)

BUSA140. Management and Organizational Behavior (3)

Introduces the four parts of managing organizations; planning, organizing, leading and controlling within the context 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, organizational development and creating effective work groups. Formerly MGMT340XL.

BUSA242. Economics for Managers (3)

An overview of economics from the perspective of management with a special focus on microeconomic concepts applied in specific case studies. This course will include an accelerated review of supply, demand, price, production, strategy and the important elements of economic theory relating to key decision making within the firm. The course will also review relevant macroeconomic theory as it relates to firms existing in different market structures. This course serves as a prerequisite for the business administration major and may be waived by students who have completed both macroeconomics and microeconomics at a qualified college or university. Formerly MGMT342XL.

BUSA247. Fundamentals of Accounting (3)

This course provides a fundamental overview of both financial and managerial accounting from the perspective of a non-accounting manager. Topics include the language of business, bookkeeping, financial reporting and analysis, and other essential concepts of accounting for managers. Quantitative tools such as CVP analysis and NPV are presented. At the successful completion of this course, students will have a fundamental knowledge of GAAP and the AICPA code of ethics for accounting.

BUSA260. Business Law (3)

A general explanation of the law as it pertains to profit and not-for-profit organizations 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 entity structures such as sole-proprietorships, partnerships, limited liability companies and corporations are addressed. Formerly ME450XL.

BUSA302. Organizational Communication (3)

An introduction to the concepts of effective oral and written communication. It will enhance communication in building teams and in other organizational settings as well as interpersonal business exchanges. Formerly SP383XL.

BUSA309. Applied Ethics for Business (3)

This course provides a biblical foundation for Christian ethics in the marketplace. It utilizes the Sermon on the Mount (Matthew 5-7) as a primary text for the formulation of Kingdom ethics and a basis for personal decision making. It also makes specific applications to the business world through the analysis of real-world dilemmas and challenges.

BUSA320. Marketing for Managers (3)

An introduction to marketing emphasizing the manager's role in product, price, place and promotion decisions. Topics include: marketing communications, target market identification, segmentation, consumer behavior, product life cycle, planning and marketing strategies. Addresses issues in marketing ethics and marketing for both the profit and not-for-profit organization. Formerly MGMT320XL.

BUSA342. Financial Management (3)

Prerequisite: *BUSA247*

An overview of the financial principles and accepted practices which need to be mastered by all managers including: profitability analysis; cash management; ideal capital structure; investment alternative evaluation; reading and interpreting financial statements; understanding financial instruments such as stocks, bonds and promissory notes; financial planning; risk and return calculations; discounting and future value analysis; interest rate calculations; internal and external auditing; understanding financial markets; and other financial terms common to organizations will be examined. Formerly ME442XL.

BUSA351. Project Management Tools and Techniques (3)

This course introduces tools and techniques used in project management including computer software. Topics include defining project scope and identifying and tracking project risks, as well as evaluating, controlling, monitoring, and closing a project. Project management software (Microsoft Project) is utilized to develop an integrated project plan and create a project work breakdown structure (WBS) and GANTT schedule to track milestones.

BUSA352. Project Cost and Budget Management (3)

This course analyzes the importance of cost management in executing a project plan and incorporates the elements of mid-project changes and cash flow management. Topics include: cost estimation; creating a realistic baseline; evaluating project performance; and effectively presenting project benefits to the stakeholder(s).

BUSA353. Project Quality Management (3)

This course provides an overview of quality principles related to projects such as, total quality management (TQM), planning, assurance, and control. Topics include: problem solving tools (flow charts, checklists, cause/effect diagrams); and auditing techniques which comply with company-documented processes and legal compliance.

BUSA380. Management Principles (3)

A study of the five parts of managing organizations: planning, organizing, staffing, leading, and controlling/evaluating with the study of principles for application to both not-for-profit and for-profit organizations as informed by Christian perspectives and Scripture. Formerly MGMT330XL.

BUSA381. Operations Management (3)

An overview of the processes that transform inputs into finished goods and services. This course helps students understand the importance of operations management and how it interacts with other parts of the organization, providing the necessary framework for developing skills needed to apply appropriate analytical tools to challenges within the business operations. Formerly MGMT481XL.

BUSA382. Human Resource Management (3)

From a management perspective, explores the interrelationship of the Human Resource Department and other organizational units in carrying out such activities as workforce planning, job analysis, recruiting, selection, staffing, orientation, training, employee development, performance evaluation, compensation, employee benefits, health and safety, employee relations, discipline, legal implications of HR, and international impact on labor and HR practices. Formerly MGMT382XL.

BUSA385. Project Management (3)

A practical overview of the discipline of project management and its broad utilization within profit and not-for-profit organizations including personal application in planning and project execution. Emphasis of the class includes a focus on tools, terminology and software applications used in project management and introduction to the certification requirements and process for various project management professional designations. Formerly MGMT385XL.

BUSA388. Entrepreneurship (3)

This course provides an overview of entrepreneurship. Insight will be discussed 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 assess skills that are needed to start and manage new ventures. Students will develop a preliminary business plan including reviewing problems and actions involved in launching and operating small profit and not-for-profit organizations. This course emphasizes entrepreneur characteristics sought by venture capitalists and investors, roles of the business plan and evolutionary stages of start-up activity. Formerly MGMT388XL.

BUSA450. Project Risk Management (3)

This course examines the process of assessing and managing risk in a project from beginning to end. Topics include developing a project risk management plan, identifying and documenting risk in a project; performing qualitative and quantitative risk analyses, planning risk responses, and incorporating Project Management Body of Knowledge (PMBOK®) and Project Management Institute (PMI®) standards to a project.

BUSA480. Applied Christian Leadership in Management (3)

This course explores the concept of business management leadership through the lens of a Christian worldview. Students will examine the theoretical context of leadership theory and determine application in the practices of noted business leaders and through interactions with local Christian business leaders. Finally, students will develop a leadership portfolio describing their personal leadership characteristics and capabilities.

BUSA490. Research Methods and Statistical Concepts (3)

Enrollment Comments: *Not for traditional undergraduate Psychology, Business, or Math majors. Cross-listed course – PSYC490XL*

Provides the student with an overview and understanding of research methods and statistical terms used in both the psychology and business disciplines with a special focus on compilation and interpretation of data. Research methods will include introduction to identification and procurement of relevant sources of information for conducting research relative to both an academic or practitioner application. Students will learn the proper documentation for applicable formatting of source data within their area of study. Formerly MGMT490XL.

BUSA495a-e. Integration and Applied Learning I-V (1)

This series of one-unit courses are concurrently sequenced with the core curriculum to focus on the integration and application of course concepts. Assignments are designed to complement and enhance the topics in each course through group and individual projects as well as exposure to community resources. Formerly MGMT495XLa-e.

BUSA498. Strategic Management (3)

An integrative course with a focus of 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 the case study method. Formerly MGMT496XL.

CHEMISTRY (CHEM)

CHEM105. Introduction to Chemistry (4)

Prerequisite: *Eligibility for college level English and math courses*

Enrollment Comments: *Course includes a mandatory lab component (CHEM105L) that must be taken concurrently. Successful completion of this course requires passing both CHEM105 and CHEM105L with a C- or better in a concurrent semester.*

Introduces fundamental principles of general chemistry including types of matter and physical states, physical and chemical transformations, chemical equations and stoichiometry, bonding, atomic and chemical structure, intermolecular forces, gas laws, solutions, colligative properties, acids and bases, and nuclear chemistry. The course is designed to meet the requirements for certain nursing, dental hygiene, physical therapy, agriculture, and forestry programs and helps satisfy general education science requirements. Formerly Introduction to General Chemistry.

CHEM105L. Introduction to Chemistry Lab (1)
Prerequisite: *Eligibility for college level English and math courses*
Course Fee: *$150*
Enrollment Comments: *This is a mandatory lab component of CHEM105 and must be taken concurrently. Successful completion of this course requires passing both CHEM105 and CHEM105L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture. Formerly Introduction to General Chemistry Lab.

CHEM106. Introduction to Organic Chemistry and Biochemistry (4)
Prerequisite: *CHEM105 and CHEM105L or CHEM111 and CHEM111L*
Enrollment Comments: *Course includes a mandatory lab component (CHEM106L) that must be taken concurrently. Successful completion of this course requires passing both CHEM106 and CHEM106L with a C- or better in a concurrent semester.*
A study of the major classes of organic compounds, including nomenclature structure, properties, and isomerism. Emphasizes the chemistry and metabolism of carbohydrates, lipids and proteins, including nucleo-protein and enzymes, through related lecture and laboratory exercises. The course is designed to meet the requirements for certain nursing, dental hygiene, physical therapy, agriculture, and forestry programs, and helps satisfy general education science requirements.

CHEM106L. Introduction to Organic Chemistry and Biochemistry Lab (1)
Prerequisite: *CHEM105 and CHEM105L or CHEM111 and CHEM111L*
Course Fee: *$150*
Enrollment Comments: *This is a mandatory lab component of CHEM106 and must be taken concurrently. Successful completion of this course requires passing both CHEM106 and CHEM106L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

CHEM110. General Chemistry I (3)
Prerequisite: *CHEM105 and CHEM105L or California Chemistry Diagnostic Test score of 25 or better; eligibility for college level English and math courses*
Enrollment Comments: *Course includes a mandatory lab component (CHEM110L) that must be taken concurrently. Successful completion of this course requires passing both CHEM110 and CHEM110L with a C- or better in a concurrent semester.*
A major level course covering the atomic structure of atoms, organization of the periodic table, chemical bonding, intermolecular forces, physical and chemical changes of elements and compounds, chemical reactions and stoichiometry, properties of solutions, gas laws, and thermochemistry. Intended for students planning professional school studies in medicine or graduate studies in life sciences.

CHEM110L. General Chemistry I Lab (2)
Prerequisite: *CHEM105 and CHEM105L or California Chemistry Diagnostic Test score of 25 or better; eligibility for college level English and math courses*
Course Fee: *$150*
Enrollment Comments: *This is a mandatory lab component of CHEM110 and must be taken concurrently. Successful completion of this course requires passing both CHEM110 and CHEM110L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture. Laboratory experiments include stoichiometric relations, properties and collection of gases, atomic spectroscopy, condensed phases and intermolecular forces, and introductory quantitative analysis.

CHEM 111. General Chemistry II (3)
Prerequisite: *CHEM110 and CHEM110L; MATH101 or placement in MATH102 or higher*
Enrollment Comments: *Course includes a mandatory lab component (CHEM111L) that must be taken concurrently. Successful completion of this course requires passing both CHEM111 and CHEM111L with a C- or better in a concurrent semester.*
A continuation of CHEM110 covering kinetics, equilibrium, thermodynamics, electrochemistry, and nuclear chemistry. Intended for students planning professional school studies in medicine or graduate studies in life sciences.

CHEM111L. General Chemistry II Lab (2)
Prerequisite: *CHEM110 and CHEM110L; MATH101 or placement in MATH102 or higher*
Course Fee: *$150*
Enrollment Comments: *This is a mandatory lab component of CHEM111 and must be taken concurrently. Successful completion of this course requires passing both CHEM111 and CHEM111L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture. Laboratory experiments include thermochemistry, equilibria, and quantitative analysis using volumetric methods, selected analytical methods and syntheses.

CHEM210. Organic Chemistry I (3)
Prerequisite: *CHEM111 and CHEM111L*
Enrollment Comments: *Course includes a mandatory lab component (CHEM210L) that must be taken concurrently. Successful completion of this course requires passing both CHEM210 and CHEM210L with a C- or better in a concurrent semester.*
Offers a rigorous, in-depth presentation of basic principles with emphasis on stereochemistry and spectroscopy and preparations and reactions of nonaromatic hydrocarbons, haloalkanes, alcohols, ethers, aromatic hydrocarbons, and organometallic compounds. CHEM210 and CHEM211 are intended for students planning professional school studies in medicine or graduate studies in life sciences.

CHEM210L. Organic Chemistry I (2)
Prerequisite: *CHEM111 and CHEM111L*
Course Fee: *$150*
Enrollment Comments: *This is a mandatory lab component of CHEM210 and must be taken concurrently. Successful completion of this course requires passing both CHEM210 and CHEM210L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

CHEM211. Organic Chemistry II (3)
Prerequisite: *CHEM210 and CHEM210L*
Enrollment Comments: *Course includes a mandatory lab component (CHEM211L) that must be taken concurrently. Successful completion of this course requires passing both CHEM211 and CHEM211L with a C- or better in a concurrent semester.*
Continues the CHEM210 series with emphasis on the preparation, reactions, and identification of aldehydes and ketones, carboxylic acids and their derivatives, alkyl and acyl amines, ß-dicarbonyl compounds, and various classes of naturally occurring, biologically important compounds.

CHEM211L. Organic Chemistry II (2)
Prerequisite: *CHEM210 and CHEM210L*
Course Fee: *$150*
Enrollment Comments: *This is a mandatory lab component of CHEM211 and must be taken concurrently. Successful completion of this course requires passing both CHEM211 and CHEM211L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

CHRISTIAN DOCTRINE (CD)

CD352TE. Christian Perspective in Education (3)

This course will include an examination of the Christian worldview and the interaction between Christianity and various contemporary worldviews. Students will analyze and critique a variety of worldview paradigms, including modernism and postmodernism. Students will be encouraged to develop a distinctly Christian worldview to apply to all aspects of life, particularly to a personal philosophy of education.

CD461. Christian Theology (3)

Enrollment Comments: *Not for traditional undergraduate majors, unless approved by department chair*

A study of the teaching of the Bible concerning the nature and attributes of God, the origin and nature of man and sin, and the person and ministry of Christ.

CHRISTIAN EDUCATION (CEDU)

CEDU101A and B. Early Childhood Education I and II (3)

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.

CEDU321. Children's Ministry (3)

Prerequisite: *PSYC141*

Students will be challenged to gain insights into the nature and needs of children from birth to age twelve and to consider ways to help them grow as disciples of Christ. They will explore issues and possibilities in church-based ministries with children, including basic philosophies of ministry and their practical implications. A portion of class sessions in the second half of the semester will feature children's ministers working in the Sacramento area, sharing their philosophy of ministry and addressing specific topics.

CEDU337. Family Ministry (2)

Students will be challenged to develop a theology of family, exploring issues and possibilities in church-based ministries with families, including basic philosophies of ministry and their practical implications.

CEDU372. Effective Bible Teaching (1)

This course introduces the student to the purpose and goal of Christian education and equips teachers for the Church by preparing students to share the fruits of their biblical education with clarity, understanding, and compassion. Since Hermeneutics supplies the interpretation skills needed for Bible study, this course will focus on the goal, preparation, and delivery of the lessons.

CEDU375. Christian Education Practicum (1-2)

Prerequisite: *Consent of instructor*

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.

CEDU409 . Christian Education Travel Study (1-4)

Prerequisite: *Consent of instructor*

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.

CEDU453. Christian Spirituality (3)
Prerequisite: *LDRS152 or LDRS352*
This course seeks to engage the student in the spiritual formation process through the writings and interpretation of a body of literature, built throughout history, known as *devotional classics.* Students will be expected to define Christian spirituality and contrast its interpretation from five traditions: Contemplative, Holiness, Pentecostal or Charismatic, Social Justice, and Evangelical.

CEDU454. Spiritual Direction (3)
Prerequisite: *CEDU453*
An introduction to the history and theory of spiritual direction from a biblical and experiential perspective. Specific focus is on assisting others in deepening their relationship with God through increased sensitivity and responsiveness to the Holy Spirit's presence and work in all areas of life.

CEDU472. Christian Formation and Discipleship (3) ✎
Prerequisite: *BIBL101; BIBL104; CEDU321; upper division standing*
Enrollment Comments: *This is a writing intensive course.*
This capstone course is designed to help the student synthesize Christian education theory and practice in a major contribution to the field of Christian education or an application of sound educational philosophy to an educational aspect of the Church. A further goal of this course is to enlighten the student with respect to the historical development of education in the church and in America, in order that students articulate a biblically based rationale for Christian education which integrates a Christian worldview of education with implementation in a church or school environment.

CEDU475. Christian Education Internship (3)
Prerequisite: *Two CEDU concentration courses; approved internship proposal*
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.

CEDU480. Current Issues in Christian Education (3)
Prerequisite: *Consent of instructor*
An exploration of current trends and topics in the field of Christian education. The student will research and report on trends and trend makers.

CHRISTIAN MINISTRY (CM)

CM301. Strategies for Success (3) ✎
Enrollment Comments: *Not for traditional undergraduate majors. This is a writing intensive course.*
Building on individual strengths, this course prepares adult students for college success and sharpens their critical thinking, writing, and research skills. It also integrates biblical principles into personal strategies for success within and beyond the School of Professional Studies.

CM372. Foundations of Teaching and Preaching (3)
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.

CM410. Evangelism and Discipleship (3)

Enrollment Comments: *Not for traditional undergraduate majors.*

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.

COMMUNICATION (COMM)

COMM100. Introduction to Oral Communication (3)

Study of the basic principles and methods of public speaking. This course is offered periodically through the SPS Bridge Program.

COMM180. Speech (3)

Study of the basic principles and methods of public speaking.

COMM320 . Creative Communication (3)

Prerequisite: *ENGL101A*

Introduction to homiletical theory with practical application. Attention will be given to preparation and delivery of both expository and topical sermons. Formerly PMIN320.

COMPUTER SCIENCE (CSCI)

CSCI100. Introduction to Programming (4)

Prerequisite: *College algebra or high school algebra II; a laptop running Windows 7 or higher.*

Enrollment Comments: *Course meets the general education science requirement*

Students are introduced to object-oriented programming with a strong emphasis on problem solving, design and analysis of algorithms and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented programming language is used, and a lab is integrated. This course meets the general education science requirement. Formerly SCI140.

CSCI110. Building Web-Based Applications (4)

Corequisite: *CSCI100; a laptop running Windows 7 or higher.*

The worldwide web is a versatile platform for various interactive applications. These web-based applications are replacing the traditional packaging of software that comes in installable binaries. From a user's standpoint, other advantages they provide include "automatic" upgrades, instant access, and opportunities for worldwide collaboration. Building a web-based application requires the integration of numerous technologies such as computer networks and the Internet; web servers and web clients (browsers); web pages built using HTML, CSS, and Javascript; client-server programming in PHP; and databases and SQL programming. In this course, students will learn how to build an e-commerce application, since for most people it is likely to be the most familiar web paradigm.

CSCI120. Program Design, Development, and Data Structures (3)

Prerequisite: *CSCI110*

Programming in high-level languages C++ and Java. Emphasis on program design issues. Programming topics include basic control structures, primitive data types, arrays, classes, recursion, linked structures, binary trees, hashing, and object-oriented features such as inheritance and object-oriented design issues.

CSCI210 Programming for the ASP.NET Platform (3)

Prerequisite: *CSCI120*

Introduction to C# and VB on the ASP.NET platform, covering the structures, paradigms, and problems for which the language and the platform were designed. Web-based applications implementing real world projects that require object-oriented programming and multi-language systems.

CSCI220. Computer Organization (3)

Prerequisite: *CSCI120*

Basic machine organization including elementary hardware concepts and interrupts. Machine operations and instructions, data representation, binary manipulations, Boolean algebra. Assembly language concepts and programming.

CSCI230. Computer Networking (3)

Prerequisite: *CSCI210*

Local area networks, high speed networks, switches, and bridges. Wide area networks and Internet working. Network protocols including OSI and TCP/IP. Issues of network security, reliability, and performance. Laboratory experience with one or more network protocols.

CSCI270. Discrete Structures (3)

Prerequisite: *CSCI120; Calculus I*

This course introduces discrete computational structures, methods, and concepts utilized throughout computer science. Topics include set theory, Boolean algebra, functions and relations, trees, graphs, program verification, algorithm analysis, recurrence relations, algorithm classes (greedy, divide and conquer), hashing, and combinatorics.

CSCI310. Databases (3)

Prerequisite: *CSCI230*

This course covers a detailed examination of the use of database management systems. The topics covered include conceptual design, data models, query languages, logical database design, physical database design, and introduction to query optimization. Widely-used databases will be examined such as MS Access, mySQL, Oracle, and SQL Server.

CSCI330. Operating Systems (3)

Prerequisite: *CSCI230*

Principles of operating systems. Effective management of machine resources including resource allocation and scheduling, mutual exclusion, deadlock avoidance, memory management policies, devices and file systems, client-server systems, and virtualization.

CSCI350. Analysis of Algorithms

Prerequisite: *CSCI270*

Design and analysis of computer algorithms. Divide-and-conquer, dynamic programming, greedy method, backtracking. Algorithms for sorting, searching, graph computations, pattern matching, P and NP-complete problems, intractability.

CSCI370. Concepts of Programming Languages (3)

Prerequisite: *CSCI270*

An introduction to the syntax and semantics of programming languages. Topics include a study of data structures and control structures, a comparison of functional and imperative programming languages, parameter passing, storage allocation schemes, and concurrent language features. Language and syntax specification and concepts of language implementations will also be explored.

CSCI410. Developing Enterprise Web Applications (3)

Prerequisite: *CSCI330*

Explores the issues involved in designing and building enterprise web applications including client/server and N-tier architectures, database access, XML/XSL, web services, sessions and state management, security for web applications, JavaScript and AJAX for enriching web services. Techniques for mobile computing, if time permits.

CSCI470. Theory of Computation: Automata, Grammars, and Formal Languages (3)

Prerequisite: *CSCI270; Calculus II*

Introduction to the fundamental models of computation including regular sets and finite automata, context-free languages and pushdown automata, context-sensitive languages, Turing machines, computability, and decidability. The hierarchical relationships among these models, their relative power and limitations, and their variants are studied.

CSCI498. Senior Project (3)

Prerequisite: *Senior standing*

During preliminary advising in the junior year, students will explore areas of interest and goals, assess qualifications in terms of preparation, skill, level and experience, and explore target clients. During follow-up advising in the senior year, students will select a senior project in their chosen concentration area and service client, develop the project, and complete it. Project consists of the execution of all phases of software development and the production of deliverables.

CREATIVE ARTS (CART)

CART100. Art Appreciation (3)

This course introduces the basic elements and principles related to the production and understanding of works of art. Through the text and other sources, a historical account of art from cave paintings to the art of today is presented. Styles of art, major artists and their works, and current trends in art are explored, as well as art as a reflection of a culture.

CART101. The Creative Christian (3)

The Creative Christian is the cornerstone to a BACA student's education. Within this course, the student will learn about the nature and purpose of art viewed through a Judeo-Christian lens. They will discover how this knowledge can guide their aesthetic comprehension as they observe, create, and support art and artists. Using both the Bible and other powerful literature derived from some of the great aestheticians of our time, the student will be able to approach art with a newly developed critical eye to guide them through the rest of their study in the creative arts.

CART103. Introduction to Creative Arts (1)

This course is an introductory course that should be completed in the first semester of the student's residency at WJU. The course is intended to give the students all the knowledge of the processes, policies, and procedures practiced within the Creative Arts department so that they may succeed as a Creative Arts major or minor.

CART105. Introduction to Theatre (3)

The Introduction to Theatre will provide students a glimpse of one of the oldest, multi-disciplinary art forms in history. This course will give an overview of the theatrical experience - what it is, what its basic elements are, and how it has developed throughout history. The student will learn fundamental theatre terminology and explore some of the major practitioners, physical spaces, genres and literature throughout the expanse of theatre history as a means to better understand and appreciate this art form.

CART132. Practicum in Production (1)

Prerequisite: *CART105 or consent of instructor*

Enrollment Comments: *Instructor chooses appropriate fulfillment of practicum. Depends on availability of production.*

This course is intended to give student within the theatre/arts management concentration an understanding of what happens behind the scenes in a theatrical production. Students will get practical experience working in a specific role within a production crew. The student has the potential to get experience as a stagehand, on costumes, set construction, light and sound board operation, stage management, properties, and other various assignments pertinent to the theatrical production.

CART133. Practicum in Performance (1)
Prerequisite: *CART105 or consent of instructor*
Enrollment Comments: *Instructor chooses appropriate fulfillment of practicum. A student must audition and be cast in order to sign up for this practicum experience. A student is not guaranteed a role upon auditioning.*
This course is intended to give a student within the theatre concentration an understanding of what happens on stage within a theatrical production. Students will get practical experience crafting a compelling performance during a theatrical presentation.

CART137. Practicum in Management (1)
Prerequisite: *Consent of instructor*
Enrollment Comments: *Instructor chooses appropriate fulfillment of practicum.*
This course is intended to give a student within the Arts Management concentration a hands-on experience in managing an arts center or event. Students will get opportunities in house management, stage management, box office management, gallery management, event center management and event management

CART165. Two-Dimensional Design (3)
Course Fee: *There is a fee associated with this course.*
An introductory course introducing the fundamentals of design and focusing on terms and techniques that are relevant to two-dimensional design. Students will deal with line, space, form, color and color theory, shape, value balance, texture, order, tension, rhythm and more as they explore the two-dimensional world of art both past and present.

CART176. Acting I – Fundamentals (3)
This is the fundamental course for the acting track. The student will learn about the basic building blocks of human behavior within this course and begin to discover what it means to live truthfully under imaginary circumstances. The purpose of this course is to dissolve bad performing habits within the actor and to build good habits so that the actor can deliver a simple, honest and objective-driven performance. The student will learn how to craft a simple objective and to approach basic character analysis from the actor's point of view.

CART245a. Art Criticism and Analysis (3)
This course is designed to increase the student's aptitude for understanding art from a philosophical, historical, cultural, visual and social perspective. Studying specific art pieces throughout history, the student will discuss not only the form of great works of art but also the content. Expanding aesthetic discussions concerning the visual arts specifically, students will gain understanding of the values behind art that made the pieces emblematic of their genre and time period.

CART245b. Text Criticism and Analysis (3)
In this course a student within the Theatre /Arts Management concentration will tackle play texts from a multitude of genres for the purpose of analysis. Using a set of tools derived from the great theatre analysts throughout history, the student will learn to analyze a text from the perspective of dramaturge, director and designer.

CART260. Drawing I (3)
Course Fee: *There is a fee associated with this course.*
This foundational course will give students the techniques and tools to approach this traditionally black and white visual medium. Students will work on a variety of subject matter as they explore the world of drawing and much of what encompasses that world.

CART263. Painting I (3)
Course Fee: *There is a fee associated with this course.*
This course is the foundational course in the medium of painting. Using a variety of subject matter, students will learn the techniques needed to create compelling artistic works with paint. Students will deal with multiple paint types, styles and forms and learn the basic elements to effectively communicate and create using this powerful form.

CART276. Acting II – Realism (3)
Prerequisite: *CART176*
Enrollment Comments: *CART students only or consent of instructor*
This course is designed to solidify the actor's skill set. The student will begin to analyze and score texts from the actor's point of view and learn how to craft powerful and compelling objectives. The student will work on 20th century American works and turn of the century realism. They will also work with subtext and language with specific focus on their scene partner.

CART340A. Art History I (3)
A survey of the history of the visual arts from its earliest known origins to the Renaissance. The scope of this course deals primarily with western artistic traditions but delves into the traditions of non-western visual artistry as well.

CART340B. Art History II (3) ✎
Prerequisite: *CART340a or consent of instructor*
Enrollment Comments: *This is a writing intensive course.*
This course surveys the visual arts from the Renaissance until modern day. The scope of this course is primarily western in artistic tradition but also delves into non-western visual artistry.

CART341A. Theatre History I (3)
The theatre/arts management student will study the development of theatre from Ancient Greece until the Restoration within this course. They will become familiar with the texts, spaces, conventions, practitioners, and values behind the theatre created during these theatrical periods.

CART341B. Theatre History II (3) ✎
Prerequisite: *CART341a or consent of instructor*
Enrollment Comments: *This is a writing intensive course.*
The theatre/arts management student will study the development of theatre from the Restoration through the Contemporary Theatre world within this course. They will study the texts, spaces, conventions, practitioners, and values behind the theatre created during these theatrical periods.

CART360. Drawing II (3)
Prerequisite: *CART260*
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *CART students only or consent of instructor*
This course will take the students further into the realm of drawing and focus on portraits and model drawing. Students will navigate their way through specific design and artistic problems as a means to increase their drawing skill and overall quality of artistry. Using theory, critique, and application the student will strengthen their ability to communicate and create through the medium of the pencil and paper.

CART361. Graphic Design I (3)
Course Fee: *There is a fee associated with this course.*
Students apply their work from prior design courses into this technology-driven medium and communication tool. The goal is for the student to be able to create and communicate a targeted message using this form of artistic media. Students will deal with the elements of design and begin to explore the software appropriate for communicating a clear message through design.

CART363. Painting II (3)
Prerequisite: *CART263*
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *CART students only or consent of instructor*
This course will take the students further into the realm of painting, studying primarily oil and watercolor in depth. Students will navigate their way through specific design and artistic problems as a means to increase their painting skill and overall quality of artistry. Using theory, critique, and application, the student will strengthen their ability to communicate and create through the medium of paint.

CART365. Three-Dimensional Design (3)
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *CART students only or consent of instructor*
This course is intended to introduce students to the concepts of creating within the third dimension. Expanding on the information the student already learned in Two-Dimensional Design, mass, volume, plane, perspective, texture, and more are explored and applied to various three-dimensional materials and forms. Students will learn different techniques of exploring the three dimensional world of artistry.

CART373. Digital Photography (3)
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *Acquisition of a digital camera, memory card, appropriate computer, and computer programs necessary for this course.*
In this introductory course, students will explore the basic techniques and history of photography. They will also discuss the requirements needed to be a proficient photographer in our contemporary society, including the proper purchase and care of equipment and materials for the current photographic artist.

CART376. Acting III – Period and Style (3)
Prerequisite: *CART276*
Enrollment Comments: *CART students only or consent of instructor*
This advanced course in acting will solidify the skills already approached in the previous acting classes and venture into turn of the century comedy of manners, and classical texts such as Shakespeare. Students will begin to learn how to act in a theatrical style that is different than their own. The student will also approach heightened language and physical characterization that supports the needs of the time period.

CART380. Musical Theatre Dance (3)
This overview in musical theatre dance will deliver fundamental dance technique in both ballet and jazz to the student, explore the history and background of the different practitioners and dance styles within musical theatre, and culminate in a series of performances by the student within multiple genres of musical theatre dance.

CART385. Introduction to Tap Dance (3)
Enrollment Comments: *Appropriate shoes are a requirement of this course.*
This introductory course will train students in the fundamental technique applicable to both the Broadway and Jazz style of Tap Dance and learn about the development of tap dancing from its early American origins up through contemporary styles.

CART390. Musical Theatre Workshop (3)
Prerequisite: *CART176*
Enrollment Comments: *CART students only or consent of instructor*
This course will give Theatre concentration students experience performing in this heightened and widely produced form of American theatre. The student will work on the techniques associated with performing scenes and songs, solos as well as group numbers, and discuss the musical theatre audition experience.

CART393. Unarmed Combat for the Stage (3)
Prerequisite: *CART176*
Enrollment Comments: *CART students only or consent of instructor*
This course provides students with the basic techniques in unarmed combat for the stage. Students will learn how to perform a staged piece of fight choreography safely and effectively. This course will implement the standards used by the Society of American Fight Directors.

CART395. Improvisation (3)
This course is intended to develop a student's skill in improvisation and primarily improvisational comedy. Working on material developed by L. Derek Leonidoff, The Groundlings, ImprovOlympic, and Second City, the student will learn the techniques to deliver strong scene work within improvisational comedy which will aid a student in their overall accessibility, vulnerability and flexibility as an actor.

CART461. Graphic Design II (3)
Prerequisite: *CART361*
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *Proper computer and computer programs needed to complete this course.*
This course will take the students further into the realm of graphic design focusing on excellence in use of the design tools. Students will navigate their way through specific design and communication problems as a means to increase their design skill and overall quality of artistry on the computer. The student will strengthen their ability to communicate and create through the medium of technology.

CART468. Web Design and Presence (3)
Prerequisite: *CART165 recommended*
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *Proper computer and computer programs needed to complete this course.*
This course applies the elements of design into a web-based medium and then prepares a student to use those elements to create an online presence. Students will learn how to design and create compelling web pages and explore how to market themselves in the online world. They will learn the design tools and coding necessary to create a strategic and visually captivating web presence.

CART473. Digital Photography II (3)
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *Acquisition of a digital camera, memory card, appropriate computer, and computer programs necessary for this course.*
The advent of digital photography has opened up new and exciting possibilities for artists and photographers. In this class, we will gain an understanding of the power of digital photography beyond basic photo manipulation. Photo montage, photo stitching, and HDR will be incorporated into the workflow.

CART474. Digital Video (3)
Prerequisite: *CART101; CART361*
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *CART students only or consent of instructor. Students must provide their own digital camera/video camera, computer, and computer programs according to the instructor's specifications.*
This introductory class will explore the process of creation within the medium of film. Students will learn the theory, terminology, technical skills, and technique for crafting a compelling, visual story through the medium of the cinematic arts.

CART475. Creative Arts Internship (2)
Enrollment Comments: *Must be a CART student to get credit for this course or consent of instructor. Can be taken at any point during the student's tenure.*
A student will begin an Internship with an arts organization for the purpose of practical, professional experience in their chosen field. Students must adhere to the rules and regulations put forth by the BACA department and their advisor concerning internships in order to receive credit for the internship.

CART476. Screen Acting (3)
Prerequisite: *CART176*
Course Fee: *There is a fee associated with this course.*
Enrollment Comments: *CART students only or consent of instructor.*
In this course, theatre students will learn the basic stylistic adjustments needed to craft a compelling and believable performance on film. The student will be dealing with multiple on-camera styles including commercials, sitcom, night time drama, and many others.

CART477. Senior Project (1)
The student must put forth a proposal for a devised artistic experience that the student will manage from the conception to the delivery of the experience. Students must adhere to the rules and regulations put forth by the BACA department and their advisor concerning the senior project in order to receive credit for their senior project.

CART480. Directing for the Stage (3)
Prerequisite: *CART176*
Enrollment Comments: *CART students only or consent of instructor.*
This course is intended to give Theatre students the tools to successfully direct a compelling performance on the stage. Students will be introduced to the many ways to physically communicate a story with actors, sets, props, lights and sound. The students will learn techniques of blocking within different stage styles, how to communicate with actors, how to communicate with the design team and casting a vision for a production.

CART497. Applied Aesthetics Lab (0)
Enrollment Comments: *Must be taken in conjunction with CART498. Must be taken in semester closest to student's graduation.*
This is a no-credit course laboratory course. The purpose of this course is to prepare students for the professional world of artistry by helping them develop a personal marketing package.

CART498. Applied Aesthetics (3)
Enrollment Comments: *Must be taken in conjunction with CART497. Must be taken in semester closest to student's graduation.*
This course is the capstone to the BACA student's experience at Jessup. This course will revisit some of the aesthetic arguments and discussions brought forth during a student's tenure at Jessup. The student will go deeper into the discussion of aesthetics and how aesthetics can be applied to artistic practice. The purpose of the course is to provide students a critical and moral compass in which they can approach their work as well as other work in the professional arts field of their choosing. It is the hope that this course will frame out a sense of purpose and a plan for the student to aid in the redemption of culture through personal engagement of the arts.

ENGLISH (ENGL)

ENGL092. Fundamentals of Reading and Writing (3)

Prerequisite: *Course placement by ACT or SAT scores or by English Placement Test score*

Enrollment Comments: *Credits not applicable to graduation. Students must pass this course with a C- or better in order to enroll in ENGL101A.*

This course is designed for developing writers. The basics of writing are covered, including topic development, focus, structure, organization, support, and mechanics. Emphasis is on the writing process, from prewriting through revising, and on critical reading skills.

ENGL101A. English Composition I (3)

Prerequisite: *Placement in college-level English by ACT or SAT scores or by passing English Placement Test; grade of C- or better in ENGL092, if applicable*

Composition I involves intensive instruction and practice in college writing focusing on the reading, writing, and critical thinking skills required for participation in academic discourse. Composition I includes all parts of the writing process—prewriting, drafting, revising, and editing—with emphasis on a variety of rhetorical strategies including argumentation. This course features reading, discussion, and analysis of texts (both fiction and nonfiction), and requires completion of a research paper using MLA or APA format. Requirement of at least 6000 written words.

ENGL101B. English Composition II (3)

Prerequisite: *Grade of C- or better in ENGL101A*

Enrollment Comments: *Students must pass this course with a C- or better in order to meet graduation requirements.*

Composition II focuses on advanced critical thinking, argument, analysis of texts, and research skills. It examines methods by which people are persuaded to think, believe, and act and includes analyses of arguments or expressions of opinions for validity and soundness. Course emphasizes critically assessing, developing, and effectively expressing and supporting opinions. Essays should include citations from secondary sources, documented according to current MLA format. Requirement of at least 6000 words of formal writing.

ENGL150. Literature and Culture (3)

Prerequisite: *ENGL101A*

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.

ENGL160. Introduction to Literary Studies (3)

Prerequisite: *ENGL101A*

An introduction to the interpretation and analysis of literature, including novels, short stories, poetry, films, and plays. Course focuses on developing an interpretation and writing a short critical analysis paper.

ENGL220. Foundations of British Literature (3)

Prerequisite: *ENGL101A or concurrent enrollment in ENGL101B*

A survey of the foundations of British literature from ancient times through the Restoration. Includes works from Greek, Roman, Old and Middle English, the Renaissance, and the 17th and 18th centuries.

ENGL221. British Literature since 1800 (3)

Prerequisite: *ENGL101A or concurrent enrollment in ENGL101B*

A survey of various texts and topics in British literature from 1800 to the present, such as Romanticism, the development of the novel, revolution and industrialism in literature, and the literary representation of war.

ENGL226. Topics in British Literature (3)

Prerequisite: *ENGL101B*
Enrollment Comments: *Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ.*
Topics in British Literature offers an introduction to a specific genre, type, or era of British literature. The specific subject of the class differs from semester to semester.

ENGL231. American Literature to 1865 (3)
Prerequisite: *ENGL101A or concurrent enrollment in ENGL101B*
A survey covering significant literary works in American literature from its beginnings through the end of the Civil War period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama.

ENGL232. American Literature 1865 to Present (3)
Prerequisite: *ENGL101A or concurrent enrollment in ENGL101B*
A survey covering significant literary works in American literature from the end of the Civil War period to present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama.

ENGL236. Topics in American Literature (3)
Prerequisite: *ENGL101B*
Enrollment Comments: *Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ*
Topics in American Literature offers an introduction to a specific genre, type, or era of American literature. The specific subject of the class differs from semester to semester.

ENGL256. Topics in World Literature (3)
Prerequisite: *ENGL101B*
Enrollment Comments: *Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ*
Topics in Literature offers an introduction to a specific genre, type, or era of world literature. The specific subject of the class differs from semester to semester.

ENGL266. Topics in Professional Writing (3)
Prerequisite: *ENGL101B*
Enrollment Comments: *Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ*
Topics in Professional Writing offers an introduction to a specific type of professional writing, such as professional or technical editing, journalism, or business writing. The specific subject of the class differs from semester to semester.

ENGL286. Creative Writing (3)
Prerequisite: *ENGL101B*
Introduction to creative writing, dedicated to examining and experimenting with fiction, creative nonfiction, and poetry writing. Discussion of student writing and relevant literary texts. Required for creative writing concentration.

ENGL296. Topics in Literature (3)
Prerequisite: *ENGL101B*
Enrollment Comments: *Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ*
Topics in Literature offers an introduction to a specific genre, type, or era of literature. The specific subject of the class differs from semester to semester. Topics may include such things as science fiction, interpretation of dramatic literature, film and Christian worldview, or fantasy literature.

ENGL320. Shakespeare (3)
Prerequisite: *ENGL160 or consent of instructor*
Survey of many of the major works in the Shakespearean canon, including tragedies, comedies, histories, romances, and poetry.

ENGL321. C.S. Lewis (3)
Prerequisite: *ENGL101B*
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. May feature review of other members of the Inklings.

ENGL330. Bible and Literature (3)
Prerequisite: *ENGL160 or consent of instructor*
A careful study of the influence of the Bible on a wide range of works in British Literature from the earliest forms until the present era.

ENGL350. Children's Literature (3)
Prerequisite: *ENGL101B*
Selected readings from classic and contemporary literature for children from preschoolers to young adults. Emphasis on effectiveness of various works for different developmental stages.

ENGL355. Mythology (3)
Prerequisite: *ENGL101B*
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 biblical accounts.

ENGL360. Critical Analysis of Literature (3) ✎
Prerequisite: *ENGL160 or consent of instructor*
Enrollment Comments: *This is a writing intensive course.*
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 British and American literature.

ENGL363. Introduction to Professional Writing (3)
Prerequisite: *ENGL101B*
Introduction to Professional Writing covers the theory and practice of writing in a professional setting, whether business, technical, or journalistic. Students are introduced to professional writing and editing in a number of fields and will begin to develop specialization in the discipline of their choice. This course emphasizes workshopping and editing of writing for facility and technical perfection.

ENGL386. Advanced Creative Writing (3) ✎
Prerequisite: *ENGL286*
Enrollment Comments: *This is a writing intensive course.*
A continuation of the study of various genres of creative writing, with the opportunity to write and critique poetry and short fiction pieces.

ENGL426. Special Studies in British Literature (3)
Prerequisite: *ENGL160 or consent of instructor*
Advanced study in a particular era, genre, or type of British literature. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

ENGL429. Major British Authors (3)
Prerequisite: *ENGL160 or consent of instructor*
Extensive reading and analysis of the work of a major figure or several contemporaneous figures in British literature, such as Chaucer, Milton, Donne, or Dickens.

ENGL436. Special Studies in American Literature (3)
Prerequisite: *ENGL160 or consent of instructor*
Advanced study in a particular era, genre, or type of American literature. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

ENGL439. Major American Authors (3)
Prerequisite: *ENGL160 or consent of instructor*
Extensive reading and analysis of the work of a major figure or several contemporaneous figures in American literature, such as Steinbeck, Faulkner, or Morrison.

ENGL456. Special Studies in World Literature (3)
Prerequisite: *ENGL160 or consent of instructor*
Advanced study in a particular era, genre, or type of world literature. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

ENGL459. Major World Authors (3)
Prerequisite: *ENGL160 or consent of instructor*
Extensive reading and analysis of the work of a major figure or several contemporaneous figures in world literature, such as Sophocles, Homer, Tolstoy, Cervantes, or Garcia-Marquez.

ENGL466. Special Studies in Professional Writing (3)
Prerequisite: *ENGL363 or consent of instructor*
Advanced study in a particular type of professional writing. The specific subject of the class differs from semester to semester. Topics may include advanced technical or professional editing, publishing, journalism, or business writing. Class may be taken more than once for credit if topic is different.

ENGL475. English Practicum (1-6)
Prerequisite: *Consent of department chair*
English Practicum is designed to provide English majors with a real-world experience in the field of English studies. Practicum assignments may include working in a community literacy or tutoring program, being a TA for a freshman composition class, working in a writing internship with a local publisher, or working in the writing lab on campus. Students will earn units of credit based on the hours they work; one credit hour will be awarded for each three hours of work a week. Course may be taken twice for credit.

ENGL484. Metonym (1-3)
Prerequisite: *ENGL386*
Metonym is the literary journal of the Jessup English Department. The class produces the journal, from soliciting submissions through publication. During class time, students will read and critique manuscripts submitted for publication consideration, as well as edit and proofread contracted work. As the course progresses, students will have the opportunity to learn nuts-and-bolts publishing aspects of journal editing, including layout, design, and other general aesthetic concerns. Students will earn between one and three units of credit based on the hours they work; one credit hour will be awarded for each three hours of work per week.

ENGL486. Special Studies in Creative Writing (3)
Prerequisite: *ENGL286 or consent of instructor*
Advanced study in a particular genre or aspect of creative writing. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

ENGL497. Advanced Seminar in Literature (3)
Prerequisite: *ENGL360*
Capstone course for the concentration in literature. Student will choose an area of British, 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.

ENGL498CW. Advanced Seminar in Creative Writing (3)
Prerequisite: *ENGL386*
Capstone course for the concentration in creative writing. Completion of senior project in creative writing.

ENGL498PW. Advanced Seminar in Professional Writing (3)
Prerequisite: *ENGL363; ENGL475*
Capstone course for the concentration in professional writing. Completion of senior project in professional writing.

ENGL498T. Advanced Seminar in Teaching (3)
Prerequisite: *ENGL360*
Capstone course for the concentration in teaching. Completion of senior project in teaching.

ENGL499. Special Topics (3)
Prerequisite: *ENGL160*
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.

ENVIRONMENTAL SCIENCE (ESCI)

ESCI100. Introduction to Environmental Studies (4)
Prerequisite: *Eligibility for college level English course*
Enrollment Comments: *This course helps satisfy the general education science requirement. A field trip may be required. An alternative assignment to the field trip may be provided at the discretion of the instructor in special circumstances.*
Interdisciplinary study of the relationships between people and their environment. The use of natural resources, environmental degradation, and human population are examined from ecological, social, and religious perspectives. The goal of this course is to provide students with an understanding of the major environmental issues, how these issues affect their world and lives, how these issues apply to Christians, and how they can contribute to the solution. Formerly BIOL127.

ESCI131. Introduction to Earth and Environmental Science (3)
Enrollment Comments: *Course includes mandatory lab component (ESCI131L). A field trip may be required. An alternative assignment to the field trip may be provided at the discretion of the instructor in special circumstances.*
An introduction to the concepts and principles of earth and the environment including topics in atmospheric science, geology, and ecology. 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. An overview of a biblically-based environmental ethic is also included. Formerly SCI131.

ESCI131L. Introduction to Earth and Environmental Science (3)
Course Fee: *$150*
Prerequisite: *Must be taken concurrently with ESCI131.*
Laboratory exercises provide students with practical applications of principles discussed in lecture. Formerly SCI131L.

ESCI310. General Ecology (3)
Prerequisite: *BIOL100 or BIOL101 or BIOL102 or instructor permission.*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.*
The course examines the interrelationships between organisms and their environment. Topics include organismal, population, community, ecosystem, landscape, and conservation ecology. Topics on evolution, natural selection, and adaptation are also included. Students are further provided with experiential learning opportunities in ecological field techniques.

ESCI310L. General Ecology Lab (1)
Course Fee: *$150*
Enrollment Comments: *Must be taken concurrently with ESCI310. Field trips are required. An alternative assignment to the field trips may be provided at the discretion of the instructor in special circumstances.*
Field exercises provide students with hands-on applications of principles discussed in lecture.

ESCI311. Vertebrate Zoology (3)
Prerequisite: *BIOL100 or BIOL101 or BIOL102 or instructor permission.*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.*
The course will include topics on the anatomy, physiology, phylogeny, evolution, ecology, and conservation of fish, amphibians, reptiles, birds, and mammals. Emphasis is given to study of vertebrate fauna of California.

ESCI311L. Vertebrate Zoology Lab (1)
Course Fee: *$150*
Enrollment Comments: *Must be taken concurrently with ESCI311*
Laboratory and field exercises provide students with hands on applications of principles discussed in lecture.

ESCI312. Field Ornithology (3)
Prerequisite: *BIOL100 or BIOL101 or BIOL102 or instructor permission.*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.*
This course examines topics on the biology and conservation of wild birds. Topics include avian ecology, origin and evolution, phylogeny, distribution, migration, behavior, reproduction, anatomy, and physiology. Emphasis is placed on experiential learning in the field.

ESCI312L. Field Ornithology Lab (1)
Course Fee: *$150*
Prerequisite: *Must be taken concurrently with ESCI312*
Exercises provide students with hands-on training in techniques for surveying birds and in the analysis of data collected from the field. Emphasis is placed on exploring the diversity of California birds.

ESCI313. Aquatic and Marine Ecology (3)
Prerequisite: *BIOL100 or BIOL101 or BIOL102 or instructor permission.*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.*
The course examines the interrelationships of freshwater and marine organisms with their environment. Topics also include exploring the anatomy, physiology, evolution, ecology, and conservation of aquatic and marine organisms.

ESCI313L. Aquatic and Marine Ecology Lab (1)
Course Fee: *$150*
Enrollment Comments: *Must be taken concurrently with ESCI313*
Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture.

ESCI314. Field Botany (3)
Prerequisite: *BIOL100 or BIOL101 or BIOL102 or instructor permission*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.*
A study of the taxonomy, anatomy, physiology, and ecology of vascular plants. Emphasis is given to exploring California plant diversity and identification in the field. Methods for surveying and analyzing plant community data are also covered.

ESCI314L. Field Botany Lab (1)
Course Fee: *$150*
Enrollment Comments: *Must be taken concurrently with ESCI314*
Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture.

ESCI320. Environmental Chemistry (3)
Prerequisite: *CHEM105 and CHEM 106 or CHEM110 and CHEM111 or instructor permission*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.*
The course covers topics on the chemistry of the environment, including the atmosphere, soil, and water. Topics include the fate of pollutants, water quality, air pollution, energy, climate, soil chemistry, and hazardous and solid waste disposal.

ESCI320L. Environmental Chemistry Lab (1)
Course Fee: *$150*
Enrollment Comments: *Must be taken concurrently with ESCI320*
Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture.

ESCI330. Natural History of California (3)
Prerequisite: *lower division science course or instructor permission*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required.*
The course examines the natural history of California. Topics include an overview of California's geology and ecosystems. Also included is a discussion of the biogeography, systematics, and ecology of California's plants and animals. Students will be trained in naturalist's skills, including identification, data collection, observation, and the use of a field journal in the Joseph Grinnell style.

ESCI330L. Natural History of California Lab (1)
Course Fee: $150
Prerequisite: *Must be taken concurrently with ESCI330.*
Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture. Students will be trained in the use of a Grinnell-style field journal.

ESCI340. Introduction to Geographic Information Systems (3)
Enrollment Comments: *Course includes mandatory lab component.*
The course will provide a foundational understanding of the principles and applications of Geographic Information Systems (GIS). GIS employs powerful computer-based tools to analyze spatial data. These tools can be used to describe, analyze, and predict (or model) the spatial distribution of both human and natural phenomena across the surface of the Earth. Students will employ ArcGIS software to learn how to employ various spatial data formats, conduct spatial analyses, and communicate the results, which includes the production of maps. GIS knowledge and skills are highly sought after in the environmental sciences, but they also have wide application across many disciplines.

ESCI340L. Introduction to Geographic Information Systems Lab (1)
Course Fee: *$150*
Enrollment Comments: *Must be taken concurrently with ESCI340*
The laboratory component provides practical experience with GIS software and in applying the concepts discussed in lecture.

ESCI350. Environmental Ethics (3)
Prerequisite: *ENGL101A or ENGL101B or BIBL101 or BIBL104 or ESCI100 or ESCI131 or instructor permission.*
This course investigates current environmental issues and problems at the locally, regionally, and globally. Students examine a variety of biblically-based and secular environmental ethics. Issues discussed may include, but are not limited to, climate change, the biodiversity crisis, wildlife and habitat conservation, use of renewable and nonrenewable natural resources, pollution, land use and sustainable development, third world environmental degradation, poverty, and wilderness preservation. The main objective of the course is for each student to develop his or her own well-informed environmental ethic that is framed within a biblical worldview yet also informed by secular viewpoints.

ESCI360. Environmental Law and Policy (3)
Prerequisite: *PPOL111 or instructor permission.*
The course examines state and federal laws, regulations, policies, and the agencies that govern the use of environmental resources on public and private lands. Students will consider the impact of these laws locally, nationally, and globally. Students will also explore the process of environmental assessment and environmental impact statements under the National Environmental Policy Act.

ESCI361. American Environmental Literature (3)
Prerequisite: *ENGL101A or ENGL101B or instructor permission*
The course examines the American ideas and literature that have shaped the environmental movement. Authors discussed may include Muir, Thoreau, Leopold, Carson, Abbey, and others.

ESCI362. American Environmental History and Policy (3)
Prerequisite: *HIST291 or instructor permission*
The course examines the changing relationships between people and the environment on the North American continent from pre-history to the present. Topics include changing attitudes and perceptions towards wilderness, wildlife, and the use of natural resources. The course will also discuss the movements that served as the impetus of environmental law and policy, including the impact of these policies, in the United States from the Progressive Era to the present.

ESCI440. Analyzing Ecological Data (3)
Prerequisite: *MATH120 and ESCI310 or instructor permission*
A survey of the quantitative methods commonly used in ecological studies. Topics covered include tools for estimating the abundance of populations as well as tools used for analyzing and comparing community composition and patterns of species diversity.

ESCI443. Field Methods in Ecology and Wildlife Biology (3)
Prerequisite: *ESCI310 or instructor permission*
Enrollment Comments: *Course includes mandatory lab component. Field trips are required.*
Introduction to the principles and common techniques employed for surveying wild vertebrates and their habitats. Emphasis is placed on wildlife ecology and conservation.

ESCI443L. Field Methods in Ecology and Wildlife Biology Lab (1)
Course Fee: *$150*
Enrollment Comments: *Must be taken concurrently with ESCI443*
Field exercises provide students with hands on applications of principles discussed in lecture.

ESCI475. Environmental Science Internship (1-6)
A program of activity in the environmental sciences in the field; involves field supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports.

ESCI498. Senior Colloquium – Thesis/Project (2)
Prerequisite: *Senior standing*
A capstone course. The purpose of this colloquium is for the student to conduct directed research and literature review on a topic within the environmental sciences that is related to their scientific interest or career pursuits. This course provides an opportunity to sharpen scientific writing and presentation skills through a review process. An on-campus presentation before a gathering of scientists, professionals, and fellow students may be required.

HISTORY (HIST)

HIST221. Western Civilization I (3)
Prerequisite: *ENGL101B*
A survey of the history, philosophy, and art of the western world through c. 1500.

HIST222. Western Civilization II (3)
Prerequisite: *ENGL101B*
A survey of the history, philosophy, and art of the western world from c. 1500 to the present.

HIST231. World Civilization I (3)
Prerequisite: *ENGL101B*
A survey of the history, philosophy, religion, art, music, literature, and dance of the world's major cultures through c. 1500.

HIST232. World Civilization II (3)
Prerequisite: *ENGL101B*
A survey of the history, philosophy, religion, art, music, literature, and dance of the world's major cultures from c. 1500 to the present.

HIST291. American History (3)
Enrollment Comments: *This course meets the requirements for US History, Constitution, and American Ideals.*
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.

HIST310. The Early Church: Paul to Justinian (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
An overview of the expansion of Christianity from the New Testament era through the sixth century. Particular attention will be paid to the lives and writings of the Church fathers and Church councils.

HIST313. History of Christianity (3)
This course highlights the historical and theological development of the Christian church during the last 2,000 years. Beginning with the Apostolic Fathers and continuing through the medieval Church, the Protestant Reformation, and the introduction of Christianity into the New World, the course will conclude both with a detailed treatment of the history of Christianity in the United States and the current global nature of the faith.

HIST315. History of Religion in America (3) ✎
Prerequisite: *HIST221 and 222 or HIST231 and 232*
Enrollment Comments: *This is a writing intensive course.*
An overview of the history of religion, particularly Christianity, in America from the colonial era through the present. Specific attention will be paid to the interaction of religion with cultural institutions.

HIST330. History of the Ancient Near East (3)
This course is a survey of ancient Near Eastern history from the dawn of civilization to the death of Alexander the Great. The course will concentrate on the region of Mesopotamia, but will also include peripheral areas including Iran, Anatolia, Syria, and Palestine within its cultural sphere of influence. It will integrate primary sources, art, and archaeology in discussing the region.

HIST331. Ancient Greece (3)
A survey of Ancient Greece from the Minoan and Mycenaean Bronze Age to the Roman conquest of Greece. This survey will emphasize the political, social, cultural, and economic institutions and values that Hellas created to revolutionize the Ancient Mediterranean world.

HIST336. History and Archaeology of Ancient Rome (3)
Prerequisite: *HIST221 or HIST231*
The history of Rome from its foundation to the end of the Empire with emphasis on its political institutions, social structure, economy, religions, and culture. Written sources will be studied as well as the art and architecture of Rome and nearby cities of Ostia, Pompeii, and Herculaneum to gain a comprehensive view of ancient Rome.

HIST371. The Twentieth Century (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
This course will focus on developments and trends in Europe, Asia, and the Third World during the 20th century, including various ideological movements and their consequences, post-colonialism and globalization.

HIST372. Christianity and Islam in Conflict (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
This course will take an in-depth look at the interaction of Christianity and Islam from the conquests of Mohammed in the Middle East through the current world-wide struggle arising from a newly resurgent and often militant Islam. The course will explore the historical, cultural and theological aspects of this interaction between two of the world's great monotheistic faiths.

HIST374. Military History (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
A study of the origins and development of military institutions, traditions and practices from ancient Mesopotamia to the 21st century.

HIST380. Topics in History (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
An in-depth study of a specialized topic in history, subject to interest and instructor availability.

HIST441. Renaissance and Reformation (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
An overview of the artistic, philosophical and technological innovations of the Renaissance as well as the change in the religious landscape of Europe caused by the protestant Reformation and the Counter-Reformation.

HIST461. History of Latin America (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
An overview of the political and cultural history of the modern states of Latin America from its pre-Columbian origins to the present day.

HIST481. California History (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
This course will survey California history from exploration to the present day. Contemporary issues in California's economy, ecology and society will also be examined.

HIST485. The American Frontier (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
An overview of westward expansion of the United States from the colonial period through the "closing of the frontier" (Frederick Jackson Turner) near the close of the 19th century. The continuing legacy of the frontier and what that means for the American mythos will also be studied.

HIST498. Research and Historiography (3)
Prerequisite: *HIST221 and 222 or HIST231 and 232*
This course will serve as the capstone for the history major. Philosophies of history, methodological concerns and the development of history as a discipline will be examined. Students will be required to do primary research and writing on an historical issue of their choice.

INTERCULTURAL STUDIES (ICS)

ICS102. Seminar in Short Term Missions (1)
This course is designed to prepare students for short-term mission experiences as a part of a WJU short-term mission team. Students will meet together with their mission team to plan their experience as well as explore concepts and principles that will help them have a positive and productive experience before, during, and after their mission trip.

ICS103. God's Kingdom in the World (3)
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. Formerly called Kairos: God, the Church, and the World.

ICS202. Cultural Anthropology (3)
Prerequisite: *Sophomore standing*
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.

ICS210. Identity of Asian Americans (3)
An examination of the unique issues experienced by Asian-Americans in American culture, with an emphasis on identity development and cross-cultural ministry.

ICS246. Building a People of Power (3)
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.

ICS280OL. Introduction to Islam: Understanding and Relating to the World's Second Largest and Most Misunderstood Religion (3)
In this course, students will learn about the basic tenets of the religion of Islam. They will understand the similarities and differences with the other two "Middle Eastern Religions" of Judaism and Christianity and be able to appreciate each one for what it is and what it has offered to the world. The student will be able to discern what is good and what is deficient in Islam, but do so in a respectful manner.

ICS281OL. Jesus in the Muslim Context: Methods from the Life of Christ (3)
In this course, students will understand the history of missionary methods in Muslim nations and what has worked and what has not, and why. They will also learn how Muslims have tried to evangelize Christians throughout history - and why that is important for us to understand as well. Primarily, the student will finish this class with a great sense of hope that Muslims do, in fact, come to know the biblical Lord and Savior Jesus Christ quite easily when they are presented a clear message.

ICS310. Intercultural Communication (3)
An introduction to how culture affects the process of intercultural communication with practical experience as a high contrast cultural partnership. Understanding is the priority as students look at the vast varieties of worldviews, customs, attitudes, values, belief systems, and behaviors which culture includes. Enhanced communication of the Christian gospel is cross-culturally is one expected outcome.

ICS320. World Religions (3)
Prerequisite: *Sophomore standing*
This course is an objective study of world religions including Judaism, Islam, Hinduism, Buddhism, and traditional religions. Discussions include the exclusivity of Christianity in a pluralistic society and strategic opportunities for apologetic and evangelistic engagement with adherents of other religions. Efforts are made to discover bridges of approach for sharing the uniqueness of Christ.

ICS330. Introduction to Missiology (3)
Enrollment Comments: *Not for Intercultural Studies majors*
This course is an introduction to missiology with an emphasis on the biblical theology of missions. This course explores the most effective church planting strategies through a historical and current perspective as well as providing practical steps in bringing closure to the Great Commission. This course will equip and prepare students who become missionaries, mission committee members, or short term missionary participants by studying and gaining greater understanding of God's missionary heart.

ICS332. Business in the Global Marketplace (3)
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.

ICS333. Partnership Development and Management (3)
A study of the relationship between the local church and missions. This course will explore means of developing, maintaining, and maximizing the potential of synergistic partnerships between cross-cultural missionaries, mission agencies, and local churches.

ICS341. Serving in Urban Contexts (3)
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. This is a writing intensive course.

ICS350. Cross-Cultural Teaching and Learning (3)
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.

ICS351. Teaching Effectively (1)
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.

ICS375. Intercultural Studies Practicum (3)
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. Applications should be submitted to the Intercultural Studies department chair. Briefings and debriefings as well as a written self-evaluation and supervisor's report are required.

ICS380OL. The Modern Middle East: At the Intersection of Oil, Religion, and Terror (3)
In this course, students will develop an understanding of all things "Middle East." They will be able to recognize the similarities and unique differences in the nations, cultures and tribes of the region while focusing on the rich diversity of this vital part of our world. They will learn and understand the interplay between religion, politics and economics and how those have played out both positively and negatively on the international stage.

ICS381OL. Muslim-Christian-Jewish Relations: Principles for Building Common Ground (3)
In this course, students will understand the basic tenets of each of these three religions and their historical, cultural and theological ties to the Middle East. Students will gain an appreciation for the people who practice these religions and come to understand how they can work together to build bridges that unite rather than divide, while still holding on to our distinctive Evangelical beliefs.

ICS382OL. The Israeli-Palestinian Conflict: Sorting out the World's Most Divisive Conflict (3)
In this course, students will be able to understand and interpret the cultural, religious, historical and political nuances to a highly complex region and its ongoing conflict. They will know the roots of the conflict and the current realities that continue to fuel this fight for a single piece of land. The students will also leave the class with a sense of hope for the future as they see the vast array of people who are working for the good of all in the Holy Land.

ICS383OL. American Policy in the Middle East (3)
In this course, students will be able to understand how America plays a key role in all things Middle East, and how through strategic initiatives that role can be even more productive. The students will learn to appreciate and envision a positive American role in its foreign policy towards the region and in sponsoring robust economic exchange between the East and West.

ICS401. Establishing Faith Communities (3)
Enrollment Comments: *Cross-listed course – PMIN401*
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. Issues in Intercultural Life and Work (3) ✎
Prerequisites: *ICS103; upper division standing*
Enrollment Comments: *This is a writing intensive course.*
A discussion of the theological basis of God's plan for global evangelism and principles and methods used in today's mission efforts.

ICS413. Care and Counseling (3)
Prerequisite: *PSYC100*
Deals with counseling issues most common to the local master: premarital and family counseling, death, loss, and other crises. The emphasis is on informal, short-term methods. Preparation for a role in counseling, weddings, funerals, baptisms, and other pastoral situations of Christian ministry.

ICS475. Intercultural Studies Internship (2-5)
Prerequisite: *Junior standing or consent of instructor*
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. This course is the designated service learning course within this major. Service credit can be earned for successful completion of this course.

ICS492. Advanced Intercultural Studies Seminar (3)
Prerequisite: *ICS103; ICS202; ICS341; ICS403*
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.

KINESIOLOGY (KINE)

KINE101. Foundations of Kinesiology (3)
This course is designed to develop student competencies in the understanding of kinesiology from both a scientific and practical basis. This course explores relevant fields in the study of kinesiology including biomechanics, exercise physiology, nutrition, motor learning and control, and psychosocial aspects of sport and exercise. Career options available to students in the field are also examined.

KINE135. Health and Wellness (3)
Introductory course studying the individual, societal, and cultural influences in health and wellness. The course emphasizes decision making strategies and focuses on the integration of faith and health-related factors (including fitness and nutrition) that are under the control or influence of the individual.

KINE203. Foundations of Movement (3)
Prerequisite: *KINE101, or permission of instructor*
An introduction to the analysis and assessment of fundamental movement skills and patterns. Students will learn to select, monitor, and assess appropriate activities based on children's motor and growth development. Students will plan and implement relevant teaching and learning programs.

KINE205. Emergency Response (2)
This course is designed around the *American Red Cross First Aid: Responding to Emergencies* training program. The purpose of the course is to provide students with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until the arrival of advanced care.

KINE209. Introduction to Sports Management (3)
Provides an overview of the sports management industry. Types of careers, training, experiences, courses of study, as well as characteristics of a successful manager are discussed.

KINE228. Assessment in Kinesiology (3)
An introduction to essential principles and skills involved in assessing characteristics of health- and sport-related physical fitness. Application of tests and measurements in the evaluation of sport skill, motor ability, physical performance, and physical fitness.

KINE245. Health Education for the Classroom Teacher (3)
Assists with preparation of curriculum ideas and strategies for teaching health education. Students gain a thorough understanding of the wellness philosophy approach to health education. Students practice critical and evaluative thinking while debating current social issues and health topics.

KINE266. Principles of Human Growth and Development (3)
Prerequisite: *BIOL225 or permission of instructor*
An introduction to the concepts, principles, and issues associated with growth and development throughout the lifespan. The role of normal growth and development of motor, fitness, and sport skill development is emphasized.

KINE270. Faith-Based Fitness and Wellness (3)
The purpose of this course is to examine fitness and wellness concepts within the context of a spiritual (distinctively Christian) commitment. From this perspective, students will be encouraged to adopt attitudes and make behavioral choices that support Christian values. This course will provide an overview of personal health and wellness topics, including exercise, diet, social, faith, medical considerations, and psychological factors as they relate to lifestyle behavioral changes that promote long-term well-being.

KINE275. Ethics and Values in Sports (3)
Prerequisite: *KINE101 or permission of instructor*
This course offers an introduction to ethics within the context of competitive athletics. The values promoted within sports will be examined along with common ethical dilemmas faced by those involved in sports. Students evaluate and learn decision-making strategies that can be applied in sports management.

KINE315. Exercise and Sport Psychology (3)
This course examines the foundations of psycho-social principles, theories, and research related to sport and exercise behavior. Select topics include motivation, goal-setting, stress, anxiety, group dynamics, leadership, injury, and exercise adherence.

KINE317. Principles of Coaching (3)
Explores the basic principles of psychology and physiology as they pertain to coaching individuals and teams. Students learn to become more cognizant and responsive to the needs and differences of individual athletes. Students learn how to implement effective motivation and communication techniques for various scenarios in organized sports as well as develop a foundation for a personal coaching philosophy.

KINE320. Care and Prevention of Athletic Injuries (3)
Prerequisite: *BIOL225; BIOL246; or permission of instructor*
An introduction to principles of prevention, evaluation, care, treatment, and rehabilitation of injuries commonly encountered in sport and competitive athletics.

KINE325. Exercise Testing and Rx (3)
Prerequisite: *KINE353, or permission of instructor*
This course emphasizes the application of physiological principles of exercise testing and training for improvement of health-related physical fitness. This course includes the study of health-related training programs for enhancing health, fitness, and performance of various populations. Study of principles, guidelines, and procedures for prescribing preventive and rehabilitative exercise programs.

KINE325L. Exercise Testing and Rx Lab (1)
Course Fee: *$100*
Enrollment Comments: *Must be taken concurrently with KINE325*
Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

KINE330. Exploring Public Health (3)
This course provides an understanding of current healthcare issues including high cost, high demand, and barriers to access. In addition, focus will be on health and disease prevention strategies to reduce healthcare costs and improve the quality and quantity of life. Students will also explore career options related to the field of public health.

KINE339. Exercise and Sport Nutrition (3)
Prerequisite: *BIOL161*
Students will develop an understanding of nutrient metabolism and function in humans through sport. They will develop an up-to-date knowledge of the role of nutrients as related to health and disease states, including cancer and diabetes. Students will develop the ability to analyze current articles/reviews in the field of basic science and clinical trial as it relates to the topic of the course and an understanding of methodologies and scientific methods used to demonstrate the importance of nutrients.

KINE340. Pedagogy and Leadership Principles in Kinesiology (4)
Prerequisite: *KINE101, and eligibility for college-level English course*
Course Fee: *$100*
Students explore models of leadership and pedagogy and learn to apply underlying principles in diverse scenarios in a leadership laboratory. Students observe, evaluate and analyze the effectiveness of instruction and leadership. Students are expected to exhibit effective communication and public delivery skills, provide and respond to written feedback, work cooperatively with fellow students, and develop a personal leadership philosophy. Class is organized as a laboratory to allow for development.

KINE350. Exercise and Aging (3)
This course explores the physical, psychological, and demographic characteristics of an aging population. Students develop an understanding of the beneficial effects of exercise on conditions associated with aging. Students learn how to formulate guidelines for exercise, and implement different types of exercise programming.

KINE351. Essentials of Strength and Conditioning (3)
Prerequisite: *BIOL225, or permission of instructor*
This course provides students with a theoretical and practical understanding of fundamental principles involved in the planning and implementation of strength and condition programs for individuals involved in sports and physical activities.

KINE352. Biomechanics (3)
Prerequisite: *BIOL225, or permission of insructor*
Enrollment Comments: *Must be taken concurrently with KINE352L*
In depth review of functional anatomy of the human skeletal and muscular systems, muscle and joint action with emphasis on mechanical concepts and physical laws involved. Students integrate anatomical, physiological and mechanical principles in their investigation and analysis of human motion.

KINE352L. Biomechanics Lab (1)
Course Fee: *$100*
Enrollment Comments: *Must be taken concurrently with KINE352*
Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

KINE353. Exercise Physiology (3)
Prerequisite: *BIOL246*
This course is an in-depth study of exercise and its relationship to the circulatory, pulmonary, and neuroendocrine systems. Practical application will be placed on how the human body responds and adapts to exercise under normal and varying conditions including aging, chronic disease and disability, gender differences, and the environment. Concepts will be reinforced through laboratory exercises.

KINE353L. Exercise Physiology Lab (1)
Course Fee: *$100*
Enrollment Comments: *Must be taken concurrently with KINE353*
Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

KINE360. Life Long Motor Development (3)
Prerequisite: *BIOL225 and 225L; KINE101 or equivalent, or consent of instructor*
A study of the physical growth and development of humans and how it interacts with and influences motor learning and performance. This course will introduce current theories and concepts involved in the processes of motor skill acquisition and performance from a behavioral perspective. The course provides a neurophysiological bases of motor development, learning control and performance, with applications to clinical and instructional settings. By exploring practical applications and examining core concepts that are present in motor control and learning, students will be prepared to more effectively educate clients/students in clinical and other psycho-motor teaching environments.

KINE420. Exercise Leadership and Personal Training (3)
Prerequisite: *KINE353*
This courses addresses functional topics of personal training and group exercise leadership. The course also addresses learning about and working with apparently healthy populations.

KINE439. Exercise for Chronic Disease and Disability (3)
Prerequisite: *KINE353*
Course Fee: *$100*
This course presents students with an in-depth discussion of the role of physical exercise in the treatment and management of various chronic diseases and disabilities. This course presents current evidence-based research and guidelines on exercise training for individuals with chronic disease and existing physical disabilities.

KINE475. Internship/Practicum (1-3)
Designed to expose students to work within real settings relative to specific interests and track of choice. Students may work within a variety of sport settings in proximity to the university campus. In conjunction, seminars offer an opportunity for students to compare, contrast, analyze, and evaluate their experience in the various settings. This course can be taken for one to three units with approval of major advisor.

KINE498. Senior Seminar (3)

In this culminating course, students are presented with the broad scope of career possibilities available with a major in kinesiology, as well as exposure to current issues in the field. Specialists from different areas in the profession provide quest presentations, consultation and dialogue. Students are given the opportunity to develop and articulate their own personal approach to professional goals and perceptions of the discipline. In addition, students acquire important tools for conducting a career search, such as writing a resume, doing a networking interview and analyzing current research.

LEADERSHIP (LDRS)

LDRS100. Principles of Academic and Personal Development (1)

Enrollment Comments: *Not available to students who have taken CM301*

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.

LDRS102. Implementing Academic and Personal Development Principles (.5)

Utilizing the principles learned in Principles for Academic and Personal Development (LDRS100) or Discipleship for Personal Development (LDRS152b), this course will continue to apply these principles to academics, daily living, and a career path.

LDRS104OL. Strategies for Online Success (1)

This is an online course that introduces students to online learning and its differences from learning in a traditional, face-to-face classroom. Necessary elements for success are discussed, and each student's strengths and weaknesses are examined. Students have an opportunity to sharpen their study skills, as well as to develop online research expertise. The concept of learning within an online community is introduced and discussed in relation to the broader Christian community of the Body of Christ.

LDRS152. Contemporary Discipleship for Freshmen (3)

Prerequisite: *Must be taken concurrently with LDRS153 and LDRS154*

Enrollment Comments: *Course is required of all freshmen and freshmen transfer students.*

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.

LDRS153. Discover: Personal Development and the College Experience (1)

Prerequisite: *Must be taken concurrently with LDRS152 and LDRS154*

Discover is an extension of the New Student Orientation experience at William Jessup University and is required of all full-time, unmarried, undergraduate first-time students. The course is comprised of a semester-long series of small group seminars, activities, and discussions designed to address the developmental and transitional needs of new students at Jessup. The course will discuss a variety of topics that will empower students to succeed academically, socially, emotionally, and spiritually. Each student receives a pass/fail grade for the class based on attendance, participation, and completion of assignments. Each class session will be led by two first-year captains—returning students who have been selected for their leadership ability and experience.

LDRS154. Success in College (1)

Prerequisite: *Must be taken concurrently with LDRS152 and LDRS153*

Understanding your life in context of college and goal development through multiple learning methods. Mapping your choices and accomplishing academic and life skill competency.

LDRS200a and b. Seminar in Student Leadership (1)

This course provides an overview of the leading theories of leadership and application of leadership theory to work in higher education. In addition to providing a theory base, self-evaluations of leadership skills are administered, aiding students in a greater understanding of their strengths and weaknesses. Students are then given an opportunity to put leadership into practice through student leadership activities and campus responsibilities.

LDRS201. WJU Academy (1)

WJU Academy is reserved for students who need an intensive academic support environment, providing skills in time management, personal assessment, study skills, career development, and Christian ethics and integrity.

LDRS300. Faith and Life Issues (3)

Enrollment Comments: *Not for traditional undergraduate majors, unless approved by department chair*

This course explores the fundamental tenets of a biblical worldview and the interaction between Christianity and various other worldviews and faith systems. It also analyzes and critiques modernism and postmodernism, creating discussion about their impact on our work lives and personal lives, particularly as they pertain to business. Formerly CD352 Christian Perspective.

LDRS320. Effective Strategies for Leading Volunteers (3)

Unlike most secular organizations, ministries and non-profits tend to rely heavily on volunteers to staff their programs and projects. Working effectively with volunteers requires different leadership strategies than working with paid staff. This course will focus on the unique dynamics of how to gain, train, and sustain volunteers.

LDRS341. Spiritual Dimensions of Leadership (3)

Prerequisites: *LDRS152 or LDRS352; PSYC141; junior level standing*

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.

LDRS352. Contemporary Discipleship Praxis (3)

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

LDRS450. Introduction to Pastoral Care and Counseling (3)

Caregiving in a faith community or by its representatives is a practical theological activity. This course explores the foundational principles of pastoral care and counseling as part of community-based service by (1) distinguishing the unique ministries of pastoral/spiritual care, pastoral counseling, spiritual direction, and community counseling, and (2) articulating one's own pastoral focus in light of the following themes: holistic attention to self-care; developing skills of compassionate listening, attending and care in the context of social and personal dynamics; and commitment to advocacy.

LDRS495a-e. Integration and Applied Learning I-V (3)

Enrollment Comments: *Not for traditional undergraduate students*

This series of one-unit courses are concurrently sequenced with the core curriculum to focus on the integration and application of course concepts. Assignments are designed to complement and enhance the topics in each course through group and individual projects as well as exposure to community resources. Formerly LDRS495XLa-e.

MATHEMATICS (MATH)

MATH092. General Mathematics (4)

Prerequisite: *Course placement by ACT or SAT scores or by Math Placement Test score*

Enrollment Comments: *Credits not applicable to degree program requirements*

A review of general math skills, including computation, elementary algebra, and geometry. 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.

MATH100. Analytical Inquiry (3)

Prerequisite: *Grade of C- or better in MATH092 or approved ACT or SAT scores; credit for passing score of CLEP College Mathematics approved*

An introduction to the connection between mathematics and contemporary culture. Topics include critical thinking skills regarding mathematical information in society, some statistics and probability, mathematical models and their applications, number theory, some algebra and graphs and functions.

MATH101. College Algebra (4)

Prerequisite: *Grade of C- or better in MATH092 or approved ACT or SAT scores*

Geometry, including functional relationships, linear and quadratic equations, representational systems, and statistics.

MATH102. Pre-Calculus (4)

Prerequisite: *Grade of C- or better in MATH101 or approved ACT or SAT scores*

Prepares students for the calculus sequence. Topics covered include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques.

MATH120. Statistics (3)

Prerequisites: *Grade of C- or better in MATH092 or approved ACT or SAT scores*

An introduction to the tools of statistics covering such topics as frequency distributions, variability, probability, and hypothesis testing.

MATH140. Calculus I (4)

Prerequisite: *Grade of C- or better in MATH102 or high school trigonometry/pre-calculus*

Enrollment Comments: *Students with a three or higher on the AP Calculus A/B or AP Calculus B/C exam may meet their GE mathematics requirement. However, a four or higher is required to receive credit for Calculus I.*

Fundamentals of calculus including functions, limits and continuity, differentiation, and integration.

MATH141. Calculus II (4)

Prerequisite: *Grade of C- or better in MATH140*

Enrollment Comments: *Students entering with a four or higher on the AP Calculus B/C exam may receive credit for Calculus II.*

Continues in topics of calculus including integrals and transcendental functions, techniques of integration, first order differential equations, infinite sequence and series, and parametric equations.

MATH200XL. Math for the Educated Citizen (3)

Enrollment Comments: *Not for traditional undergraduate students*

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

MATH210. Linear Algebra (3)
Prerequisite: *Grade of C- or better in MATH141*
Linear systems, matrices, vectors and vector spaces, linear transformations, inner products, norms, eigenvalues and eigenvectors, orthogonality and applications. Provides a foundation for many areas of study in mathematics, computer science, engineering, and science.

MATH241. Differential Equations (3)
Prerequisite: *Grade of C- or better in MATH242*
An introduction into the theory, methods of solution, and selected applications of ordinary differential equations. Topics include first order equations, second order linear equations with constant coefficients, numerical analysis of ordinary differential equations, Laplace Transforms, series solutions, and systems of differential equations.

MATH242. Calculus III (4)
Prerequisite: *Grade of C- or better in MATH141*
The differential and integral calculus of Euclidean 2- and 3-space are developed in this course. The treatment of real-valued functions of two or more real variables and their partial derivatives are also included. Functions that associate vectors with real numbers are studied. Applications to geometry, physics, and engineering are covered. The course provides a brief study of both double and triple integrals for functions of two or three variables. A laboratory approach is used in graphing two- and three-space group activities and projects.

MATH300. History of Mathematics and Number Theory (3)
Prerequisite: *Grade of C- or better in MATH301*
Designed to acquaint the student with the widely known theorem, conjectures, unsolved problems and proofs of number theory. Topics may include divisibility, primes, congruencies, Diophantine equations and arithmetic functions. In addition, the history of mathematics, from the beginning of recorded civilization to the present, will be covered.

MATH301. Introduction to Mathematical Proof (3)
Prerequisite: *Grade of C- or better in MATH140; MATH242 recommended*
A practical introduction to formal mathematical proof emphasizing preparation for advanced study in mathematics. Special attention is paid to reading and building proofs using standard forms and models within the context of specific examples.

MATH305. Discrete Mathematics (3)
Prerequisite: *Grade of C- or better in MATH141*
Covers a collection of topics useful to mathematics and computer science majors. The unifying factor is that the topics deal mainly with finite collections of mathematical objects (graphs, trees, finite state machines, etc.). Also includes examination of sets, logic, Boolean algebras, proof techniques, algorithm analysis, and recursion.

MATH320. Probability and Statistics (3)
Prerequisite: *Grade of C- or better in MATH141*
Discrete and continuous probability including conditional probability. Independence and Bayes' Theorem. Expected value, variance, and moments of a random variable. Distributions, methods for identifying distributions, and the Central Limit Theorem. Statistical hypothesis testing, errors, correlation, regression equations, and analysis of variance.

MATH350. Modern Geometry (3)
Prerequisite: *Grade of C- or better in MATH301*
Presents the foundation of Euclidean geometry and the development of non-Euclidean geometry from its Euclidean roots. The main structure is Hilbert's axiomatic approach.

MATH410. Abstract Algebra (3)
Prerequisite: *Grade of C- or better in MATH210 and MATH301*
An introduction to the theory of groups, rings, and fields. Topics in group theory include Lagrange's theorem, quotient groups, applications to geometry, public key cryptography, and finitely generated abelian groups. Topics in ring theory include ideals, quotient rings, and polynomial rings. Topics in field theory include field extensions, Euclidean construction problems, cubic and quartic equations.

MATH460. Complex Analysis (3)
Prerequisite: *Grade of C- or better in MATH301*
An introduction to complex analysis. Topics to be covered may include complex numbers, analytic functions, elementary functions, integrals, Laurent series, residues, poles, and applications of residues.

MATH461. Real Analysis (3)
Prerequisite: *Grade of C- or better in MATH301*
An advanced study of the real-number system, functions, sequences, series, continuity, differentiation, integrability, and convergence by use of the limit concept and basic axioms of the real number field.

MATH462. Numerical Analysis (3)
Prerequisite: *Grade of C- or better in MATH301*
Numerical methods for solving systems of linear equations, finding roots and fixed points, approximating data and functions, numerical integration, finding solutions to differential equations.

MATH498. Senior Seminar (2)
Prerequisite: *Senior standing*
A capstone seminar in which faculty members, some guests, and the students give lectures on topics of general interest in mathematics. Students compile their senior portfolio, which encapsulates their learning experience in the mathematics program.

MATH499. Topics in Mathematics (3)
Prerequisite: *Grade of C- or better in MATH301; consent of department chair*
Study of a selected problem or topic under the direction of an instructor. The instructor and student propose the course of study.

Music (MUS)

MUS100-400. Applied Lessons (.5)
One 30 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.

MUS101. Music Appreciation (3)
A general introductory course designed to enhance listening enjoyment and ability. Course emphasis is on the elements of music, the characteristic styles of major historical periods, and the lives and works of key composers within the Western musical tradition. Course includes in-class demonstrations and attendance at outside musical events. No previous musical study required.

MUS140. American Popular Music Since 1900 (3)
Traces the history of American popular music from the early 20th century to the present. Focuses on many genres of popular music (including popular song, folk, country/western, blues, jazz, gospel, rock and roll, soul, rock, funk, punk, heavy metal, rap, and hip hop) and explores how music dictates and reflects the social and cultural attitudes and trends in America.

MUS171. Music Fundamentals (3)
Introduction to note reading, rhythm, time signatures, ear-training, and musical terminology.

MUS190D. Beginning Drums (1)
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.

MUS190G. Beginning Guitar (1)
Class instruction in the development of the fundamental skills of guitar playing. The course is designed for students with little or no previous experience with the guitar. May be repeated for credit.

MUS190P. Class Piano I (1)
Class instruction in the development of a basic proficiency in piano. Emphasis is on note and rhythm reading, repertoire, sight reading, scales, and basic chord progressions. May be repeated for credit.

MUS190V. Beginning Voice (1)
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.

MUS196. Jessup Concert Choir (0-1)
An auditioned entry-level 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, events, fundraisers, and seasonal concerts. May be repeated for credit.

MUS197. Community Wind Ensemble (.5)
An instrumental ensemble of varying instrumental composition open to the general public, alumni, faculty, staff, and students. Music of various styles and periods will be performed both on and off campus. May be repeated for credit.

MUS198. Jessup Jazz Band (.5)
An instrumental ensemble of men and women, this ensemble will contribute to the campus and general communities through artistic and spiritual expression. Jazz band will perform several major campus concerts as well as perform at local churches during each academic year. Students are taught techniques unique to jazz, improvisation, and sight-reading. Included in the repertoire are jazz standards, Latin jazz, swing, soul jazz, and blues. Repertoire is of high quality and is chosen to represent a wide range of periods and styles. May be repeated for credit.

MUS220. Introduction to Music Technology (2)
In this course, students study analog and digital electronic sound synthesis, theory of synthesizer operation; programming new sounds, computer applications including sequencing, patch libraries and programming aids, musical instrument digital interface (MIDI) and its applications, drum machines, and sampling sound synthesis.

MUS250. Worship Leading Lab I (1)
This course provides basic instruction for acquiring skills in a worship arts team, including musical excellence, worship leadership and music directing, building basic skills in building, coordinating and directing a worship team.

MUS251. Worship Leading Lab II (1)
This course provides more advanced instruction for leading a worship arts team with musical excellence, worship leadership and music directing, composing chord charts, lead sheets and vocals in arranging music for worship teams, and integrating a variety of musical styles to minister to a multicultural society.

MUS272. Music Theory I (3)
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. Music Theory II (3)
Prerequisite: *MUS272*
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.

MUS280. Seminar in Sound Systems (1)
An introductory seminar in sound equipment and acoustics and their practical application to music venues.

MUS290P. Class Piano II (1)
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. University Choir and Orchestra (0-1)
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; tours to the Bay Area, Northern California, and Oregon; events; fundraisers; and seasonal concerts. May be repeated for credit.

MUS297. University Instrumental Ensemble (0-.5)
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. Ear Training I (2)
Prerequisite: *MUS272; MUS274*
A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

MUS302. Ear Training II (2)
Prerequisite: *MUS272; MUS274; MUS301*
A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

MUS303. Ear Training III (3)
Prerequisite: *MUS272; MUS274; MUS301; MUS302*
A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

MUS304. Ear Training IV (1)
Prerequisite: *MUS272; MUS274; MUS301; MUS302*
A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

MUS310. Basic Conducting (2)
Prerequisite: *MUS272; MUS274*
An introduction to the basic skills and techniques of conducting: beat patterns, subdivisions, cues, releases, terminology, score preparation and preparatory gestures.

MUS321. MIDI Notation (2)
Prerequisite: *MUS272; MUS274*
An introduction to MIDI use, including software options, programming, and composition. This course satisfies technology requirements.

MUS323. Recording and Production I (2)
Prerequisite: *MUS220*
Course Fee: *Lab fee may apply.*
Recording and Production covers basic acoustics review, mixers, microphones, monitoring systems, studio acoustics, digital recording techniques, mixing concepts, outboard effects, and acoustic and synth recording basics.

MUS324. Recording and Production II (2)
Prerequisite: *MUS323 and MUS220*
The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, CD costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team.

MUS332. Woodwind Techniques (1)
This course offers beginning instruction in the woodwind instruments. Careful focus is given to tone production, technique, instrument care, study materials, and teaching procedures.

MUS333. String Techniques (1)
The course offers beginning instruction in the stringed instruments. Careful focus is given to tone production, bowing, technique, study materials, instrument care and teaching procedures.

MUS334. Brass Techniques (1)
Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures.

MUS335. Percussion Techniques (1)
This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures.

MUS340. Western Music to 1750 (3) ✎
Prerequisite: *MUS272; MUS274; consent of instructor*
Enrollment Comments: *This is a writing intensive course.*
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.

MUS341. Western Music from 1750 (3) ✎
Prerequisite: *MUS272; MUS274*
Enrollment Comments: *This is a writing intensive course.*
A study of the music of Western Civilization's musical development from Mozart through contemporary composers.

MUS342. Seminar in the Baroque (3)
Prerequisite: *MUS272; MUS274; writing proficiency complete*
A seminar covering the forms, composers, instrumentation, style and developments of the Baroque period of music from 1685-1750.

MUS343. Hymnology (2)
Prerequisite: *MUS272 and MUS274 or consent of instructor*
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.

MUS344. Seminar in the Romantic (3)
Prerequisite: *MUS272; MUS274; writing proficiency complete*
A seminar covering, in depth, the forms, composers, instrumentation, style and developments of the Romantic period of Music from early to late 19th Century.

MUS346. Seminar in the Classical (3)
Prerequisite: *MUS272; MUS274; writing proficiency complete*
A seminar covering the forms, composers, instrumentation, style and developments of the Classical period of Music from 1750-1825.

MUS350. Seminar in Worship (2)
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.

MUS351. Seminar in Leadership Skills (1)
This course is a forum for integrating contemporary, historical, and biblical theories, examples and perspectives on leadership with how they relate to authority, influence, persuasion and motivation, leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution, leadership efficiency focusing on visioning, goal-setting, self-management, understanding of leadership styles, preferences and the learning process, and leadership empowerment and the stewardship of others.

MUS352. Music Business (2)
This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production and an introduction to A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc.

MUS356. Instrumentation and Arranging (2)
Prerequisite: *MUS272; MUS274; writing proficiency complete*
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.

MUS357. Form and Analysis (2)
This course will study the forms of music from the 18th century to present day, including an analysis of both large and small forms, rondo, sonata, and other symphonic forms.

MUS363. Accompaniment (1)
Designed to give the keyboard major experience in accompaniment. Students will be assigned to an applied student or to one of the college ensembles. Instruction will stress the basics of accompaniment as opposed to solo performance skills. Keyboard majors may substitute this course for Class Piano. May be repeated for credit.

MUS367. World Music (2)
A survey of the music of the non-western world, including selected areas from Africa, Asia, and South America.

MUS370. Song Writing (2)
Prerequisite: *MUS272; MUS274; writing proficiency complete*
A course in the composition and scoring of song forms. Students will study, analyze and compose various song forms and genres.

MUS372. Music Theory III (3)
Prerequisite: *MUS272; MUS274*
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.

MUS374. Music Theory IV (3)
Prerequisite: *MUS272; MUS274; MUS372*
A continuation of advanced theory.

MUS396. Master Works Chorale (0-.5)
Master Works Chorale provides students with performance group experience centered in traditional choral repertoire. The group emphasis is on rehearsal and performance of works drawn from the Renaissance, Baroque, Classical, Romantic, and Contemporary periods of music. The Master Works Chorale is open to all William Jessup University students regardless of major. The Chorale performs approximately three times each semester.

MUS398. Junior Recital (1)
Prerequisite: *MUS300*
Music Majors are required to present in the junior year a recital of one hour (minimum length) prior to continuation. Students will register for MUS398 during the semester of their scheduled recital.

MUS410. Advanced Conducting (2)
Prerequisite: *MUS310*
Continued development of conducting techniques, rehearsal strategies, and repertoire selection.

MUS420. Music Composition (2)
Prerequisite: *MUS272; MUS274*
This course includes writing of original hymns, choruses, binary and ternary forms, leading into larger classical forms.

MUS421. Counterpoint (2)
Prerequisite: *MUS272; MUS274*
A study of strict and free counterpoint in two, three, and four parts. The class will focus on analysis of music and writing music using contrapuntal techniques with emphasis on forms of the Baroque era and their current application.

MUS440 Vocal Pedagogy (2)
Prerequisite: *MUS290P; MUS300; MUS374*
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.

MUS441. Music Education (2)
This course addresses philosophical understanding of the foundations of music education paired with practical application of the principles of the psychology of music in the classroom.

MUS450. Worship in Contemporary Culture (3)
Prerequisite: *Senior class standing; MUS272; MUS274; MUS310; writing proficiency complete*
Enrollment Comments: *Cross-listed course – PMIN350*
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 worship in culture.

MUS455. Music Organization and Leadership (2)
Prerequisite: *MUS272; MUS310; writing proficiency complete*
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.

MUS475. Music Internship (3)
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. This course is the designated service learning course within this major. Service credit can be earned for successful completion of this course.

MUS498. Senior Recital (0)
Prerequisite: *MUS400; writing proficiency complete*
Music Majors are required to present in the senior year a senior recital of 45 minutes to one hour prior to graduation. Students will register for M498 during the semester of their scheduled recital.

NEW TESTAMENT (NT)

NT210. Acts (3)
Prerequisite: *BIBL104*
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.

NT213. General Epistles (3)
Prerequisite: *BIBL101; BIBL104*
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.

NT221. Sermon on the Mount (2)
A thorough examination of the teaching of Jesus in Matthew 5, 6, and 7 with attention to background and context in Jesus' ministry and application to life and discipleship today.

NT241. Gospel of Matthew (3)
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349*
Expository and theological examination of Matthew's gospel with emphasis on the unique contribution made to our understanding of Jesus the Messiah.

NT242. Gospel of Mark (3)
Prerequisite: *BIBL104*
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.

NT243. Gospel of Luke (3)
Prerequisite: *BIBL104*
Expository and theological examination of Luke's gospel with emphasis on the unique Lukan contribution into Jesus as Christ and Son of Man.

NT244. Gospel of John (3)
Prerequisite: *BIBL104*
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.

NT300. New Testament Christianity: Luke-Acts (3)
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. Romans (3)
Prerequisite: *BIBL104; BIBL249 or BIBL349)*
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.

NT309. Prison Epistles (3)
Prerequisite: *junior class standing; BIBL104; BIBL249 or BIBL349*
Examination of Ephesians, Philippians, Colossians, and Philemon with emphasis on doctrines of the Church, Christian living, and Christology.

NT311. Pastoral Epistles (3)
Prerequisite: *junior class standing; BIBL101; BIBL104; BIBL249 or BIBL349*
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.

NT312B. James (2)
Prerequisite: *BIBL249 or BIBL349*
This course is presented as an expositional, theological, devotional and interactive study of the Epistle of James.

NT315. I and II Corinthians (3)
Prerequisite: *BIBL104*
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.

NT320. Early Pauline Epistles (3)
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349*
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.

NT404XL. Gospel of John (3)
Focuses on the unique contribution of the fourth Gospel to the record of the life and teachings of Jesus Christ. Special attention is given to the doctrinal, prophetic, and structural features of this Gospel.

NT408XL. Romans (3)
An exegetical and historical study of Paul's epistle to the Romans with exposition and application of the book's leading themes.

NT423. Hebrews (3)
Prerequisite: *junior class standing; BIBL101; BIBL104; BIBL249 or BIBL349*
A study of the thought and theology of the book of Hebrews. The course examines authorship, background, use of the Old Testament and the Priesthood and Sacrifice of Christ.

NT424. Revelation (3)
Prerequisite: *junior class standing; BIBL101; BIBL104; BIBL249 or BIBL349*
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 himself or herself.

OLD TESTAMENT (OT)

OT238. Exodus (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT302. Psalms (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT303. Psalms for the Contemporary Church (3)
In this course, students will explore the ancient wisdom of the psalms and the five basic types of psalms. They will learn to apply spiritual leadership practices based on Psalms—the prayer book of all times and places—to their personal life setting. Students will learn how the psalms shape spiritual formation and help develop a uniquely Christian worldview.

OT341. Deuteronomy (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT343. Conquest and Settlement (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT349. I and II Chronicles (3)
A course focusing on the general themes of these two post-exilic books. Emphasis will be given to parallel passages in Samuel and Kings and to the Chroniclers unique contributions to Israel's history. From this perspective students will begin to build theological bridges applicable to the church today.

OT351. Ezra-Nehemiah (3)
This course covers the historical background of the Jewish people that led to the events of these books and an in-depth study of the books themselves with a view toward their message to the present day church.

OT358. Isaiah (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT361. Monarchy (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT363. Minor Prophets of the Eighth and Seventh Centuries B.C. (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT368. Jeremiah (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT374. History and Literature of the Intertestamental Period (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT380. Selected Topics in Old Testament
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349*
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.

OT401. Genesis (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT404. Wisdom Literature (3)
Prerequisite: *BIBL249 or BIBL349*
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.

OT411. Exilic Prophets (3)

Prerequisite: *BIBL249 or BIBL349*

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.

ORGANIZATIONAL LEADERSHIP (ORLD)

ORLD300. Foundations of Leadership (3)

Students will examine their own personal leadership capabilities and effectiveness through self-assessment. A variety of leadership instruments will be used as the students reflect on their own leadership traits and those of others. A 360-degree assessment will also be utilized to provide insight into how student's leadership is viewed by others in their organizations and provide a basis for leadership development. Biblical leadership principles will be infused into the discussion as students examine various leadership and motivation styles; students will not only learn their particular leadership style but how to relate to the leadership styles of others. Formerly Understanding Your Leadership Capabilities.

ORLD301. Models of Leadership (3)

This course explores the core leadership tenets of servant leadership and spiritual leadership, particularly as they pertain to the business environment. It examines key biblical principles and ways in which to apply them consistently and accurately for leadership in the contemporary world. Formerly Foundations of Leadership.

ORLD321. Leading Organizational Teams (3)

This course will address how organizational goals, priorities and strategies interface with the behavior of individuals and teams both inside the organization and through external constituencies. Attention is given to the effect of organizational culture, government laws and regulations, the economy upon organizational behavior and the important dynamics associated with teams.

ORLD420. Leadership and Negotiations (3)

This course focuses on the practice of leadership through effective negotiation and will review the theory, practice, and processes of negotiation in a variety of settings. Students will study the fundamentals of negotiation practice and group psychology and apply leadership and negotiation frameworks to simulations and workplace opportunities. Students will participate in a series of exercises to become better observers of their own leadership and negotiation capacities.

ORLD421. Organizational Ethics (3)

This course provides a foundation for responsible leadership within organizations and society. Students will engage in value clarification and understand how their faith influences ethical behavior. Through the use of conceptual and real-world ethical dilemmas, students will build their personal decision-making model and apply it to organizational situations. Students will wrestle with personal, team, and organizational based ethical challenges.

ORLD422. Managing Organizational Change (3)

Students will examine the role of planning in maximizing resources and addressing organizational change. Project planning and management concepts will be discussed and applied to real-world planning initiatives. Specific techniques for analyzing complex problems and for planning and evaluating interventions will be applied. Students will examine a problem or issue in their current or proposed future vocational setting and prepare plans for the implementation of a well-designed program or policy. Formerly Leadership and Planning.

ORLD430. Leadership in Global Society (3)

This course will explore the nature of leadership in various cultures and the skills needed in a global economy and society. Students will examine the leadership implications for cross-cultural and multi-national organizations. Students will engage in discussions of the "Great Commission" and reflect on historical aspects of global leadership. The future of global leadership will be examined and the potential leadership challenges considered. To the extent possible, students will be challenged to cultivate their own global leadership "map" as they interact with the emerging global scene.

ORLD431. Public Sector Leadership (3)

This course will provide an overview of public sector leadership, including the legislative and executive actors, the role of bureaucracies and regulatory agencies, the role of special interests, and the role of non-government entities. Using real world case studies, the course will address how the different institutions in the nonprofit and public sectors interact with one another and how one can lead from either within or alongside public and nonprofit institutions. Formerly Leading Change/Public Policy.

ORLD432. Evidenced-Based Leadership and Decision Making (3)

Students will increase their literacy for decision making. Making decisions is arguably one of the most important tasks of leadership. Students will recognize both the art and science of making decisions in an uncertain organizational climate. Students will build literacy surrounding the issue definition, gather relevant information, and retrieve the best available evidence to apply to key organizational decisions. Students will understand how their faith integrates with decision making and the impact of decisions within the organizational setting. Emphasis on this class will also include the importance of decision making and execution; moving from strategic planning to tactical activity will be a focus of the study and conversation.

ORLD495a-e. Integration and Applied Learning (1)

Personal Leadership Challenge, Organizational Leadership Challenge, Policy Challenge. These session specific projects provide students with an opportunity to research, apply, write, and present on real-world leadership challenges corresponding to the session specific curriculum. Students will work individually and in groups to address workplace opportunities and challenges, presenting innovative solutions. These experiential learning opportunities allow the student to synthesize the knowledge, skills, and abilities from the rest of the program applying theoretical leadership concepts to concrete applications.

PASTORAL MINISTRY (PMIN)

PMIN322. Strategic Communication (3)

Prerequisite: *COMM320*

This course examines all relevant communication modes used in leading and working in church/para-church organizations. Topics include composition of letters, memos, persuasive/motivational presentations and survey of sermon forms including evangelistic, life situation and apologetic. Projects will focus on enhancing the student's ability to communicate effectively and efficiently in a variety of settings.

PMIN401. Introduction to Church Planting (3)

Enrollment Comments: *Cross-listed course – ICS401*

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. Evangelism and Church Growth (2)

Prerequisite: *LDRS152; PMIN350*

Introduction to the history, theology, and contemporary methods for church growth.

PMIN422. Practice Preaching (2)
Prerequisite: *COMM320*
A review of homiletical theory. Students will preach several times demonstrating different types of sermons.

PMIN423. Pastoral Care and Counseling (3)
Prerequisite: *PSYC100*
Deals with counseling issues most common to the local master: premarital and family counseling, death, loss, and other crises. The emphasis is on informal, short-term methods. Preparation for a role in counseling, weddings, funerals, baptisms, and other pastoral situations of Christian ministry.

PMIN475. Pastoral Ministry Internship (3)
Prerequisite: *COMM320; PMIN322; PMIN350*
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.

PMIN480. Church Administration (3) ✎
Prerequisites: *COMM320; PMIN350*
Enrollment Comments: *This is a writing intensive 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.

PHILOSOPHY (PHIL)

PHIL103. Critical Reasoning (3)
Enrollment Comments: *This course may be used to meet the Communication or Humanities/Fine Arts general education requirement. For students with documented cases of dyscalculia, this course may be used to meet the Mathematics general education requirements.*
This is an introductory course which provides an examination of logic and its practical application in everyday situations including, but not limited to, problem solving, advertisement discrimination, political evaluation, and argumentation. This application also requires the development of disciplined thinking that is clear, rational, open-minded, and informed by evidence. Topics will include the differentiation of premises and conclusions, a distinction between deductive and inductive logic, the identification of fallacies, how to construct a logically effective argument, and how to identify and utilize major patterns of arguments.

PHIL271. Introduction to Philosophy (3)
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. Christian Ethics (3)
Prerequisite: *junior class standing; BIBL101; BIBL104; BIBL249 or BIBL349; LDRS152*
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.

PHIL351. The Problem with Suffering and Evil (3)
This course is a theoretical and personal exploration of the problem of suffering and evil, examining biblical, theological, and philosophical perspectives. Special attention will be given to understanding how a loving God could allow suffering and evil and how a believer should respond.

PHIL352. Apologetics (3)
Prerequisite: *BIBL249 or BIBL349; ENGL101A*
A course designed to study the defense of the faith in our contemporary cross-cultural world giving an overview of the different methodologies and evidences that can be used to construct a valid apologetic for a particular context.

PHIL380. Topics in Philosophy (3)
Prerequisite: *HIST241; HIST242*
An in-depth study of one topic in philosophy, such as the philosophy of religion or modern philosophy.

PHIL452. Christian Perspective (3)
Prerequisite: *junior standing; BIBL101; BIBL104; BIBL249 or BIBL349; LDRS152; THEO451*
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

PHYSICAL EDUCATION (PHED)

PHED110. Circuit Training (.5)
This course is designed to introduce students to the activity of circuit training. Students will explore aerobic and anaerobic training and conditioning as an activity.

PHED111. Core Strength and Conditioning (.5)
This course is designed to introduce students to the activity of strength and conditioning. Students will learn safety, spotting techniques, core muscle groups, and strength and endurance training philosophies.

PHED112. Basketball (1)
Introduction to basketball as a recreational/cardio sport, designed to assist students in acquiring basic skills and increasing aerobic fitness, balance and advanced fitness levels, while actively participating in basketball activities.

PHED113. Yoga (.5)
This course is designed to safely and accessibly introduce students to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built-up stress, learn to relax, and ultimately get more out of day-to-day life.

PHED114. Ultimate Disc (.5)
This course is both an introduction to the fundamental skills and strategies of organized ultimate disc and a course designed to further develop individual skills for the beginning to intermediate player. Ultimate disc requires development of the following individual skills: throwing/passing/catching, running/cutting, and marking. In addition, students will gain an understanding of elementary team and personal strategies in offense and defense. Students will also learn to practice effective communication with teammates.

PHED212 (B, BA, C, G, S, SB, T, or V). Intercollegiate Sports (1)
Men's Basketball, Women's Basketball, Baseball, Cross Country, Golf, Men's Soccer, Women's Soccer, Softball, Track, Volleyball

PSYCHOLOGY (PSYC)

PSYC100. Introduction to Psychology (3)
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. Psychology and Christian Thought (3)
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.

PSYC141. Developmental Psychology (3)
An overview of physical, cognitive, psychosocial, and moral development of humankind 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.

PSYC170XL. Introduction to Addiction in Society (3)
Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only.*
A study of patterns of addiction within various sub-groupings of society as well as society as a whole. Historical and contemporary issues related to understanding and responding to substance abuse problems will be covered in this introductory course. Basic research and statistical issues as they relate to addictions will be addressed. Societal perception of addiction and professional and social system responses to addiction will be reviewed, including prevention and the impact of addiction on society, groups, families, and individuals.

PSYC200. Marriage and Family (3)
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.

PSYC203. Social Psychology (3)
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.

PSYC222. Interpersonal Processes (3)
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. Psychology of Relationships (3)
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.

PSYC270XL. Human Services (3)
Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*
This course provides and over view of the core functions of the addiction professional as well as their related implications, with particular emphasis on treatment and social service protocol.

PSYC300. Personality Theory (3)
An introduction to basic theories of personality and their application in therapeutic contexts, this class includes an analysis of the credibility of each theory from a Christian perspective. Legal and ethical issues, including reporting requirements in abusive situations, are included. This is a writing intensive course for the psychology major.

PSYC301. Foundations of Biblical and Psychological Integration I (3)
Enrollment Comments: *Not for traditional undergraduate majors*
Beginning with a broad overview of worldviews, this course provides a history of the integration movement, the unique challenges and controversies of integration, and a review of various models of integration. It specifically examines the various integration issues associated with psychology and Christianity. Formerly PSYC311.

PSYC302. Foundations of Biblical and Psychological Integration II (3)
Enrollment Comments: *Not for traditional undergraduate majors*
This course explores the personal dimensions of spiritual and psychological formation. It emphasizes the relational aspects of Christian principles integrated with psychological constructs by examining the dynamics of God's character, His plan for humanity throughout history, the nature of God's grace and our response to it, the development and expression of the individual self, and the individual's engagement with others.

PSYC303. Christian Ethics in Psychology (3)
Enrollment Comments: *Not for traditional undergraduate majors*
This course provides a biblical foundation for Christian ethics in counseling. It utilizes the Sermon on the Mount (Matthew 5-7) as a primary text for the formulation of Kingdom ethics. It makes specific applications to the personal and professional life of the therapist through the analysis of real-world dilemmas and challenges.

PSYC310. History and Systems of Psychology (3)
Prerequisite: *PSYC100 and PSYC102 or consent of instructor*
This course explores the historical and theoretical foundations of professional psychology, including classical systems in psychology. It includes a discussion of the philosophy of science relevant to psychological systems, assessment, research, theory, and practice. Particular attention will be given to how psychology emerged as an independent discipline from its roots in philosophy and theology and what it means for the discipline to call itself a science. A discussion of our commitments as Christian scholars and practitioners in psychology will be included.

PSYC322. Small Group Dynamics (3)
An integrated and experiential study of effective small group dynamics from both a psychological as well as a theological perspective. Students will become familiar with the stages in the development of small groups, gaining insights and skills to become effective small group members and leaders.

PSYC322XL. Group Counseling (3)
Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*
An integrated and experiential study of small group dynamics from both a psychological as well as a theological perspective.

PSYC331. Counseling Skills (3)
Prerequisite: *PSYC222*
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.

PSYC331XL. Counseling Skills (3)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

Focuses on the appropriate use of techniques and strategies in counseling. Includes skills used to assess needs and make appropriate referrals. Emphasizes demonstration and application.

PSYC332. Cross-Cultural Issues in Psychology (3)

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.

PSYC333. Human Sexuality (3)

An examination of the biopsychosocial science of human sexuality. This course provides students with an opportunity to explore complex sexual issues. Designed to help participants become more comfortable with discussing sexuality, the course emphasizes increased self-awareness and provides direction for working with sexual issues in others.

PSYC342. Child and Adolescent Psychology (3)

Prerequisite: *PSYC141*

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.

PSYC345. Gender Studies (3)

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.

PSYC346. Adult Development and Aging (3)

Prerequisite: *PSYC141*

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.

PSYC351. Abnormal Psychology (3)

Prerequisite: *PSYC100*

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.

PSYC352. Psychology of Addiction (3)

This course is 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.

PSYC370XL. Assessment and Treatment Strategies (3)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

This course is a review of options and strategies for assessment of addictive behavior and the application of appropriate counseling models and theories. Family systems, their assessment and support, as well as life span development issues will be included. The patterns of addiction related to families, family systems, and couples will be studied. This course will also cover therapeutic theories and models as well as assessment and treatment issues with standard professional protocol in a variety of case management functions.

PSYC390. Research Statistics for the Social Sciences (3)

Prerequisite: *PSYC100; MATH100 or MATH101*

A study designed to facilitate the student's fluency in social science statistical concepts and methods. Focus will be on understanding and analyzing data in psychological research; including descriptive, inferential statistics, correlation, prediction, multivariate analyses, ethical use of statistics and use of SPSS to do necessary computations and data analysis.

PSYC392. Research Methods in the Social Sciences (3)

Prerequisite: *Grade of C- or higher in PSYC390*

This course is designed to enhance the student's understanding of scientific research methodology as it is applied to the science of psychology. The focus of this course is on developing the student's knowledge and skills in scientific methodology, ethics, research processes, experimental design, qualitative strategies, and APA style.

PSYC410. Cognitive Psychology (3)

Organized topically, this course will provide a current and comprehensive overview of psychological learning theory. It examines the theoretical and empirical research related to learning, memory, attention, problem solving, concept formation and language. Additionally, it will also review controversies that have developed as our understanding of human learning has developed and will explore the implications of these various theories.

PSYC430. Community Psychology (3)

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.

PSYC432. Grief and Loss (3)

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.

PSYC433. Case Management (3)

Prerequisite: *PSYC430*

The study and practice of human assistance to the frail, needy, and disenfranchised within the broader social context. Students will be introduced to the theories of social welfare, the principles and practices of social work, and effective social interventions to individuals, families, groups, and larger community systems. The course is skills-based and it is expected that students will practice and develop rudimentary competency in the 12 core skills of social work practice.

PSYC450. Biopsychology (4)

Prerequisite: *PSYC100*

This course includes a comprehensive study of the physiological and neurological correlates of behavior including neurobiology (at both cellular and systemic levels), neuroendocrinology, molecular biology, and biological considerations of mental disorders.

PSYC460. Professional Skills (3)

Prerequisites: *PSYC322; PSYC331; PSYC451*

Student will develop an understanding of the legal and ethical requirements of practice in the field of addiction counseling. The foundational legalities of a counseling practice such as confidentiality as well as those specific to drug and alcohol counselors will be explored. Personal and professional growth issues will be discussed including stress management. Additionally, advanced and applied counseling skills for substance abuse and addiction will be explored and developed.

PSYC460XL. Professional Treatment Skills (3)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

A survey of law, documentation, protocol, ethics, confidentiality, record keeping, outreach, education, administrative, and management issues related to program development and management. Personal and professional growth issues including stress management and education will be addressed.

PSYC470XL. Treatment of Chemical Dependency (3)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

This course is a survey of current models of education and intervention in substance abuse including, occupational services, managed care funding, and third party payment issues. It is designed to provide a practical understanding of how to help a client arrive at sobriety in both religious and secular programs. A wide variety of addictive problems will be investigated including denial, relapse and progression. Special populations, cultures, subcultures, victims, and groups, including ACAs and CAs will be covered.

PSYC471XL. Physiology and Psychopharmacology (3)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only.*

This course examines the physiological effects and biopharmaceutics of alcohol and other drugs, especially as to tolerance, withdrawal and addiction patterns. Critical issues of pathology and medical treatment of addiction will be reviewed.

PSYC475a and b. Fieldwork in Psychology I and II (2)

Prerequisite: *PSYC300; PSYC331; PSYC351*

The student will be expected to work in an agency/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. This course is a designated service learning course within the psychology major.

PSYC475bXL. Practicum I (3)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

Students will work in a therapeutic setting in which the focus of work is assisting individuals/couples/families in personal distress. Onsite training and supervision as well as faculty supervision on campus will be a part of the practicum experience. Students will study legal and ethical issues in counseling relationships alongside site placement.

PSYC475c. Practicum in Addiction Studies I (3)

Prerequisite: *PSYC331; PSYC351; PSYC430*

Under the supervision of both the agency personnel and addiction studies faculty, students experience hands-on volunteer experience in an agency practicing the 12 core functions of a substance abuse counselor. Primary focus of faculty supervision for the fall semester is on development of orientation, screening, and client education skills as well as mastering the intake process. Legal and ethical issues will be discussed in the context of case conferencing. All required coursework must be concurrent with or prerequisite to Practicum. This course is a designated service learning course within the psychology major.

PSYC475d. Practicum in Addiction Studies II (3)

Prerequisite: *PSYC331; PSYC351; PSYC430*

A continuation of agency volunteer experience under the supervision of both agency personnel and addiction studies faculty, students will practice the core functions of the substance abuse counselor. The primary focus of faculty supervision for the spring semester will be assessment, counseling, treatment planning, case management, crisis intervention, and referral. All required coursework must be concurrent with or prerequisite to practicum. This course is a designated service learning course within the psychology major.

PSYC475dXL. Practicum II (3)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

Students continue working in a therapeutic setting in which the focus of work is assisting individuals/couples/families in personal distress. Supervision on-site and supervision from a faculty practicum supervisor provide support as students work at their practicum site.

PSYC490. Research Methods and Statistical Concepts (3)

Enrollment Comments: *Not for traditional undergraduate Psychology, Business, or Math majors. Cross-listed course – BUSA490*

Provides the student with an overview and understanding of research methods and statistical terms used in both the psychology and business disciplines with a special focus on compilation and interpretation of data. Research methods will include introduction to identification and procurement of relevant sources of information for conducting research relative to both an academic or practitioner application. Students will learn the proper documentation for applicable formatting of source data within their area of study.

PSYC491. Advanced Statistics for the Social Sciences (3)

Prerequisite: *Grade of C- or higher in PSYC390 and PSYC392*

This course covers modern methods of multivariate statistical analysis; with emphases on data analysis and interpretation of results. Specific topics will include data screening, analysis of covariance (ANCOVA), multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), multiple regression, factor analysis, discriminant analysis, and logistic regression.

PSYC492. Psychological Testing and Assessment (3)

Theory and principles of psychological assessment and testing including test construction, reliability and validity, assessment, and the application of assessment in various professional settings.

PSYC497. Applied Research (2)

Prerequisite: *PSYC100; PSYC102; PSYC141; PSYC222; PSYC230; PSYC300; PSYC331; PSYC333; PSYC351; PSYC390; PSYC392; PSYC490*

Research activity under the supervision of a primary researcher in the community or under the supervision of the professor of record is the focus of this class. Advanced statistical applications will be included.

PSYC498. Applied Integration (3)

Prerequisite: *PSYC100; PSYC102; PSYC141; PSYC222; PSYC230; PSYC300; PSYC331; PSYC333; PSYC351; PSYC490*

Enrollment Comments: *Not for School of Professional Studies majors*

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. This course should be taken in the spring semester of the senior year. Students are required to successfully complete a comprehensive exam in order to graduate. This exam may be taken concurrently with this class or separately. It is expected that the comprehensive exam is taken during the student's final semester.

PSYC498a-e. Integration and Applied Learning I-V (1)

Enrollment Comments: *Not for traditional undergraduate majors*

Concurrently sequenced with the core curriculum, this course focuses on the integration and application of course concepts. Assignments are designed to complement and enhance the topics in each course through group and individual projects as well as exposure to community resources.

PSYC498a-eXL. Integration and Applied Learning I-V (1)

Enrollment Comments: *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

Concurrently sequenced with the core curriculum, this course focuses on the integration and application of course concepts. Assignments are designed to complement and enhance the topics in each course through group and individual projects as well as exposure to community resources.

PSYC499a and b. Selected Topics (1)

Prerequisite: *PSYC390; PSYC392; consent of instructor; PSYC491 recommended*

This course provides a practical research experience for students who have selected a pre-doctoral concentration in psychology. Students are required to participate and be supervised in a real research study. Depending on the stage of the specific project, students will have opportunities to partake in the design of a research study, conduct literature reviews, create human subjects IRB requests, run subjects, collect and analyze data, contribute to writing an APA style report, and present findings at a professional convention.

PUBLIC POLICY (PPOL)

PPOL111. American Government (3)

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.

PPOL174. Public Policy Internship Studies I (1)

A preparatory course for the public policy internship, this course allow students to research internships, prepare resumes and application materials, conduct practice interviews, and discuss and compare internship opportunities with previous interns and instructors. This course is required for students in their first year of the program and who are preparing for internships.

PPOL201. Political Theory and Philosophy (3)

Prerequisite: *PHIL271; PPOL111*

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

PPOL221. Political Process (3)

Prerequisite: *HIST291; PPOL111*

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.

PPOL253. Public Administration I (3)

This course is intended to serve as an undergraduate introduction to the study and practice of public administration. Although the field has a shorter history than other social sciences, gaining a perspective on the way in which it has developed helps to understand the current practice of administering the public's business. It is also important to understand the broader social and political environment within which public administration functions as well as the dynamics of behavior within large organizations. Indeed, to be successful, a well-trained administrator must have a clear grasp of the continuing issues that have shaped the field since its inception.

PPOL260. Introduction to Criminal Justice (3)

Overview of criminal justice system, including historical development, present status, and suggested reforms. Includes detailed descriptions of the duties and functions of actors in the criminal justice system, including: victim, offender, police, prosecuting and defense attorneys, courts and corrections. Will elaborate criminal justice processes from the formation of laws to the final stages of the treatment of criminals, including a section on juvenile offenders.

PPOL261. Introduction to Criminal Law (3)

The criminal law course discusses the creation and application of substantive criminal law. It includes the nature and origins of criminal law, substantive due process, elements of criminal liability, the doctrine of complicity, uncomplicated crimes, defenses to criminal liability, and the elements of crimes against persons, property and public order.

PPOL262. Introduction to Administrative Law (3)

The administrative law process concentrates on the functions and procedures of federal and state agencies and judicial review of agency actions. Topics include the constitutional position of administrative agencies, the availability and scope of judicial review, legislative and executive control of administrative discretion, the administrative power to investigate, the process of decision within the agency and the constitutional right to an administrative hearing.

PPOL304. Ethics in Public Policy (3)

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. Legislative Process (3)

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.

PPOL324. State and Local Government (3)

This course provides an overview of California state and local government. The course examines the major state offices and their bureaucracies, the California state legislature and budget process, and local governments. This course will establish an understanding of how state government works and interacts with county and city governments, and the role of the players and policies that influence and are influenced by state and local government.

PPOL325. Comparative Government and Politics (3) ✎

Prerequisite: *PPOL111; PPOL201; PPOL341; PPOL361*

Enrollment Comments: *This is a writing intensive course.*

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 the major political and governmental systems around the globe – democracy, monarchy, communist/Marxist, theocracy—with a specific study of Great Britain, Russia, China, India, Iran, Nigeria, and Mexico.

PPOL328. American Presidency (3)

This course analyzes the development and modern practice of presidential leadership in the United States. The course examines the evolution of the modern presidency, the process of presidential selection, and the structure of the presidency as an institution. The ways in which presidents make decisions and seek to shape foreign, economic, and domestic policy will be assessed and the relationships of the presidency with other major governmental institutions, organized interest groups, the media, and the public will be explored. The course also explores the reach of the President's ability to influence policy and decision-making. Prerequisite: American Government preferred.

PPOL329. Campaign Organizing (3)

Campaign Organizing is a course that teaches students the process, strategies, and implementation of political campaigns. The course will cover various types of campaigns including for public office and for ballot measures. The course will also distinguish specific approaches and concerns for local, state, and national campaigns. In addition, the course will relate various players such as media and interest groups that have an impact on political campaigns.

PPOL341. Political Economy (3)

Prerequisite: *PPOL221*

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.

PPOL342. Economic Development (3)

This course provides an introduction to the context, theory, process, and practice of state and local economic development policy. The objectives of the course are 1) to provide an introduction to the concepts, ideas, and strategies employed in the pursuit of economic development; 2) to review basic principles for critically examining alternative development policies and programs; 3) to reflect on the goals and objectives of economic development efforts; 4) to examine the economic, political, and social context in which development policymaking occurs; 5) to survey and critically review the range of strategies commonly used to improve the economic prospects of neighborhoods, cities, and regions; and 6) to hone your ability to critically analyze and present your analysis in a variety of mediums.

PPOL343. Public Budgeting (3)

This course is an introductory course in government budgeting and finance, dealing with public revenue and expenditure policies, financial management, and politics of the budgetary process. The purpose of this course is to introduce students to the theories, concepts, and practice of government budgeting and finance and to expose them to the current issues and challenges in this field.

PPOL353. Public Administration II (3)

Prerequisite: *PPOL253*

This course covers the major administrative theories that drive macro-level public behavior. The course will discuss the significance of the study of public administration, how theorists and practitioners have sought to develop formal perspectives on public management that have constructed an integrated perspective on public management. The course will examine a range of management issues and strategies within the context of managing public organizations including the day-to-day dilemmas faced by competent public managers.

PPOL361. Constitution and Civil Rights (3)

Prerequisite: *PPOL111; PPOL201; PPOL221; HIST291*

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.

PPOL362. Criminology (3)

Prerequisite: *PPOL361*

This course provides an overview of the nature and causes of crime and criminal behavior. The course reviews the characteristics of the offender and categories of crime ranging from white collar crime to violent crimes. The course also introduces foundational elements of the criminal justice system, including theories of sentencing and measurements of crime as well as the procedures and actors.

PPOL363. Law and Social Policy (3)

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.

PPOL364. Police and Society (3)

The broad objectives of this course are to (1) provide students with a basic understanding of the role(s) that police play in American society; (2) expose students to the often conflicting issues that police officers confront; (3) familiarize students with empirical research on police behavior and evaluation research on the impact of different police tactics; and (4) teach students how to assess the quality of research.

PPOL365. American Foreign Policy (3)

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.

PPOL366. Corrections (3)

Introduces the student to the field of corrections and its role in the criminal justice process. Major topics include: organization of correctional systems; correctional role; institutional operations; alternatives to institutionalization; treatment and rehabilitation, and current and future issues.

PPOL399. Administrative Law (3)

This course is for students and practitioners of public administration and policy and those who want to better understand how law relates to the public good. The course will cover the nature of powers vested in administrative agencies, the problems of administrative procedure, and the methods and extent of judicial control over administrative action.

PPOL463. International Relations and Human Rights (3)

Prerequisite: *PPOL111; PPOL201; PPOL341*

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. International Conflict and Conflict Resolution (3)

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. Global Advocacy and Diplomacy (3)

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.

PPOL466. Administrative Law (3)

The administrative law process, concentrating upon the functions and procedures of federal and state administrative agencies and upon judicial review of agency actions. Specific topics include the constitutional position of administrative agencies, the availability and scope of judicial review, legislative and executive control of administrative discretion, the administrative power to investigate, the process of decision within the agency, and the constitutional right to an administrative hearing.

PPOL469. Violence and Terrorism (3)

This course systematically examines political violence, responses by government institutions to that violence and implications of both for the administration of justice. Content is structured along a continuum, ranging from small-scale violence to mass violence – assassinations, terrorism by sub-national and transnational organizations, state terror and genocide. In recent years political violence has progressively drawn the American governmental institutions, particularly justice agencies into the global picture of violence committed by both domestic and international terrorists. Theoretical approaches to the study of terrorism and analysis of terrorist theory and strategies will be covered as well. Additionally, the course examines the Bible, and historical causes of terrorism, and examines other religions, primarily Judaism and Islam.

PPOL470. First Amendment (3)

This course provides an in-depth review of the First Amendment of the US Constitution. The course includes an overview of each element of the First Amendment including: Freedom of Speech, Press, Assembly (and derived freedom of Association) as well as the Free Exercise of Religion and the Establishment Clause. The course will examine related legislation, case law, church and political history, and current news and policy issues. The course will discuss the interrelationship of the First Amendment with other rights and responsibilities imbedded in the US and state constitutions as well as related statutory law. The course will also engage students in focused debate on current topics relating to the specific elements of the First Amendment.

PPOL491. Political Research and Policy Analysis (3)

Prerequisite: *PPOL111; PPOL221*

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. Senior Seminar: Leadership and Service (3)

Prerequisite: *PPOL111; PPOL112; PPOL174; PPOL221; PPOL253; PPOL301; PPOL304; PPOL325; PPOL361*

A capstone course, the purpose of this senior 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 senior seminar will survey major policy areas and provide focused discussion of policy topics such as business and corporate responsibility; gender, race, and ethnicity; social policy; international policy and advocacy; and media and journalism.

SCIENCE (SCI)

SCI120. Conceptual Physics (3)

Enrollment Comments: *Complementary lab component (SCI120L) is offered, but not required.*

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.

SCI120L. Conceptual Physics Lab (1)

Enrollment Comments: *Must be taken concurrently with SCI120*

Laboratory exercises provide students with hands on applications of principles discussed in lecture.

SCI122. Introduction to Astronomy (3)

Enrollment Comments: *Complementary lab component (SCI122L) is offered, but not required.*

Introduction to Astronomy is a descriptive course in modern astronomy from the solar system to the stars, the galaxy, and the Big Bang theory of cosmology. The history and development of astronomy to the present time will be examined. An understanding of how starlight reveals information about the size, structure, temperature, and distance of stars and galaxies will be developed.

SCI122L. Introduction to Astronomy Lab (1)

Enrollment Comments: *Must be taken concurrently with SCI122*

Laboratory exercises provide students with hands on applications of principles discussed in lecture.

SCI216. Tropical Ecosystems (3)

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.

SCI216L. Tropical Ecosystems Lab (1)

Enrollment Comments: *Must be taken concurrently with SCI216; travel to Belize and/or Guatemala during the semester is required for the lab component of the course.*

Laboratory exercises provide students with hands on applications of principles discussed in lecture.

SCI220. Physics for Science and Engineering I (3)

Prerequisite: *MATH140; eligibility for college level English course*

Enrollment Comments: *Course includes a mandatory lab component (SCI220L) that must be taken concurrently. Successful completion of this course requires passing both SCI220 and SCI220L with a C- or better in a concurrent semester.*

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include mechanics, thermal properties of matter, energy and momentum, conservation laws, Newtonian mechanics, and Einstein's special relativity.

SCI220L. Physics for Science and Engineering I Lab (1)
Prerequisite: *MATH140; eligibility for college level English course*
Enrollment Comments: *This is a mandatory lab component of SCI220 and must be taken concurrently. Successful completion of this course requires passing both SCI220 and SCI220L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

SCI221. Physics for Science and Engineering II (3)
Prerequisite: *SCI220 and SCI220L; MATH140*
Enrollment Comments: *Course includes a mandatory lab component (SCI221L) that must be taken concurrently. Successful completion of this course requires passing both SCI221 and SCI221L with a C- or better in a concurrent semester.*
Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include properties of waves (both light and sound) and electricity and magnetism.

SCI221L. Physics for Science and Engineering II Lab (1)
Prerequisite: *SCI220 and SCI220L; MATH140*
Enrollment Comments: *This is a mandatory lab component of SCI221 and must be taken concurrently. Successful completion of this course requires passing both SCI221 and SCI221L with a C- or better in a concurrent semester.*
Laboratory exercises provide students with hands on applications of principles discussed in lecture.

SCI230. Morphology of Streams and Watersheds (3)
Enrollment Comments: *Some Saturday field trips are required as part of the total lecture hours. Meets Earth Science GE requirement for lecture only.*
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.

SOCIOLOGY (SOC)

SOC123. Multicultural Education (3)
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. Introduction to Sociology (3)
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. Cultural Geography (3)
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.

SPANISH (SPAN)

SPAN215a. Spanish I (3)
An introduction to the Spanish language and culture.

SPAN215b. Spanish II (3)
A continued introduction to the Spanish language and culture.

TEACHER EDUCATION (TEDU)

TEDU101. Teaching as a Profession (3)
Enrollment Comments: *This course is a prerequisite for all other TEDU courses.*
This course is designed to introduce and explore the educational pathways leading to careers for students seeking to earn their multiple subject credential, which enables them to teach grades K-8 (public and private) in a self-contained classroom setting. Students will survey curriculum practices, teacher effectiveness, and the issues and concepts related to K-8 education. Each student will observe in various classrooms and report on these observations in the class.

TEDU102. Curriculum and Methods in Physical Education and Health Science (3)
Prerequisite: *TEDU101*
The goals of this class include: 1) introducing the skills related to planning and implementing a physical education and health program for K-8 students based on the California Physical Education and Health Content Standards and Frameworks; 2) addressing the attitudes, behaviors, and consequences associated with a healthy lifestyle; and 3) familiarizing students with age appropriate scope and sequence of activities leading to healthy physical and mental development. This course is a survey study of the physical education and health needs of K-8 students. Emphasis is on the physical growth and development, basic movement skills, and the design and planning of a sequential, age-appropriate physical education and health program based on the California Content Standards and Frameworks. Involves four hours of field experience. TPE1, TPE5

TEDU110. Technology for Teachers (2)

Prerequisite: *TEDU101*
This course is a comprehensive overview of the use of educational technology in the K-8 classroom. Students will practice and demonstrate competency in using professional and pedagogical productivity tools, including methods for communication and collaboration. Topics include interactive technologies, digital citizenship, computer-assisted instruction, 21st century learning, and the impact of these technologies. TPE2, TPE12

TEDU123. Multicultural Education (3)
Prerequisite: *TEDU101*
This course 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, tolerance, and appreciation into the K-8 classroom. TPE7, TPE12

TEDU251. Curriculum and Methods in Visual and Performing Arts (VAPA) (3)
Prerequisite: *TEDU101 and TEDU123*
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 four hours of observation/participation in a K-8 VAPA classroom and interview of a specialized VAPA educator. This course prepares teaching candidates to meet the California state adopted content standards and framework 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. TPE1, TPE11

TEDU275. Field Experience I (2)

Prerequisite: *TEDU102; TEDU123*

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 (Subject Specific Pedagogy) which will be prepared and submitted (passing score of 3 or 4 is required). TPE1, TPE3, TPE4, TPE6, TPE7, TPE9

TEDU275L. Field Experience I Lab (1)

This lab consists of 30 hours assisting teachers at a high needs, Title I school. Emphasis concerns familiarity working with students with mild disabilities and English language challenges.

TEDU302. Foundations of Education (3) ✎

Prerequisite: *TEDU101 or two CEDU concentration courses*

Enrollment Comments: *This is a writing intensive course.*

This course reviews the major philosophic and historical developments of education (California, the USA, and worldwide) 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. TPE13

TEDU310. Educational Psychology (3)

Prerequisite: *PSYC141; TEDU101*

This course explores the disciplines of developmental and educational psychology in order to prepare students to apply the theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs. TPE4, TPE6, TPE8

TEDU311. Curriculum and Methods in History and Social Science (3)

Prerequisite: *TEDU123; HIST231; HIST232*

Designed to familiarize students with the resources and tools available for teaching history and social science. Hands-on development of methods for classroom use including a minimum of four hours of observation and participation in history and social science classrooms required. This course prepares teaching candidates to meet the California state adopted content standards and framework 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. TPE1, TPE7, TPE9, TPE10

TEDU323. Language, Culture, and Literacy (3)

Prerequisite: *TEDU123*

This semester-long course provides future teachers an overview of literacy development with consideration of language (both first and second) and cultural impacts on learning. Future teachers will learn historical and current concepts, theories, and practices related to the development of literacy for all students in diverse classrooms as well as the value of integrating character development within teaching. TPE2, TPE7, TPE9

TEDU375. Field Experience II (2)

Prerequisite: *TEDU275; TPA Task 1 score of 3 or 4; verification of passing CBEST examination; PSYC141*

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 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 (Designing Instruction) 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. TPE1, TPE4, TPE6, TPE7, TPE8, TPE9, TPE13

TEDU375L. Field Experience II Lab (1)
This lab involves 30 hours of assisting in a K-8 high needs, Title I classroom.

TEDU413. Curriculum and Methods in Math and Science (3)
Prerequisite: *TEDU101; SCI120*
In this course, teaching candidates prepare to plan and deliver content specific instruction in math and science to students in K-8 classrooms that meet the California state adopted content standards and curriculum frameworks for multiple subject candidates. Candidates will learn the resources and tools available and develop hands-on methods for use in the classroom. A minimum of four hours of observation and participation in mathematics and science classrooms is required. TPE1, TPE3, TPE9

TEDU423. Curriculum and Methods in Literature and Language (3)
Prerequisite: *TEDU323; ENGL101B*
Students will learn the resources and tools available for teaching literature and language subjects. Hands-on methods for classroom use are developed. A minimum of four hours of observation and participation in literature and language classrooms is required. This course prepares teaching candidates to meet the California state adopted content standards and framework in literature and language for the multiple subject credential, including preparation for the Reading Instruction Competence Assessment (RICA), and equips students with knowledge and methodologies for the successful integration and teaching of these subjects. TPE1, TPE3, TPE7

TEDU475. Student Teaching I (6)
Prerequisite: *TEDU311; TEDU375; TEDU413; TEDU423; verification of passing CSET subtests 101, 102, and 103; minimum GPA of 3.0*
Enrollment Comments: *This course is the designated service learning course within this major. Service credit can be earned for successful completion of this course.*
This 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 in a public or private school setting. (Note: Students seeking a California teaching credential must do this teaching in a public school classroom to learn about California state-adopted academic content standards.) The course is open to multiple subject credential candidates who have been cleared for student teaching. Please see the credential analyst for important dates and clearance requirements. A weekly seminar accompanies student teaching. Field experience involves seven weeks of full day classroom instruction under supervision. Teaching Performance Assessment Task 3 (Assessing Learning) will be prepared and submitted (passing score of 3 or 4 is required). TPE1 through TPE13

TEDU476. Student Teaching II (6)
Prerequisite: *TEDU475; minimum GPA of 3.0*
Enrollment Comments: *This course is the designated service learning course within the major. Service credit can be earned for successful completion of this course.*
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 completed TEDU475 student teaching. Please see the credential analyst for important dates and clearance requirements. A weekly seminar accompanies student teaching. The candidate will teach for seven weeks of full day 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 (Culminating Teaching Activity) will be prepared and submitted (passing score of 3 or 4 is required). TPE1 through TPE13

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TSOL)

TSOL352. Linguistics (3)

Prerequisite: *ENGL101B*

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 opportunity 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. Formerly ICS352.

TSOL353. Second Language Acquisition (3)

Learning another language involves numerous linguistic, social, and affective factors. Accordingly, we examine these factors in detail to raise awareness of the complicated processes involved. Some of the questions explored include: What is native language transfer? How do learner expectations influence classroom behaviors? Why is intrinsic motivation an important element of success? Formerly ICS353.

TSOL354. TESOL Methodology (3)

This course examines several foundational approaches and methods that have contributed to current TESOL practices. Students in this course will develop the skills necessary for assessing learning environments and choosing successful approaches. Further, students will be introduced to methods of classroom research. Formerly ICS354.

TSOL355. TESOL Classroom Practices (3)

This course examines the processes involved in designing lesson plans, conducting activities, and selecting appropriate assessment tools. Further, we will review classroom materials and the role of information technologies in language learning. Formerly ICS355.

TSOL356. TESOL Observation (1)

Learning how to observe and think critically about language classrooms is an important skill in understanding what practices are effective in specific learning environments. This course challenges students to do close observations of specific classroom behaviors and to prepare short research papers of their findings. Formerly ICS356.

TSOL357. TESOL Practicum (3)

In this course, students develop a case study of specific learners and their environment as well as plan a lesson and participate in classroom instruction. Students will be observed by the course instructor and are expected to synthesize these observations with relevant TESOL research to culminate in an action research project of their experiences. Formerly ICS357.

THEOLOGY (THEO)

THEO250. Theology of the Cults (3)

Prerequisite: *BIBL249 or BIBL349; sophomore standing*

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.

THEO254. New Testament Theology (3)

Prerequisite: *BIBL104; BIBL249 or BIBL349; sophomore standing*

A study that compares and contrasts theological themes of the New Testament writers.

THEO255. Theology of the Hebrew Scriptures (3)
Prerequisite: *BIBL101; BIBL249 or BIBL349; sophomore standing*
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.

THEO301. Historical Theology (3)
Prerequisite: *Junior standing*
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.

THEO306. Johannine Theology (3)
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349; junior standing*
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.

THEO307. Pauline Theology (3)
Prerequisite: *BIBL101; BIBL104; NT308; junior standing*
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.

THEO315. Christ in the Old Testament (3)
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349; junior standing*
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.

THEO380. Selected Studies in Theology (3)
Prerequisite: *Junior standing*
An advanced course for in-depth exploration of special interest and contemporary concerns.

THEO451. Christian Theology (3)
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349; NT308*
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.

THEO452. Contemporary Theology (3)
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349; junior standing*
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.

THEO453. Third World Theology (3)
Prerequisite: *BIBL101; BIBL104; BIBL249 or BIBL349; junior standing*
"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.

THEO480. Capstone Course for Theology (3)
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.

YOUTH MINISTRY (YMIN)

YMIN175. Youth Ministry Skills (3)
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. Ministering to Families with Teenagers (3)
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. Camping Administration and Programming (3)
Enrollment Comments: *Course culminates with a weekend retreat planned by and for the students of the class; additional charge.*
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.

YMIN283. Youth Culture, Trends, and Issues (2)
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.

YMIN291. Christian Education of Youth (3)
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.

YMIN326. Counseling Youth (3) ✎
Enrollment Comments: *This is a writing intensive course.*
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.

YMIN373. Youth and Missions (2)
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 cross-cultural living.

YMIN431. Urban/Parachurch Youth Ministry (3)
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.

YMIN463. Philosophy of Youth Ministry (3)

Prerequisite: *Senior standing*

A study of the importance of youth ministry including 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.

YMIN475. Youth Ministry Internship (3)

Prerequisite: *Junior standing*

Enrollment Comments: *This course is the designated service learning course for the major. Service credit can be earned for successful completion of this course.*

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.

Graduate Studies

Graduate Admission Policies

Regulations Governing Master's Students

The University catalog contains information concerning general university policies, and individual departments have their own student handbooks with specific policies and rules that apply to master's degree candidates. Graduate students should thoroughly review both documents to become familiar with all of these policies, procedures, and regulations.

Catalog Year

Master's degree students are governed by the requirements that are in effect at the time of their admission to the program. If normal progress is made toward the degree and continuous enrollment is maintained, a graduate student may elect to meet the degree requirements in effect either at the time of admission or in the semester of graduation with the master's degree.

Admission Requirements

- Verification of B.A. or B.S. degree from a regionally-accredited institution
- University application form
- Program application form
- Personal reference form(s)
- GPA of 3.0 or better
- Program specific examinations or other criteria
- Some programs—not all—permit students without an accredited Bachelor's degree to enter the Master's degree. Check the relevant department handbook for more information.

Acceptance to a Program

Each graduate student receives an acceptance letter which states the level or status at which the department recommends admission. Individual departments may also include a letter that stipulates any specific conditions of the admission.

A graduate student's status falls into one of three categories.

1. *Conditionally classified*. A conditionally classified student has been admitted to the desired master's degree program but has not been formally approved for master's degree study and is taking steps to meet specific requirements outlined by the University and the department to qualify for "classified" status.

2. *Classified*. A classified master's degree student has been formally approved by the department to pursue master's degree study.

3. *Candidate*. A student is advanced to candidate status (candidacy) only after demonstrating a significant ability and aptitude for the discipline, usually prior to the thesis or project, if required by program.

4. *Probationary*. A student who fails to maintain a 3.0 GPA average after admission into the master's program will be placed on academic probation. See below under "Maintaining Good Academic Standing" for more detail.

Advancement within the levels occurs once the necessary university and departmental requirements have been met. A change in classification from one level to another is initiated by the student with a request to the departmental graduate coordinator.

Graduate Student Support Services

Ongoing Academic Advising and Academic Support

Initial evaluation of a student's eligibility for the program is conducted by a graduate enrollment counselor and the program chair, who remain available as candidates proceed.

The University Learning Commons provides a comprehensive "one-stop" seamless learning environment that encourages student retention, academic achievement, and personal development. Students requesting academic support services will be triaged to appropriate professional academic support for students with developmental or special needs: tutorial and writing services, career and internship services, retention, and diversity. The Learning Commons is located in the library building. Technology-mediated services are available to the entire student population also.

Financial Aid Advising

A dedicated financial aid officer works with graduate students. Graduate students are eligible for the church partnership grant which provides up to $2,000/year for candidates that are members of sponsoring churches. The Financial Aid office works with candidates to explore other alternative grants, scholarships, and loans to ensure affordability of the program to each candidate. Graduate students are eligible for federal student loans.

Career Placement Services

The Career Services of the University are available to graduate students through the Learning Commons.

Library and Information Resources

Faculty and students have access to our collection of over 200,000 items (approximately 45,000 physical volumes, 145,000 electronic items, and 11,500 electronic journals). All electronic items are available remotely from any device with a web browser. The library provides document delivery via OCLC's Interlibrary Loan Service.

The library staff consists of two professional librarians, two library assistants, and two student workers. The library is open from 7:30 to midnight most days, with reduced hours Friday, Saturday, and Sunday for a total of 105.5 hours per week. Electronic items are available 24/7.

Librarians and library assistants staff the reference desk 25 hours each week and are available via phone, email, chat, and other media for asynchronous reference help.

Technology

The University provides students the use of a computer lab, in addition to computer stations in the library. Students can access the Internet, email, library catalog, and electronic resources from these and personal computers.

Students are provided a Jessup email for their initial registration, which is used for all University communication; their user name and password are also required for Intranet, Moodle, and library use. My.jessup.edu is Jessup's password protected Intranet where students can access current information and documents related to program resources and requirements.

The University uses the open-source Moodle software package for all undergraduate and graduate-level courses. Students and faculty are encouraged to utilize Moodle for each course, including content delivery, threaded discussion forums, electronic assignment and grading management, and essay submission through Turnitin (an Internet-based plagiarism-prevention service linked to Moodle). Faculty and students have 24/7 access to LMS/Moodle support by phone, chat, or email.

Students are responsible to have compatible hardware and software for the program requirements. Microsoft Office is standard for the University, and Adobe Acrobat is needed to view many University and program documents. IT Helpdesk support is available to

faculty and students 7:30 a.m.-6:00 p.m. Monday through Friday; the email contact is helpdesk@jessup.edu. Weekend support is available within 24 hours of helpdesk submissions.

Academic Policies

Full-Time Status

Except as noted below, full-time graduate students are those who are admitted to a master's degree program and carry at least six semester units.

Graduate Courses

While a graduate student may enroll in courses at any level, only courses in the 500 or 600 series may be counted toward a master's degree program. Any course to be counted toward a master's degree program must be acceptable for graduate credit by the discipline offering the course.

The Program Plan

Before acquiring 15 units, graduate students should submit a completed Program Plan to their Program Chair or Graduate Advisor for approval. The Program Plan is essentially a contract between the graduate student and his or her graduate department. In a cohort delivery model, the program sequence serves as the Program Plan.

The Program Plan, or equivalent, should include a schedule of courses and a meeting with the Program Chair or Graduate Advisor to have the program approved and to check that:

1. There are no GPA issues hindering the student's continuation;
2. All prerequisites for the courses will be or have been met; and
3. Courses will be offered when they are scheduled to be taken.

Maximum Course Load

Master's degree students may not register for more than 16 units of work in any semester without the approval of the Program Chair. It is strongly recommended that master's degree students register for no more than 12 units each semester.

Attendance

On-Ground Courses

If the graduate course is in on-ground accelerated format, the program practices a 100% attendance policy. Consistent class attendance is mandatory for students. In extenuating circumstances, students who miss a class may be able to make it up at the instructor's discretion.

The following policies apply to accelerated on-ground programs. Any student who misses the FIRST TWO class sessions of any course without a Petition to Drop has not established attendance and will receive an "Unofficial Withdrawal" from the class, earning a "WF" grade. Students who miss two class sessions 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. Financial consequences may result. Financial aid may be affected. The student is responsible to contact the Financial Aid office for information.

If there are extreme and extenuating circumstances that necessitate a second absence beyond the control of the student, a student may petition the automatic WF/F received after the second absence. A Second Absence Petition for Reinstatement in Course must be completed and filed with the student's graduate advisor within 48 hours of the second absence. In such a case, a Graduate Committee will review the petition in order to determine:

- whether the circumstances of the absence warrant special accommodation, and
- what level of accommodation is appropriate.

In most cases, if such an accommodation is granted, the student will be required to meet with the instructor for a make-up study over the material they missed in the course. In this event, a fee will be charged to cover the cost of the make-up study. The Graduate Committee will consider the following factors in rendering their decision:

- The nature and reasons for both absences
- Whether the student has had a previous request during their academic career of a similar nature
- The overall academic performance of the student with no other late work outstanding

Online Courses

If the graduate course is fully online, students are expected to log in and contribute to discussions on at least four unique dates each week. Failure to log in during the first week of class will result in an administrative withdrawal from the course.

Adding/Dropping a Course

Any change in a student's course schedule after the first week of classes is subject to an add/drop fee. 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 fifth week of the semester.

The student is responsible to initiate the process by dropping the course online or 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 Office of the Registrar.

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

Deadlines to Drop a Course

Online and Seven Week Courses: 33rd calendar day of the course

Graduate Courses: Last day of the fifth week of instruction

Maintaining Good Academic Standing

Students admitted to a master's degree program must maintain a minimum 3.0 grade point average in all courses taken subsequent to admission to the master's program, whether in the approved program, other WJU courses, or coursework taken at another accredited institution. A grade of "D" is not acceptable for credit for a course. Failure to maintain a 3.0 average will result in academic probation in the master's program. Failure to remedy the deficiency within one semester with appropriate courses approved by the program chair will result in disqualification from the master's program. Students disqualified from a master's degree program will not be allowed to enroll in any regular session of the University for at least one year and must reapply and be admitted to a program in order to return to regular enrollment.

If a student does not satisfy established criteria in the discipline, s/he may be terminated in that discipline by means of a letter from the program chair.

Transfer Credit

A maximum of 25% of the master's degree may be transfer coursework, provided that a grade of B or higher was earned and the courses have not been counted toward any previous degree. If the school granting the credit for transfer is regionally accredited and would accept the work for graduate credit toward its degree programs, it may be considered for inclusion in a WJU master's program. Transfer credit must be approved by the program chair for content.

Repeating Courses with Forgiveness

A master's student may repeat one course with forgiveness if specified requirements are met. In such a case, the higher grade is recorded. To repeat a master's course to raise one's grade point average, a petition for forgiveness must be filed with the Registrar in the semester that the course is repeated.

Program Time Limit

Master's candidates must complete all requirements for a master's degree no later than five or seven years from the end of the semester of enrollment in the oldest course on the approved program. Program length is determined by the department.

In special circumstances, an extension of the program time limit may be granted to a maximum of no more than two additional years. The extension may require taking additional coursework and dropping expired courses from the approved program or validating expired coursework. The approval for the extension and the duration of the extension are determined by the petitioner's graduate advisory committee, the departmental graduate coordinator, and the Provost, in that order.

Leave of Absence

A Leave of Absence (*LOA*) during the coursework portion of the degree may be granted by petition for up to one year. Doing so enables students to return and complete a degree program under the requirements in place at the time they took the leave. If the student does not resume classes at the end of the LOA period, s/he will be considered to have been out of school since the last day of the term in which s/he was last enrolled and attending class.

Note that Academic Leave of Absence is different than Leave of Absence for the purposes of financial aid. For financial aid purposes, a student may be considered withdrawn from the University after one term without taking any coursework as the leave of absence for financial aid is no longer than six months. This will affect the repayment schedule for any Title IV federal loan funds and may place the student in immediate repayment status. Students considering an Academic LOA should therefore contact the Office of Financial Aid to discuss the implications of their decision.

Continuous Enrollment

Students pursuing a master's degree must enroll each semester until the degree is awarded. Both enrollment as a regular student and adjunct enrollment satisfy this continuous enrollment requirement. Adjunct enrollment is for students who have finished their coursework but have not completed the culminating activity and consists of registration in a 677 course, for which an administrative fee is charged. No credit is earned for adjunct enrollment, but it allows the student to maintain status in the master's degree program and to make minimal use of selected campus resources, including the library, laboratories, computer facilities, faculty advisors, and the thesis editor. Master's degree students who do not maintain continuous enrollment may be required to reapply to the program that they have interrupted when they wish to return. They may be subject to any new admission requirements and, if readmitted, may be held to any new degree requirements.

Graduate Literacy Requirement

All students graduating with the master's degree must demonstrate writing competence. Each department has developed a method of assuring that its students have adequate writing skills.

Master's Thesis and Project (675 or 676 courses)

Master's study is separated into a thesis and supporting research or a project as defined by the individual department. Specific departmental requirements in accordance with disciplinary conventions govern the completion of a thesis or project. Enrollments in 675 and 676 courses are supervised by the chair of the student's graduate advisory committee.

The completion of a thesis or other terminal project and the supporting research for the topic will receive three to eight units of master's study credit, and enrollment in 675 or 676 is required. Normally, enrollment is limited to candidates in a master's degree program. The units awarded for a thesis or project are determined by the academic department offering the degree. However, in no case may a student enroll in, or receive credit for, more units of 675 or 676 than are required for the student's individual program.

All 676 enrollments are assigned a grade of IP ("In Progress") until all program requirements are completed. A grade of CR is assigned upon successful completion of all requirements for the master's degree.

An IP assigned to a 675-676 course must be replaced with a CR within the time period allowed for the completion of the master's degree. Failure to complete the work within the specified time period will result in a grade of NC.

The Graduate Committee

The Graduate Committee for each program is comprised of the program chair, the graduate advisor(s), and such other full-time or adjunct faculty as the chair deems appropriate.

Graduate Committee membership is prohibited for people with conflicts of interest (e.g., those who are related to the graduate student by blood, marriage, personal relationship, or living arrangement).

Applying for Graduation

Candidates must apply for graduation and complete their culminating activity by the published deadlines for the term in which they plan to graduate. All applicable deadlines can be found in the academic calendar on the website and in the University catalog. Application materials and instructions are available from the department or the Registrar's Office. Candidates should be sure that transcripts of all postsecondary schools attended are on file at the time they are cleared for the master's degree.

Students who have applied for graduation in a previous semester but did not complete requirements must re-file for graduation by the applicable deadline and pay the re-filing fee. Questions concerning graduation requirements and their fulfillment may be directed to the program chair or registrar.

The Oral Examination/Defense

Students completing a thesis or project are required to complete an oral presentation related to their work. Although the protocol varies between departments, the oral examination committee is usually composed of the members of the Graduate Committee and may include additional faculty who have a research and/or teaching specialization closely related to the thesis/project topic. Some departments use non-university specialists in the content area as members when appropriate.

The deadline for the oral examination is always the same as that for the submission of the thesis/project. However, orals should be scheduled well in advance of this deadline to allow for last minute content changes that might be required by the committee.

Scheduling the oral examination is initiated by the candidate. The graduate advisor should first be contacted to verify that the thesis/project has progressed to the point where it may be defended. With most departments, the entire work should be completed. The candidate and/or program chair will determine a time and date for the examination agreeable to all members of the Graduate Committee and will announce this date to the department at least a week beforehand.

Participation in the Commencement Ceremony

Master's graduates may participate in the next University commencement ceremony following successful completion of all program requirements.

Graduation with Distinction

To graduate with distinction, students must achieve a 3.9 grade point average in all approved program coursework and be recommended by the program chair. Students graduating with distinction are recognized at commencement and receive a special diploma; the notation "with distinction" is posted with the degree on the transcript.

Outstanding Thesis Award

The annual *Graduate Student Outstanding Thesis Award* is given to the most outstanding master's thesis in each graduate program by selection of the faculty.

Policies Related to the Thesis or Project

As students engage in research and problem solving that demonstrate independent and meaningful contributions to their disciplines, the University expects the highest standards of academic honesty.

Misconduct

If the review of graduate work by faculty and committee members or in technology-assisted audits raises allegations of misconduct in research, coursework, or the culminating activity, the program chair will determine the merits of the allegation of plagiarism or misuse of sources and possible disciplinary action.

Misuse of Sources Defined

The University distinguishes between plagiarism and the misuse of sources. Concerning "misuse of sources:"

> "Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student [has] failed to cite and document sources appropriately." (www.wpacouncil.org)

Evidence of misuse of sources will be referred to the student's graduate advisor. If sources have been misused, in order to receive credit for the work in question, the student will be required to revise until the student's graduate advisor and professor(s) are satisfied that all sources are cited and documented appropriately.

Plagiarism Defined

Concerning plagiarism:

> "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers." (www.wpacouncil.org)

Plagiarism includes claiming credit for the artistic or creative work of someone else, such as a map, graph, musical composition, photo, electronic image, painting, drawing, sculpture, design, or computer code. Obtaining unauthorized assistance from another person in the writing of a comprehensive examination is also plagiarism.

The most likely disciplinary outcome of plagiarism in any completed culminating activity will be expulsion from the University without possibility of readmission.

Copyright Restrictions

The U.S. copyright law provides federal copyright protection for both published and unpublished works. Therefore, authors who may wish to include quotations, illustrations, charts, graphs, musical arrangements, and so forth in their thesis/project should make every effort to be sure that reproduction of the copyrighted material does not exceed the doctrine of "fair use," which considers both the purpose and character of the use of copyrighted material. Unpublished works, as well as works published without valid copyright notice, are eligible for protection. Absence of a c-world (©) does not necessarily mean that a work is in the public domain. Tabular arrangements and compilations are specifically covered under copyright law. Permission to reprint or adapt charts, tables, graphs, tabular arrangements, musical arrangements, and so forth must be sought from the copyright holder.

To obtain current information on the use of copyrighted material, it is recommended that students refer to sites such as the Copyright Crash Course (http://copyright.lib.utexas.edu/l-intro.html) or http://fairuse.stanford.edu/. These sites are current, well-maintained, and user-friendly.

Fair Use

If a work is protected by copyright, permission must be acquired prior to incorporation of that work into a new document. Extracts and quotations may be used to a limited extent for purposes of illustration and criticism. The language of the copyright law is vague as to what constitutes fair use, so when in doubt, seek permission and consult with the thesis editor.

Securing Permission

Efforts to obtain permission to use material from other sources should begin well in advance of a final draft. Candidates are expected to acquire written permission to use the material, and evidence of such permission must be provided with the final copy of the thesis/project. Written permission may either be by a letter or by a fax and must be accompanied by the signature of the individual granting permission. An e-mail response granting permission is considered similar to acquiring verbal permission over the phone. Neither is considered adequate proof that permission has been secured; therefore, they must be backed up by some means of written permission. A statement of permission must appear below the caption of a figure or at the bottom of a table. The owner of the copyright may request that specific words or phrases be used to indicate that permission was granted. All copyrighted tables and figures must be followed by a complete reference citation (e.g., not the abbreviated format such as author/year) and should state, "Reprinted with permission."

Requests for permission should be directed to the copyright holder or the copyright permissions editor of the publication. When requesting permission to reproduce copyrighted material, be sure to specify that the request is for a one-time, non-profit, educational use.

The University is committed to upholding the highest standards of academic honesty. It is incumbent upon each student to become familiar with current standards and policies. **Culminating activities that do not have appropriate copyright releases for borrowed material will not be approved**.

Limit on Thesis/Project Submissions

Theses and projects may be submitted no more than three times (the original submission and two resubmissions) for content approval. If none of the submissions pass as acceptable, the student cannot complete the degree with a thesis or project as the culminating activity.

Human Subjects in Research

The use of human subjects in research is governed by the policies of the Institutional Research Board, which follows the Code of Federal Regulations for the protection of human subjects. If human subjects are part of the research, these regulations and policies must be complied with and proper procedures followed. **Failure to comply with these regulations jeopardizes not only the student's standing, but that of the University as well.**

NOTE: **All master's candidates must include a copy of the clearance letter from the Institutional Research Board approving their research.**

More information and guidelines on the use of Human Subjects in Research may be found on the Jessup Intranet.

Animals in Research

In accordance with University policy and pursuant to Federal Regulations governing the use of animals in research, such studies are reviewed by the Institutional Research Board.

Graduate Studies Financial Aid

Financial Aid

The Financial Aid office is here to assist Jessup graduate candidates in obtaining financial aid to help pay for education costs. The staff is available to assist you with filling out forms and to answer the many questions that arise regarding financial aid. Your education is an investment in your future, and our goal is to assist you in any way possible with the cost of this investment. Therefore, Jessup has created certain institutional scholarship opportunities and also participates in the Federal Direct Loan Program to help you fill the gap between the cost of your education and your ability to pay. All graduate level financial aid information can also be accessed online at http://www.jessup.edu/financial-aid/graduate/.

Institutional Aid

Church Partnership Grant	
Amount:	Up to $2,000 per year
Eligibility:	This grant is available to all students who, at the time of initial enrollment, are members of/actively participating in a church that financially supports William Jessup University. CURRENT students may also apply IF the student was a member of/actively participating in a partner church at the time of initial enrollment OR the church becomes a partner while the student is currently enrolled AND that church continues to be the student's church home. This grant recognizes both the church's partnership with Jessup and the recipients past contribution to the church. Receiving this grant may not be tied to future participation or involvement at the church.
Deadline:	Church Partnership Grant Application must be submitted by August 15 for fall, December 15 for spring, and April 15 for summer. Funds are limited. Priority given to early applicants.
Renewal:	This grant must be renewed each year by completing the 'Current Student Re-Affirmation Section' only.
Application:	Church Partnership Grant Application - to be filled out by a pastor (at the supporting church) who knows the applicant well
Ministry Worker Grant	
Amount:	$135 per unit
Eligibility:	This grant is available to SPS students who are involved in full-time paid ministry or who are the spouse of someone who is involved in full-time paid ministry. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, para-church, or other nonprofit organization that focuses on spreading the gospel of Christ. See Ministry Worker Grant Application for more information.
Deadline:	For fall students, Ministry Worker Grant Application and a FAFSA must be submitted by July 15. If funds are available, students who miss the fall deadline may apply for a spring award by December 15 or a summer award by April 15.
Renewal:	Annually renewable with a Jessup GPA of 2.0 or above and upon proof of continued full-time employment in paid ministry
Application:	Ministry Worker Grant Application and FAFSA

Policies Regarding Outside Aid

Students are encouraged to investigate other sources of financial assistance, 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 Jessup website (http://www.jessup.edu/financial-aid/forms-resources/).

Students who receive financial aid are required to report to the Financial Aid office **ALL** scholarships and other resources known or expected to be available to contribute to the cost of each year of school (e.g. church assistance, scholarships received at awards ceremonies, employer assistance, etc.). Failure to report these resources may result in delay in receiving funds, cancellation of awards, or the reversal of funds already received.

Whenever possible, outside aid is simply added to the other scholarships and grants a student receives. Unless required by other federal, state, or institutional policies, no other awards will be reduced.

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.

Student Loan Eligibility

Candidates enrolled in graduate programs are eligible to receive an unsubsidized direct loan for up to $20,500 per academic year. In an attempt to help you be a wise borrower, the Jessup Financial Aid office will only award you student loans that cover your direct, billable costs.

Should you require additional funding, you may also apply for a Graduate PLUS Direct Loan. Unlike an unsubsidized loan, a Graduate PLUS Loan does take into account your financial history and is subject to a credit check. Please contact your Financial Aid counselor for more information on the application process for Graduate PLUS Direct Loans.

Candidates may elect to pay the interest while in school (recommended) or have the interest capitalized into the principal balance of the loan (a less desirable option which will significantly increase your overall student loan debt when you are finished with school).

To be eligible for student loans, you must be enrolled at least half-time (a minimum of four units per semester). You also need to achieve Satisfactory Academic Progress. (See the SAP section below.)

Student Loan Application Process

Graduate candidates are required to apply for financial aid each year in order to qualify for Federal Direct Loans. The Free Application for Federal Student Aid (FAFSA) must be completed annually in order to determine your eligibility. If you choose not to complete the FAFSA, you will not be eligible for any financial aid at Jessup. Please refer to the following steps in order to apply for financial aid:

1. Complete the FAFSA at www.fafsa.gov. Jessup's school code is 001281.
2. An electronic Student Aid Report (SAR) will be e-mailed to you within a few days (check your junk mail), confirming that your FAFSA has been processed and sent electronically to Jessup.
3. Complete all admissions requirements and ensure that you have submitted all required documents to the Financial Aid office.
4. You can expect to receive a Financial Aid Offer Letter within two to three weeks of acceptance to Jessup. Review the letter, accept the aid you would like to receive, sign the letter, and return a copy to the Financial Aid office. You can also view and accept your financial aid package online in your candidate portal.
5. If you choose to accept your loan eligibility, you will need to complete:
    a. Master Promissory Note (MPN)
    b. Direct Loans Sub/Unsub Entrance Counseling

Note: Both of these steps can be completed at https://studentloans.gov/.

Satisfactory Academic Progress (SAP) Policy

In order to be eligible for federal, state, or institutional aid, ALL students (regardless of Title IV eligibility and regardless of full-time or part-time status) must maintain satisfactory academic progress (SAP) according to the University's policy.

This policy requires a student to have a cumulative GPA of at least 2.000 at the time of SAP assessment, not have a term GPA of below 2.000 for two consecutive semesters, and successfully complete a minimum of 66.67% (2/3) of classes in the terms which the student was enrolled each academic year. This percentage is known as the pace of completion. Completing courses at this pace ensures that every student will complete degree requirements within 150% of the standard length of the program (two years x 150% = three years).

To determine the pace of completion, divide the cumulative units successfully completed by the cumulative units attempted. As long as this percentage stays at or above 66.67 % (22.50 units per academic year), a student can be assured they will complete degree requirements in the federally required time frame.

Withdrawals, incomplete courses, repeating courses, non-credit remedial courses, and units transferred in from other colleges have the potential to affect the pace of completion. Withdrawals lower the number of successfully completed units. Incomplete courses not completed in a timely fashion act essentially as a withdrawal and also lower the number of successfully completed units. Repeated courses are counted as attempted each time but only as completed one time. All situations will lower a student's pace of completion.

Non-credit remedial courses do not count as either attempted or completed but do have the possibility of extending the time of completion beyond the 150% timeframe and must be carefully monitored by the student to ensure the length of the program is not exceeded.

Units transferred in from other colleges may actually help the pace of completion, as these units are counted on a 1:1 ratio for units completed and units attempted.

Students will be reviewed annually for SAP compliance at the end of every spring semester (or more frequently if deemed necessary by any member of the Financial Aid Office), looking back on enrollment in the previous three terms (the most recently completed spring, the previous fall, and the previous summer). Students who have not met the requirements for SAP immediately lose eligibility for all types of financial aid in the future.

Any student who loses financial aid eligibility for failing SAP does have the right to appeal to the Financial Aid Committee if extenuating circumstances have occurred such as medical problems, family emergencies, a death in the family, or other unique circumstances determined applicable by Jessup.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at www.jessup.edu/financial-aid/forms-resources/. The appeal must address why the student failed SAP and what has changed in the student's situation which will allow them to successfully achieve SAP by the next evaluation period.

Financial aid eligibility may or may not be reinstated at the discretion of the Financial Aid Committee. If an appeal is granted, the student will be placed on financial aid probation, and financial aid eligibility will be reinstated for one semester. Specific criteria for successfully moving off probation as well as a student-specific timeline for meeting those criteria will be outlined in a 'Probation Granted' letter to the student. The timeline will generally be the next semester (or defined period of enrollment) but can be extended if the Financial Aid Committee deems it appropriate to the situation. Failure to satisfy the terms of the probation will result in immediate loss of all financial aid eligibility for subsequent semesters.

A student who fails to meet the terms of the probation may submit a subsequent appeal for reinstatement by repeating the appeal process outlined above. Generally, after failing SAP in two successive semesters, a student may not be granted probation again until achieving satisfactory progress without any financial aid. Exceptions will be considered on a case-by-case basis.

NOTE: It is possible for a student to fail SAP (and not be eligible for financial aid) but not be academically dismissed from the school. In this situation, a student has successfully earned the right to completely pay for school on their own. Financial Aid SAP and Jessup's Academic Probation/Dismissal policies are different.

Contact Information

For further information regarding financial aid for graduate candidates at Jessup, please visit our website at www.jessup.edu/financial-aid or contact Susan Baker in the Financial Aid office at 916.577.2235 or sbaker@Jessup.edu.

Master of Arts in Teaching

Dear Candidate,

Welcome to William Jessup University. You have chosen a noble and rewarding profession. Soon enough you will be in your own classroom teaching and leading others through the educational endeavor. At Jessup, the faculty believes that knowledge and skills alone are not enough to be effective change agents in the educational environment. When I think of my favorite teachers, they were people of exceptional character. More specifically, they displayed love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control, to name a few. I am sure that you can think of many more examples. Over the years, my research has confirmed that the number one factor contributing to a student's "favorite teacher" is a character trait. That is why we emphasize the importance of preparing educational leaders with the knowledge for their heads, the skills for their hands, and the character for their heart.

Master of Arts (M.A.T.) in Teaching candidates will embark upon a journey where collaboration, connection, and commitment will take place in an accelerated cohort model. This journey will move swiftly. Increasingly, many of us are distracted by technology and other various entertainment entities that compete for our attention. Our hope is that you enjoy the journey and are engaged with each experience involved with your degree. The journey will have coursework, fieldwork, character development, state mandated examinations, and a culminating thesis paper. The program has adopted the scholar-practitioner theoretical framework that desires to produce effective classroom instructors who understand how to research and assess their own work. Some individuals come with a well-developed scholar background and would like some support with the practice to become more comfortable with teaching. Others come with a well-developed practitioner background and would like support with the scholar side of understanding research. Whichever your case is, we have a place for you in our program. Upon completion of the M.A.T., you will have earned a master's degree and a California Preliminary Teaching Credential. You can be certain that this journey will provide you the expertise required to be an effective leader of learning in a variety of educational settings.

Thank you for choosing us to be a part of your transformation.

God Bless,

Nathan Herzog, Ph.D.

General Information

Program Expectations

All candidates participating in the Master of Arts in Teaching will have some degree of transformation. However, it is expected that each candidate bring with them the wealth of knowledge, depth of content, and life experience into their graduate level education. Furthermore, each candidate will complete introductory, practice, and demonstration assignments with their best effort. Candidates' best efforts will help to develop the scholar-practitioner graduate culture at Jessup. While engaged in the graduate culture at Jessup, candidates will thrive spiritually, receive a quality liberal arts education, and develop highly employable skills.

Schedule

Master of Arts in Teaching

Tuesdays, 6pm-9pm

Seven-week courses (in class) + one week final (alternate format)

Semester One	Units	Assessment	Character Focus	Field Experience
EDU501 Teaching and Learning	3		Love	Observing
EDU572 Research Methods	3		Self-Control	
Semester Two				
EDU507 Social Cultural Foundations	3		Peace	Assisting
EDU570 [concurrent with EDU507] Initial Fieldwork	1	TPA Task 1	Faithfulness	
EDU506 Psychological Foundations	3		Patience	
Semester Three				
EDU505* Literacy Instruction Across the Curriculum	3		Kindness	
RICA Training [optional]	[fee]	[M.S. only]		
EDU508* Curriculum and Instruction I: Designing and Assessing Instruction	3		Goodness	
EDU509* Curriculum and Instruction II: Creating and Maintaining Effective Environments	3		Gentleness	
Semester Four				
EDU571 [online] Integration of Faith	3	TPA Task 2 TPA Task 3	Joy	Student Teaching
EDU575** Student Teaching Seminar 1	6	TPA Task 4 [CPR]	Practice All	Placement 1
EDU576** Student Teaching Seminar 2	6		Demonstrate All	Placement 2

Semester FIve				
EDU675 Data Analysis and Statistics	4	Thesis Ch. 1-3	Demonstrate All	Partnership School
EDU676 Thesis	4	Thesis Ch. 4-5	Demonstrate All	
EDU677 *Thesis Continuation Status*	*4*	*If necessary*		

***Single Subject candidates will have one full-semester placement that follows their school calendar.**

****Classes eligible for private school teaching waiver and supplement.** The CTC and California Education Code allows for private school teachers with prescribed teaching experience to waive (in lieu) the student teaching experience and the California Teacher Performance Assessment (CalTPA) requirements. CTC verifies the candidate's teaching and teacher performance expectations (teaching standards) competency.

Student Teaching Waiver

Those with prior public and private school teaching experience may be eligible for a student teaching waiver. Please contact the credential analyst for more information at 916.577.2277.

Cohort Delivery Model

The M.A.T. is an accelerated program where cohorts meet one night a week for three hours (6-9 PM). Every course is a hybrid course where some of the new learning takes place through our LMS Moodle at home. Every course in the program has minimum Moodle requirements. While some courses require additional rigor, all courses will have at least two new topics of study, two online discussions, and one additional assignment. The face-to-face course time may or may not discuss these tasks in person.

Orientation

Prior to the first class meeting, the M.A.T. office will host a scheduled orientation where candidates can complete the majority of the business office requirements. At this orientation, the first course expectations and assignments will be explained.

Contact List

	Dean School of Education	Tim Gillespie 916.577.2279 tgillespie@jessup.edu		Coordinator of Field Experience	Jill Wolfe 916.577.8022 jwolfe@jessup.edu
	Coordinator of Graduate Studies	Nathan Herzog, Ph.D. 916.577.2284 nherzog@jessup.edu		Coordinator of Data and Communications	Jenice Sabra 916.577.2286 jsabra@jessup.edu
	Coordinator of Research	Aisha Lowe, Ph.D. 916.577.2258 alowe@jessup.edu		Associate Director/Lead Enrollment Counselor	Irene Matson 916.577.2282 imatson@jessup.edu
	Research Mentor	Addie Ellis, Ph.D. 916.577.8095 aellis@jessup.edu		Financial Aid Counselor – SPS	Susan Baker 916.577.2235 sbaker@jessup.edu
	Credential Analyst	Arlene Waggoner 916.577.2277 awaggoner@jessup.edu		Associate Registrar	Mike Boon 916.577.2248 mboon@jessup.edu

Admission Requirements

Admission decisions are made by full-time faculty in the School of Education using a combination of factors, including academic degree(s), records and experiences. Applicants will be admitted to the program based upon enrollment availability and their ability to meet the following minimum recommended entrance requirements.

All the following documents and are to be submitted to the Jessup Graduate Programs Admission Office:

Résumé/*curriculum vitae*
A résumé, or curriculum vitae, documents your prior work experience, publications, honors and awards received and a summary of your educational experiences and degree.

Personal Statement
A personal statement includes why you want to teach, your professional goals, attributes and qualities that you possess that make you a good candidate for the program, and any special interests and/or experiences you believe to be important for the admission committee to know. (Two-page maximum)

Character Essay
Essay Topic: We believe the essential character traits of a great teacher are found in Galatians 5:22-23. Choose one of these traits and explain how it might be applied in a classroom. This essay is to represent your thoughts and the quality of work you would produce during your graduate program; two-page maximum.

Three Letters of Recommendation
These should be from individuals who can assess your character, academic potential, professional commitment, and/or experience. Candidates are highly encouraged to have two letters from professional educators. Letters from friends and peers should be limited.

Examinations

- Verification of Pass scores on:
  - CBEST(s) or equivalent http://www.cbest.nesinc.com/
  - (http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf)
  - CSET Examination for appropriate credentialing subject or completed the appropriate http://www.cset.nesinc.com/index.asp

    For direct William Jessup University
    CBEST and CSET score reporting,
    the Institution code # is 001281
  - Optional: Other relevant examinations

Baccalaureate Degree
Official transcripts from a regionally accredited college or university verifying an earned baccalaureate degree.

Undergraduate 3.0 or Better GPA
Official transcripts showing an undergraduate 3.0 plus GPA is an indicator of academic potential and success at the graduate level. Applicants not meeting this standard are not automatically disqualified; however, they should provide an explanation of prior performance and describe the experiences and skills they believe indicate the ability to succeed at the graduate level.

Certificate of Clearance

The Certificate of Clearance is a document issued by the California Commission on Teacher Credentialing to an individual who has completed the Commission's fingerprint and character and identification process and whose moral and professional fitness has been shown to meet the standards as established by law. See Credential Leaflet CL-900 for details on applying for the Certificate of Clearance.

Tuberculin Test (TB) Clearance

We adhere to the strictest interpretation of the California Education Code (Section 49406). An applicant must show evidence of passing a TB in the past year.

Educational Field Experience

List and describe at least 90 hours of educational field experiences within the last three years. These experiences might include teaching, missions work, coaching, volunteering, and others.

M.A.T. Graduate School Policies and Procedures

Transfer Credit

A maximum of nine semester units of transfer coursework is acceptable toward meeting M.A.T. requirements, provided that a grade of B or higher was earned and the courses have not been counted toward any previous degree. If the school granting the credit for transfer is regionally accredited and would accept the work for graduate credit toward its degree programs, it may be considered for inclusion in the M.A.T. program. Transfer credit must be approved by the Coordinator of Graduate Studies for content.

Registration and Enrollment

To register, please contact the School of Education at Jessup.

Maintaining Good Academic Standing

As a candidate admitted to the M.A.T. program, you must maintain a minimum 3.0 grade point average in every course taken subsequent to admission to the M.A.T. program, whether in your approved program, other Jessup courses, or coursework taken at another accredited institution. Failure to maintain a 3.0 average in any category will result in academic probation in the M.A.T. program. Failure to remedy the deficiency within one semester with appropriate courses approved by the Coordinator of Graduate Studies will result in disqualification from the M.A.T. program. Candidates disqualified from the M.A.T. program will not be allowed to enroll in any regular session of Jessup for at least one year, and must reapply and be admitted to a program in order to return to regular enrollment.

If at any time in and over the duration of the M.A.T. program a candidate earns less than 3.0 average in two or more courses, a candidate will be disqualified from the program, will not be allowed to enroll in any regular session of Jessup for at least one year, and must reapply and be admitted to a program in order to return to regular enrollment.

Full-time Status

Except as noted below, full-time graduate candidates are those who are admitted to the M.A.T. program and carry at least eight semester units.

Attendance

Due to the accelerated nature of the M.A.T. courses, the program practices a 100% attendance policy. Consistent class attendance is mandatory for candidates.

First absence: Candidates who miss one class of a five- to seven-week course are expected to make up the class by writing an eight to ten page paper that relates directly to the discussion covered in the missed class. The session make up must be completed and

submitted to the instructor no later than two weeks after the last class session for the course. Failure to make up the absence will result in a grade reduction. This paper is in addition to the original homework assignment that must also be completed.

Second absence: (This applies to candidates who have not filed a drop card according to policy for a course. Please refer to the policy on dropping a course for details) Any candidate who misses the FIRST TWO nights of any course without a Petition to Drop has not established attendance and will receive an "Unofficial Withdrawal" from the class, earning a "U" grade. Candidates 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 candidate's own expense. Financial consequences may result. Financial Aid may be affected. The candidate is responsible to contact the Financial Aid office for information.

If there are extreme and extenuating circumstances that necessitate a second absence beyond the control of the candidate, a candidate may petition the automatic U/F received after the second absence. A Second Absence Petition for Reinstatement in Course must be completed and filed within 48 hours of the second absence. In such a case, the Education Graduate Committee will review the petition in order to:

- determine whether the absence warrants special accommodation, and
- determine what that accommodation should be, given the circumstances.

In most cases, if such an accommodation is granted, the candidate will be required to meet with the instructor for a make-up study over the material they missed in the course. In this event, a fee will be charged to cover the cost of the make-up study. The Education Graduate Committee will consider the following factors in rendering their decision:

- The nature and reasons for both absences
- Whether the candidate has had a previous request during their academic career of a similar nature, and
- The overall academic performance of the candidate with no other late work outstanding

M.A.T. Continuation Status

Candidates that do not complete the thesis requirements within the allotted time may continue working on the thesis, subject to department approval. All candidates will have seven years to complete the M.A.T. program starting with the beginning of the program, before they are disqualified from earning the degree.

M.A.T. Academic Probation

Candidates that fall below the required 3.0 will be placed on academic probation. If a GPA of 3.0 or higher is not achieved in the following semester, the candidate will be disqualified from the program.

M.A.T. Disqualification

Candidates can be disqualified from the M.A.T. degree for the following reasons:

- Inappropriate character antithetical to the Jessup culture. This may take place on the Jessup campus or with a partnering school/district.
- Multiple unsuccessful attempts at state mandated examinations (CBEST, CSET, RICA, TPAs)
- Academic probation due to low academic performance or GPA
- M.A.T. degree work extending past seven years.

M.A.T. Appeals

Appeals may be filed at any point in the program by a candidate to the M.A.T. Education Graduate Committee. Appeals are appropriate when the candidate believes that proper procedure or policy was not followed during a relevant M.A.T. event. When submitting an appeal please send the following information to the Coordinator of Graduate Studies:

- Name
- Reason for appeal
- Desired outcome
- Rationale for desired outcome
- Any relevant documents

Please note that instructors have complete autonomy with grades and assignments. Like all situations, please direct your first level of communication to the instructor. In the event that a candidate feels that a grade was wrongly applied to the course, the candidate should direct all correspondence to the instructor.

MAT Resources

My.jessup.edu

My.jessup.edu is Jessup's password protected Intranet where you can access current information and documents. You can log on at my.jessup.edu with your Jessup username and password. The documents available relate to fieldwork, lesson/unit plan, employment resources, surveys, TPAs, and other general information. These documents are updated regularly.

The Learning Commons Privileges

The Learning Commons in the Paul Nystrom library is a resource for support. There are a variety of services available to you as a Jessup graduate candidate. Some of the resources available are:

- Paul Nystrom Library
- Tutoring
- Teacher Resource Center
- Online Resources
- Counseling and Psychological Services
- Advocacy Resources

Information Technology Support

If you have an issue with technology equipment, please contact the IT Helpdesk. The best way to contact is via email. The instructors are not technology experts. Please be sure that you have compatible hardware/software for the program requirements. M.A.T. candidates will be expected to perform word processing tasks, spreadsheet tasks, regularly utilize the Internet, communicate through e-mail, and similar tasks. Microsoft Office is the software used by the department. The latest version of MS Office is highly recommended and typically offers a student discount with purchase. You will also need Adobe Acrobat to view many of the department documents. There is a free version that you can download online.

It is essential that you complete your assignments on time. Technology can be unpredictable especially in the classroom. Candidates that wait until the last minute to complete assignments may be at more risk of equipment not functioning properly. Please have a backup plan. Candidates that have technological malfunctions will not be granted more time for projects/assignments.

Moodle Support

This program employs the use of Moodle as an online classroom management tool, enabling all homework and class resources to be managed on a virtual basis. If you have an issue with Moodle, do not hesitate to contact the Moodle support team. They are available 24 hours a day, seven days a week.

- Prior to Week One of a course, log into Moodle through my.jessup.edu. Your username and password for Moodle are the same as those used for all other University resources. Simply enter your first initial and full last name and then your current password. *Course Name* should be listed on your home page under the category "My Courses." Log in to Moodle, and enter

the *Course Name* section before the first class. This login process will complete your enrollment in Moodle for this class. Supplemental materials, assignments, and any course changes will be posted in Moodle. Additional learning resources including screen capture tutorials are available in the general announcements.

- Review any additional resources or assignments within the week posted by the instructor and complete these assignments as specified. All written work and other designated task are to be turned in through Moodle to the assignments initiated by instructor. Your instructor will provide more information on the use of Moodle for this course.
- All Moodle assignments are due before the next class meeting. Late Moodle assignments will be reduced by at least one letter grade. No Moodle assignments will be accepted one week after the due date.
- On Moodle there are three types of tasks: Studies, Discussions, and Assignments.
  - **Studies** are areas that the candidate needs to study or learn on their own. For example, a study may be to read a chapter out of a book, to watch a video, to read an article, to interview someone, and much more.
  - **Discussions** are statements, prompts, or questions that relate to the studies and challenge the candidate's thinking. All discussions must be posted on Moodle two to three days before the class meets. All Candidates are required to reply to two classmates' posts. Each reply must be significant. That is, a reply should further the discussion, consider another point of view, or point out contradictions in the argument. Both replies must be completed by the next class meeting. It is critical that your initial post be posted early in the week so that your classmates have adequate time to respond to each other.
  - **Assignments** are those larger tasks that only the instructor will see. Assignments must be posted on Moodle prior to the next class meeting.

M.A.T. Program Requirements

Program Objectives

Upon completion of the program, a candidate will be able to:

1. Make subject matter comprehensible to students.
2. Assess student learning.
3. Engage and support student learning.
4. Plan instruction and design learning experiences for students.
5. Create and maintain effective environments for student learning.
6. Develop as a scholar practitioner.

Admission requirements

Refer to back page of cohort schedule for admission requirements.

Character Development requirements

At Jessup, our graduates are prepared with tools for their head (knowledge), hands (skills), and heart (character). Today, people are faced with growing moral decisions that require all three of these skills. For example, the Internet, television, billboards, and much more force our young people to develop character at a young age. It is essential that we prepare our students with the knowledge, skills, and character to determine appropriate thoughts, feelings, and actions. As a result, tools for the head, hands, and heart are essential to a Christian liberal arts education.

The School of Education defines character as the fruit of the Spirit from the Bible. As a Christ-centered liberal arts university, we look to the Bible as the authority of what is morally and ethically appropriate. The Bible identifies the essential character pieces as fruits that should be displayed by those that have the Spirit within them. To list, the fruit of the Spirit are **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (**Galatians 5: 22-23). The manifestation of these fruits displays the appropriate thoughts and feelings rooted in a sound moral identity. Character development at Jessup has two primary goals which include intrapersonal character development and interpersonal character development.

Coursework Requirements

EDU501. Educational Foundations (3)

This is a course designed to introduce and explore the educational paradigm historically and philosophically. Candidates 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, 4) current educational issues related to health, safety, laws, and protection and 5) effective instructional design. Field experience will be required in the area of observation. The candidates will be introduced to the vital character traits associated with effective teachers.

EDU505. Literacy Instruction Across the Curriculum (3)

This foundational course prepares the candidate 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 historical significance of vocabulary will be discussed; including Greek, Latin, and Anglo-Saxon roots. The candidate will learn to make these applications for students with different grade and age levels. This course helps all subject area and grade level teachers to implement reading and writing across the curriculum.

EDU506. Psychological Foundations for Education (3)

This course focuses on explanations of how people learn, including people of ethnic and cultural diversity. Theories and research are included with emphasis on practical applications, such as methods used to improve learning and teaching, and how learning relates to motivation, personality, development, creativity, and perception. The appropriate developmental needs associated with child, adolescent, and young adult years within grades PreK-12 will be evaluated. Current brain-based research and its application are reviewed.

EDU507. Social Cultural Foundations (3)

This course 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. Candidates will learn concepts and strategies for infusing cultural understanding across all subject areas and grade levels into the classroom. Candidates will reflect upon the new knowledge acquired to develop a multicultural perspective. This course prepares teachers to provide subject specific and developmentally appropriate teaching practices, to provide equal access for all students, to educate English language learners, and to create a professional English language development plan.

EDU508. Curriculum and Instruction I: Designing and Assessing Instruction (3)

This course is designed for teaching candidates to learn methods and curriculum planning for teaching and learning in public/private elementary, middle, and high schools. The primary focus will be placed on learning best practices with designing instruction, universal access, and evaluation. Each candidate will be required to demonstrate how language arts will be taught across the curriculum. Multiple subject candidates will focus their curriculum and content design in math and science (including statistics and probability). Single subject candidates will focus their curriculum and content design in their selected credential area.

EDU509. Curriculum and Instruction II: Creating and Maintaining Effective Environments (3)

This course is designed for teaching candidates to learn methods and curriculum planning for teaching and learning in public/private elementary, middle, and high schools. The primary focus will be placed on learning best practices with maintaining effective learning environments and classroom management within the subject area(s). Each candidate will be required to demonstrate how language arts will be taught across the curriculum. Multiple subject candidates will focus their curriculum and content design in visual and performing arts, social science, history, physical education, and health. Single subject candidates will focus their curriculum and content design in their selected credential area.

EDU570. Initial Fieldwork (1)

Serving as a classroom assistant, the candidate will learn about the dynamics of classroom preparation and instruction. The candidate will demonstrate specific pedagogical skills for subject matter instruction, the interpretation and use of assessments, making content accessible to students, developmentally appropriate teaching practices, and effective teaching for English learners. The Subject Specific Pedagogy Teaching Performance Assessment Task will be prepared and submitted. A passing score of 3 or 4 is required.

EDU571. Integration of Faith (3)

In this course, candidates will discuss theory and practice associated with integrating their life into faith. A variety of theoretical frameworks will be discussed to analyze, strengthen, modify, and develop ones worldview. The course will begin with awareness to help bring consciousness to a variety of positions. Once an individual is aware they are able to make decisions when faced with challenges. Many of the struggles associated with teaching and learning in a secular environment will be discussed. Once an individual is aware and they make decisions they can characterize what they have learned into their own worldview. Some of the conflicting worldview topics may include art, culture, love, sex, gender, and violence. Appropriate best practices and methods of Christians in the workplace will be evaluated.

EDU572. Research Methods (3)

This course is designed to provide an in-depth view of quantitative and qualitative research methods in the social sciences. Topics covered include: (1) hypothesis formulation and theory construction; (2) the measurement and evaluation of sociological variables; (3) data collection techniques - experimental, survey, and observational; (4) and data analysis using sophisticated tools. By the end of this course, you should be able to conceptualize a research problem and develop a number of complementary designs, measurement, and data collection approaches to bring evidence to bear on the problem. You should be able to prepare a research proposal, and critically evaluate the quality of evidence in published research. Furthermore, candidates should appreciate both the strengths and the limitations of sociological research techniques and will hopefully have a solid foundation for beginning to conduct research on their own.

EDU575. Student Teaching I (6)

This course will allow candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course will provide support and sharing of best practices among student teachers where strategies and value added experiences can be collaborated.

Connected to the course is the seven week full-day student teaching field experience. Candidates will teach under the guidance of a Jessup supervisor with the cooperation of a credentialed master teacher in a traditional classroom. In the field candidates should experience preparation, instruction, assessment, cumulative files, STAR results, IEPs, SSTs, RTI, PLC, faculty meetings, and a variety of educational experience relevant to the individual school or district. At least one of the student teaching placements must be in a Title I diverse school/district. Multiple subject candidates are required to have one placement in a lower elementary (K-3) grade and another in an upper elementary (4-8) grade that is self-contained. Single subject candidates must have two separate placements within their desired subject area that require a separate grade level or prep.

The course is open to multiple subject and single subject credential candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare the Designing Instruction Task and the Assessing Learning Task of the California Teaching Performance Assessments. Candidates must pass the each TPA by a score of 3 or 4.

EDU576. Student Teaching II (6)

This course will allow candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course will provide support and sharing of best practices among student teachers where strategies and value added experiences can be collaborated.

Connected to the course is the seven week full-day student teaching field experience. Candidates will teach under the guidance of a Jessup supervisor with cooperation of a credentialed master teacher in a traditional classroom. In the field candidates should experience preparation, instruction, assessment, cumulative files, STAR results, IEPs, SSTs, RTI, PLC, faculty meetings, and a variety of educational experience relevant to the individual school or district. At least one of the student teaching placements must be in a title 1 diverse school/district. Multiple subject candidates are required to have one placement in a lower elementary (K-3) grade and another in an upper elementary (4-8) grade that is self-contained. Single subject candidates must have two separate placements within their desired subject area that require a separate grade level or prep.

The course is open to multiple subject and single subject credential candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare the Culminating Teaching Experience of the California Teaching Performance Assessments. Candidates must pass this TPA by a score of 3 or 4.

EDU577. CalTPA Task Assessing Learning (2)

This course is designed to support a candidate as s/he completes CalTPA Task Assessing Learning (AL). This six-step written task requires the candidate to design developmentally-appropriate student assessment activities, based on state-adopted academic standards, which measure student learning. Planning for assessment includes the whole class and two specific focus students (an English Learner and a student with identified special needs). The candidate will conduct the assessment(s); analyze the outcomes to diagnose student instructional needs; and reflect on the assessment experience. This task is completed during an actual K-12 teaching experience.

EDU578. CalTPA Task Designing Instruction (2)

This course is designed to support a candidate as s/he completes CalTPA Task Designing Instruction (DI). This five-step written task requires the candidate to make appropriate connections between what s/he knows about the K-12 students in her/his class and instructional planning based on state academic content standards. Planning for instruction includes the whole class and two specific focus students (an English Learner and a student with a different instructional challenge). This task is completed during an actual K-12 teaching experience.

EDU579. CalTPA Task Culminating Teaching Experience (2)

This course is designed to support a candidate as s/he completes CalTPA Task CTE. This six-step written task requires the candidate to plan a standards-based instruction for the whole class, make appropriate adaptations, manage the classroom and resources, teach and video record the lesson, assess student learning, and reflect on the overall process.

EDU675. Data Analysis and Statistics (3)

This course is designed to provide an understanding of quantitative and qualitative data analysis techniques in the social sciences. Topics covered include (1) organizing and cleaning data for analysis, (2) descriptive and inferential statistics, (3) data analysis using sophisticated tools (SPSS), (4) data interpretation, and (5) presenting and describing results. The course covers basic statistical tests including z-test, t-test, correlation, regression, analysis of variance, and nonparametric tests. During this course, candidates will simultaneously finalize chapters one and two of the thesis in coordination with their thesis mentor as part of the thesis course. By the end of this course, students will complete their thesis methodology (chapter three) and be prepared to defend your thesis proposal.

EDU676. Thesis (5)

In this course, candidates will complete the thesis, collaborate with their research site, and coordinate with their thesis mentor. In coordination with EDU675 Data Analysis and Statistics, this independent study course guides students through the process of designing and defending their thesis research proposal (at the mid-semester mark). After successfully defending the thesis proposal (chapters one to three), Candidates will complete chapters four and five of the thesis and successfully defend their completed thesis project and paper. Working directly with the assigned thesis mentor and structured on each candidate's individual abilities, topics may include idea organization and development, research methodology, data analysis and statistics, and writing techniques (word choice, advanced grammar, etc.). Plagiarism and citation of sources are also covered. Individualized attention is an integral part of the course.

State mandated Assessments

CBEST	California Basic Educational Skills Test (Must be taken and passed before beginning program. If all four CSET tests are taken and passed, it waives the basic CBEST requirement.)
CSET 101	Reading, Language and Literature, History and Social Science (must be taken and passed before beginning student teaching)
CSET 102	Science, Mathematics (must be taken and passed before beginning student teaching)
CSET 103	Physical Education, Human Development, Visual and Performing Arts (must be taken and passed before beginning student teaching)
CSET 104	Writing Competency
RICA	Reading Instruction Competence Assessment (incorporated into program)
TPA	Teaching Performance Assessment Tasks 1, 2, 3, 4

Single Subject Math:

CSET211	Number and Quantity. Algebra
CSET 212	Geometry. Probably and Statistics
CSET213	Calculus

Single Subject English:

CSET 105*	Reading Literature and Information Texts. Composition and Rhetoric **Multiple choice test that covers the domains of reading literature and information texts and composition and rhetoric*
CSET 106	Language, Linguistics, and Literacy
CSET 107**	Composition and Rhetoric. Reading Literature and Informational Texts ***Constructed response test that covers the same domains as CSET 105*
CSET 108	Communications: Speech, Media, and Creative Performance

Fieldwork requirements

Observation

Course: EDU501 – Six (6) hours of observations are required.

Assisting

Course: EDU570 - Initial Student Teaching

Assisting Guidelines

Candidates are required to assist one teacher for six hours. This assignment must be completed within the five weeks of Initial Student Teaching. Candidates will also complete their first Teaching Performance Assessment Subject Specific Pedagogy and apply it to their assisting experience. The six hours may be completed in one day or spread out over several days.

Student Teaching

Courses: EDU 575 - Student Teaching 1 and EDU 576 - Student Teaching 2

For all requirements please refer to the Student Teaching Handbook (available at my.jessup.edu).

Thesis

See Thesis Handbook.

Master of Arts in Education

Coming Spring 2016 (pending WSCUC approval)

See website for current information regarding admission requirements and program specifics.

The Master of Arts in Education is designed to equip candidates with the knowledge, skills, and experience to be effective leader-educators. Graduates will demonstrate competence in education research, theory, practice, and ethical character. This program is for individuals who wish to improve their skills and understanding of the educational process. This program was specifically designed for those currently in or aspiring to be involved in K-12 education, higher education, ministry, business, and other leadership roles.

This is a 33-unit program that takes approximately 20 months to complete and is administered via blended instructional modalities.

Program Courses

Master of Arts in Education Orientation
Psychological Foundations of Education
Social Cultural Foundations of Education
Research Methods and Statistics
Integration of Faith
Philosophy, Ethics, & History of Educational Practice

Elective Courses

Curriculum Development, Design, and Assessment
Instruction and Individual Differences
Innovative Education Design and Technology

Leader-Educator in a Global Community
Instructional Leadership, Coaching, and Mentoring

Thesis 1
Thesis 2

Master of Business Administration

Coming Spring 2016

See website for current information regarding admission requirements and program specifics.

Mission

The mission of the Jessup Master of Business Administration is to provide working professionals a distinctively Christ-centered, high-quality graduate business education so that they have the skills to be:

Ethical and responsible administrators
Critical analytical decision makers
Innovative and entrepreneurial managers
Collaborative and effective communicators
Transformative business leaders with a global perspective

Program Learning Outcomes

Graduates of the Master of Business Administration program will be able to:

1. Construct an ethical framework model to make principled, effective business decisions which analyze the implications of management's decisions in a variety of integrated situations for each stakeholder.
2. Appraise the macroeconomic business climate and interpret its effect on the organization's investment decisions in such areas as product or program expansion, research and development activities, and human resource development.
3. Deploy financial tools such as internal rate of return (IRR), net present value (NPV), and the capital asset pricing model (CAPM) to critically evaluate corporate finance decisions and strategies.
4. Design a strategic marketing plan for an organization based upon a thorough assessment of potential markets and competitors for a given product or service.
5. Synthesize an organization's accounting and financial transactions into relevant managerial financial reports in order to efficiently evaluate the organization's financial position (using ratio analysis) and make effective decisions.
6. Formulate a global business perspective regarding corporate governance, international collaboration, and global operations.
7. Analyze the business environment using SWOT and VRIO models to identify potential opportunities and formulate effective enterprise-wide strategies to achieve a competitive advantage.

Program Distinctives

Students who graduate with a Master in Business Administration will be:

- Ethical and responsible administrators: By providing MBA students a distinctively Christ-centered, high-quality graduate business education, enabling students to shape their biblical worldview and advance the work of God in society and business by the analysis of relevant business case studies.
- Critical analytical decision makers: By equipping MBA students with quantitative and qualitative tools necessary to best identify, analyze, and develop business opportunities as well as solve complex business issues to make quality decisions.
- Innovative and entrepreneurial managers: By developing MBA students' abilities to think innovatively, strategically, and entrepreneurially to better lead and manage teams across geographical borders in a variety of interdisciplinary environments.
- Collaborative and effective communicators: By advancing MBA students' written and oral communication competencies to enhance their overall managerial effectiveness as they create sound synergetic collaborative teams to meet business objectives.
- Transformative business leaders with a global perspective. By enabling MBA students to be world changers in the realm of business as they lead their respective institutions with a heart for God, a love for people, a pioneering spirit, and a mind for business and industry.

Prerequisites

Microeconomics
Statistics
Financial Accounting
Management and Organizational Behavior

Core Courses

Decision Analysis	3
Management Accounting	3
Corporate Finance	3
Managerial Economics	3
Global Operations and Supply Chain Management	3
International Business	3
Marketing Strategy	3
Strategic Planning	3
Principled Leadership & Ethics	3

Electives (9 units)

Project Management	3
Entrepreneurial Management	3
Leadership and Change	3
Innovation and Technology	3

Applied Project

Project I	1
Project II	1

Proposed Concentrations: 12 units each

Global Commerce: Global Business Strategy, Cross-Cultural Management, NPO's in Underdeveloped Nations, and International Accounting & Reporting (IFRS)

Entrepreneur Leadership: Entrepreneurship Foundations, Corporate Strategy, Management of Innovation & Technology, and Legal & Ethical Aspects for Entrepreneurs

Finance: Financial Markets & Institutions, Investment Analysis & Management, Real Estate Finance, Advanced Financial Management

Coursework Requirements

BUS500. Principled Leadership & Ethics (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

Course focuses on both law and ethics in the business environment, how individuals and organizations approach law and ethics, as well as the ethical, legal and social consequences of disregarding law and ethics in favor of other objectives.

BUS540. Managerial Economics (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

This course teaches students both how to understand the economic environment in which a firm operates and how to think strategically within it. The first half of this course covers the foundations of microeconomics (supply, demand, market price and output, production, cost, and simple competitive market equilibrium). The second half deals with applying microeconomic theory to more sophisticated pricing and competitive strategies. Case based.

BUS541. Management Accounting (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

The objective of this course is to develop an understanding of the various ways in which accounting information is used by management to make critical strategic and managerial decisions, (e.g., product pricing, line extensions, ABC) and to evaluate operating performance (e.g., EVA and balanced scorecard). Students discuss methods of distilling key financial information, as well as motivating and aligning management to pursue what is in the firm's best interests. Case based.

BUS542. Corporate Finance (3)

Prerequisite: *Managerial Accounting and graduate standing; restricted to Business - MBA majors only*

Introduces the structure, markets and regulatory factors within the financial system. Develops skills in preparing financial plans/budgets, valuing capital costs, financial assets and evaluating the firm's capital structure, cost of capital, working capital, dividend policies, financing and investment decisions. Case based.

BUS570. Global Operations Management & Supply Chain (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

Analysis of effective and efficient flow of materials, products, services, and information within and across organizations. Includes: process flow analysis, capacity planning, quality, lean supply chain, layout, aggregate planning, supply chain networks, inventory management, sourcing, ERP, and logistics planning. Finally, students connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business re-engineering. Case based

BUS571. International Business (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

This course trains students to take a domestic product and expand it into international markets successfully. Market selection, international market research issues, foreign entry strategies, local tailoring versus global economies of scale, global value chain, implementation issues, knowledge transfer and collaborations are discussed, as well as financing issues such as sources of capital available to multinational firms, analysis of foreign investment opportunities, and currency risk management. Case and simulation based.

BUS590. Decision Analysis (3)

Prerequisite: *Business statistics and graduate standing; restricted to Business - MBA majors only*

Concerns the inherent complexities in the process of choice. Covers decomposition of the decision environment, the use of decision trees, value theory, analysis of criterion, the statistical measurement of risk and uncertainty, preposterior analysis, and problems of collective choice.

BUS620. Marketing Strategy (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

Combining elements of product development, product launch planning, and product management, this course views the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required for the development, launch, and ongoing management of successful products. Includes market orientation, consumer and industrial buyer behavior, market segmentation, target market identification, product development, pricing, distribution channels, marketing communication, strategy development, and marketing planning and control. Case and simulation based.

BUS670. Innovation & Technology (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

This course provides an in-depth introduction to global leadership and its development and to fostering innovation and global change. Through assessments and behavioral simulations, it prepares students to do global work effectively in a complex context with people from various cultures. Develops technology strategies through a qualitative (scenario and strategy map-based) and a quantitative (decision analysis and option theory-based) approach for technology portfolio planning and management. It provides practical, stimulating, and easy-to-use methods for realistic applications.

BUS680. Leadership & Change (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

Explores classic and contemporary models of leaders and leadership and defines the difference between management and leadership. Practical applications of theory emphasizing the contingency perspective. The focus will be upon applied organizational change by covering organizational behavior from a normative, policy-oriented perspective. The perspective will be one of viewing the person (student) as an actual or potential change agent—a consultant (internal or external), innovative personnel specialist, or middle or top level manager.

BUS681. Project Management (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

Covers both strategic and operational points of view for managing projects. Quantitative methods include project planning, budgeting, selection, scheduling, evaluation and control. Qualitative methods include project organization, staffing and team building.

BUS682. Entrepreneurial Management (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

Examines the growth and nature of entrepreneurship and the support infrastructure of tasks, people, finances and technology. Emphasizes entrepreneur characteristics sought by venture capitalists and investors, role of the business plan and evolutionary stages of start-up activity.

BUS690. Strategic Planning (3)

Prerequisite: *Graduate standing and restricted to Business - MBA majors only. This class is to be taken in the last semester.*

This course covers how to convert the vision of executive intuition into definitive plans that can be operationally implemented and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case and project based.

BUS698a & b. Project I & II

Prerequisite: *Graduate standing and restricted to Business - MBA majors only*

Master of Arts in Leadership

Coming Spring 2016 (pending WSCUC approval)

See website for current information regarding admission requirements and program specifics.

The *Master of Arts in Leadership* is a 36-unit degree with 15-16 units in its core and 20-21 units of customized coursework for various Concentrations. It has the capacity to serve constituents from various academic fields and disciplines, providing an important and valued professional degree.

At the end of the Master of Arts in Leadership program, students will be able to:

1. Articulate core leadership principles.
2. Demonstrate strategic leadership competencies.
3. Integrate leadership with their chosen concentration or field.
4. Fulfill the outcomes and objectives associated with their concentration.

Admission Requirements

Basic full admission requirements into the program are consistent with the Graduate Studies Policies already established by the University. They include:

- Verification of BA or BS degree from a regionally accredited institution
- University application form
- Program application form
- Personal reference forms (3)
- Undergraduate GPA of 3.0 or better

Graduation Requirements

Graduation requirements from the program are consistent with the Graduate Studies Policies already established by the University. They include:

- Successful completion of all prescribed courses and program requirements
- A 3.0 cumulative GPA (or better) associated with all graduate-level courses

Relationship to University Mission

William Jessup University's Mission Statement states:

> *In partnership with the Church, the purpose of William Jessup University is to educate transformational leaders for the glory of God.*

The *Christian Ministry Concentration* provides a highly strategic educational resource for the local church and focuses specifically on leadership development for that environment. The coursework within the Concentration also addresses the spiritual formation of the student, and assignments within the Concentration specifically relate to the real-time ministry experiences of the student.

This graduate degree is entirely consistent with the University's commitment to support and equip students for more effective leadership in their various vocations. This particular Concentration will equip students and the local church for greater effectiveness in society.

Program Requirements, Courses, & Structure

The M.A. in Leadership (Christian Ministry Concentration) is a 36-unit program and has a somewhat unique structure.

The core of the M.A. in Leadership comprises six classes of two units each, which would be applicable to all students, irrespective of the concentration they choose to pursue. As other concentrations are formed, these courses could be offered fully onground (in an accelerated format), or as hybrid courses. Initially, these courses will be built and delivered fully online.

The Christian Ministry concentration will comprise an additional ten courses PLUS a four-unit capstone course.

The Capstone Course: The Capstone is designed to assess the student's capacity to integrate material from the entire program—personal, professional, and biblical elements. In a sense, it serves as the "glue" to the program. While the M.A. in Leadership (Ministry Concentration) does not utilize traditional "sequencing" of courses, each course contributes in a tangible way to the Capstone Project.

Consistent with the *Jessup Online* philosophy, all courses will be offered for two units of credit over seven-week periods. This philosophy allows us to:

i) Offer more diverse coursework—10 classes for 20 units, rather than just seven classes for 21 units;

ii) Create a stronger balance between professional (four courses), theological (four courses), and personal development curricula (two courses);

iii) Distill the very best material on pertinent topics;

iv) Comfortably meet Carnegie unit expectations within a seven-week period for working adults (13 hours per week) rather than the pressure of nearly 20 hours per week for a three-unit course.

Prerequisites: Students who choose this degree program (not just this concentration) must complete four additional prerequisite courses before graduation from the program unless they a) have comparable coursework already completed at the undergraduate level through an accredited institution, or b) can successfully "test out" of the course.

Prerequisite courses include:

a) Strategies for Online Success (1 unit)
b) The Art of Interpretation (2 units)
c) OT Foundations (2 units)
d) NT Foundations (2 units)

NOTE: The following curriculum proposal is an initial structure only. We anticipate creating a much larger suite of courses to serve the concentration. A list of additional possibilities follows the chart (below).

12 Units (Core)	20 Units (Concentration)	4 Units (Capstone Project)
Personal Life of the Leader (LDRS500)	Managing Stress & Avoiding Burnout (MIN520) *Personal Development*	Capstone: Special Project (MIN698)
Strategic Leadership Foundations (LDRS501)	Balancing Marriage, Family, & Ministry (MIN521) *Personal Development*	

Organizational Leadership (LDRS560)	Recruiting & Motivating Volunteers (MIN541) *Professional Development*	
Organizational Communication (LDRS520)	Foundations of Pastoral Care (MIN540) *Professional Development*	
Leadership Ethics (LDRS540)	Social Media for Ministry (MIN542) *Professional Development*	
Team Leadership and Conflict Management (LDRS561)	Public Speaking and Communication (LDRS521) *Professional Development*	
	Interpreting Scripture for Ministry (MIN560) *Biblical/Theological Development*	
	The Missional Church (MIN550) *Biblical/Theological Development*	
	Christianity and Major World Religions (MIN561) *Biblical/Theological Development*	
	Foundational Apologetics (MIN562) *Biblical/Theological Development*	

Coursework Requirements

CORE

LDRS500. Personal Life of the Leader (2)

This course equips students to serve effectively as reflective leaders. The course includes a comprehensive and holistic overview of factors inherent to the practice of Christian leadership as it pertains to one's own mental, emotional, social, and spiritual health. The student identifies and strategically addresses some of their own personal areas for growth and wholeness.

LDRS501. Strategic Leadership Foundations (2)

This course explores key foundational leadership principles and theories, particularly related to strategic thinking and analysis. Students assess their own leadership proclivities in light of the course material, and develop specific, strategic "next steps" for themselves.

LDRS520. Organizational Communication (2)

This course guides students to understand the practices and theories associated with organizational communication. Students discover, analyze, assess, and discuss organizational communication principles that enhance both collegial relationships and workplace productivity.

LDRS540. Leadership Ethics (2)

This course provides a forum for analysis, assessment, and reflection on core ethical principles for sustainable and quality leadership in the marketplace today. Students identify various ethical models and assess their impact on a leadership culture.

LDRS560. Organizational Leadership (2)

This course provides a comprehensive, integrative, and practical focus on organizational leadership. It exposes students to the realities of corporate culture and proposes workable, culturally sensitive, and relevant models for organizational effectiveness.

LDRS561. Team Leadership and Conflict Management (2)
This course examines the particular challenges of team leadership and conflict management. Students further develop their capacity to offer meaningful, sustained, and effective team leadership, while also honing specific tools for successful conflict management aimed at attaining desired performance results.

CAPSTONE

MIN698. Capstone: Special Project (4)
This course provides the student with an opportunity to demonstrate their ability to integrate personal, professional, and biblical elements into a single workplace-related project. All capstones are expected to highlight research rigor, communication skills, analytical thinking, and a Christian worldview.

CONCENTRATION

LDRS521. Public Speaking and Personal Communication (2)
This course complements the "Organizational Communication" course by providing instruction on public speaking and personal communication, with particular attention to the impact of culture on the communication process. Students examine latest theories and trends in these communication areas and develop skills for stronger performance.

MIN520. Managing Stress and Avoiding Burnout (2)
This course helps students identify both triggers for stress and signals of burnout, so that they can effectively manage the former and avoid the latter. It exposes students to current psychological theory concerning stress and facilitates the development of personal strategic plans for students.

MIN521. Balancing Marriage, Family, and Ministry (2)
This course identifies common pressures faced by those in ministry that can produce a life out of harmony and balance. It helps students make specific (and personal) plans to improve their effectiveness and enjoyment in the areas of marriage, family, and ministry.

MIN540. Foundations of Pastoral Care (2)
This course provides students with foundational skills for the age-old art of pastoral care. Students identify and learn specific techniques, as well as the underlying philosophy, that enhances their effectiveness in listening, support, and ministry.

MIN541. Recruiting and Motivating Volunteers (2)
This course addresses the specific challenge of recruiting and motivating volunteers. It identifies and analyzes the unusual dynamics associated with volunteerism, and gives students specific tools to inspire and nurture volunteers for extended service.

MIN542. Social Media for Ministry (2)
This course explores a rationale for the use of social media in ministry and proposes specific, appropriate ways to engage social media to serve others. Students develop a "social media" plan, based on a well-considered philosophy and appropriate boundaries.

MIN550. The Missional Church (2)
This course exposes students to the steady rise of the "Missional Church Movement" and some of the practical implications of sharing in the mission of God in the world. Students examine both "attractional models" and "missional models" of the Church and formulate their own conclusions and vision.

MIN560. Interpreting Scripture for Ministry (2)
This course provides a foundation for exegetical analysis of Scripture and guides students to interpret and appropriately apply Scripture to a range of ministry situations. Those situations include pastoral care, staff management, policy formation, and financial stewardship.

MIN561. Christianity and Major World Religions (2)

This course delivers a clear delineation between Christianity and other major world religions. It informs students of the basic tenets of Islam, Hinduism, Buddhism, and Taoism, and provides a platform for thoughtful, accurate, and informed dialogue between adherents.

MIN562. Foundational Apologetics (2)

This course examines a core, foundational apologetic for the Christian faith. It explores the classic defenses for the Christian faith. Students gain a stronger confidence as they learn to articulate powerful reasons for their faith.

Executive Administrators

(Dates in parentheses indicate start of service with Jessup)

John Jackson (2011)
President
Chapman University, BA, 1981; Fuller Theological Seminary, MA, 1983; University of California, Santa Barbara, MA, PhD, 1986.

John believes that God prepared him for this role through every professional experience he has ever had. The 71+ year legacy of William Jessup University is an amazing gift and John is seeking to extend and expand that legacy into a "God-sized" future for Jessup. John wants to use his leadership and teaching gifts in tandem with his administrative capabilities to help galvanize and synergize our university family to greater heights than we have ever dreamed possible. John believes God that William Jessup will be a premier Christian Liberal Arts University and that we are providing Christian education for eternal impact.

Prior to becoming President of Jessup, John served as the Executive Director of Thriving Churches International and as the Executive Pastor of Bayside Church. John is the Founding Pastor of LifePoint Church in Minden, Nevada, and previously served as a denominational executive for over 280 churches in the Pacific Southwest. John has served on nonprofit and corporate governing boards, taught at the graduate level for Tozer Theological Seminary, for John Maxwell's EQUIP organization, for Rick Warren's Purpose Driven Organization, has made 10 trips to Kenya, and has spoken to church and public audiences across the country.

Dennis Jameson (2011)
Provost and Chief Academic Officer
Bethany University, BS, 1975; Assemblies of God Graduate School, MA, 1977; Golden Gate Theological Seminary, MDiv, 1978; University of Santa Clara, MA, 1982; Fuller Theological Seminary, DMin, 1991; University of California, Los Angeles, PhD, 1994.

Dennis has been in higher education for over 30 years. He is uniquely qualified to lead our faculty and academic endeavors towards the God-size future we are already seeing and sensing. Prior to accepting our offer, Dennis was in his twelfth year of leadership as the Provost (chief academic, program and operating officer) at Trinity Western University in British Columbia (Canada's largest private and Christian university enrolling approximately 4000 students in undergraduate, graduate, and seminary programs).

Friends and colleagues frequently describe him as one who is filled with godly ambition, affable-quick to laugh, a people person who makes friends quickly, a dedicated husband and father, and a perpetual relationship builder and Christian witness.

Dr. Dennis Jameson is an "Academic Architect." This description is validated by his extensive experience and accomplishments. The faculty is committed to working with Dr. Jameson to craft an even stronger academic future for Jessup.

David Punt (2015)
Chief Financial Officer
Calvary Chapel Bible College, BA, 1996; University of California, Los Angeles, BA, 1999.

David has a passion for finance and ministry and comes to William Jessup with a unique mix of experience in both the nonprofit and corporate worlds. David started his professional career as a CPA with PricewaterhouseCoopers and, after specializing in the banking and corporate finance arenas, obtained his Certified Treasury Professional (CTP) designation. After 10 years in the corporate sector, David felt his calling to Christian nonprofits. His strong financial leadership has allowed him to the privilege to serve in influential churches and ministries like Saddleback Church and World Vision. Before coming to William Jessup, David also spent time as a CFO of a global mission agency and an executive pastor. With a passion to share the gospel and faithfully steward the resources that God has provided. David's life verse is Matthew 6:19-21.

David was born and raised in Orange County and grew up surfing and skateboarding. He enjoys biking, camping in Yosemite, and especially the natural beauty of God's creation outdoors. David and his wife, Lori, have been married 14 years with two children and currently reside in Rocklin, California.

Todd Erickson (2013)
Vice Provost: Enrollment and Strategic Initiatives; Administrative Faculty
Wheaton College, BA, 1978; Northwestern University, MM, 1980; Anderson University, DBA, 2007.

Todd has a passion for Christian higher education and expects to make use of the experiences he has gained within higher education and the corporate arena to assist Jessup to grow both internally and within the external marketplace.

Prior to joining Jessup, Todd was a senior leader delivering results within the Christian higher education and corporate arenas. His higher education leadership scope covers the strategic analysis, implementation, and subsequent evaluation of academic growth strategies and "growth engines." He has worked as a faculty member and administrator for colleges and universities in Illinois, Tennessee, and Canada, where he served as Vice Provost at Canada's largest privately-funded Christian liberal arts university. His prior corporate experience at Johnson & Johnson and James River/Georgia Pacific involved producing business growth through new product development, product improvement, process improvement, and product line management with P&L responsibility.

Eric Hogue (2011)
Chief Development Officer
William Jessup University, BS, 2012.

Eric is a 31-year radio (talk/sports) television professional, a former pastor and current owner of the political news site HOGUE NEWS. Hogue was honored with Salem Communication's 2004 "Andy Anderson Award" for excellence in broadcasting, Pacific Justice Institute's "Media Award", and he is best known for his launching of the 'historic recall' of California in 2003.

Eric Hogue currently hosts a local talk show called "The Capitol Hour" from his Jessup office each day. Eric spends his down time with family, watching sports, reading, cooking, preparing for his daily talk show, and preparing for each day's advancement of William Jessup University.

Hogue is a frequent speaker for Northern California commercial events, as well as numerous ministries and charitable organizations in Northern California. Hogue was also a youth director at High Mill Christian Center and founding pastor of Full Life Fellowship, both in Canton, Ohio.

Eric Hogue is a veteran husband of 23 years, married to the lovely Tammy Hogue (Boosz) and blessed to be a learning father of two wonderful daughters. The "Hogue Hut" calls the Rocklin-Roseville, Placer County area home.

Kay Llovio (1985)
Associate Provost for Student Development; Administrative Faculty; Professor, Family and Children Ministry, School of Christian Leadership
San Jose Bible College, BS, 1985; San Jose State University, MLS, 1987; University of San Francisco, EdD, 1998.

Passionate about Christian higher education and the transformation that takes place in students' lives, Dr. Kay Llovio was appointed Associate Provost for Student Development at William Jessup University in 2013. She has been a member of the faculty at Jessup since 1985, serving first as the University Librarian and as professor of practical theology and education since 1990. Dr. Llovio served as Vice President for Academic Affairs from 1999 until 2006, overseeing both initial accreditation and major campus relocation projects. A graduate of the WASC Assessment Leadership Academy and a frequent member of evaluation teams, she was recently elected to the Commission.

Llovio's research interests include spirituality in higher education and the centrality of belief systems to an expression of personal leadership style. She has been published in the *Christian Education Journal*, *High Plains Applied Anthropologist*, and the *Evangelical Dictionary of Christian Education*.

Judy Rentz (2011)
Chief Information Officer
Point Loma Nazarene University, BA, 1988; Grand Canyon University, MEd, 2007.

Judy Rentz has been dedicated to Christ-centered education since 1989. As an educator, her passion has been to develop students from a foundation of faith and truth. Judy's many years of classroom experience focus her strategies on enhancing the teaching/learning process. Her desire is to engage students at all levels through the integration of technology.

Judy's oversight includes Information Technology Services, Media Services, Educational Technology, Events and Conference Services, and Campus Safety.

Judy and her husband, Eddie, have served as pastors at River City Community Church in Elk Grove, CA; District and National Youth Directors for the Assemblies of God; Campus Pastors for Bethany University; and currently, her husband serves as the West Coast Regional Director for Convoy of Hope—a faith-based, international relief organization helping the impoverished, hungry, and hurting. They have three adult children who also attend William Jessup University.

Wendy Webster (2015)
Vice President of Human Resources
California State University, Sacramento, BA, 1994.

Wendy is excited to join the Jessup community and is committed to the University as an employer of choice in Christian higher education; to continuing to develop our existing supervisors and aspiring leaders; and to furthering the positive culture that has been built at Jessup.

Prior to joining William Jessup University, Wendy contributed HR expertise to an international nonprofit religious organization, gained specialized employee relations and leadership experience in California nonprofit healthcare organizations, and was first introduced to HR through an international technology corporation. She feels these multi-faceted environments has led her to this place where her gifts, skills, and abilities can be used to support the mission.

Wendy and her daughter Angel enjoy music, Starbucks, and trips to the ocean.

Faculty

The faculty at Jessup is 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 Jessup is 12:1, 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.

Administrative Faculty

Dan Albrecht (2011) *Academic Director of San Jose Campus*
Evangel University (CBC), BA, 1971; Southern Illinois University, MS, 1973; George Fox University/Western Evangelical Seminary, MA, 1984; Graduate Theological Union, PhD, 1993.

Dan began ministry in pastoral roles in several local churches. A second stage in his calling has focused on university ministry – the ministry of teaching. For three decades, Dan's calling as a professor centered in the classroom fulltime. Concurrently, he has been teaching part time in several seminaries' master and doctoral programs. Together with his teaching, Dan's research has resulted in the publication of numerous scholarly articles and one book. Most recently, in addition to his teaching at Jessup, he has led the San Jose campus as its Academic Director.

Dan and his wife, Yvonne, are the proud parents of two grown children, Sean and Shannon.

James Davies (2014) *Athletic Eligibility Coordinator*
Calvary Bible College, BS, 1971; Trinity Evangelical Divinity School, BA, 1982; University of Georgia, EdD, 1989.

Jim was a fulltime pastor for 12 years and has taught in the area of church ministry at Toccoa Falls College in Georgia, Canadian Theological Seminary in Saskatchewan, and Simpson University in Redding. While in Canada, he also served as the Director of the Doctor of Ministry program for the seminary. In addition, he has taught as an adjunct professor at Fuller Seminary and Denver Seminary. He is the author of two books and almost 30 journal articles. Jim officiated volleyball, basketball, and softball and the high school and college levels. He is also a member of the National Association of Intercollegiate Athletics (NAIA) Hall of Fame.

Jim has been married to his lovely wife, Cheryl, for over forty years. They are the parents of three adult children and have five grandchildren.

Addie Ellis (2013) *Thesis Mentor, School of Education*
University of California, Riverside, BA, 1996; National University, MS, 1998; Drexel University, EdD, 2012.

Dr. Ellis has spent a career spanning over 20 years working on issues of access and equity for underserved and underperforming students as a high school counselor, high school principal, and charter school developer. Her areas of research include issues of housing insecurity, homelessness, and poverty. She publishes and speaks nationwide on educating the new face of homelessness, reaching girls who bully, and identifying behaviors in youth that maximize outcomes.

Dr. Ellis holds credentials in Life and Executive Coaching, Administration, and Pupil Personnel Services. In addition to her work at Jessup, she is the founder of The Koci Group, a leadership and management consultancy headquartered in Sacramento. She is a proud Navy mom to her sailor, Naseer.

Henry A. "Hank" Gardner (2011) *Director of Academy Programs*
Kent State University, BS, 1968; Indiana University, MS, 1971; EdD, 1975.

Hank has progressive experience in the field of public elementary school teaching and higher education administration and has demonstrated a history of quality performance and leadership. Within the scope of his teaching and administrative leadership, Hank has proved to be an organized, detail-directed, tenacious, and major decision maker with an ability to communicate with all levels of the higher education hierarchy resulting from years of personal and professional motivation. He is recognized for his ability to encourage and lead diverse individuals in achieving their academic and educational goals.

Hank has held the positions of Dean of Students, Associate Vice President for Academic Affairs, Vice President of Student Affairs, Vice Chancellor of Student Affairs, and Vice President for Enrollment Management at state and for-profit two-year and four-year liberal arts and community college institutions. He has held academic teaching positions as an Assistant Professor of Counseling, Assistant Professor of Higher Education, and Assistant Professor of Professional and Secondary Education.

Prior to joining the Jessup family, Hank retired from East Stroudsburg University where he served as Vice President of Enrollment Management and Assistant Professor of Secondary and Professional Education.

Tim Gillespie (2007) *Dean, School of Education*
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. 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 Jessup, 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.

Jennifer Martin (2014) *Administrative Faculty*
Azusa Pacific University, BA, 2005; Regent University, MFA, 2008.

Jennifer Martin has her MFA in Acting from Regent University. She has enjoyed working from east to west with theatres such as Americana Theatre Company, Virginia Repertory Theatre, Virginia Musical Theatre, Richmond Shakespeare, The Round Barn Theatre, and Sacramento Theatre Company. In addition to performing, Jennifer works as a producer, teaching artist, and has enjoyed a brief stint as a casting director and talent agent. At William Jessup University, Jennifer teaches acting, oversees internships and is the producing director for the theatre season.

Kevin Pischke (2007) *University Librarian; Director of Learning Commons*
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, Zeke, and Fischer.

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

Vicki Quirarte (2010) *Director of the Writing Program; Assistant Professor, English*
California State University, Long Beach, BA, 1985; National University, MA, 2010.

From the beginning, Vicki's path has led to an expertise in composition pedagogy. Although her degree is in English literature, she has always been most interested in teaching students to write. Vicki has studied rhetoric and the critical thinkers who have contributed to the teaching of writing, and she is continually inspired and challenged to be the best composition instructor she can be. Midway through her teaching career, Vicki had the opportunity to expand her writing instruction into the workplace. She has spent the last 15 years teaching writing to most of the state agencies in downtown Sacramento. This experience uniquely equipped her to develop the professional writing concentration within the English degree here at Jessup.

Vicki teaches at Jessup because it allows her to do what she loves with the students, faculty and staff she adores. She began her teaching career in public education where she was continually reminded that her faith must remain separate from her teaching. While Vicki pretended this was possible and managed the two seeming disparate things well, she longed for a place where she could integrate faith with learning. For her, that is Jessup.

Jon Sampson (2014) *Dean of Students*
Texas Christian University, BS, 2003; Fuller Theological Seminary, MDiv, 2009.

In his role as Dean of Students, Jon helps ensure that the entire Jessup experience is a place where students can learn, grow, and belong.

Prior to Jessup, Jon worked in student life, pastoral ministry, and as a journalist and director of communications. He is currently pursuing a PhD in higher education, where his research interests include innovation and change in higher education, strengths-based leadership, and how students' personal and vocational development contribute to positive post-college outcomes.

Andrew Tweet (2013) *Associate University Librarian*
University of California, San Diego, BS, 2002; Biola University, MA, 2004; San Jose State University, MLIS, 2009.

As Assistant University Librarian, Andrew is responsible for daily operations and services in the library. He also oversees the development of the library, collections, and many other duties. He and his wife, Elisse, have two children, Annabelle and Jack.

Sandra Woodson (2013) *Director of Jessup Online*
University of Southern California, BS, 1972; The King's University, MDiv, 2003; Capella University, PhD, 2010.

Sande has followed her call to teach throughout her entire career, starting as an elementary school teacher, then teaching in various ministry positions in the church and in parachurch ministries, and more recently serving as a college faculty member.

Sande's passion is to be able to blend her seminary teaching with her expertise in online instructional design in order to make Jessup Online courses reflect excellence in both learning outcomes and in promoting spiritual formation in students and faculty. She feels very privileged to have been given the opportunity to serve the Lord in this way here at William Jessup University.

Sande loves spending time with her husband (and high school sweetheart), two daughters, and five grandchildren. She also likes reading, quilting, and enjoying God's beautiful creation that surrounds the mountain community where she lives.

Faculty of Theology/School of Christian Leadership

Dan Albrecht (2011) *Academic Director of San Jose Campus; Administrative Faculty*
Evangel University (CBC), BA, 1971; Southern Illinois University, MS, 1973; George Fox University/Western Evangelical Seminary, MA, 1984; Graduate Theological Union, PhD, 1993.

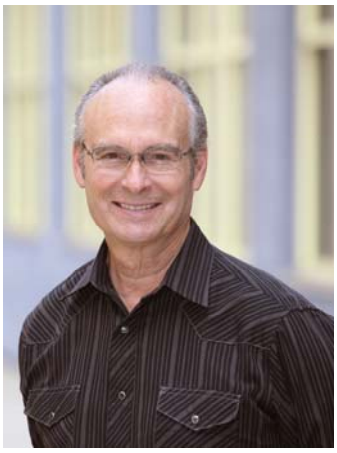
Dan began ministry in pastoral roles in several local churches. A second stage in his calling has focused on university ministry – the ministry of teaching. For three decades, Dan's calling as a professor centered in the classroom fulltime. Concurrently, he has been teaching part time in several seminaries' master and doctoral programs. Together with his teaching, Dan's research has resulted in the publication of numerous scholarly articles and one book. Most recently, in addition to his teaching at Jessup, he has led the San Jose campus as its Academic Director.

Dan and his wife, Yvonne, are the proud parents of two grown children, Sean and Shannon.

Les Christie (1993) *Professor, Youth Ministry, School of Christian Leadership*
Pacific Christian College, BS, 1971; Fuller Theological Seminary, MA, 1974; Trinity International University, DMin, 2002.

Les has been in youth ministry for five decades, serving at Eastside Christian Church in Fullerton, California, for 22 years. He has spoken in 48 states, 20 foreign countries, and at more than 25 Christian colleges, seminaries, and universities. Les has led seminars at the Youth Specialties National Youth Workers Convention every year since 1979. He is a team member for "Understanding Your Teenager," leading parenting seminars all over the country.

Les has had over 150 articles printed in national magazines. He has written 18 books (*What If...?, Have You Ever...?, Unfinished Sentences, Gimme Five…, Best Ever Games For Youth Ministry,* and *Awaken Your Creativity*) and co-authored an additional 11 books (including *A Youth Workers Commentary on John*, Volumes One and Two). Some of his books have been translated into Spanish, Korean, and German. 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). His latest book is *A Youth Worker's Commentary on James*. Les also teaches The Gospel of John in the School of Christian Leadership.



James Crain (1971) *Associate Professor, New Testament, Faculty of Theology*
San Jose Bible College, BA, 1966; Western Conservative Baptist Seminary, MDiv, 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 a professor of practical ministries, teaching courses in youth work, New Testament, and homiletics. From 1978 until 2005, he was an 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).

Daniel Gluck (2015) *Assistant Professor, Intercultural Studies, School of Christian Leadership*
Azusa Pacific University, BA, 1998; MA, 2003.

Daniel has served in higher education for most of his career. Before joining the faculty, he served as Jessup's Director of Campus Ministries, starting with the Rocklin campus opening in 2004. He was instrumental in expanding chapel, discipleship, and outreach programs around the globe. Additionally, he served as adjunct faculty in several academic disciplines. Daniel recently completed his PhD in nonprofit organizational leadership at Eastern University in Pennsylvania. He spent several months in Kenya, East Africa, conducting research on the Church's role in peacemaking and ethnic reconciliation.

Daniel's academic expertise includes organizational leadership, practical ministry, African history, peacemaking studies, international development, and music. He is passionate about the impact of intercultural trends on areas across the curriculum. Daniel has worked extensively with nonprofits, serving in over 20 countries worldwide. Additionally, he is a frequent presenter at churches, retreats, and conferences. Daniel lives in Roseville with his wife, Alyssa, and three children, Joshua, Titus, and Chloe.

Matthew Godshall (2014) *Assistant Professor, New Testament and Theology, Faculty of Theology*
The Masters College, BA, 2001; Talbot School of Theology, MA, 2004; Western Seminary, ThM, 2007; Southern Baptist Theological Seminary, PhD, 2013.

After completing his dissertation titled "The Messiah and the Outpouring of the Holy Spirit," Matt and his family moved to northern California, and he joined the Jessup community as a staff member and adjunct faculty. In the spring of 2015, he became a full-time faculty member in the Faculty of Theology. Matt teaches New Testament and theology courses and has a passion for teaching students the story line of the Bible and for helping them to see how God's story connects with and shapes their identity and vocation. His research and teaching focus primarily in the areas of new creation, biblical theology, the use of the Old Testament in the New Testament, Lukan Christology, and environmental ethics.

Matt is also involved in his local church where he has the privilege of teaching and leading worship.

Kay Llovio (1985) *Associate Provost for Student Development; Administrative Faculty; Professor, Family and Children Ministry, School of Christian Leadership*
San Jose Bible College, BS, 1985; San Jose State University, MLS, 1987; University of San Francisco, EdD, 1998.

Passionate about Christian higher education and the transformation that takes place in students' lives, Dr. Kay Llovio was appointed Associate Provost for Student Development at William Jessup University in 2013. She has been a member of the faculty at Jessup since 1985, serving first as the University Librarian and as professor of practical theology and education since 1990. Dr. Llovio served as Vice President for Academic Affairs from 1999 until 2006, overseeing both initial accreditation and major campus relocation projects. A graduate of the WASC Assessment Leadership Academy and a frequent member of evaluation teams, she was recently elected to the Commission.

Llovio's research interests include spirituality in higher education and the centrality of belief systems to an expression of personal leadership style. She has been published in the *Christian Education Journal*, *High Plains Applied Anthropologist*, and the *Evangelical Dictionary of Christian Education*.

Fritz Moga (2004) *Associate Professor, Youth Ministry, School of Christian Leadership*
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 Jessup's Director of Campus Ministries overseeing the chapels, small groups, and Christian service programs.

Dennis Nichols (2010) *Lead Faculty, Master of Arts in Leadership; Associate Professor, Pastoral Ministry, School of Christian Leadership*
Gulf-Coast Bible College, BA, 1982: Fuller Theological Seminary, MDiv, 1986.

Dennis believes that all true ministry is simply the ministry of Jesus through us. His passion for fleshing out the gospel in a variety of ministry contexts is what has marked his 30-year career in ministry. He has pastored in four cities throughout California as both a senior pastor and at the executive levels, including a church plant in the Bay Area. Dennis has served in the California Air National Guard as Chaplain for over two decades, including serving as Deputy State Chaplain for the National Guard statewide. He has completed all requirements for board certification as a hospital chaplain and has worked in three local hospitals with the Sutter system. Most recently, Dennis deployed stateside for 30 months in support of Operation Iraqi Freedom providing support to the Intelligences, Surveillance, and Reconnaissance mission at Beale Air Force Base.

Bringing the ministry of Jesus to diverse settings has marked Dennis' life and continues to fuel his goal for the Pastoral Ministry Department. Professor Nichols is currently working on his Doctorate in Education through Brandman University. He lives in Rocklin with his wife Sue.

Cynthia Shafer-Elliott (2012) *Associate Professor, Hebrew Bible and Archaeology, Faculty of Theology*
Simpson University, BA, 1997; Ashland Theological Seminary, MA, 2003; The University of Sheffield, PhD, 2011.

After completing her Ph.D. in England, Cynthia, a native of northern California, returned to teach at Jessup. Specializing in the Hebrew Bible, Cynthia emphasizes the geo-historical, cultural, and literary contexts of the Scriptures and their worlds. As an active field archaeologist in Israel, Cynthia teaches students how archaeology can help contextualize the Hebrew Bible, including a hands-on archaeological excavation class in Israel.

Prior to her work with Jessup, Cynthia taught at several colleges and universities within the U.S. and the U.K. In addition, she presents papers at academic conferences, chairs various conference sessions, and conducts archaeological fieldwork in Israel.

Cynthia's Ph.D. thesis was published as a monograph through Routledge and is entitled*, Food in Ancient Judah: Domestic Cooking in the Time of the Hebrew Bible*. It explores both the archaeological and textual sources to see what they reveal about the daily life of ancient Judahites. Other publications include various book reviews, contributions, chapters, and encyclopedia articles.

David Timms (2011) *Dean, Faculty of Theology and School of Christian Leadership; Professor, New Testament*
Johnson Bible College, BA, 1986; Emmanuel School of Religion, MA, 1988; Macquarie University, Australia, PhD, 2001.

David served as professor of New Testament and Theology at Hope International University in Fullerton, California for ten years. While there, Timms was Chair of the Graduate Ministry Department and the School of Graduate Studies. He taught over 27 distinct courses while at Hope and built and developed online courses for 11 of those. He is deeply committed to an educational philosophy that integrates biblical, professional, and personal development and believes Jessup is the place to fulfill that commitment.

David has published various articles and e-publications as well as authored four books including his most recent work, *The Power of Blessing: How a Carefully Chosen Word Changes Everything*. In addition, Timms is a frequent speaker at various churches, retreats, conferences, and special events. Prior to his career in academia, Timms was a pastor and church planter for seven years. He lives in the Roseville/Rocklin area with his wife and three children.

Professor Emeriti

David "Doc" Beavers (1939-2014)
St. Louis Christian College, BCE, 1968; Lincoln Christian Seminary, MDiv, 1982; MA, 1993; Oxford Graduate School, DPhil, 1986.

Merilyn Copland
San Francisco State University, BA, 1968; MA, 1973; Institute Holy Land Studies (Israel), MA, 1982; University of California, Berkeley, PhD, 1992.

Al Hammond
University of California, Berkeley, MA, 1965.

Jon McFarland
Pacific Christian College, BS, 1968; Lincoln Christian Seminary, MDiv, 1972.

Adjunct

Katherine Atkinson (2014)
Vanguard University, BA, 2008; Fuller Theological Seminary, MA, 2013.

Timothy David Beck (2015)
Ball State University, BS, 1984; Fuller Theological Seminary, MA, 1992; Southern Methodist University, PhD, 2015.

Willard Black (1994)
Ozark Christian College, BA, 1954; MA, 1957; University of Denver, BA, 1966; San Francisco State University, MA, 1977.

Michael Bowers (2014)
Arizona State University, BM, 1981; Denver Seminary, MDiv, 1984.

Daniel Burks (2014)
Scottsbluff School of Evangelism, BSL, 1989; Lincoln Christian College and Seminary, MA, 1999.

Christopher Chaney (2012)
Saint Louis Christian College, BA, 2005; Lincoln Christian University, MDiv, 2009.

Mark Charlton (2015)
University of California, Berkeley, BA, 1972; University of Minnesota, MA, 1974; Dallas Theological Seminary, ThM, 1978; Stanford University, MS, 1984.

Jessica Charney (2015)
Azusa Pacific University, BA, 2007; MDiv, 2011.

Daniel Clubb (1999)
Bethany Bible College, BS, 1975; Fuller Theological Seminary, MA, 1984.

Mack Cunningham (2013)
University of California, Santa Cruz, BA, 1969; Biola University, MA, 2003.

Corbett Cutts (2012)
University of California, Davis, BS, 2002; Fuller Theological Seminary, MA, 2012.

Phil Darke (2014)
University of California, Davis, BS, 1996; Vanderbilt University, JD, 1999.

Mikel Del Rosario (2011)
Biola University, BA, 1999; MA, 2003.

Sam Earp (1998)
Ozark Bible College, BA, 1969; University of Santa Clara, BA, 1973; MA, 1975; San Francisco Theological Seminary, MDiv, 1981; DMin, 1989.

John Gallegos (2011)
California State University, Sacramento, BS, BA, 1992; Assemblies of God Theological Seminary, MDiv, 1998.

Glen Gibson (2008)
Pacific Christian College, BA, 1983; Hope International University, MA, 1992; Fuller Theological Seminary, MA, 1997; Fuller Theological Seminary, PhD, 2004.

Andrew Hassler (2015)
Butler University, BS, 1999; Covenant Theological Seminary, MDiv, 2005; Southern Baptist Theological Seminary, PhD, 2011.

David Holt (2014)
University of California, San Diego, BA, 1981; Claremont Graduate University, MA, 1985; University of St. Andrews, MLitt, 2014; University of Chicago, PhD, 1998.

Russel Ikeda (1998)
University of Hawaii, BEd, 1973; Fuller Theological Seminary, MDiv, 1977; Azusa Pacific University, DMin, 2002.

Thomas Douglas Jacobs (2013)
George Institute of Technology, BME, 1975; Wichita State University, MBA, 1986.

Jason Johnson (2015)
William Jessup University, BS, 2004; Fuller Theological Seminary, MDiv, 2011.

David Johnston (2013)
Westmont College, BA, 1973; Gordon-Conwell Theological Seminary, MDiv, 1978; Fuller Theological Seminary, ThM, 1988; PhD, 2001.

Brandon Kertson (2013)
Azusa Pacific University, BA, 2004; Fuller Theological Seminary, MA, 2011.

Jeff Kreiser (2011)
California Polytechnic State University, San Luis Obispo, BA, 1988; MA, 1991; Fuller Theological Seminary, MDiv, 1994.

Paul Lineback (2012)
William Jessup University, BA, 2000; Liberty University, MDiv, 2012.

Bobette Long (2015)
California State University, Northridge, BA, 1988; Phillips University, MEd, 1993.

Richard Love (2014)
Westmont College, BA, 1975; Fuller Theological Seminary, MDiv, 1977; PhD, 1999; Westminster Theological Seminary, ThM, 1983; DMin, 1992; William Carey International University, MA, 1984.

Parnell Lovelace, Jr. (2015)
Oral Roberts University, BA, 1985; MA, 2008; University of Oklahoma, MSW, 1987; Biola University, DMin, 2013.

Brian Lucas (2010)
University of Michigan, BA, 1970; Fuller Theological Seminary, MDiv, 1978.

Steven Mann (2015)
Azusa Pacific University, BA, 1999; MDiv, 2003; Fuller Theological Seminary, PhD, 2011.

Tracy Marx (2015)
Johnson University, BS, 1996; Emmanuel Christian Seminary, MDiv, 2001; Trinity Theological Seminary, DMin, 2005.

Kevin McCauley (1998)
San Diego State University, BA, 1976; University of San Francisco, MA, 1980.

Carl Medearis (2013)
University of Colorado, BA, 1990.

David Melvin (2015)
Evangel University, BA, 2005; Washington University, MA, 2007; Baylor University, PhD, 2012.

Aubrey Miller (2014)
William Jessup University, BA, 2009; Fuller Theological Seminary, MA, 2014.

Kathryn Moga (2010)
San Jose Christian College, BA, 1990; California State University, Sacramento, MA, 2009.

Mark Moore (2010)
Indiana Wesleyan University, BA, 2000; Biola University, MA, 2002; Talbot School of Theology, MA, 2005.

Kevin Newton (2014)
Bethany University, BA, 1987; Fuller Theological Seminary, MA, 1995; Gordon-Conwell Theological Seminary, DMin, 2006.

Adam Nigh (2014)
Bethany University, BA, 2002; Fuller Theological Seminary, MA, 2009; University of Aberdeen, PhD, 2013.

Dawn Pickering (2015)
Biola University, BS, 1982; Liberty University, MA, 2014.

Richard Rohlfing (2011)
The Hebrew University of Jerusalem, BA, 2007; Fuller Theological Seminary, MA, 2012.

Lawrence Sam (2015)
University of Maryland University College, BS, 1985; Boston University, MEd, 1987; Golden Gate University, DPA, 1991.

Thomas Savage (2012)
Samford University, BA, 1989; University of Texas at Arlington, MA, 1996; Covenant Theological Seminary, MDiv, 2003.

Henry Smith (2015)
Bethany University, BA, 2000.

Glen Snyder (2014)
Barry University, BA, 1984; Western Seminary, MDiv, 1982; DMin, 1997.

Linda Sommerville (2004)
California State University, Sacramento, BA, 1986; Fuller Theological Seminary, MDiv, 1991.

Phil Sommerville (2013)
Taylor University, BA, 1980; Fuller Theological Seminary, MDiv, 1990.

Matt Sparling (2011)
California State University, Sacramento, BA, 1995; Teachers College, Columbia University, MA, 2008.

Sharon Stenger (2006)
Chapman University, BA, 1985; University of San Francisco, MS, 1991.

James W. Stewart (2015)
Bethany University, BA, 1976; Assemblies of God Theological Seminary, MA, 1998; University of Washington, PhD, 2000.

Jason Stewart (2015)
Belmont University, BBA, 1996; Southern Baptist Theological Seminary, MA, 2003.

Gilbert L Stieglitz (2000)
Biola University, BA, 1975; Talbot School of Theology, MDiv, 1979; Talbot School of Theology, DMin, 1985.

Humanities and Social Sciences

Erin Ambrose (2007) *Associate Professor, Psychology*
University of California, Davis, BA, 1992; California State University, Sacramento, MA, 1995; The Chicago School of Professional Psychology, PhD, 2015.

Erin began teaching at William Jessup as an adjunct professor in 2007 and has gradually increased her role to fulltime over the past several years. She is passionate about introducing students to the field of psychology and mentoring them as they find their life's calling. Erin is also an international speaker and has taught a variety of classes on psychology and relationship issues in Asia. Her international work has spurred a new area of interest in global psychology, and she currently provides leadership for our International Psychology concentration. In addition to teaching at Jessup, Erin is a licensed marriage and family therapist working with couples, individuals, and teens.

Keith Bolte (2012) *Assistant Professor, Public Policy*
Huron College, BA, 1969; South Dakota State University, MEd, 1974; American Public University, MA, 2013.

After graduating high school, Keith enlisted in the Army and served with the First Cavalry Division in Vietnam before returning home to continue his education. Keith spent the first half of his career in public service with the South Dakota Department of Social Services first as a social worker on the Pine Ridge Indian Reservation and last as the Assistant State Director of the Division of Social Welfare. He then went on to a successful business career with Fortune 500 companies such as Ernst & Young and Intel Corporation, where he headed up the Corporate Division of Administrative Productivity for worldwide operations.

Amy Carrillo (2015) *Assistant Professor, Psychology*
University of California, Los Angeles, BA, 2002; University of Maryland, Baltimore County, MA, 2009; PhD, 2011.

Dr. Carrillo comes to us after three years of teaching at the American University in Cairo, first as a post-doctoral teaching fellow and then as an assistant professor. In these roles, Dr. Carrillo developed curriculum, supervised research teams, and taught at both the undergraduate and graduate levels. She has also served as a graduate research assistant for the University of Maryland, Baltimore County and, prior to that, as a public interest policy intern for the American Psychology Association. Dr. Carrillo has a passion for refugees and individuals from traditionally underrepresented populations as evidenced by her extensive publications in this field of study and her many volunteer efforts on their behalf.

Dr. Carrillo originally hails from Sacramento, where her father continues to work as a pastor.

Phil Escamilla (2008) *Chair, Humanities and Social Sciences Division; Associate Professor, Public Policy*
University of California, Berkeley, BA, 1993; Harvard University, EdM, 1995; Boston College School of Law, JD, 1999.

Phillip followed a decade in government, legislative, and policy roles at the local, state and national levels with a career in ministry working as a pastor to young adults, singles, and married couples. Most recently, he oversaw the human resources functions for over 150+ full and part-time staff as the Director of Performance Development for a large regional church.

In addition to his roles at Jessup, Phillip is Executive Director of Thriving Churches International, which oversees several annual national conferences and two schools. He also serves on the Leadership Team at Bayside Church in Galt. Phillip is a frequent in-studio guest on local TV news programs and a conference speaker on a variety of issues including public education, legislation and policy, marriage and relationships, church planting, and human resources.

Phillip lives in Roseville with his wife Lisa, an emergency room nurse, and their three children—Gabriella, Zeke, and Rebecca.

Julius (Rex) Gurney III (2003) *Chair, General Education Program; Professor, History*
University of New Mexico, BA, 1979; Golden Gate Baptist Theological Seminary, MDiv, 1987; Union Theological Seminary, PhD, 1999.

Rex has a passion for teaching history; he believes that 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 Jessup, 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.

Portia Hopkins (1994) *Chair and Professor, English*
San Jose State University, BA, 1984; MA, 1989; California Institute of Integral Studies, PhD, 2007.

Portia loves to read, write, and 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 award for *Best Thesis in the School of Arts and Humanities* in 1990.

Fritz Moga (2004) *Associate Professor, 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 Jessup's Director of Campus Ministries overseeing the chapels, small groups, and Christian service programs.

Vicki Quirarte (2010) *Director of the Writing Program; Administrative Faculty; Assistant Professor, English*
California State University, Long Beach, BA, 1985; National University, MA, 2010.

From the beginning, Vicki's path has led to an expertise in composition pedagogy. Although her degree is in English literature, she has always been most interested in teaching students to write. Vicki has studied rhetoric and the critical thinkers who have contributed to the teaching of writing, and she is continually inspired and challenged to be the best composition instructor she can be. Midway through her teaching career, Vicki had the opportunity to expand her writing instruction into the workplace. She has spent the last 15 years teaching writing to most of the state agencies in downtown Sacramento. This experience uniquely equipped her to develop the professional writing concentration within the English degree here at Jessup.

Vicki teaches at Jessup because it allows her to do what she loves with the students, faculty and staff she adores. She began her teaching career in public education where she was continually reminded that her faith must remain separate from her teaching. While Vicki pretended this was

possible and managed the two seeming disparate things well, she longed for a place where she could integrate faith with learning. That, for her, is Jessup.

Richard Ravalli (2011) *Assistant Professor, History*
California State University, Stanislaus, BA, 1998; MA, 2001; University of California, Merced, PhD, 2009.

Professor Ravalli is a historian who loves motivating students to study the past in all its richness and complexity. A native of the California central valley, he has interests in state and local history and particularly enjoys going with students to local museums and historical talks. Ravalli has been teaching history for over 10 years at both private and public colleges. He began as an Assistant Professor at William Jessup University in 2011 and has been blessed by the opportunities that Jessup offers to work one-on-one with students on class papers, historical projects, and undergraduate research.

In 2012, Professor Ravalli and two history majors published their research work in *International Journal of Maritime History*. Ravalli's articles and book reviews have also appeared in *Pacific Northwest Quarterly*, *Columbia: The Magazine of Northwest History*, *The Journal of American Culture*, *Historical Journal of Film*, *Radio and Television*, and *Christian Scholar's Review*. He is currently working on a book manuscript on the history of the sea otter trade in the Pacific for University of Nebraska Press.

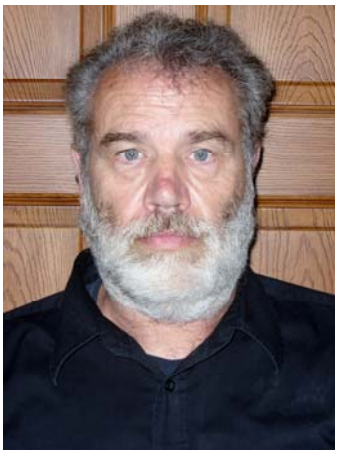
Professor Ravalli lives in Auburn with his wife, Lisa, and his two daughters, Rachel and Sarah.

Cynthia Shafer-Elliott (2012) *Associate Professor, Hebrew Bible and Archaeology*
Simpson University, BA, 1997; Ashland Theological Seminary, MA, 2003; The University of Sheffield, PhD, 2011.

After completing her Ph.D. in England, Cynthia, a native of northern California, returned to teach at Jessup. Specializing in the Hebrew Bible, Cynthia emphasizes the geo-historical, cultural, and literary contexts of the Scriptures and their worlds. As an active field archaeologist in Israel, Cynthia teaches students how archaeology can help contextualize the Hebrew Bible, including a hands-on archaeological excavation class in Israel.

Prior to her work with Jessup, Cynthia taught at several colleges and universities within the U.S. and the U.K. In addition, she presents papers at academic conferences, chairs various conference sessions, and conducts archaeological fieldwork in Israel.

Cynthia's Ph.D. thesis was published as a monograph through Routledge and is entitled*, Food in Ancient Judah: Domestic Cooking in the Time of the Hebrew Bible*. It explores both the archaeological and textual sources to see what they reveal about the daily life of ancient Judahites. Other publications include various book reviews, contributions, chapters, and encyclopedia articles.



Steven Stiles (2011) *Assistant Professor, Psychology*
Sonoma State University, BA, 1968; American Baptist Seminary of the West, MDiv, 1973; American Baptist Seminary of the West, DMin, 1976.

Dr. Stiles teaches addiction studies at the William Jessup campus in San Jose and is also an adjunct faculty member at Western Seminary. He has lectured internationally on substance abuse issues and has served as a resource for local governments, California tribal programs, and the Romanian government. He is the clinical advisor at New Life Community Services in Santa Cruz where emergency shelter and drug and alcohol treatment are provided via residential and outpatient services. Steve maintains counselor certification through the National Association of Alcohol and Drug Abuse Counselors (NAADAC). He has lectured throughout Asia and Europe on addiction topics.

Dr. Stiles is the author of two books through Gospel Publish House, *Thorns in the Heart* and *Recovery for Co-Dependency*. He also authored *Gotchyaa* and *Journey on the Hard Side of Miracles*.

Jeff Stone (2011) *Associate Professor, Psychology*
Stephen F. Austin University, BBA, 1978; Georgia State University, MEd, 1980; University of Houston, PhD, 1987.

Stone has been the director of the master program in Marriage and Family Therapy for Brandman University for the past three years at the Roseville and Yuba City campuses. He is familiar with the Sacramento region, practicing at Cornerstone Psychological Center.

He has more than 30 years in the profession, from director of treatment for a drug and alcohol rehabilitation center for 120 in-house residents to a psychologist for the Valley Psychological Center in Sacramento. Dr. Stone has been a licensed psychologist in California since 1990.

Dr. Stone conducts psychological assessments for pastoral candidates seeking ordination in the Presbyterian Denomination for Northern California and Nevada and has been an adjunct professor for Fuller Theological Seminary in Sacramento since 1994.

Melanie Trowbridge (2015) *Associate Professor, Psychology*
Mount Vernon Nazarene College, BA, 1988; Medical College of Ohio, MD, 1992.

Melanie operated a private practice in the Sierra foothills for more than a decade. She has also served as a consulting physician to children/adolescent foster and group home agencies in the greater Sacramento area for nearly two decades, the largest of which supported 2,000 at-risk children, troubled teens, and their impacted families. She served as chairman for a private Christian school and continues to teach and consult in various venues – addressing issues that integrate mental health and medicine with Christ's precepts.

Melanie completed her postgraduate residency in general psychiatry and fellowship in child psychiatry at UC Davis. Her board certification in Psychiatry and Neurology was earned from the American Board of Psychiatry and Neurology in 2002.

Melanie enjoys serving the Lord in many ways, including having homeschooled her children. She has written articles for various periodicals such as those with Focus on the Family and local publications.

She prioritizes time spent with her husband Mark (a business management consultant) and their children, Faith and Samuel, as they enjoy many life activities at their Amador County location.

Cameron Wilson (2009) *Assistant Professor, English*
Covenant College, BA, 2006; University of Tennessee at Chattanooga, MA, 2009; Trinity College Dublin, PhD, 2014.

Professor Wilson is an Assistant Professor of English at William Jessup University, where he has taught fulltime since 2012. Cameron is passionate about sharing with students the richness of the literary life, where one immerses oneself in the lives and experiences of others and develops one's capacity for empathetic as well as critical thought.

His primary areas of interest include the fiction of the American South, post-secularism, and contemporary American fiction. Cameron is particularly fond of the Roman Catholic novelists of the American South, specifically Walker Percy and Flanner O'Connor.

Adjunct

Kevin Adams (2011)
Calvin College, BS, 1982; Calvin Theological Seminary, MDiv, 1987; Gordon-Conwell Theological Seminary, DMin, 2003.

Shanda Adams (2011)
Bethany College, BA, 1996; Grand Canyon University, MA, 2001; San Jose State University, MA, 2009.

Matthew Baland (2011)
Bethany College, BA, 2002; Western Seminary, MFT, 2005.

Willard Black (2006)
Ozark Christian College, BA, 1954; MA, 1957; University of Denver, BA, 1966; San Francisco State University, MA, 1977.

Michael Boon (2013)
Lincoln Christian College, BA, 1975; Lincoln Christian Seminary, MDiv, 1980.

Colette Booterbaugh (2012)
William Jessup University, BS, 2009; Chapman University, MA, 2012.

John Branderhorst (2013)
Calvin College, BA, 1983; BA, 1985; Chapman University, MA, 2002.

Dustin Bridges (2012)
California State University, Chico, BA, 2003; Chapman University, MA, 2012.

Irene Brodd (2014)
William Jessup University, BA, 2007; California State University, Sacramento, MA, 2013.

John Burke (2014)
Fort Lewis College, BS, 1973; Capella University, PhD, 2004.

Robyn Burwell (2014)
Abilene Christian University, BA, 2006; MA, 2008.

Andrew Carico (2015)
Evangel University, BS, 2008; Regent University, MA, 2010.

Daren Casagrande (2014)
San Jose State University, BA, 2008; Western Seminary, MA, 2011.

Jessica Charney (2015)
Azusa Pacific University, BA, 2007; MDiv, 2011.

Jonathan Ciobanasiu (2013)
California State University, Sacramento, BA, 2005; MA, 2007.

Christy Cooper (2013)
Azusa Pacific University, BA, 2007; MEd, 2009.

Dorisa Costello (2013)
Linfield College, BA, 2001; California State University, Los Angeles, MA, 2005; University of Illinois at Chicago, PhD, 2012.

Parker Daniells (2014)
William Jessup University, BA, 2009; California University of Pennsylvania, MS, 2014.

Mikel Del Rosario (2011)
Biola University, BA, 1999; MA, 2003.

Emmanuel DeNike (2012)
Bethany College, BA, 2002; Western Seminary, MA, 2006.

David Dillman (2012)
Life Pacific College, BA, 1975; Azusa Pacific University, MA, 1984.

Rachel Dodge (2014)
University of Southern California, BA, 2000; California State University, Sacramento, MA, 2005.

Monika Downey (2015)
William Jessup University, BS, 2007; Palo Alto College, MS, 2010; PhD, 2013.

Tamara Dyer (2014)
University of California, Los Angeles, BA, 1991; McGeorge School of Law, JD, 1997.

Ashley Earp (2010)
Azusa Pacific University, BA, 2006; National University, MA.

Robert Edmisten (2015)
California State University, Sacramento, BA, 1997; University of Cincinnati, MS, 2014.

Kristen Ewers (2006)
Point Loma Nazarene College, BA, 1994; Western Seminary, MA, 2001.

Laura Faudree (2011)
California State University, Sacramento, BA, 1991; National University, MA, 1995.

Barbara Field (2014)
William Jessup University, BS, 2006; Western Seminary, MA, 2013.

Chris Flesoras (2011)
Hellenic College, BA, 1993; Holy Cross Greek Orthodox School of Theology, MDiv, 1996; Northeastern University, MA, 1996; University of California, Davis, PhD, 2009.

Alicia Floyd (2015)
University of California, Berkeley, BA, 2004; Abilene Christian University, MA, 2007.

Scott Foran (2010)
Simpson College, BA, 1994; California State University, Chico, MA, 1996.

Margie Fuston (2013)
California State University, Sacramento, BA, BS, 2011; MA, 2013.

Judyann Gallego (2013)
California State University Sacramento, BA, 1989; MSW, 1991.

Stephanie Garber (2013)
Sonoma State University, BA, 2003; Azusa Pacific University, MA, 2007.

David George (2013)
The College of Wooster, BA, 1971; Westminster Theological Seminary, MDiv, 1975; Golden Gate Baptist Theological Seminary, DMin, 1999.

Amanda Hawkins (2015)
Simpson University, BA, 2005; Regent College, MA, 2009.

Carter John Haynes (2011)
University of South Florida, BA, 1988; Fuller Theological Seminary, MA, 1989; Fielding Graduate University, MA, 2010; PhD, 2011.

Angela Henning (2010)
California State University, Sacramento, BA, 2008; MA, 2010.

Anita Hermsmeier (2010)
Hope International University, BA, 2001; Azusa Pacific University, MEd, 2003.

Timothy Houk (2015)
California State University, Sacramento, BA, 2007; Biola University, MA, 2011.

Cornelius Hunter (2015)
University of Michigan, BS, 1980; MS, 1982; University of Illinois at Urbana, PhD, 2001.

David Inniss (2014)
West Point, BA, 1999; California State University, Sacramento, MBA, 2004; Drexel University, EdD, 2013.

Jeff Kreiser (2011)
California Polytechnic State University, San Luis Obispo, BA, 1988; MA, 1991; Fuller Theological Seminary, MDiv, 1994.

Ken Larson (2005)
Biola University, BA, 1982; Rosemead School of Psychology, MA, 1985; PhD, 1996.

Ronald Lawrence (2013)
Union Institute and University, BA, 2002; Saint Mary's College of California, MA, 2003.

Jordan Lieser (2014)
California Polytechnic State University, San Luis Obispo, BA, 2005; MA, 2008.

Doug Locke (2005)
California State University, Long Beach, BA, 1982; Azusa Pacific University, MA, 1987.

Brian Lucas (2010)
University of Michigan, BA, 1970; Fuller Theological Seminary, MDiv, 1978.

Jorge Luna (2012)
California State University, Sacramento, BA, 1995; North American Baptist Seminary, MDiv, 1998.

Janna Maron (2013)
Pensacola Christian College, BA, 2001; California State University, Sacramento, MA, 2008.

Tonia Martin (2013)
Vermont College of Fine Arts, MFA, 2012.

Andre Mendoza (2014)
California State University, Sacramento, BA, 2006; MA, 2014.

Kevin McCauley (1998)
San Diego State University, BA, 1976; University of San Francisco, MA, 1980.

Adam McGill (2015)
University of Phoenix, BS, 2005; California State University, Long Beach, MS, 2007.

Kathryn Moga (2010)
San Jose Christian College, BA, 1990; California State University, Sacramento, MA, 2009.

Heather Muser (2011)
Westmont College, BA, 2000; University of Maryland, MA, 2002.

Bethany Okusako (2015)
San Diego State University, BA, 2007; California State University, Sacramento, MS, 2012.

Erin O'Sullivan (2014)
William Jessup University, BA, 2008; Western Seminary, MA, 2014.

Brian Person (2008)
University of California, Davis, BA, 1979; Fuller Theological Seminary, MDiv, MFM, 1983.

Judy Person (2010)
California State University, Fresno, BA, 1979; Fuller Theological Seminary, MA, 1982.

Anna Phillips (2013)
California State University, East Bay, BA, 2006; Western Seminary, MA, 2010.

Carole Pleis (2012)
Stanford University, BA, 1978; Azusa Pacific University, MA, 1981.

Timothy Polasik (2015)
University of Minnesota, BS, 1996; Liberty University, MA, 2013.

Gary Quan (2014)
California Polytechnic University, San Luis Obispo, BS, 1998; Western Seminary, MA, 2008.

Scott Rasnic (2015)
King College, BA, 1994; University of Virginia, MA, 1998; Princeton Theological Seminary, MDiv, 2000; Baylor University, PhD, 2007.

Carl Reed (2015)
University of Akron, BA, 1987; Western Michigan University, JD, 1996.

Lawrence Sam (2015)
University of Maryland University College, BS, 1985; Boston University, MEd, 1987; Golden Gate University, DPA, 1991.

Thomas Savage (2012)
Samford University, BA, 1989; University of Texas at Arlington, MA, 1996; Covenant Theological Seminary, MDiv, 2003.

Honili Sema (2014)
Patkai Christian College, BA, 1989; Delhi School of Social Work, MSW, 1992.

Terri Smith (2015)
Notre Dame de Namur, BA, 2001; Saint Mary's College of California, MA, 2010.

Linda Sommerville (2004)
California State University, Sacramento, BA, 1986; Fuller Theological Seminary, MDiv, 1991.

Ellen Spencer (2011)
California State University, Sacramento, BS, 1992; Chapman University, MA, 2011.

James W. Stewart (2015)
Bethany University, BA, 1976; Assemblies of God Theological Seminary, MA, 1998; University of Washington, PhD, 2000.

Brad Swope (2011)
Wheaton College, BA, 1985; Talbot Theological Seminary, MA, 2010.

Nicole Symcox (2015)
William Jessup University, BS, 2011; John F. Kennedy University, MA, 2014.

Wade Teasdale (2007)
California State University, Sacramento, BA, 1981; MA, 1989.

Cynthia Vanzant (2010)
Southern University, BS, 1974; California State University, Sacramento, MSW, 1995; Southern State University, EdD, 2007.

Beverly Wiens (1981)
San Jose State College, BA, 1969; MA, 1970; Santa Clara University, MA, 1992; Northern California Graduate University, PhD, 2001.

Natural and Applied Sciences

Michelle Clark (2012) *Assistant Professor, Mathematics*
California Baptist University, BS, 2003; MS, 2008.

Michelle has always been passionate about teaching mathematics. Before working at Jessup, she taught high school for eight years. During that time, she taught a range of classes and was the chair of the math department for one year. Michelle also ran tutoring programs and was involved in leading students on mission trips.

For the last three years, Michelle has been working at both Sacramento City College and William Jessup University. While at SCC, Michelle has had the opportunity to teach many different courses including a math study skills courses. She has also taught in special programs like Summer Success Academy and the Pass That Class program. Michelle is a member of CMC^3. During these last three years, Michelle has also been very involved at Jessup. She has taught a range of classes at Jessup and has been very involved with the Learning Commons on campus. Michelle started the math tutoring program and has given lectures on math success and test anxiety to students on campus. Michelle also started the Summer Math Boot Camp program and has helped students bypass non-degree applicable math classes. She has also been very involved in redesigning the curriculum and content of several math classes.

Michelle is very excited to transition from adjunct to full time at Jessup. She loves the opportunity to teach student about math and help students grow in their walk with the Lord. When Michelle is not teaching at Jessup, she can be found spending time with her husband and son.

Stephanie Everhart (2012) *Associate Professor, Chemistry and Physics*
Azusa Pacific University, BS, 2002; University of Nevada, Reno, PhD, 2009.

Stephanie has had a love and passion for the physical sciences ever since she was young. When asked how long she has been 'doing chemistry' or 'doing physics,' the counting begins at her first semester at Azusa Pacific University when she declared a double major in chemistry and physics and has never regretted it. The natural progression was to continue on to graduate school where she studied chemical physics. Following that, her experience in laser spectroscopy led Stephanie to a research group investigating a new protein analysis technique at Wayne State University in Detroit. Later, she worked on measuring and tracking toxic mercury vapor for environmental conservation at the Rosentiel School of Marine and Atmospheric Sciences in Miami.

Stephanie's teaching career could be described as beginning in much the same way as her science career. Beginning as a tutor and progressing on as a teaching assistant while doing research and now a fulltime faculty member at Jessup, Stephanie's passion for the physical sciences is fulfilled through teaching and sharing it with others.

Joseph Liauw (2015) *Associate Professor, Computer Science*
Houghton College, BA, 1977; Lehigh University, MS, 1982; PhD, 1989.

Dr. Joseph Liauw recently joined the William Jessup University faculty, bringing with him a wealth of expertise in computer science education. His research areas include formal languages and compilers. Additionally, Dr. Liauw's business and commercial areas of knowledge include e-commerce, e-procurement systems, and software licensing. He chose Jessup because it, "provides the right kind of environment and support for students to expand the practice of their faith in Jesus Christ—through services to churches, para-church ministries, missions, etc. Computer science majors have the option to work on course/senior projects in conjunction with such constituents of the faith."

Dr. Liauw enjoys teaching concepts of programming languages and the theory of computation. He has spent the last 17 years as a business executive in the Silicon Valley.

Michael McGrann (2013) *Chair and Professor, Environmental Studies*
Fresno Pacific University, BA, 2001; Alaska Pacific University, MS, 2004; University of California, Davis, PhD, 2011.

Michael enjoys fostering a mentoring relationship with his students and connecting them to field-based environmental internships. Michael's main research interests lie in the ecological and conservation sciences. His recent research involves questions of montane avian community ecology, species-environment relationships with elevation, wildlife-habitat associations, and wildlife management and conservation. Michael has participated in a wide range of conservation and applied ecological research, and he has produced several peer-reviewed publications.

Upon completing his master's degree, Michael and his wife Amy completed a mega-transect of the entire Pacific Crest Trail (PCT) in California for his PhD work. The McGranns surveyed birds and their habitats and completed counts of birds and rapid habitat assessments on thousands of plots along 1,700 miles of the PCT. This work was completed in a single season. An ongoing project for Michael is the PCT Mega-Transect. He envisions the PCT serving as a biodiversity "barometer" where a survey is established with the objective to document the occurrence and distributions of plants, animals, and their habitats across the remote and mountainous regions of the Pacific states from Mexico to Canada.

Michael studies creation because it reveals God's character, providence, and love. He also draws inspiration from his wife, two sons, and daughter.

Fungai Mukome (2015) *Assistant Professor, Chemistry*
University of Zimbabwe, BS, 1999; Portland State University, PhD, 2009.

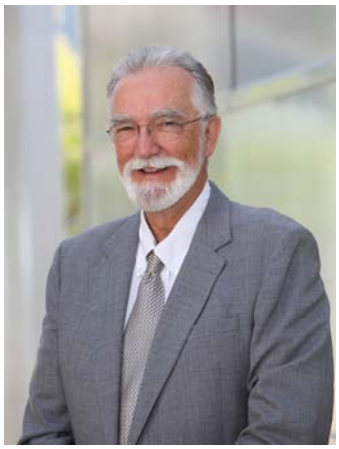
Dr. Mukome joins the Jessup faculty after spending the last five years at University of California at Davis as a postdoctoral scholar in soil environmental chemistry, researching sustainable agricultural amendments such as biochar, organic fertilizers, and biosolids as well as nutrient cycling in soils. His work resulted in multiple journal publications, several book chapters, and a national biochar database.

Dr. Mukome is delighted to be able to combine his passion for the environment and chemistry, "the central science." He wants to bring his God-given passions to a subject typically perceived as challenging and help students discover the beauty and role of chemistry in all things around us. He reveres the opportunity to be used by God to transform and shape the lives of students at Jessup whose experiences here will significantly impact their roles as tomorrow's citizens.

Scott Roberts (2014) *Chair and Professor, Kinesiology*
California State University, Chico, BA, 1986; California State University, Sacramento, MS, 1988; University of New Mexico, PhD, 1995.

Dr. Roberts is excited to be joining Jessup and to help support the academic mission of the college which seeks to develop the whole person, including their physical health and well-being. He desires to serve the Lord through providing high quality education and support to students through his actions, words, and deeds as a devoted Christian.

Prior to joining the Jessup faculty, Dr. Roberts was the Chair of the Department of Kinesiology at California State University, Chico. He has served as the exercise science program coordinator for several different universities. Dr. Roberts has been the author and editor of numerous publications, including *ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities*. He has also spoken and presented at numerous conferences across the country.



George Stubblefield (2009) *Chair, Division of Natural and Applied Sciences; Chair, Biology; Associate Professor, Allied Health Care and Biology*
Southern California University of Health Sciences, BA, 1975; DC, 1976.

Dr. Stubblefield's clinical experience spans almost 40 years, with clinical applications involving sports medicine, rehabilitation, and reconstructive biomechanics. He was instrumental in the establishment of a biomechanics chiropractic medicine clinic for the Department of Defense at Travis Air Force Base in 2000 that continues to provide evaluation and treatment for our veterans and military personnel today. Over the last 11 years, Dr. Stubblefield has been involved in academic curricular development and instruction at the university level. Jessup's current degree programs in biology and kinesiology have been the result of Dr. Stubblefield's direction and contributions. Over the last year, he has facilitated the development and implementation of our two new degree programs in Environmental Science and Computer Science.

Dr. Stubblefield has previously served as a Qualified Medical Examiner and an Industrial Disability Evaluator for the State of California. In addition to his current academic responsibility of continued design and development of the Division of Natural and Applied Sciences, he is currently initiating a research project addressing factors associating residual permanent adult injuries as a post-traumatic result from youth sports injuries, due to causative repetitive use syndromes. In March of 2016, he is scheduled to begin the process of pursuing his PhD in Health Sciences with a concentration on physical movement and biomechanics at Rutgers University.

With his clinical experience and associated academic pedagogy, Dr. Stubblefield's faith integration is both prayerful and scholarly. He believes "our faith and our disciplines should properly align to be mutually informative and complementary to our students, colleagues, community, and ourselves." He further states, "we are all blessed by the Jessup community not only in opportunities, but, more importantly, with staff and faculty colleagues that are a constant demonstration of God's love, compassion, encouragement, and communion."

Bradley Wagner (2014) *Assistant Professor, Mathematics*
The Master's College, BA, 2005; California State University, Northridge, MS, 2007; Baylor University, PhD, 2014.

Dr. Wagner comes to Jessup as an expert in abstract algebra, specifically in modules and algebras. He loves teaching all math courses, especially courses on modern algebra, proofs, real analysis, and topology. Dr. Wagner recently completed his PhD dissertation at Baylor University on finitary incidence algebras. He has also published a number of other articles in his areas of interest in mathematics.

Dr. Wagner loves the friendly atmosphere and Christ-centered focus at Jessup. The small classes give him an opportunity to get to know his students and have a greater impact on their lives. His inspirations include his wife, his son, and his Lord and Savior, Jesus Christ.

Adjunct

Carlyn Brown (2014)
Chapman University, BA, 1997; Ashford University, MA, 2013.

Tammy Cleek (2014)
Santa Clara University, BS, 1991; Stanford University, MS, 1994; PhD, 2003.

Parker Daniells (2014)
William Jessup University, BA, 2009; California University of Pennsylvania, MS, 2014.

Veronica Graves (2014)
California State University, Chico, BA, 1999; MA, 2011.

Peggy Gubitz (2012)
State University of New York at Albany, BS, 1975; University of Santa Clara, MA, 1980.

Mindy Hills (2013)
George Fox University, BS, 2003; University of Phoenix, MA, 2006.

Cornelius Hunter (2015)
University of Michigan, BS, 1980; MS, 1982; University of Illinois at Urbana, PhD, 2001.

Priscilla Isaac (2014)
University of Madras, BS, 1992; MS, 1995; PhD, 2001.

Heather Kreutz (2015)
Westmont College, BS, 2005; California State University, Sacramento, MS, 2013.

Michael Lee (2015)
University of Illinois at Urbana-Champaign, BS, 2001; Bethany University, MA, 2004.

Amy McGrann (2012)
Fresno Pacific University, BA, 2001; Alaska Pacific University, MS, 2004; University of California, Davis, MA, 2012.

Karen McReynolds (2004)
Northern Arizona University, BS, 1980; San Jose State University, MA, 1996.

Julie Mills (2014)
University of the Pacific, BA, 1981; University of San Diego, JD, 1992.

Heather Muser (2011)
Westmont College, BA, 2000; University of Maryland, MA, 2002.

Glenn Reagan (2013)
University of Rochester, BS, 1969; University of California, Santa Cruz, MS, 1973.

John Richert (2013)
Long Island University, BS, 2000; University of California, Davis, PhD, 2007.

Moytri Roy Chowdhury (2015)
Banaras Hindu University, MS, 2000; Indian Institute of Technology, MS, 2003; University of Arkansas, PhD, 2011.

Sandra Schmatjen (2013)
California Polytechnic State University, San Luis Obispo, BA, 1995.

Lisa Swartzendruber (2015)
California Baptist University, BS, 2009; MS, 2010.

Ravikumar Thangappan (2014)
University of Madras, BS, 1992; MS, 1994; PhD, 2000.

Visual and Performing Arts

Derek Martin (2013) *Chair and Assistant Professor, Creative Arts*
University of Hartford, BFA, 2001; Regent University, MFA, 2009.

Derek Martin is a professional actor, director, choreographer, producer, and educator and has spent the last two decades working professionally in the arts, media, and entertainment. Previously, Derek was a professor of theatre and Chair of the BA in Theatre at Regent University in Virginia. He is a member of Actors Equity Association, Stage Directors and Choreographers Society, and Christian in Theatre Arts and has been a recognized actor/combatant with the Society of American Fight Directors. Derek has worked professionally at some fantastic theatres around the country including the Connecticut Repertory Theatre, The York Theatre Company, and The Round Barn Theatre. He has performed in such shows as *Singing in the Rain*, *The Music Man*, and *Hello Dolly*. He was the lead in the multiple-award winning short film, *The Noble Lie* and has choreographed Broadway's Carol Jaudes in her one woman international tour of *And Sarah Laughed*. Derek performed as Chris in the table-read cast of CBN's hit animated series, *Superbook!* Derek is also the Artistic Director and founder of The Americana Theatre Company, a professional summer theatre company in Plymouth, Massachusetts. He spends every summer in Plymouth, producing theatre with his beautiful wife, Jennifer, and his family. Derek and Jennifer live in Roseville.

Jennifer Martin (2014) *Administrative Faculty*
Azusa Pacific University, BA, 2005; Regent University, MFA, 2008.

Jennifer Martin has her MFA in Acting from Regent University. She has enjoyed working from east to west with theatres such as Americana Theatre Company, Virginia Repertory Theatre, Virginia Musical Theatre, Richmond Shakespeare, The Round Barn Theatre, and Sacramento Theatre Company. In addition to performing, Jennifer works as a producer, teaching artist, and has enjoyed a brief stint as a casting director and talent agent. At William Jessup University, Jennifer teaches acting, oversees internships and is the producing director for the theatre season.

Irene Matson (2011) *Assistant Professor, Creative Arts*
William Jessup University, BS, 2009; Prescott College, MA, 2013.

After working 20 years as a painter and muralist, Irene has adapted her knowledge and passion into teaching others. Believing that God, the ultimate Creator, is at the core of all creativity, Irene attempts to stretch students' perceptions of God, art, and themselves as artists.

A lifelong student of the Renaissance, Irene was surprised to discover excellent female artists in that time period also. With her curiosity piqued, her graduate education focused on the works and lives of these brave and extremely talented women. Irene continues to work to bring awareness to the accomplishments of female artists in the past and has been invited to be a contributing writer to the body of work collected by Advancing Women Artists Foundation in Florence, Italy.

Irene is passionate about encouraging students in their art and their individuality and discovering their unique perspective and artist's voice.

Thomas Ruscica (2003) *Chair, Visual and Performing Arts; Assistant Professor, Music*
Azusa Pacific University, BA, 1992; MA, 1995.

Tom excels in developing students into inspiring and influential leaders and is relentlessly passionate about creating opportunities for students to be challenged in both music and leadership. He has served in music ministry in many different denominations, including Assembly of God, Baptist, and Lutheran, and enjoys learning about different styles of worship. Tom currently conducts William Jessup's widely recognized University Choir & Orchestra. Performing 30 concerts per year, the University Choir & Orchestra performs a dynamic and powerful concert experience with a diverse repertoire. Jessup Music concerts are marked by students on a pursuit of excellence who reach out to and connect with concert attendees, inspiring and infusing audience members with hope and encouragement.

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.

Elizabeth Stanley (1996) *Professor, Music*
California State University, Hayward, BA, 1978; MA, 1983.

In the church Elizabeth 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. Elizabeth brings to William Jessup University an enthusiasm and a love of her students.

Elizabeth 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. Elizabeth 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. Elizabeth has also presented seminars on vocal technique and enjoys leading worship in conference and retreat settings.

Adjunct

Eric Baral (2014)
San Jose State University, BFA, 2008; MFA, 2010.

Lyndsay Barham (2014)
William Jessup University, BA, 2012; California State University, Sacramento, MA, 2014.

Cristina Cibotar (2011)
State University of Arts, Moldova, MA, 1999.

Alyssa Cross (2013)
William Jessup University, BA, 2008.

Daniel Gluck (2004)
Azusa Pacific University, BA, 1998; MA, 2003.

Derek Keller (2010)
University of Georgia, BA, 1994; MA, 1996; University of California, San Diego, PhD, 2004.

Alan Koshiyama (2012)
American River College, AA, 1991.

Kyle Martin (2013)
Oak Hills Bible College, BA, 2002.

Lorin Miller (2011)
Oral Roberts University, BA, 1982.

Diana Murray-Tudsbury (2011)
Azusa Pacific University, BA, 1979; California State University, Sacramento, MA, 1989.

Peter Neumann (2015)
Azusa Pacific University, BS, 1994.

Courtney Janey Pintar (2013)
University of California, Davis, BA, 2008; San Francisco State University, MA, 2012.

Brittney Reimert (2015)
Pepperdine University, BA, 2010; Columbia University, MFA, 2012.

Rondall Reynoso (2013)
Pratt Institute, BFA, 2001; MS, 2006; MFA, 2006.

Marc Robertson (2014)
California State University, Sacramento, BA, 2012; University of San Francisco, MA, 2014.

Brandy Ruscica (2010)
Azusa Pacific University, BA, 1997.

Karen Salee (2015)
California State University, Long Beach, BFA, 1983.

Joyce Scolnick (2012)
California State University, Sacramento, BA, 1988.

Aubri Siebert (2015)
University of California, Irvine, BA, 2005; MFA, 2008.

Timothy Stephenson (2015)
California State University, Sacramento, BM, 2009; MM, 2012.

Rachel Storment (2013)
William Jessup University, BA, 2012.

Lori True (2007)
Azusa Pacific University, BA, 1988.

Jacquelyn Venter (2014)
Oberlin Conservatory of Music, BM, 2003; University of Northern Iowa, MM, 2006; University of Texas, Austin, DMA, 2012.

Brandon Yip (2009)
California State University, Sacramento, BA, 1991; San Francisco Conservatory of Music, MA, 2000.

School of Business

Erin Hill (2014) *Assistant Professor, Business*
Golden Gate University, BBA, 2001; Northwestern California University, JD, 2005; Thomas Jefferson School of Law, LLM, 2011.

Erin is a professor for William Jessup University and ITT Technical Institute where she teaches a variety of business and leadership classes. Her educational background includes a Bachelor of Business Administration in Finance and Management, Juris Doctorate, LL.M. (post-doctorate) in International Tax and Financial Services, and Wealth Management Certificate. Erin is an internationally certified financial planner, quality manager, asset manager, and project manager.

Erin maintains active involvement in several community service organizations. Currently, she serves on several curriculum boards and interview panels as a pro bono advisor. She has assisted several students in obtaining scholarships and internships over the years. On a personal note, Erin is a classically trained pianist and is married with two daughters.

Manuel Salazar (2012) *Associate Professor, Business*
University of North Carolina, BS, 1994; Campbell University, MBA, 1995; Luther Rice University, MA, 2000; Pensacola Christian College, EdD, 2007.

Manuel is passionate about equipping the next generation of business leaders to be salt and light in the areas of accounting, finance. and economics. As a former head financial and accounting officer in the banking industry, Manuel brings a wealth of knowledge to business students in the classroom. Manuel's research interests include using free-market economics to help alleviate poverty, improving income mobility, business ethics, tax reform, and community banking.

Manuel has been married for 27 year, and has four adult children. (His two sons serve in the U.S. Army Reserve.) Manuel and his wife have served in teaching and leadership roles in their church for more than twenty years. Manuel works with the WJU military veterans as the organization's advisor, being a veteran himself as a former paratrooper with the U.S. Army's storied 82nd Airborne Division (1985-1991). Manuel and his family are enthusiastic San Francisco Giants fans and enjoy spending time at Lake Tahoe.

Manuel serves on the board of Financial Executives International (Sacramento Chapter) and is an academic member of the California Society of Certified Public Accountants. He is also a member of the Christian Business Faculty Association and serves as the board accountant for an international nonprofit organization.

Roger Salstrom (1999) *Chair and Professor, School of Business*
Purdue University, BS, 1971; Indiana University, MBA, 1973; University of California, Berkeley, PhD, 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 as an effective and 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 of 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.

Harry Snodgrass (2014) *Associate Professor, Business*
Central Methodist College, BME, 1974; University of Texas, Austin, MS, 1983; Northcentral University, PhD, 2014.

After working for more than 30 years in an industrial business environment, Harry retired as a senior executive in a large global chemicals, plastics, and fibers corporation. His duties included management of a global organization that was responsible for finance, marketing, strategy, business development, and mergers and acquisitions. He believes that God has called him to integrate academic knowledge with practical experience and use both to educate the next generation of Christian business professionals. Prior to coming to Jessup, Harry taught for several years at a small Christian college in rural Appalachia.

Professor Snodgrass believes that William Jessup University affords students and faculty an opportunity to participate in a god-sized endeavor and to find their personal place of ministry and service in that safe environment. His passion is to use his gifts and talents to help emerging business leaders discover theirs, all to the glory of God.

Adjunct

Sally Beaudry (2011)
Arizona State University, BA, 1989; Southwestern University School of Law, JD, 1992.

Steve Clifford (2014)
Austin College, BA, 1979; MA, 1980; Dallas Theological Seminary, MA, 1991.

David Colbert (1994)
Bethany University, BA, 1987; Vanguard University, MA, 1993; Regent University, PhD, 2007.

Timothy Dupic (2014)
University of South Dakota, BS, 1976; MBA, 1980; Trinity College of the Bible and Theological Seminary, MDiv, 2004; Northwestern Polytechnic University, DBA, 2013.

Scott Eash (2015)
Rutgers University, BA, 1991; Pacific Graduate School of Psychology, MS, 2005.

Mark Ellis (2015)
North Central University, BS, 1997; Regent University, MBA, 2000; Capella University, PhD, 2007; Loyola University of Chicago School of Law, MJ, 2014.

John Emery Erwin (1999)
San Jose State University, BS, 1988; Golden Gate University, MA, 1995.

Nancy Farnsworth (2015)
University of Mary, BS, 2010; MBA, 2012.

Gary Gubitz (2012)
State University of New York at Albany, BS, 1973; The Ohio State University, MS, 1976.

Samuel Heinrich (2005)
John Brown University, BS, 1983; University of Colorado at Colorado Springs, MBA, 1991.

David Inniss (2014)
West Point, BA, 1999; California State University, Sacramento, MBA, 2004; Drexel University, EdD, 2013.

Thomas Douglas Jacobs (2013)
Georgia Institute of Technology, BME, 1975; Wichita State University, MBA, 1986.

Michael Lee (2015)
University of Illinois at Urbana-Champaign, BS, 2001; Bethany University, MA, 2004.

Luis Luna (2014)
University of California, Los Angeles, BS, 1993; University of Washington, MBA, 2003.

James Matthews (2015)
California State University, Sacramento, BS, 1973; University of Nevada, Reno, MBA, 1975; Golden Gate University, PhD, 1990.

Matthew McCarthy (2014)
California State University, Sonoma, BA, 1995; Pennsylvania State University, MBA, 2005.

Loo Ng (2012)
University of Southern Illinois, BS, 1983; University of Oklahoma, MPA, 1986.

Eileen Pietz (2014)
University of California, Davis, BS, 1983; MBA, 1986.

Tecoy Porter (2013)
California State University, Sacramento, BA, 1993; MBA, 1995. Regent University, DSL, 2013.

Mark Salo (2003)
Biola University, BA, 1985; University of Southern California, MBA, 1998.

Jeannice Samani (2013)
University of California, Berkeley, BA, 1989.

Linda Sommerville (2004)
California State University, Sacramento, BA, 1986; Fuller Theological Seminary, MDiv, 1991.

Ellen Spencer (2011)
California State University, Sacramento, BS, 1992; Chapman University, MA, 2011.

Sharon Stenger (2006)
Chapman University, BA, 1985; University of San Francisco, MS, 1991.

James W. Stewart (2015)
Bethany University, BA, 1976; Assemblies of God Theological Seminary, MA, 1998; University of Washington, PhD, 2000.

Donald Struckmann (2013)
California State University, Hayward, BA, 1971; University of California, San Francisco, JD, 1974.

David Wertheim (2012)
Brooklyn College, BS, 1975; Ohio State University, MS, 1977.

School of Education

Eric Bull (2007) *Associate Professor and Undergraduate Coordinator, School of Education*
San Jose State University, BA, 1978; MA, 1984; Curtin University, Australia), EdD, 2002.

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.

Prior to his position at Jessup, Eric was an assistant professor of science education at Sacramento State University. He is the founder and executive director of STEM Expo, Inc. (STEMexpo.org), a 501(c)3 nonprofit that bills itself as ". . . the innovative alternative to the typical science fair."

Addie Ellis (2013) *Thesis Mentor, School of Education; Administrative Faculty*
University of California, Riverside, BA, 1996; National University, MS, 1998; Drexel University, EdD, 2012.

Dr. Ellis has spent a career spanning over 20 years working on issues of access and equity for underserved and underperforming students as a high school counselor, high school principal, and charter school developer. Her areas of research include issues of housing insecurity, homelessness, and poverty. She publishes and speaks nationwide on educating the new face of homelessness, reaching girls who bully, and identifying behaviors in youth that maximize outcomes.

Dr. Ellis holds credentials in Life and Executive Coaching, Administration, and Pupil Personnel Services. In addition to her work at Jessup, she is the founder of The Koci Group, a leadership and management consultancy headquartered in Sacramento. She is a proud Navy mom to her sailor, Naseer.

Henry A. "Hank" Gardner (2011) *Director of Academy Programs; Administrative Faculty*
Kent State University, BS, 1968; Indiana University, MS, 1971; EdD, 1975.

Hank has progressive experience in the field of public elementary school teaching and higher education administration and has demonstrated a history of quality performance and leadership. Within the scope of his teaching and administrative leadership, Hank has proved to be an organized, detail-directed, tenacious, and major decision maker with an ability to communicate with all levels of the higher education hierarchy resulting from years of personal and professional motivation. He is recognized for his ability to encourage and lead diverse individuals in achieving their academic and educational goals.

Hank has held the positions of Dean of Students, Associate Vice President for Academic Affairs, Vice President of Student Affairs, Vice Chancellor of Student Affairs, and Vice President for Enrollment Management at state and for-profit two-year and four-year liberal arts and community college institutions. He has held academic teaching positions as an Assistant

Professor of Counseling, Assistant Professor of Higher Education, and Assistant Professor of Professional and Secondary Education.

Prior to joining the Jessup family, Hank retired from East Stroudsburg University where he served as Vice President of Enrollment Management and Assistant Professor of Secondary and Professional Education.

Tim Gillespie (2007) *Dean, School of Education; Administrative Faculty*
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. 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 Jessup, 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) *Professor and Coordinator of Graduate Studies, School of Education*
Point Loma Nazarene University, BA, 1999; National University, MA, 2002; Capella University, PhD, 2010.

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 Jessup'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 Jessup and specifically in the Credentials with Character program as it is designed to further develop characteristics helping students grow spiritually, intellectually, and academically.

With more than 17 years of experience with multiple grade levels in public, private, and charter schools, Dr. Herzog brings a wealth of knowledge to help prepare educators to be effective teachers, administrators, and/or leaders within their communities. Some of the roles that Dr. Herzog has served in K-12 education are department chair, professional development planning team, health careers academy instructor, sheltered immersion instructor, curriculum and content specialist, and Beginning Teacher Support and Assessment (BTSA) mentor.

Dr. Herzog is a state master trainer for the Teaching Performance Assessments (TPAs). Dr. Herzog also regularly participates in research and has been published a number of times in science and educational journals.

Aisha Lowe (2013) *Associate Professor, School of Education*
Stanford University, BA, 1999; MA, 2004; PhD, 2006.

Lowe is a passionate educator who has dedicated her life and career to improving education. She learned at a young age that education was her purpose and calling, and has served in educational nonprofits, as a K-12 teacher, and as an adjunct professor. A native of San Francisco, Lowe made the Sacramento region her home in 2011 when she became the Executive Director of STAND UP, a Sacramento education nonprofit mobilizing the community for education reform. Prior to joining STAND UP, Lowe served as the Director of Research and Evaluation for the California Charter Schools Association where she authored the Similar Students Measure for charter school accountability and a report about the performance of African American students in California, *Chartering and Choice as an Achievement-gap Closing Reform*.

Much of Lowe's work in education was serving low-income communities in East Palo Alto through academic and life enrichment programs for youth. She also served as the Co-Chair of the Board of Directors of Fellowship Academy and on the Board of Trustees and as President of the Alumni Association at The Urban School of San Francisco, her alma maters.

Lowe lives in Rancho Cordova with her four-legged daughter, Jada, and attends Center of Praise Ministries in Sacramento.

Jill Wolfe (2013) *Assistant Professor, School of Education*
California State University, Sacramento, BA, 1985; MA, 1991.

Jill finds joy in working collaboratively with others in the School of Education and in helping student teaching candidates "reach with compassion, teach with excellence, and learn for lifelong impact." Her favorite part of her position at Jessup is mentoring student teaching candidates in local schools.

Prior to teaching at Jessup, Jill was with the Department of Teacher Education at California State University in Sacramento where she was primarily responsible for supporting student teachers in the field. She brings to Jessup her passion for educational coaching, curriculum and instructional design, and social and emotional learning.

Sandra Woodson (2013) *Director of Jessup Online; Administrative Faculty*
University of Southern California, BS, 1972; The King's University, MDiv, 2003; Capella University, PhD, 2010.

Sande has followed her call to teach throughout her entire career, starting as an elementary school teacher, then teaching in various ministry positions in the church and in parachurch ministries, and more recently serving as a college faculty member.

Sande's passion is to be able to blend her seminary teaching with her expertise in online instructional design in order to make Jessup Online courses reflect excellence in both learning outcomes and in promoting spiritual formation in students and faculty. She feels very privileged to have been given the opportunity to serve the Lord in this way here at William Jessup University.

Sande loves spending time with her husband (and high school sweetheart), two daughters, and five grandchildren. She also likes reading, quilting, and enjoying God's beautiful creation that surrounds the mountain community where she lives.

Adjunct

Sharon Anderson (2013)
Bethany Bible College, BA, 1979; University of San Francisco, MA, 1983; EdD, 1996.

Mac Blate (2015)
California State University, Fresno, BA, 2003; Fresno Pacific University, MA, 2013.

Steve Caminiti (2011)
Westmont College, BS, 1999; National University, MEd, 2003.

Rebecca Cihak (2009)
John F. Kennedy University, BA, 1992; California State University, Sacramento, MA, 2009.

Edsel Clark (2014)
University of Illinois, BA, 2000; Benedictine University, MA, 2005; Aurora University, EdD, 2011.

Christy Cooper (2013)
Azusa Pacific University, BA, 2007; MEd, 2009.

Ashlee Feytser (2014)
William Jessup University, BA, 2012; Columbia International University, MA, 2013.

Pamela Gaderlund (2011)
Wheaton College, BA, 1968; Northwestern University, MA, 1969.

Terri George (2010)
University of California, Davis, BS, 1991; Louisiana State University, MA, 1994; Louisiana State University, PhD, 1996.

Elisa Michals (2009)
The University of British Columbia, BEd, 1985; MEd, 1991; PhD, 2000.

Ryan Muldery (2015)
Fresno Pacific University, BA, 2002; Brandman University, MA, 2015.

Cynthia Nunes-Taijeron (2013)
University of Maryland, BS, 1992; BA, 2000; Walden University, PhD, 2012.

Curt Peterson (2009)
Bethany College of Missions, BA, 1981; Fuller Theological Seminary, MDiv, 1989.

Karen Pickrell (2013)
Biola University, BA, 1986; California State University, San Bernardino, MEd, 1990.

Lari Powell (2009)
California State University, Chico, BA, 1995; National University, MS, 2008.

Lynda Snelgrove (2014)
Bethany University, BA, 1988; MA, 2011.

Lindy Valdez (2011)
California State University, Sacramento, BA, 1981; MS, 1992; University of Southern California, EdD, 1997.

Andrew Vanden Akker (2013)
Biola University, BA, 2001; MA, 2003.

Marilyn Vaughn (2013)
The Ohio State University, BS, 1969; University of Santa Clara, MA, 1981; University of Southern California, EdD, 1994.

Young Wagner (2013)
California State University, Sacramento, BA, 1991.

Marybarbara Zorio (2013)
St. Thomas Aquinas College, BS, 1968; Santa Clara University, MA, 1992.

Campus Directory

Academics **916.577.2250**
Jerod Pivin, Administrative Assistant to the Office of the Provost

Admission **916.577.2222**
Vance Pascua, Dean of Admission and Financial Aid

Athletics **916.577.2366**

Campus Safety **916.577.7070**
Dean Cross, Director of Campus Safety

Campus Store **916.577.2390**
Amanda Berteig, Bookstore Coordinator

Development **916.577.1800**
Sheila Haut, Public Information Officer
Eric Hogue, Chief Development Officer

Facilities **916.577.2380**
Ben Newman, Director of Facilities

Financial Aid **916.577.2233**
Vance Pascua, Dean of Admission and Financial Aid
John Swan, Director of Financial Aid

Human Resources **916.577.2355**
Wendy Webster, Vice President of Human Resources

Information Technology **916.577.2345**
Judy Rentz, Chief Information Officer

Learning Commons **916.577.2298**
Kevin Pischke, Director of the Learning Commons

Library **916.577.2288**
Kevin Pischke, University Librarian

Registrar **916.577.2244**
Tina Petersen, Registrar

School of Professional Studies – San Jose Campus **669.400.7107**
Daniel Albrecht, Academic Director

School of Professional Studies – Rocklin Campus **916.577.2333**
Nancy Thompson, Director

Student Accounts **916.577.2352**
Sara McCuan, Student Accounts Officer

Student Development **916.577.2321**
Kay Llovio, Associate Provost for Student Development
Jon Sampson, Dean of Students

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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, gender, or disability in the administration of its educational policies, employment practices, admissions requirements, or scholarship and loan programs. The University also prohibits sexual harassment. Assistance for disabled students is available and is directed by the Success Center. 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 this nondiscrimination policy and the policy prohibiting sexual harassment may be directed to the Associate Provost for Student Development in the Office of Student Life for further information and procedures.

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.

Jessup 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 Jessup or a component of Jessup 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, Jessup 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. Jessup 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 clearly and safely maintained. 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 backed up securely according to industry best practices. 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 Provost (for academic matters) or the Vice President for Student Development (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 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. The unlawful manufacture, distribution, possession, dispensation, sale, offer to sell, purchase, and/or use of a controlled substance (defined in schedules I through V of the Controlled Substances Act 21, U.S. Code 812, as amended) on the Jessup campus, at its offsite locations, or at any Jessup-sponsored activity is prohibited. Violation of this policy will be considered cause for dismissal.
2. Jessup 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 Jessup. 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)

Student Right-To-Know and the Jeanne Clery Act

Enacted in 1990, the Student Right-To-Know and Campus Security Act was designed to "assist students in making decisions which affect their personal safety" and "to make sure institutions of higher education provide students, prospective students, and faculty the information they need to avoid becoming the victims of campus crime." The Higher Education Act of 1998 and the subsequent amendment of the implementing regulations (34 C.F.R. 668.46 et. seq.) significantly expanded institutions' obligations under the Act and renamed the Act as the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. In compliance with the Jeanne Clery Act, William Jessup University:

- Publishes an annual report every year by October 1 that contains three years of campus crime statistics and certain campus security policy statements.
- Discloses crime statistics for the campus, public areas immediately adjacent to or running through the campus, and certain non-campus facilities. The statistics must be gathered from campus police or security, local law enforcement, and other University official who have "significant responsibility for student and campus activities."
- Provides "timely warning" notices of those crimes that have occurred and pose an ongoing "threat to students and employees."
- Discloses in a public crime log "any crime that occurred on campus . . . or within the patrol jurisdiction of the campus police or the campus security department and is reported to the campus police or security department."

The William Jessup University Annual Security Report (ASR) has been prepared to comply with the Clery Act and is published on the William Jessup University website page at http://jessup.edu/campus-security. Each member of the University community receives an email that describes the report and is provided the web address along with a link. All community members are encouraged to use this report as a guide for safe practices on and off campus. This Annual Security Report is also available to prospective students and prospective employees via the campus safety website. For a written copy of the report, please contact the Jessup Department of Campus Safety at 916.577.7070.

The ASR also includes current information about the Jessup Campus Safety Department policies, campus crime statistics, crime prevention information, crime reporting procedures, and contact information. There is valuable information related to the Jessup policies regarding sexual assault offenses, missing student notification procedures, liquor law and drug violations, hate crimes, emergency response and evacuation procedures, and fire safety procedures and statistics. The fire safety portion of the Annual Security Report includes information on fire safety procedures, statistics, reports, and documentation.

The current William Jessup Annual Security Report can be found at: http://my.jessup.edu/campussafety/crime-awareness/annual-security-report/.

Disclaimer

William Jessup University reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, professors, curricula, and courses. This catalog is not a contract or an offer of a contract.