



## 2018-2019 CATALOG



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**WILLIAM JESSUP UNIVERSITY**

**2018-2019 CATALOG**

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## Greetings from William Jessup University!



You are a history maker! 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. Thank you for trusting us to be part of your journey.

John Jackson, Ph.D.  
President

## Accreditations, Recognitions, and Memberships

William Jessup University is accredited by the WASC Senior College and University Commission (WSCUC; 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001), one of the seven 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 ministry; 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)  
Student Affairs Administrators in Higher Education (NASPA)  
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 in 2004 to Rocklin, California. 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. In 1962, the College received accreditation with the Accrediting Association of Bible Colleges (AABC), presently known as the Association of Biblical Higher Education (ABHE).

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, a year prior to the move of the main campus to Rocklin 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 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 the University's growth. Jessup has more than doubled in size since 2011, and we are rapidly expanding our undergraduate, graduate, and online degree offerings. Today, the University is a respected member of Christ-honoring colleges and universities across the country.

Reconstruction of the Herman Miller complex in Rocklin now provides more than 400,000 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 Fountains at Roseville is a unique collection of stores and restaurants in a beautifully landscaped outdoor setting which includes choreographed dancing fountains and a full calendar of events.

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.

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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.

## COMMUNITY COVENANT CHAPTER ON SCIENCE AND FAITH

### PREAMBLE

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

The following treatise on "Science and Faith" reflects our commitment to open dialogue and unity among Christians. Such unity is grounded first and foremost in the person of Christ Jesus, not our stance on creation and evolution.

We hold three foundational assumptions:

- 1.1 God's creative acts are trustworthily recorded in the Bible and necessary for our understanding of His redemptive purposes.
- 1.2 The Bible affirms that God created the universe, but it does not do so in scientific language nor does it fully disclose God's methods in creation.
- 1.3 The Christian scientific endeavor presupposes that the universe exists, that it is to some degree knowable through human rationality and the methods of the natural sciences, and that it reveals "the eternal power and divine nature" of its Creator (Romans 1:19-20).

### ON ORIGINS OF LIFE

We believe that:

- 2.1 One God—Father, Son, and Holy Spirit—exists as an intelligent, transcendent, holy, loving Spirit who existed prior to the formation of the material cosmos. God the Creator is totally other than and essentially distinct from His creation.
- 2.2 As supported by Scripture, all entities and phenomena have been brought into existence by God's powerful actions and in accordance with His purposes, not by chance.
- 2.3 God made His creation to be good (Genesis 1:31).
- 2.4 The purpose of all creation is to praise God (Psalm 148:7-13). Every element in creation is for the praise of God and praises God in a way appropriate to its created nature; in some cases, merely by its existence.
- 2.5 God's distinct creative acts culminated in the first human beings whom He created "in His image" (Genesis 1:26-27), a characteristic that distinguishes human beings from all other creatures and bestows on them unique significance, value, and worth.

- 2.6 The first human beings fell into sin through an historical act of disobedience to God (Genesis 3:1-7) which brought death to humanity (Romans 5:12) and has affected all of creation in significant ways. Nonetheless, much evidence of the original goodness remains.
- 2.7 Even today, in our fallen condition, God intends humanity to manage, tend, and care for His earth according to His purposes (Genesis 1:28, 2:15). God opposes all abuse and exploitation of His creation.
- 2.8 We live under universal, created laws and moral absolutes.
- 2.9 The material world and cosmos are neither autonomous, eternal, nor self-generation. God is intimately involved in maintaining and upholding His creation. Indeed, all created reality holds together through God's sustaining power (Psalm 33:6-7, 104:27-30; Hebrews 1:3; Colossians 1:17). Thus, all progress—whether human or otherwise—depends upon the redemptive activity of God.

## IMPLICATIONS

We believe that:

- 3.1 A biblical view of the origins of life does not constrain legitimate scientific inquiry and research because we accept two sources of information: biblical revelation and natural revelation.
- 3.2 God is the source of both biblical and natural revelation with respect to His creation. Apparent discrepancies should result in deferring conclusions in favor of a careful and humble reexamination of the presuppositions, theories, and interpretations that led to the disagreement.
- 3.3 Different positions must be subject to ongoing honest evaluation and scrutiny and respectful debate within the framework of a biblical Christian perspective.
- 3.4 Members of the WJU community may differ on the timetable for creation in Genesis 1, conclusions about young earth or old earth, and the extent of changes in life forms over time (e.g. speciation).

Even as we affirm our own convictions, we strive to maintain an attitude of respect and charity towards others who may hold different views on these matters.

## COMMUNITY COVENANT

### CHAPTER ON PRESERVATION OF UNITY AND COMMUNITY

#### PREAMBLE

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

The University community is comprised of Trustees, administration, faculty, and staff who are Christian believers and who hold essential beliefs and community understandings in common as referenced in the Statement of Faith and Community Covenant. In the event that members conduct themselves in a manner not consistent with biblical standards and these statements, then the University will pursue corrective actions to establish unity and restore those individuals into fellowship within the University community. 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 the preservation of unity and community when faced with disputes.

The following *Community Covenant Chapter on Preservation of Unity and Community* 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 Preservation of Unity and Community* 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.

We hold three foundational assumptions:

- The University and its Board of Trustees are committed to restore fellowship, when possible, with individuals who are out of conformity with community membership standards as delineated in the University's Statement of Faith and Community Covenant.
- The process of restoration is predicated on the biblical doctrines of sin, grace, repentance, and restoration.
- We believe that there is always a potential pathway by which differences or conflicts may lead to change, growth, reconciliation.  
(Romans 3:23; Colossians 3:5; 1 John 1:16; 2 Corinthians 12:9; Ephesians 2:8-9; Titus 2:11-14; Acts 3:19; 2 Corinthians 7:9; Jeremiah 31:19; Luke 17:3; 2 Corinthians 13:11; Galatians 6:1)

Therefore, we believe that:

- We must eschew legal recourse and rather, ask that all of those facing disputations with each other or with the University to respect the Bible, as it commends us to make every effort to live at peace and to resolve disputes with each other in private or within the tenets of the Christian faith.
- In accordance with the University's Employee Policies, we agree that, at the outset of employment, any claim or dispute arising from or related to the University's essential creeds and understandings first be settled through biblically-based mediation as recommended and resourced by the University's administration and confirmed by the employee. (Title IX issues will be addressed through the University's published Title IX processes.)
- The final adjudication of discipline is entrusted to the Board of Trustees, who has the authority to place individuals under discipline or to otherwise restrict participation in community membership or limit the benefits thereof.  
(Matthew 18:15-20; 1 Corinthians 6:1-8)

## 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**

2121 University Avenue

Rocklin, CA 95765

916.577.2222

## Visiting Jessup

Each university has its own individual character, much like you. In order to get to know Jessup fully, come meet us in person for a personalized Jessup experience—whether it's an individual visit or one of our exciting event days.

### **The Jessup Visit**

A private visit allows you to fully experience William Jessup University in its entirety on an individual basis. We completely customize each personal visit based on the activities that you want to include. It's up to you! Request a visit at [jessup.edu/visit](http://jessup.edu/visit). Private visit options include (weekdays only):

- Full campus tour
- Chance to attend a class
- Opportunity to experience chapel
- Lunch at the Crossroads Café
- Meeting with an Admissions Counselor
- Faculty meeting based on student's major
- Career and life planning meeting
- Overnight stay

### **Preview Day**

Preview Day invites prospective students and their parents to spend the day with us to learn more about academic programs, spiritual life, campus activities, and much more! Take a tour, share a meal with a faculty member, and hear firsthand from Jessup students and parents about their experiences. Prospective students also receive a free Jessup t-shirt and complimentary tickets to our upcoming theatre performance! A special track is offered to meet the individual needs of transfer students. Fall Preview Day can be experienced in November and spring Preview Day in March. RSVP for Preview day at [jessup.edu/previewday](http://jessup.edu/previewday).

### **Warrior Visit Day**

Can't make it to Preview day, but want the chance to meet other Future Warriors? Join us for our monthly Warrior Visit Days! Enjoy coffee with the president, experience chapel, take a campus tour, and eat for free in our award-winning cafeteria. Check out the next event and RSVP at [jessup.edu/warriorvisitday](http://jessup.edu/warriorvisitday)

### **Transfer Information Session**

Transfers, you're invited to join us for an afternoon to learn more about the transfer process and becoming a Jessup Warrior. Whether you are transferring from a community college or a four-year university, this information session will give you all the information you need to make a smooth transition to Jessup. Hear from current transfer students, take a tour of the campus, meet our accessible faculty, and review your personalized transcript evaluation. You can experience this event in October. RSVP at [jessup.edu/transfer](http://jessup.edu/transfer).

### Scholars Event

High academic achievers are invited to apply for this prestigious event, happening annually in the spring. Scholars Event offers students the chance to compete for additional scholarships and experience Jessup's high quality, academic culture. Those with qualifying GPAs and test scores can compete for a program scholarship from their declared major or the full-tuition William Jessup University Scholar Award. Invitees are celebrated at a beautiful banquet and have the opportunity to see more in-depth what it is like to be a part of the Jessup family. Apply at [jessup.edu/scholar](http://jessup.edu/scholar). The application deadline is December 1<sup>st</sup> each year.

### Accepted Student Day

Accepted Students are invited to come see the Jessup campus and enjoy exclusive fun activities for admitted students. Eat for free, win a campus scavenger hunt, and then explore the Sacramento area on an excursion. Check out [jessup.edu/acceptedstudentday](http://jessup.edu/acceptedstudentday) for more information.

## Application Procedures

Student applications are comprised of three main parts, all of which must be completed in order to receive an admission decision. The following three steps are necessary and are what constitutes a complete file:

1. Fill out an Application for Admission at [jessup.edu/becomeawarrior](http://jessup.edu/becomeawarrior), and pay the \$45 application fee.
2. Submit OFFICIAL transcripts of work completed through the most recent term.
  - First-time freshmen – Depending upon when applying, transcripts should be 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.
  - First-time freshmen – Either SAT or ACT test scores must be submitted. Students may choose which test to take and submit.
  - Transfers – Test results are required for some transfer students with less than 30 transferable units.

## Once the File Is Complete

Once the above steps are done, your file is considered complete. A preliminary file evaluation will be conducted, and an admission decision will be issued.

### Priority Filing Dates:

Application for admission for subsequent semester:	<u>Fall Semester</u>	<u>Spring Semester</u>
Applications open	June 1 (one year prior)	June 1
Early action fall date	December 1	
University application decision date	May 1	December 1

## Admission Criteria

Jessup seeks to admit applicants committed to a Christ-centered environment who can demonstrate solid academic preparation and desire to participate in the thriving campus community.

1. Submit application and \$45 application fee.
2. Submit OFFICIAL high school transcripts.

3. Submit OFFICAL SAT and/or ACT scores. (Test scores not required for transfers with at least 24 transferable units.)
4. Commitment and compliance to the [William Jessup University Community Covenant](#)

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

## Transfer

A transfer student is defined as a high school graduate who has attended college following the summer of graduation.

### **Jessup Transfer Guidelines**

- Transfer applicants must have completed 30 or more solid academic semester units at the time of application.
- If less than 30 solid academic semester units are available for transfer at the time of application, the admission evaluation will also include final high school transcripts and SAT/ACT scores.
- Coursework considered for admission may differ from what coursework is actually transferable.
- Transfer students may transfer in more semester units than were used for the admission decision.
- To help you determine which units will transfer, students who have completed their application file may receive a transcript evaluation and degree audit from our Registrar's Office.

**IMPORTANT:** *Any balances owed to previous schools must be paid in full before students are eligible to transfer to Jessup.*

## Academy Program – Admission on Academic Support

Students whose academic record indicates challenges in past performance may be admitted to Jessup through our Freshman or Transfer Academy. The academy program is designed to ensure students utilize academic supports such as mentorship, career exploration, and embedded tutors to ensure success at Jessup. For more information, visit [www.jessup.edu/learning-commons/academy](http://www.jessup.edu/learning-commons/academy).

**IMPORTANT:** *To confirm enrollment, academy participants pay a \$750 enrollment deposit which consists of a one-time \$500 academy fee and \$250 toward tuition.*

## Former Jessup Student (Reapplicant)

Students who have previously attended Jessup and would like to return to the traditional undergraduate program should complete the following steps. (Students must be eligible to return per the Registrar's Office and Student Life.)

### **Jessup Reapplicant Admission Process**

- Submit an [Application for Readmission](#), and pay the \$45 application fee.
- Submit final, official transcripts from all schools attended since prior enrollment at Jessup.
- Clear any outstanding balances at Jessup.

## 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. We welcome talented students from across the globe to come here to share their expertise, visions for the future, and dedication to improving our world.

### Jessup Requirements for Non-U.S. Citizen/International Students

- [International Application](#) form with \$50 non-refundable application fee (completed with applicant signature)
- Copy of valid passport
- Official transcripts (from all college and universities attended)
  - May need to be translated and converted into a U.S. grading system
- Official copy of diploma (from secondary school)
- TOEFL score: 70+ IBT or 523+ PBT; IELTS academic score: 6.0
  - Waiver options:
    - English Language: Medium of Instruction/Certificate
    - MOU with sending institution
    - Personal interview/assessment
- Personal essay (500 words)
- Financial documents
  - I-134 financial support declaration
  - Bank statement showing minimum amounts of support available
- Health documents
  - Student statement of health
  - Medical examination (with physician's signature)
- International Student Agreement form

## Confirmation Deposit

Once offered admission, applicants are required to submit an enrollment deposit. 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 tuition costs for the first term of attendance. Students can view confirmation deposit costs and pay at [jessup.edu/deposit](http://jessup.edu/deposit).

### Jessup Priority Confirmation Deadlines

- Fall semester: May 1
- Spring semester: December 1

**IMPORTANT:** Enrollment deposits become non-refundable after the priority deadlines.

## Canceled Applicants

An applicant who does not complete the admission application process or enroll for the semester in which they are offered admission will be canceled 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.

## 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.

## Placement Testing

### English

Placement into ENGL091 or higher will be determined by ACT or SAT scores. A student must attain either a score of 20 on the English section of the ACT or 560 on the Evidence-Based Reading and Writing section of the SAT (500 on the Critical Reading section of the SAT, taken before March 2016) in order to be placed into ENGL101A. Scores below this will require students to take a remedial course(s) to attain sufficient competency in order to advance to ENGL101A. 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. International students will complete English Placement testing when they arrive on campus.

### Math

SAT or ACT scores will be used to determine placement into MATH092 or MATH100 or above. A student must attain either a score of 20 on the Math section of the ACT or 550 on the Math section of the SAT (520 on the Math section of the old SAT, taken before March 2016) 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 CHEM100.

### 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

2121 University Avenue

Rocklin, CA 95765

888.883.ICAN (4226)

916.577.2338

### San Jose Campus

1190 Saratoga Avenue, Suite #210

San Jose, CA 95129

800.205.6100

669.400.7109

## Admission Criteria for School of Professional Studies

### (**ALL** certificate and degree programs)

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 normally possible to finish their degree in as little as 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 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 high school graduation, in addition to other post-secondary transcripts. If applicant has 24 or more degree applicable units, no high school completion documentation is needed. Official transcripts must be sent directly from the institution to the SPS office.
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 of 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 Experience

Studying and living at William Jessup University is a voluntary association with a community framed by Christian scriptures and tradition, the Community Covenant, and our Independent Christian Church and Restoration Movement heritage. We strive to be a community of grace and truth that loves God, ourselves, and others and sends leaders out to make a transformational difference in the church and world. This community invites students to encounter values, ideas, and cultures which may be new or different and to be an active, contributing member of a learning community where intellectual, emotional, spiritual, and physical dimensions of life can be developed.

As such, time at Jessup is an experience where students are intentionally asked to align certain lifestyle practices and behaviors for a season of time in order to learn and grow in community. When violations of the Standards of Conduct occur, the process outlined in the [Student Handbook](#) will be followed in an effort to help students grow and hold them accountable for the good of the individual and community.

### Student Life

An essential element of student development is creating environments outside the classroom where the student can be challenged, get connected to community, and grow as an individual and Christ-follower. With that in mind, the Division of Student Life is dedicated to championing the student experience by creating holistic programming and Christ-centered learning environments.

Our office consists of Orientation & Transitions, Community Life, Campus Ministries, Residence Life and Student Care. While each of these areas has countless other programs - including commuter resources, First-Year Experience, Outreach, Student Government, etc. - we are committed to creating programs and experiences that will enhance the student experience at Jessup for the glory of God and the development of His people. For students to be prepared as Christian leaders, they must continue to develop integrity and Christian character. The right balance of hard work, academic study, spiritual discipline, relationship building, mentoring, and involvement in service is important to develop early on in the university experience.

To that end, the Student Life staff is committed to see every student:

- Succeed and thrive at Jessup;
- Encounter God in a community of faith, hope, and love; and
- Leave ready to lead and serve with a sense of vocational calling and purpose.

For the most current information on issues related to Student Life, please visit the [Student Life Webpage](#) or access the [Student Handbook](#). If you would like to meet with a member of the Student Life staff, please stop by the Womack Student Life Building to make an appointment or email to [StudentLife@jessup.edu](mailto:StudentLife@jessup.edu).

### Spiritual Formation at Jessup

Spiritual formation is an inseparable aspect of William Jessup University educational goals. To help each student in our traditional program to engage in intentional spiritual growth at Jessup, we have created a co-curricular spiritual life program to help guide students as they participate in a wide variety of discipleship and outreach experiences. This transformative program is a hallmark of the unique Christ-centered education students receive at Jessup.

Chapel is the heartbeat of community worship at William Jessup University. Three times a week we join together as students, faculty, staff, and administration to worship God, study His Word, and hear from a broad diversity of speakers and artists from within our community and all over the world. WJU Chapels are held during the fall and spring semesters with the exception of school breaks and major holidays.

Because we believe students will be blessed by this time of worship and message, it is required for all full-time students to attend Chapel regularly. (See our [Chapel Attendance Requirements](#) for more information on specific Chapel attendance policies).

To supplement the Christ-centered teaching in the classroom the Office of Campus Ministries has custom-built a variety of environments to invest in your spiritual life. We believe every person is created by God to have a personal relationship with Him through the person of Jesus Christ, and the transforming work of the Holy Spirit. Because of this conviction, we are committed to helping each student grow to be a passionate follower of Jesus through our Spiritual Life Credit program. To aid you in this journey, we have optimized three tracks to invest in your spiritual growth: **Discipleship Experiences, Outreach Experiences, and Organized Christian Service Experiences.**

## **Discipleship: Spiritual Formation Groups (SFGs)**

William Jessup University offers a variety of school-sponsored spiritual formation small groups to encourage students to grow in their faith. Jessup spiritual formation groups, or SFGs, are small groups of 5-10 students formed with the purpose of mentorship, encouragement, and spiritual growth. Participation in an SFG allows each student to become accountable to a small group, interact with others on tough issues, and support one another through prayer and friendship.

Spiritual formation groups are not for academic credit, and there is no fee required to participate in an SFG. Students may sign up for an SFG during open registration as they would any other class with a choice of leaders and topics. The majority of Jessup SFGs are offered on Mondays from 9:30am to 10:20am.

Each semester of a Jessup SFG is worth 2 spiritual life credits. To receive spiritual life credit for an SFG, a student must attend a minimum of 9 meetings in a given semester. Furthermore, a student must be registered for the group they attend in order to receive credit.

For more information on Jessup SFGs or the Spiritual Life Credit program, visit the [Campus Ministries Webpage](#).

## **Outreach & Service Opportunities**

Making an impact beyond our campus has been a longstanding tradition at William Jessup University. It is our belief that God has equipped each person with specific gifts, passions, and interests that can be used to make an impact for Jesus' name in the world, and we are more than happy to help each person discover his or her place in living out the Great Commission in whatever capacity He leads. Jessup has a variety of local outreach partners that we work with to assist them in their unique community, including opportunities to engage in ministry with at-risk youth, refugees, the homeless community, and many more. Students are also given the freedom to find an appropriate volunteer position within a church, sending organization, local community outreach, or any other approved partnership.

For more information on Outreach and Service Opportunities or the Spiritual Life Credit program, visit the [Campus Ministries Webpage](#).

## **Spiritual Life Credit Program and Requirements**

Students are given multiple opportunities to engage in discipleship, outreach, and Christian service – both through Jessup-sponsored programs, and through local churches and nonprofits. In addition to ongoing chapel participation, all full-time traditional students are expected to complete a variety of experiences to earn 6-12 Spiritual Life Credits in order to graduate. Students may view their total accrued Spiritual Life Credits through the student portal as it is their responsibility to keep track of their total Spiritual Life Credits on the path to graduation.

To ensure the quality and impact of each of the experiences above we have crafted detailed policies and parameters concerning the content, focus, and partnerships for spiritual life credits. The [Campus Ministries Webpage](#) has an extensive list of guidelines for spiritual life credits, and we recommend all students read these in their entirety before engaging in a discipleship, outreach, or service opportunity they hope to submit for credit.

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](http://my.jessup.edu).

## Community Life

Community Life offers a wide range of opportunities to become invested at Jessup and encounter a community of faith, hope, and love:

- **Student Activities** hosts large scale events aimed at hosting environments for social interaction.
- **Clubs and Organizations** are student-initiated and gather students together around a common interest.
- **Commuter Services** gives our students who do not live on campus an opportunity to become involved and feel right at home at Jessup.
- **Intramural Sports** draws students outside of their living spaces and into an active environment where they can be invested in healthy competition, team camaraderie, and encounter Christ through relationships.

For current offerings, visit the [Student Life](#) page.

## Student Care and Counseling

Personal development is an important part of any student's university experience and preparation for life and service. Jessup offers several opportunities for students to develop their emotional, relational, and physical wellness. Support for personal issues, such as grief, anxiety, or illness, is available through the Student Care office. Students may also request pastoral counseling through Campus Ministries. In addition to on-campus care support, the University maintains a network of professional counseling services which is subsidized by the University to help students reduce the total cost of private Christian counseling. These confidential services are available for all current students during the academic year. For referrals or other information, please email [care@jessup.edu](mailto:care@jessup.edu) or visit the [Student Care Webpage](#).

## Residential Living on Campus

Our residential communities are designed to prepare students who are in their formational college years (traditionally 18-24 years) to lead extraordinary lives through:

- Integrating learning and spiritual growth;
- Participating in holistic programs and services that foster student involvement, responsibility and leadership;
- Living and learning in intentional communities where students, staff, and faculty integrate key academic, social, spiritual, and recreational experiences;
- Committing to igniting God given passions and social responsibility in partnership with faculty and staff.

As a residential university, Jessup requires all students to live on campus. In the event campus housing exceeds capacity, a lottery selection process will be initiated.

A student who meets one of the following requirements and has a **completed and approved application for Commuter Status on file** with the [Office of Housing and Residential Life](#) is exempt:

- married or living at home with parents; or,
- the student's parents request permission for the student to live with a close relative/family member who has an established home in or near Rocklin, or,
- living off campus for health reasons is required by a physician (documentation is needed); or,
- the student has more than 90 units; or,
- the student is 22 years old or older; or,
- the student is participating in an off-campus program, internship, or student teaching.

Financial aid policies state that "institutional aid may be coordinated to create a package of up to 50% of tuition for commuter students and up to 100% of tuition for students living on campus."

In partnership with Bon Appetit, the Crossroads Cafe offers food services for students that are healthy, locally sourced, and reasonably priced. Jessup requires all students living on campus participate in a campus meal plan, and agrees to elect a plan from the list of available options corresponding to his/her room assignment.

[WJU Disability Support Services \(DSS\)](#) office provides reasonable accommodations to assist college students with disabilities in having equal access to regular college programs and activities. Housing and meal accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. For more information, please contact [DSS@jessup.edu](mailto:DSS@jessup.edu).

## New Student Programs – Traditional Students

### *New Student Orientation*

Transition to university life is filled with many significant changes and challenges. In order to help students make these changes, the New Student Orientation (NSO) program introduces students and their families to the Jessup community, campus facilities, campus services, and most importantly, to fellow students and Jessup staff. The NSO program incorporates three important transitional components; Jessup 101 (online orientation introduction), Advising & Registration sessions, and Orientation Weekend.

We believe the development of meaningful and healthy relationships is a key to making a smooth transition into the university experience. Orientation Weekend helps develop strong connections and friendships, which often last a lifetime and provide the support needed for the tougher moments of life. New Students are required to attend if they are enrolled in six or more units. Examples of activities hosted in the past include: family BBQ, movie on the field, academic workshops, and other various interactive activities and Jessup traditions.

### *Discover/ First-Year Experience*

Each student enrolled as a freshman (by credits) is automatically entered in three spiritual formation and connection experiences designed for their first semester. This includes Contemporary Discipleship, First-Year Experience, and a Discover Learning Community. These environments are an intentional starting point to learn how to thrive at Jessup as students explore, deepen, and apply the Christian faith, make connections and build relationships, and develop an understanding of resources and learning that will assist them in being a thriving, successful student.

Student leadership members play a vital role in New Student Orientation components and Discover Learning Communities by facilitating directed programming, sharing their personal college experiences, providing peer mentorship, and building relationships with new students.

## Student Leadership

The development of strong leadership skills among our student body is an important purpose of the University; the Student Leadership program provides practical, focused opportunities to students in the traditional program for leadership development and competency based learning.

The Jessup Student Leadership program consists of these major components:

1. Student Government Association (SGA) 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 associated student body (ASB) with representation to the University, as well as provide valuable information back to the student body.
2. JOT (Jessup Orientation and Transitions) and ISP (International Student Program) student leaders include Program Interns, First-Year Captains, International Student Ambassadors, and Discover Ambassadors whose roles are designed to assist new students in the transition to University life and the Jessup community through New Student Orientation, International Student Orientation, and by leading cohort groups through the First Year Experience (FYE)/Discover program. In doing so, JOT and ISP leaders play a vital role in providing academic, social, spiritual, and other transitional support for new students and the University community.
3. Campus Ministries student leaders work together with the Director of Campus Ministries and Director of 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 residential students with a supportive Christ-centered community within one of Jessup's three living areas. 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 intramural 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.
7. Commuter Life Interns seek to engage commuter students on campus and give them a sense of home away from their physical home. The purpose of the intern is to act on behalf of commuter students and provide them with environments and events to help them enjoy their experience at Jessup.

## Jessup Theatre

The department of theatre is a multifaceted community of artists that strive to be the "...most irresistible experience in live theatre from Reno to the Bay Area." We offer multiple productions per year for students, the Jessup community and the regional community to get involved with both on stage or behind the scenes. We offer two main stage productions - 1 musical and 1 non-musical, in the Academic Warehouse stage. We offer 2 second stage productions - 1 student directed and 1 faculty directed piece in our Performance Laboratory Black Box Theatre. We also have a touring group of students who perform great musical theatre pieces as well as famous theatrical scenes and monologues. Students tour to different High Schools and performing arts groups to share what Jessup has to offer. Lastly, we will be taking part in the 24 hour play festival in the winter months as yet another opportunity for people to get involved at Jessup. 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. You will love joining our powerful, positive, and prayerful community at Jessup Theatre!

## Visual and Fine Arts

The Department of Visual and Fine Arts offers multiple events each year for students to get involved in. 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 Visual and Fine 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 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.

- **University Choir & 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
- **Jessup Chamber Orchestra:** open to all Jessup students by audition
- **Masterworks Chorale:** open to all Jessup students, (audition not required)
- **Crossroads:** open to all Jessup students by audition who are actively involved in either University Choir & Orchestra or Jessup Concert Choir

## Intercollegiate Athletics

Jessup Athletics supports the mission of William Jessup University by promoting leadership using talents provisioned by God and developed through participation in intercollegiate sports. Jessup Athletics prepares student athletes to compete and to lead a life of Christian character and service to society.

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).

## Student Life Office

The goal of the Student Life Office is to champion the student experience by fostering opportunities beyond the classroom that will impact a student's social, personal, physical, and spiritual development experience. 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 a whole. 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 Womack Student Life Building is the focal point of all departments and programs within the Division of Student Life . Here students will find the offices for the Dean of Students, Campus Ministries, Residence Life, Student Care, Student Activities, Student Leadership, and Student Government.

The following services are also provided through the Student Life Office:

- Distribution of student identification cards
- Determination of chapel attendance and completion of SFG and service requirements
- Assistance with housing and commuter status processes
- Coordination of student activities calendar
- Publication of the Student Handbook
- Enforcement of University student policies
- Management of student insurance policy and Information
- Assistance with campus mail services

## The West Student Union and Crawford Commons

The West Student Union and Crawford 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, and ping pong tables are available to all current University students.

## Crossroads Café and The Shack

Not only places to enjoy a meal at Jessup but also places for fellowship and interaction with the University community. Please check online for meal times at the [café](#) and Shack.

## Paul Nystrom Library

The Paul Nystrom Library houses hundreds of thousands of books, periodicals, journals, CDs, DVDs, and streaming music and videos in our physical and digital collections. Collection strengths include biblical studies, counseling psychology, and the restoration movement. The digital library collections are accessible to students 24/7, on or off campus, through the [library's website](#).

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. The library is open year-round. Check the [library's website](#) for current hours.

## Media Lab/Equipment

The Paul Nystrom Library also makes equipment available for student use, such as computers, Wi-Fi and power outlets, a copy/prINTER room, a media lab, three group study rooms, and a variety of study seating. Check the [library's website](#) for a current schedule and contact information.

## Textbooks

Jessup has partnered with Tree of Life to provide our students with course textbooks, reading materials, and digital e-readers. All new students are automatically enrolled in this service but may choose to opt out or adjust their preferences via the link provided during the online registration process and on our website. Eligible financial aid recipients may use their excess financial aid funds to purchase or rent textbooks through Tree of Life.

## Student Life Appeal Process

In the event a student has a 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 the 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 on their [website](#). You may book appointments with learning resources at our online scheduler, which can be found at [jessup.mywconline.com](http://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. Students are ultimately responsible for understanding degree and graduation requirements and planning the completion of these requirements accordingly.

Incoming traditional students will meet with their academic advisor during 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. Academic advisors will remain a resource for students throughout their time at Jessup to assist with choosing classes, give counsel about grades, and plan graduation programs. Faculty mentors will help students with career goals as well as concentration and internship selection.

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.

### Learning Commons Academic Support Programs

William Jessup 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's 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.

Located on the first floor of the library, the Learning Commons provides collaborative spaces and support from the Writing Center, Career and Life Planning, Disability Support Services, our Academy program, and other general academic support services. For more information, please visit [my.jessup.edu/learningcommons](http://my.jessup.edu/learningcommons).

### Disability Support Services

The Disability Support Services (DSS) office provides support for all WJU students. For students with disabilities, it is the connection for classroom and housing accommodations, support, and advocacy. All WJU students may benefit from the various services offered for academic growth and development.

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, DSS provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

For more information, please visit our website at [my.jessup.edu/disabilitysupportservices/](http://my.jessup.edu/disabilitysupportservices/).



## Career and Life Planning

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 classes, workshops, one-to-one career counseling appointments, and events. Career readiness coursework (LDRS375) is a required prerequisite to internship, mentorship, fieldwork, and practicum in most majors. Check with your faculty advisor for information and scheduling.

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](mailto:careerservices@jessup.edu) or schedule an appointment through the online scheduler at [jessup.mywconline.com](http://jessup.mywconline.com).

## Tutoring

The Learning Commons offers on-demand peer tutoring in a variety of academic subjects, and, although we can't guarantee that every student who requests a tutor will be matched with one, we do our best to recruit them and support student needs. They assist students in mastering course content as well as developing effective learning strategies and study skills for the specific subject. Tutors are recommended by instructors and attend tutor training through the Learning Commons.

Please explore our tutor directory on the [Student One Stop](#).

## Writing Center

The mission of the Writing Center is to provide quality writing tutorials and small group instruction to all levels of university students within a safe and supportive environment. We provide face-to-face tutoring on our Rocklin campus for traditional undergraduates (TUG), as well as online tutoring for School of Professional Studies (SPS), online, graduate, and distance students. Trained tutors help students with all phases of the writing process—from planning, organizing, and writing to revising a final project.

For more information, visit our [website](#). To schedule an appointment, register on [jessup.mywconline.com](http://jessup.mywconline.com).

## Math Lab

Partnering with the Math Department, the Math Lab is an informal weekly setting where students can work on homework alongside peer tutors and other classmates. It is hosted onsite in a classroom on consistent nights of the week. Usually, our tutors are able to help students up to Calculus II.

For more information, please visit [Student One Stop](#).

## Freshman Academy

Freshman Academy is a required orientation program for new students in need of academic support who are considered for admission to William Jessup University. The program structure is limited to two semesters, where students are registered as a cohort. Academy students are pre-registered for their fall and spring semester courses, and students are able to graduate in four years. Optional academic interventions provided include tutoring, personal learning assessment, writing skills development, academic and career advisement, special needs services, and early alert monitoring and referral. Additional academic support programs are available upon assessment of need.

## **Transfer Academy**

Similar to Freshman Academy, Transfer Academy is designed to assist new transfer students who are recommended for academic support. Students are registered for a one-unit semester orientation course with University faculty. Optional academic interventions provided include tutoring, personal learning assessment, writing skills development, academic and career advisement, special needs services, and early alert monitoring and referral. Additional academic support programs are available upon assessment of need.

## **Academic Enrichment Academy**

Academic Enrichment Academy is a one-semester, one-unit course that provides students with protected study time and teaches academic skills necessary for successful completion of programs and degrees. The Academy 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.

## **Academic Recovery 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.

## **Non-Enrollment Contract**

If a student has completed an academy, has been on a contract for one semester, and has another term of academic probation, they may be offered a non-enrollment contract. This contract outlines requirements for students to complete outside of Jessup before they can re-enroll.

## 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 120 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.

Jessup's educational offerings include 25 undergraduate majors which collectively include over 60 different concentrations and specializations. The University also offers five graduate degrees in disciplines such as education and business.

Students may choose to complete one of 19 different minors in a variety of areas associated with our major offerings, as well as two independent minors of American Sign Language Studies and TESOL. Depending upon your major, a minor may require additional units beyond the minimum of 120 for graduation.

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

*Experiential Learning.* Because education must be both practical as well as theoretical, most bachelor's degree programs include a required 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 and Online

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; <i>required for ministry majors</i> )	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
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#### Arts and Humanities: 9 units

At least one course from the arts and one course from humanities; topics such as literature, history, philosophy, ethics, visual and fine arts, theatre, and intercultural studies; some are major specific	9
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**Social and Behavioral Science: 9 units**

Must be from at least two different academic disciplines, such as history, sociology, psychology, public policy, and business; some are major specific

9

**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 120 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.

# Undergraduate On Campus Programs

## Bachelor of Science Aviation

*\*Pending WASC Approval – Planned Start January 2019\**

The BS in Aviation degree is designed to produce highly-skilled, industry-ready, principled professionals for the field of aviation. Its purpose is to educate and equip “ACE” (adept, certified, and ethical) pilots who are willing and able to positively contribute to the field of aviation and society. Thus, aviation students will graduate with an in-depth knowledge of aviation operations, aerodynamics, laws, regulations, security, meteorology, and airline management issues and practices, both from a domestic and international perspective. Moreover, students will obtain a solid liberal arts education in subjects such as English, history, science and mathematics. Finally, students will deepen their faith via biblical studies as they prepare for successful careers as professional pilots. The program is 128 semester units and can be completed in four years.

- Make ethical, aviation-specific decisions as an industry professional.
- Communicate and collaborate effectively in a multi-disciplinary and diverse team environment.
- Analyze and apply relevant knowledge in mathematics, science, and applied science to the field of aviation.
- Demonstrate a professional level of proficiency with the flight skills, crew multi-tasking, cockpit resource management techniques, risk management, and technologies necessary to safely and effectively conduct flight operations.
- Assess and operate in both a national and international aviation environment.

## Degree Requirements

Foundational Studies	62 units
Aviation major	54-68 units
General education free electives	0-12 units
<b>Degree Total*</b>	<b>128 - 139 units</b>

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.*

## Aviation 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.

General Physics I with Lab (PHYS100)	4 (GE: Physical Science w/Lab)
Meteorology for Aviation (ESCI133)	3 (GE: Biological Science)
Precalculus (MATH102)	3 (GE: Mathematics)

### Core Courses

Aviation Safety (AVIA101)	3
Private Pilot Ground (AVIA130)	4
Private Pilot Light Lab (AVIA140)	1
Instrument Ground (AVIA131)	4
Instrument Flight Lab (AVIA141)	2

Cockpit Resource Management (AVIA200)	3
Commercial Pilot Certification Ground (AVIA230)	3
Commercial Pilot Certification Flight Lab (AVIA240)	1
Multi Engine Rating (AVIA231)	2
Multi Engine Rating Flight Lab (AVIA241)	1
Aerodynamics (AVIA310)	3
Gas Turbine Engines (AVIA312)	3
Advanced Avionic Systems (AVIA411)	3
Aviation Capstone (AVIA498)	3
<b>Total Units</b>	<b>36</b>

## Aviation Concentrations

Students must choose a concentration listed below.

### CFI/CFII Concentration (18 units)

Mountain Flight Operations (AVIA311)	3
CFI Ground (AVIA330)	3
CFI Flight Lab (AVIA340)	3
CFII Instrument Ground (AVIA331)	3
CFII Instrument Flight Lab (AVIA441)	3
Gas Turbine Engines Theory (AVIA412)	3

### CFI/CFII/MEI Concentration (18 units)

CFI Ground (AVIA330)	3
CFI Flight Lab (AVIA340)	3
CFII Instrument Ground (AVIA331)	3
CFII Instrument Flight Lab (AVIA441)	3
CFI MEI Ground (AVIA430)	3
CFI MEI Flight Lab (AVIA440)	3

### Honors I Concentration (26 units)

CFI Ground (AVIA330)	3
CFI Flight Lab (AVIA340)	3
CFII Instrument Ground (AVIA331)	3
CFII Instrument Flight Lab (AVIA441)	3
CFI MEI Ground (AVIA430)	3
CFI MEI Flight Lab (AVIA440)	3
ATP Flight Lab 101 (AVIA441)	2
ATP Flight Lab 102 (AVIA442)	2
ATP Flight Lab 103 (AVIA443)	2
ATP Flight Lab 104 (AVIA444)	2

### Honors II Concentration (32 units)

CFI Ground (AVIA330)	3
CFI Flight Lab (AVIA340)	3
CFII Instrument Ground (AVIA331)	3
CFII Instrument Flight Lab (AVIA441)	3
CFI MEI Ground (AVIA430)	3
CFI MEI Flight Lab (AVIA440)	3



ATP Flight Lab 101 (AVIA441)	2
ATP Flight Lab 102 (AVIA442)	2
ATP Flight Lab 103 (AVIA443)	2
ATP Flight Lab 104 (AVIA444)	2
HONORS II: MEI with Lab (AVIA4XX)	6

**General Aviation Concentration (18 units)**

*This path is based on consultation with the Department Chair to determine courses for specific career direction.*

Mountain Flight Operations (AVIA311)	3
Gas Turbine Engines Theory (AVIA412)	3
Electives (includes BUS/BIOL/ESCI/PHYS/MATH)	12

## Bachelor of Arts

### Biblical Studies

The Bachelor of Arts in Biblical Studies provides students with a strong biblical foundation for viewing all of life through the lens of the biblical redemption storyline. Students develop skills that enable them to understand the core linguistic, literary, historical, and cultural contexts of the Bible.

The BA in Biblical Studies benefits students enormously, because it is a clear, unmistakable flagship scholarly biblical degree. This degree provides strong curriculum for students seeking to be thought-leaders in church and society. The degree 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. Graduates with this degree will be on track for careers in academic scholarship, as theologians and thought-leaders within the church, and as Christian writers. 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.

Upon successful completion of the BA in Biblical Studies, students will be able to:

- Identify the core elements of the biblical storyline and explain how the individual parts contribute to and develop the storyline, and vice versa.
- Demonstrate proficiency in one of the biblical languages (Greek or Hebrew).
- Exegete Scripture contextually and meaningfully.
- Synthesize their biblical studies with their own personal spiritual formation.
- Articulate the importance and relevance of strong thought-leadership for cultural change.

### Degree Requirements

Foundational Studies	46 units
Biblical Studies major	42 units
General education free electives	12 units
<b>Degree Total</b>	<b>120 units</b>

### Biblical Studies Major (Foundational Bible + Major Requirements)

Biblical World: Hebrew Bible (BIBL211)	3
Biblical World: New Testament (BIBL212)	3
Bible and Spiritual Formation (BIBL480)	3
Advanced Biblical Studies Seminar (BIBL490)	3
Biblical Studies Capstone (BIBL498)	3
Biblical Greek I (BLG215A) <u>or</u> Biblical Hebrew I (BLG225A)	3
Biblical Greek II (BLG215B) <u>or</u> Biblical Hebrew II (BLG225B)	3
Theology of the Hebrew Bible (THEO340)	3
Theology of the New Testament (THEO360)	3
Upper division Hebrew (OT) or New Testament electives	15
<b>Total Units</b>	<b>42</b>

## Archaeology Specialization

The following courses are required for the specialization in archaeology:

Introduction to Archaeology (ARCH100)	3
Archaeology of the Hebrew Bible (ARCH210)	3
Archaeology of the New Testament (ARCH220)	3
Bible and Field Archaeology (ARCH475)	3
<b>Total Units</b>	<b>12</b>

*See page 89 for information on the Bible and theology minor.*

## 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, or pre-allied health. 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:

- Demonstrate both a theoretical and a practical mastery of biology across a broad scope of disciplines, ranging from molecular to ecosystem biology.
- 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.
- Demonstrate appropriate laboratory techniques and mastery of basic laboratory skills in multiple fields of biology.
- 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.
- Effectively describe scientific concepts and discoveries through oral, written and visual communication.
- Recognize and develop connections between other academic disciplines and the biological sciences and appreciate the social relevance of biology.
- Recognize and articulate how the created world reflects God's goodness and wisdom, in its richness, order, beauty, diversity, and interconnectivity.
- Develop a worldview that weighs and integrates scientifically informed perspectives with God's Word and a respect for His creation.

### Degree Requirements

Foundational Studies 68 units

Biology major 60 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 I with Lab (BIOL101/101L)	5 (GE: Physical and Biological Sciences)
Physics for Life Sciences I with Lab (PHYS101/101L)	4 (GE: Physical and Biological Sciences)
Origins (BIOL176)	3 (GE: Biblical Studies)
Statistics (MATH120)	3 (GE: Mathematics and Quantitative Reasoning)

### Core Courses

Principles of Biology II with Lab (BIOL102/102L)	5
Genes and Gene Expression (BIOL341)	4
Bioethics (BIOL498)	3
Introduction to Chemistry with Lab (CHEM105/CHEM105L) <u>and</u> Introduction to Organic Chemistry	

and Biochemistry with Lab (CHEM106/CHEM106L) <u>or</u>	
General Chemistry I with Lab (CHEM110/CHEM110L) <u>and</u> General Chemistry II	
with Lab (CHEM111/CHEM111L) ( <i>required for Human Biology</i> )*	10
Calculus I (MATH140)	4
<b>Total Units</b>	<b>26</b>

\* 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 (35 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, cellular and molecular biology, genetics, physiology, nutrition, psychology, 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, pharmacology, veterinary medicine, chiropractic medicine, 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 precalculus, biology, and chemistry which will be assessed by a placement test.

Systemic Physiology (BIOL346)	4
Organic Chemistry I with Lab (CHEM210/CHEM210L)	5
Organic Chemistry II with Lab (CHEM211/CHEM211L)	5
Principles and Methods of Biochemistry with Lab (CHEM320/CHEM320L)	5
Calculus II (MATH141) <u>or</u> Probability Theory (MATH320)	4
Physics for Life Sciences II with Lab (PHYS111/PHYS111L)	4
Upper division BIOL/ESCI electives (can include BIOL475)	8

### Pre-Allied Health Concentration (34 units)

The 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, biology, genetics, environmental science, human development, psychology, philosophy, and religion. Biology graduates completing the Pre-Allied Health 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 Pre-Allied Health concentration will also be prepared for advanced training in nutrition and dietetics.

Nutrition: An Applied Approach (BIOL161)	3
Human Anatomy with Lab (BIOL225/BIOL225L)	4
Human Physiology with Lab (BIOL246/BIOL246L)	5
General Microbiology (BIOL336)	4
Nutrition and Metabolism (BIOL361)	4
Developmental Psychology (PSYC141)	3
Biopsychology (PSYC452)	4
Upper division biology electives (can include BIOL475)	7

### Marine Biology Concentration (35 units)

The Marine Biology concentration is designed to introduce students to marine ecosystems, including the great diversity of marine organisms and their coastal and oceanic environments. The emphasis is on basic principles that help us to understand the processes that shape life in marine environments. Through diverse academic courses, hands-on learning experiences in the classroom and in the field, and transformative internships and travel studies, students will be well prepared for future graduate study or career in research or education.

Earth and Environmental Science with Lab (ESCI131/L)	4
Aquatic and Marine Ecology with lab General Ecology with Lab (ESCI313/ESCI313L) <u>or</u>	
General Ecology with Lab (ESCI310/310L)	4
Marine Biology with Lab (BIOL106/106L)	4
Ichthyology: the Study of Fishes with Lab (BIOL356/356L)	4
Biological Oceanography (BIOL 3XX)	3
Field Methods in Coastal and Marine Biology with Lab (BIOL4XX/XXL)	4
Marine Science Internship	2
Upper division Biology or Environmental Science electives	10
Recommended:	
SCUBA Diving: Physiology, Methods and Environment (3)	
Marine Science Internship (additional 2-4 units)	

\*Students must complete a minimum of 36 units of upper division coursework 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.

### General Biology Concentration (35 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 pre-allied health 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.

General Ecology with Lab (ESCI210/ESCI210L)	4
BIOL/ESCI electives with labs	12
Upper division BIOL/ESCI electives (can include) BIOL475) <i>Must include at least one lab</i>	9
Free general education electives*	10

\*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:

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

*The Bachelor of Science in Business program is also offered online with concentrations in Accounting, Entrepreneurship, and Management.*

### Degree Requirements

Foundational Studies	66 units
Business major	53-56 units
General education free electives	9 units
<b>Degree Total*</b>	<b>128-131 units</b>

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 9 free elective, the total required units 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.

Microeconomics (BUS241)	3 (GE: Social and Behavioral Science)
Business Statistics (BUS290)	3 (GE: Mathematics and Quantitative Reasoning)
Organizational Communication (BUS302)	3 (GE: Communication)

### Core Courses

Foundations in Business (BUS101)	3
Management and Organizational Behavior (BUS140)	3
Management Information Systems (BUS210)	3
Macroeconomics (BUS240)	3
Financial Accounting (BUS245)	3
Managerial Accounting (BUS246)	3
Business Law (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
<b>Total Units</b>	<b>38</b>

## Business Concentrations

Students must choose a concentration listed below.

### Accounting Concentration (15 units) *\*Offered online\**

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

### Cybersecurity Concentration (15 units)

Introduction to Cybersecurity (BUS211)	3
Ethical Hacking and Penetration Testing (BUS212)	3
Governance of Enterprise IT Environments (BUS310)	3
Information Security Management (BUS311)	3
Information Risk Management (BUS410)	3

### Entrepreneurship Concentration (12 units) *\*Offered online\**

Social Entrepreneurship (BUS331)	3
Entrepreneurship (BUS388)	3
New Venture Finance (BUS432)	3
Managing and Growing New Ventures (BUS433)	3



**Finance Concentration (12 units)**

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

**General Business Concentration (12 units)**

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

**Management Concentration (12 units) \*Offered online\***

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

*See page 89 for information on the business minor.*

## Bachelor of Arts

### Christian Leadership

The Bachelor of Arts in Christian Leadership is a carefully sequenced degree designed to prepare students for foundational leadership in a range of life settings, including the local church. This degree program provides a core curriculum in leadership and allows students to choose from a variety of ministry (and other) specializations.

Upon successful completion of the BA in Christian Leadership, students will be able to:

- Articulate core leadership principles for organizations, consistent with biblical teaching.
- Demonstrate proficiency in personal leadership skills.
- Identify personal areas of spiritual, relational, and emotional growth in self-leadership.
- Apply Christian leadership within a range of cultural contexts.
- Frame Christian leadership within a Christian worldview and ethic.
- Integrate their leadership studies into their chosen specialization.

### Degree Requirements

Foundational Studies	46 units
Christian Leadership major	42 units
General education free electives	12 units
<b>Degree Total</b>	<b>120 units</b>

### Christian Leadership Major

Introduction to Leadership (LDRS105)	3
Self-Leadership (LDRS210)	3
Leading Others (LDRS320)	3
Leading in Organizations (LDRS342)	3
Innovation and Leadership (LDRS470)	3
Mentorship (LDRS475)	3
Leadership Capstone (LDRS498)	3
Leadership in Global Society (ORLD430)	3
<b>Total Units</b>	<b>24</b>

### Christian Leadership Specializations

Students must choose a specialization listed below.

#### Family and Children's Ministry Specialization (18 units)

Spiritual Development of Children (CEDU321)	3
Family Ministry (CEDU337)	3
Teaching for Spiritual Growth (CEDU351)	3
Christian Formation and Discipleship (CEDU472)	3
Developmental Psychology (PSYC141)	3
Electives ( <i>Choose one from the following</i> )	3
Marriage and Family (PSYC200)	
Human Sexuality (PSYC333)	
Child and Adolescent Psychology (PSYC342)	

**Intercultural Studies Specialization (18 units)**

Introduction to Mission (ICS103)	3
Cultural Anthropology (ICS202)	3
Church: Nature, Growth, Reproduction (ICS304)	3
Intercultural Communication (ICS310)	3
World Religions (ICS320)	3
Issues in Intercultural Life and Work (ICS403)	3

**Interdisciplinary Specialization (18 units)**

This specialization requires departmental approval.

**Pastoral Ministry Specialization (18 units)**

Effective Bible Teaching (CEDU372)	1
Strategic Communication (PMIN322)	3
Pastor as Leader (PMIN380)	3
Evangelism and Church Growth (PMIN410)	2
Preaching Practicum (PMIN422)	3
Pastoral Care and Counseling (PMIN423)	3
Church Administration (PMIN480)	3

**Youth Ministry Specialization (18 units)**

Foundations of Youth Ministry (YMIN100)	3
Youth Ministry Skills (YMIN175)	3
Youth Culture, Trends, and Issues (YMIN283)	3
Teaching and Speaking to Youth (YMIN391)	3
Counseling Youth (YMIN426)	3
Pastoral Epistles (NT311)	3

*See pages 89-94 for information on the family and children's ministry, intercultural studies, pastoral ministry, and youth ministry minors.*

## 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:

- Fluency in reading and writing a variety of computer languages with extensive experience in at least two high-level languages.
- Proficiency in the use of various software development platforms and tools.
- Competency in all phases of software development as evidenced by the successful completion of a senior project that demonstrates professional depth and scope.
- Ability to transfer theories, skills, abilities, and methodologies to new situations in the rapidly changing field of computing.
- 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 (Windows or Mac). Please check with the Computer Science Department for more information about suggested configurations.**

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 77 units

Computer Science major 51 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)

#### Core Courses

Programming 1 (CSCI151)	3
Introduction to Statistics (MATH120)	3
Linear Algebra (MATH210)	3
Computer Systems (CSCI220)	3
Programming 2 (CSCI251)	3
Data Structures & Algorithms 1 (CSCI261)	3
Intro to Mathematical Proofs (MATH301)	3
Web Applications (CSCI315)	3

Computer Networking (CSCI325)	3
Web Design and Presence (ART 335)	3
Programming 3 (CSCI351)	3
Operating Systems (CSCI355)	3
Data Structures & Algorithms 2 (CSCI361)	3
Database Systems 1 (CSCI380)	3
Senior Project (CSCI498)	3
Two CSCI Electives	6
<b>Total Units</b>	<b>51</b>

## Bachelor of Science Criminal Justice

The Bachelor of Science in Criminal Justice prepares and trains students for the wide range of careers in fields of administration and justice. Courses include Constitution and Civil Rights, Criminal Justice, and Criminal Law. All courses are taught with a focus on Christian ethics which will prepare you for notable servant leadership in law enforcement and its supporting branches.

Upon successful completion of the criminal justice program, students will be able to:

- Demonstrate an understanding of biblical, governance, and management principles and their application to criminal justice decision-making.
- Identify the foundations and core principles underlying the layers of local, state, and national public agencies and nonprofit organizations.
- Examine the scope, purpose, and structure of American criminal justice and its respective roles in policy implementation.
- Review the process and players of 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 structure challenges of today and tomorrow.
- Evaluate current issues, how they shape public policy, how different public sector and government professionals interact with these issues, and how these scenarios would be beneficial and effective.

*The Bachelor of Science in Criminal Justice program is also offered online.*

### Degree Requirements

Foundational Studies	68 units
Criminal Justice major	48-50 units
General education free electives	10-12 units
<b>Degree Total</b>	<b>128 units</b>

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

### Criminal Justice 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.

Interpersonal Processes (PSYC 222)	3 (GE: Communications)
Introduction to Philosophy (PHIL 271)	3 (GE: Humanities)

#### Core Courses

American Government (PPOL111OL)	3
Political Theory and Philosophy (PPOL201OL)	3
Political Process (PPOL221OL)	3
Introduction to Criminal Justice (PPOL260OL)	3
Introduction to Criminal Law (PPOL261OL)	3
Ethics in Public Policy (PPOL304OL)	3

State and Local Government (PPOL324OL)	3
Constitution and Civil Rights (PPOL361OL)	3
Criminology (PPOL362OL)	3
Police and Society (PPOL364OL)	3
Corrections (PPOL366OL)	3
Forensics (PPOL368OL)	3
Violence and Terrorism (PPOL469OL)	3
Public Policy Internship (PPOL475) <u>or</u> Integration and Applied Learning (PPOL476) [OL students]	3-5
Political Research and Policy Analysis (PPOL491OL)	3
Senior Seminar: Leadership and Service (PPOL498OL)	3-4
<b>Total Units</b>	<b>48-51</b>

## 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.

The major in English with a concentration in teaching is approved as a subject matter preparation program by the California Commission on Teacher Credentialing. Students that complete the major and concentration have satisfied the subject matter requirements without needing to take the state subject matter competence exam (CSET) in English.

Students who graduate with an English major will demonstrate the ability to:

- Critically analyze works of poetry, fiction, and drama from various eras of American and English literature.
- Think and write clearly and analytically.
- Integrate aesthetic appreciation and evaluation in a wide variety of written genres.
- Integrate their faith and their learning in the discipline.

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

- Complete an original work of criticism.
- Be prepared for graduate study in literature.

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

- Create an original work of literature.
- Workshop their own work and the work of others.
- Be prepared for graduate study in a fine arts writing program.

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

- Be prepared for entrance into a single-subject credential program in English.
- 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.
- Complete an original work of scholarship in the discipline, including research and presentation in multiple genres utilizing current technology.
- Demonstrate an understanding of current and emerging issues in literacy, language acquisition, and multicultural studies.
- 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:

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

## Degree Requirements

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

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.

Western Civilization I and II (HIST221/HIST222)	3 (GE: Social and Behavioral Science)
American History (HIST291)	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271)	3 (GE: Arts and Humanities)
Introduction to Psychology (PSYC100)	3 (GE: Social and Behavioral Science)
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 since 1800 (ENGL221)	3
American Literature to 1865 (ENGL231) <u>or</u> American Literature 1865 to Present (ENGL232)	3
Shakespeare (ENGL320)	3
The Perfect Sentence	3
English electives	6
<b>Total Units</b>	<b>24</b>

## 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
English Practicum (ENGL475)	3
Advanced Seminar in Teaching (ENGL498T)	3
Public Speaking (COMM180) <i>(may be taken as part of student's GE requirements)</i>	3
Language, Culture, and Literacy (TEDU323)	3
English Electives	6

**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)	3
<i>(may be taken as part of student's GE requirements)</i>	
Upper division English electives	6

See page 90 for information on the English minor and page 89 for information on the TESOL minor.

## 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 analytical skills employed in many environmental fields. 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 BA or BS degree, graduates will be able to:

- Articulate breadth of understanding in the environmental sciences, including biology, ecology, evolution, environmental chemistry, botany, agricultural sciences, and/or wildlife sciences.
- Be proficient in scientific and technical skills including reading, writing, analyses of environmental datasets, and in the use of geographic information systems.
- Think critically and express a keen awareness of current environmental problems and potential solutions at the local, regional, and global levels.
- Demonstrate a fundamental understanding of environmental laws, regulations, and policies and their historical context.
- 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.

### 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
<b>Degree Total</b>	<b>128 units</b>

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)
Earth and Environmental Science with Lab (ESCI131/ESCI131L)	4 (GE: Physical and Biological Sciences)
Precalculus (MATH102)	4 (GE: Mathematics and Quantitative Reasoning)

#### Core Courses

General Ecology with Lab (ESCI210/ESCI210L)	4
Environmental Chemistry with Lab (ESCI320/ESCI320L)	4
Introduction to Geographic Information Systems with Lab (ESCI340/ESCI340L)	4

Environmental Ethics (ESCI350) <u>or</u> American Environmental Literature (ESCI361)	3
Environmental Law and Policy (ESCI360) <u>or</u> American Environmental History and Policy (ESCI362)	3
Senior Colloquium: Thesis/Project (ESCI498)	2
Introduction to Chemistry with Lab (CHEM105/CHEM105L) <u>or</u> General Chemistry I with Lab (CHEM110/CHEM110L)	5
Introduction to Organic Chemistry and Biochemistry with Lab (CHEM106/CHEM106L) <u>or</u> General Chemistry II with Lab (CHEM111/CHEM111L)	5
Statistics (MATH120)	3
Upper Division (may include environmental science or biology courses)	12
<b>Total Units</b>	<b>45</b>

## 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 analytical and technical skills to implement ecological studies 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.

## Degree Requirements

Foundational Studies	52 units
Environmental Science major	59-60 units
General education free electives	16-17 units
<b>Degree Total</b>	<b>128 units</b>

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

### **Core Courses**

Earth and Environmental Science with Lab (ESCI131/ESCI131L)	4
General Ecology with Lab (ESCI210/ESCI210L)	4
Environmental Chemistry with Lab (ESCI320/ESCI320L)	4
Introduction to Geographic Information Systems with Lab (ESCI340/ESCI340L)	4
Environmental Ethics (ESCI350) <u>or</u> Environmental Literature (ESCI361)	3

Senior Colloquium: Thesis/Project (ESCI498)	2
Introduction to Chemistry I with Lab (CHEM105/CHEM105L) <u>or</u> General Chemistry I with Lab (CHEM110/CHEM110L)	5
Introduction to Organic Chemistry and Biochemistry with Lab (CHEM106/CHEM106L) <u>or</u> General Chemistry II with Lab (CHEM111/CHEM111L)	5
Statistics (MATH120)	3
Physics for Life Sciences I with Lab (PHYS101/PHYS101L)	4
<b>Total Units</b>	<b>38</b>

## Environmental Science Concentrations

Students must choose a concentration listed below.

### Ecological Research Concentration (22 units)

Vertebrate Zoology w/ Lab (ESCI311/311L) <u>or</u> Field Ornithology w/ Lab (ESCI312/ESCI312L)	4
Aquatic and Marine Ecology with Lab (ESCI313/ESCI313L)	4
Field Botany with Lab (ESCI314/ESCI314L)	4
Methods in Ecology and Wildlife Biology with Lab (ESCI443/ESCI443L)	4
Environmental Science Internship (ESCI475)	2
Calculus II (MATH141)	4

### Ecology and Field Biology Concentration (21 units)

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

## Environmental Science Honors Program (15 units)

The Environmental Science Honors Program provides a rich and deep undergraduate experience that emphasizes academic excellence and research exploration for students that are academically gifted in the environmental sciences or have an interest in interdisciplinary approaches to environmental issues. The program is open to students across majors in the sciences and humanities and emphasizes interdisciplinary collaboration. Students that desire honors will be required to complete an additional 15 semester units of specialized study in the environmental sciences and scholarly research beyond the original degree requirements to graduate with special recognition. Students that complete the honors program will be distinctly suited for graduate school and various environmental professions. The program will also provide valuable research experience for students who may be seeking careers in other fields, including human and veterinary medicine, fitness, outdoor education and leadership, professional writing, database development and management, and more.

Field Research in Ecology (ESCI442)	5
Molecular Methods with Lab (BIOL495/495L)	5
Research Assistantship in Environmental Science (ESCI497)	5-10

*If students take two semesters of ESCI497, they may choose to take either ESCI442 or BIOL495/495L. If only one semester of ESCI497 is taken, students must complete both ESCI442 and ESCI495/495L to complete the requirements for the honors program.*

*See page 90 for information on the environmental science minor.*

## 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 degree will demonstrate the ability to:

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

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

- Demonstrate subject matter competency for a single subject credential in history.
- 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
<b>Degree Total</b>	<b>128 units</b>

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.

World Civilization I (HIST231)	3 (GE: Social and Behavioral Science)
World Civilization II (HIST232)	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
Public Policy ( <i>Choose one of the following</i> )	3
Political Economy (PPOL 341)	
Comparative Government (PPOL 325)	
Constitution and Civil Rights (PPOL 361)	
Literature ( <i>Choose one of the following</i> )	3
Foundations of British Literature (ENGL220)	
British Literature since 1800 (ENGL221)	
American Literature to 1865 (ENGL231)	
American Literature 1865 to Present (ENGL232)	
Electives ( <i>Choose three from the following, at least two of which are upper division</i> )	9
Special Topics in History (HIST299 or 399)	
Ancient Greece (HIST331)	
History and Archaeology of Ancient Rome (HIST336)	
Christianity and Islam in Conflict (HIST372)	
Military History (HIST374)	
Renaissance and Reformation (HIST441)	
History of Latin America (HIST461)	
California History (HIST481)	
The American Frontier (HIST485)	
Introduction to Archaeology (ARCH100)	
<b>Total Units</b>	<b>33</b>

See page 91 for information on the history minor.

## 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:

- Articulate the principles of kinesiology and its sub-disciplines in an academic/professional environment.
- Understand and apply protocols and processes necessary for evaluation and determination of specific requirements, corrective suggestions, and individual decision-making for specific needs implementation.
- Critically integrate redemptive Christian perspectives in theory and practice.
- Achieve and establish significant subject specific relationships.
- Demonstrate a level of skill and knowledge necessary for employment.
- Detail and analyze organizational fundamentals of athletic concepts and management.
- Define current and anticipated systems of application related to sports, health, pedagogy, and allied health.
- Analyze and evaluate the nature and cause of biomechanical injury and design and implement procedures of restoration.
- Engage in further research and documentation aspects in all core areas.
- 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	50-60 units
General education free electives	0-10 units
<b>Degree Total*</b>	<b>128 units</b>

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. If you are pursuing the physical therapy/occupational therapy track within our exercise science concentration, you will have additional math and science requirements (see your advisor).

Origins (BIOL176)	3 (GE: Biblical Studies)
Human Anatomy with Lab (BIOL225/BIOL225L)	4 (GE: Physical and Biological Sciences)
Introduction to Chemistry with lab (CHEM105/105L) <u>or</u> General Chemistry with lab (CHEM110/110L)	5 (GE: Physical and Biological Sciences)
Precalculus (MATH102)	3 (GE: Mathematics and Quantitative Reasoning)
Introduction to Psychology (PSYC100)	3 (GE: Social and Behavioral Science)



### Core Courses

Foundations of Kinesiology (KINE101)	3
Biomechanics with Lab (KINE352/KINE352L)	4
Exercise Physiology with Lab (KINE353/KINE353L)	4
Senior Seminar (KINE498)	3
Nutrition: An Applied Approach (BIOL161)	3
Human Physiology with Lab (BIOL246/246L)	5
Statistics (MATH120)	3
<b>Total Units</b>	<b>25</b>

## Kinesiology Concentrations

Students must choose a concentration listed below:

### Exercise Science Concentration (31 units)

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

Exercise Testing and Rx with Lab (KINE325/KINE325L)	4
Motor Development (KINE369)	3
Introduction to Organic Chemistry and Biochemistry with Lab (CHEM106/CHEM106L) or General Chemistry II with Lab (CHEM111/CHEM111L)	5
Physics for Life Sciences I with Lab (PHYS101/PHYS101L)	4
Electives ( <i>Choose 15 units; 12 units must be upper division.</i> )	15
Exercise and Sports Psychology (KINE315)	3
Care and Prevention of Athletic Injuries (KINE320)	3
Pedagogy and Leadership Principles in Kinesiology (KINE340)	3
Essentials of Strength and Conditioning (KINE351)	3
Exercise Leadership and Personal Training (KINE420)	3
Principles of Biology I with Lab (BIOL101/BIOL101L)	5
Principles of Biology II with Lab (BIOL102/BIOL102L)	5
Nutrition and Metabolism (BIOL361)	4
Physics for Life Sciences II with Lab (PHYS111/PHYS111L)	4
Child and Adolescent Psychology (PSYC342)	3
Abnormal Psychology (PSYC351)	3
Grief and Loss (PSYC432)	3

### Health and Wellness Concentration (25 units)

Exercise Testing and Rx with Lab (KINE325/KINE325L)	4
Exercise and Sports Nutrition (KINE339)	3
Exercise Leadership and Personal Training (KINE420)	3
Exercise for Chronic Disease and Disability (KINE439)	3
Electives ( <i>Choose 12 units from below; six must be upper division.</i> )	12
Faith-Based Fitness and Wellness (KINE270)	3
Exercise and Sports Psychology (KINE315)	3
Care and Prevention of Athletic Injuries (KINE320)	3
Pedagogy and Leadership Principles in Kinesiology (KINE340)	3
Essentials of Strength and Conditioning (KINE351)	3
Motor Development (KINE369)	3
Fit in Faith: Why Our Bodies Matter to our Faith (KINE370)	3

**Sports Management Concentration (26 units)**

Introduction to Sports Management (KINE209)	3
Sports Marketing (KINE380)	3
Sports Law (KINE381)	3
Current Issues in Sports Management (KINE385)	3
Electives ( <i>Choose 14 units from below; nine must be upper division.</i> )	14
Faith-Based Fitness and Wellness (KINE270)	3
Exercise and Sports Psychology (KINE315)	3
Principles of Coaching (KINE317)	3
Care and Prevention of Athletic Injuries (KINE320)	3
Exercise Testing and Rx with Lab (KINE325/KINE325L)	4
Pedagogy and Leadership Principles in Kinesiology (KINE340)	3
Essentials of Strength and Conditioning (KINE351)	3
Sports Finance (KINE382)	3
Facility Management (KINE384)	3
Internship (KINE475)	1-3
Management and Organizational Behavior (BUS140)	3
Business Statistics (BUS290)	3
Financial and Budget Management (BUS243)	3
Marketing (BUS320)	3

**Faith-Based Fitness and Wellness Concentration (27 units)**

Faith-Based Fitness and Wellness (KINE270)	3
Fit in Faith: Why Our Bodies Matter to Our Faith (KINE370)	3
Sports Ministry (KINE371)	3
Exercise Leadership and Personal Training with Lab (KINE420/420L)	4
Electives ( <i>Choose 14 units from below; nine must be upper division.</i> )	14
Exercise and Sports Psychology (KINE315)	3
Principles of Coaching (KINE317)	3
Care and Prevention of Athletic Injuries (KINE320)	3
Exercise Testing and Rx with Lab (KINE325/KINE325L)	4
Pedagogy and Leadership Principles in Kinesiology (KINE340)	3
Essentials of Strength and Conditioning (KINE351)	3
Motor Development (KINE369)	3
Internship (KINE475)	1-3
Nutrition and Metabolism (BIOL361)	4
Youth Culture, Trends, and Issues (YMIN283)	3
Christian Education of Youth (YMIN391)	3

**General Concentration (25 units)**

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

See page 91 for information on the kinesiology minor.

## 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 with 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) and/or a specific subject concentration. The subject concentrations include child development, English, history, psychology, TESOL, or ASL.

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. They are introduced, practiced, and demonstrated in specific TEDU courses across the program.

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

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

Multicultural Education (TEDU123)	3
Foundations of Education (TEDU302)	3
Educational Psychology (TEDU310)	3
Language, Culture, and Literacy (TEDU323)	3
American History (HIST291)	3
Analytical Inquiry (MATH100)	3
Conceptual Physics (PHYS100)	3
Developmental Psychology (PSYC141)	3
<b>Total Units</b>	<b>24</b>

**Students in concentrations other than multiple subject education must also take the following courses as part of their core:**

Career Exploration for Freshmen and Sophomores (LDRS175)	1
Career Exploration for Juniors and Seniors (LDRS375)	1
Liberal Studies Capstone Internship	4

## 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
Field Experience I (TEDU275)	2
Curriculum and Methods in History and Social Science (TEDU311)	3
Field Experience 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), Introduction to Environmental Studies (ESCI100), World Civilization I (HIST231), World Civilization II (HIST232), and Conceptual Physics with Lab (PHYS100/PHYS100L) 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)

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

**Concentration in History (15 units)**

Literature and Culture (ENGL110) <u>or</u> Political Economy (PPOL341)	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)**

Spiritual Development of Children (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 Processes (PSYC222) <u>or</u> Psychology of Relationships (PSYC230)	3
Abnormal Psychology (PSYC351)	3
<i>Choose one of the following:</i>	3
Social Psychology (PSYC203)	
Multicultural Issues in Psychology (PSYC332)	
Gender Studies (PSYC345)	

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

Linguistics (TSOL352)	3
Second Language Acquisition (TSOL353)	3
TESOL Methodology (TSOL354)	3
TESOL Classroom Practices (TSOL355)	3
TESOL Observation (TSOL474)	1
TESOL Practicum (TSOL475)	3
Intercultural Communication (ICS310)	3
Elective ( <i>Choose one from the following</i> )	3
Introduction to Mission (ICS103)	
Cultural Anthropology (ICS202)	
World Religions (ICS320)	
Establishing Faith Communities (ICS401)	
Issues in Intercultural Life and Work (ICS403)	
Advanced Intercultural Studies Seminar (ICS492)	
Acts (NT210)	
Leadership in a Global Society (ORLD430)	
Multicultural Issues in Psychology (PSYC332)	

**\*\*The TESOL Concentration is unavailable for start in the 2018-2019 but will be available beginning Fall 2019\*\***

**Concentration in American Sign Language Studies (15 units)**

American Sign Language I (ASLS160)	3
American Sign Language II (ASLS161)	3
American Sign Language III (ASLS260)	3
<i>Choose two of the following:</i>	6
American Sign Language IV (ASLS 251)	
Introduction to American Deaf History and Culture (ASLS301)	
Worship and Creative Signs (ASLS370)	
Experiential Learning (ASLS375)	

*See page 89 for information on the American Sign Language studies minor and page 93 for information on the TESOL minor.*

## 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 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 four 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 Natural and Applied Science division at Jessup by providing the necessary mathematical background required for the various majors and disciplines.
3. To support the teacher education program at Jessup by providing instruction to future educators.
4. 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:

- Think logically and analytically.
- Demonstrate problem statement and solution proficiency.
- Demonstrate the ability to communicate mathematics in both written and verbal form.
- Apply mathematics to other disciplines.
- Be prepared for graduate study and employment in mathematics.
- Articulate the philosophical nature of mathematics from a Christian perspective.
- Construct a well-written proof using a variety of mathematical techniques and typeset it in the industry standard language of LaTeX.

According to the Bureau of Labor Statistics' *Occupational Outlook Handbook*, 2016-17 Edition, employment of mathematicians is expected to grow anywhere from 13% to 34% between 2014 and 2024, depending upon the particular subfield. This is much faster than the average for all occupations tracked by the U.S. Department of Labor. According to the *Occupational Outlook Handbook*, "The amount of digitally stored data will increase over the next decade as more people and companies conduct business online and use social media, smartphones, and other mobile devices. As a result, businesses will increasingly need mathematicians to analyze the large amount of information and data collected. Analyses will help companies improve their business processes, design and develop new products, and even advertise products to potential customers."

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/emp-internships>. There are various employment opportunities geared towards mathematics majors and minors on campus. In conjunction with the Learning Commons, the mathematics department runs a math lab in which mathematics majors and minors may serve as tutors. Additionally, there are occasional opportunities to serve as private tutors or as teaching assistants for 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	18 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)
University Physics I with Lab (PHYS102/PHYS102L)	5 (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 Theory (MATH320)	3
Abstract Algebra (MATH410)	3
Real Analysis (MATH461)	3
Senior Seminar (MATH498)	3
Introduction to Computer Programming (CSCI100)	4
Math electives ( <i>Choose six units from below</i> )	6
Discrete Mathematics (MATH305)	3
Modern Geometry (MATH350)	3
Complex Analysis (MATH460)	3
Numerical Analysis (MATH462)	3
Topics in Mathematics (MATH499)	3
<b>Total Units</b>	<b>42</b>

See page 91-92 for information on the mathematics minors.



## Bachelor of Arts

### Music

The William Jessup University music department provides opportunities for student 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.

- **University Choir & Orchestra:** The William Jessup University Choir & 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 & 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.
- **Jessup Chamber Orchestra:** Jessup Chamber Orchestra performs a variety of chamber repertoire from all eras of classical music, but focusing on Baroque and Classical timeframes. This ensemble contributes to the campus and general communities through artistic and spiritual expression. Students are taught techniques in sight reading, expression, phrasing, and dynamics as it pertains to classical repertoire. The Jessup Chamber Orchestra is open by audition to all Jessup chamber 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 Academic Council. 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:

- Ability to perform with excellence as a vocal or instrumental musician.
- Proficiency in piano.
- Proficiency in music theory and ear training.
- Ability to analyze, compose, and arrange music for various vocal and instrumental media.
- Acquisition of a broad knowledge and aesthetic appreciation of music literature through study and performance.
- Knowledge of the history of music and worship and its relationship to contemporary society.
- Familiarity with non-western music and musical forms.
- 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 units
General education free electives	11 units
<b>Degree Total</b>	<b>128 units</b>

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
Piano Proficiency Passed	P/F
Music Theory I (MUS272)	3
Music Theory II (MUS274)	3
Class Piano II (MUS290P)	1
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
<b>Total Units</b>	<b>39**</b>

\*Students take Applied Lessons: Recording (MUS100-400R) for the commercial music concentration.

\*\*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 (13 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 (MUS356)	2
Applied lessons in a primary instrument or voice; must complete level 300	3

### Music Composition Concentration (12 units)

Introduction to Music Technology (MUS220)	2
Instrumentation and Arranging (MUS356)	2
Form and Analysis (MUS357)	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 (12 units)

Applied Group Woodwind Techniques (MUS332) ^	1
Applied Group String Techniques (MUS333) ^	1
Applied Group Brass Techniques (MUS334) ^	1
Applied Group Percussion Techniques (MUS335) ^	1
Instrumentation and Arranging (MUS356)	2
Advanced Conducting (MUS410)	2
Vocal Pedagogy (MUS440)	2
Music Education (MUS441)	2

^Applied group lessons include fee

**Performance Concentration (11 units)**

Applied Music Lessons (MUS100-400)	4
Junior Recital (MUS398)	1
Advanced Conducting (MUS410)	2
Vocal Pedagogy (MUS440)	2
Music electives	2

**Worship Concentration (12 units)**

Worship Leading Lab I (MUS250)	1
Worship Leading Lab II (MUS251)	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

*See page 92 for information on the music minor.*

## 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 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:

- Offering a curriculum that reflects the importance of responsible integration considering the wisdom available in both special and general revelation.
- Exposing students to relevant theoretical frameworks that provide clarity and guidance for understanding the human condition.
- 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.
- Challenging students toward personal wholeness, relationally, psychologically, and spiritually.
- Assisting students as they find direction for their personal and professional lives.
- Motivating students toward a life of service.

A graduate with a psychology degree will demonstrate

- Integration and application of Christian faith with the study of psychology
- 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.
- Utilization of critical thinking skills to resolve issues related to behavioral, mental, and/or ethical processes.
- Respect for the diversity of human behavior and experience.
- Skillful communication with individuals and groups.
- Personal growth emerging from the study in the major.

*The Bachelor of Arts in Psychology program is also offered online with a concentration in General Psychology.*

## Degree Requirements

Foundational Studies	66 units
Psychology major	53 units
General education free electives	9 units
<b>Degree total</b>	<b>128 units</b>

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 (PSYC100)	3 (GE: Social and Behavioral Science)
Developmental Psychology (PSYC141)	3 (GE: Social and Behavioral Science)
Interpersonal Processes (PSYC222)	3 (GE: Communication)
Principles of Biology I with Lab (BIOL101/BIOL101L) <u>or</u>	
Human Anatomy with Lab (BIOL225/BIOL225L) <u>or</u>	
Human Physiology with Lab (BIOL246/BIOL246L)	4-5 (GE: Physical and Biological Sciences)

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

*Introduction to Mission (ICS103), World Religions (ICS320), Introduction to Sociology (SOC201), and Cultural Geography (SOC222) are recommended electives for the international psychology concentration.*

### Core Courses

Psychology and Christian Thought (PSYC102)	3
Psychology of Relationships (PSYC230)	3
Personality Theory (PSYC300)	3
Cross-Cultural Psycholog (PSYC333)	3
Human Sexuality (PSYC333)	3
Abnormal Psychology (PSYC351)	3
Research Statistics for the Social Sciences (PSYC390)	3
Research Methods in the Social Sciences (PSYC392)	3
Cognitive Psychology (PSYC410)	3
Biopsychology (PSYC452)	4
Field Work in Psychology I and II (PSYC475a and 475b)	
<u>or</u> Practicum in Addiction Studies I and II (PSYC475c and d; for Addiction Studies certificate, with seven units of electives instead of nine)	4
Applied Integration Capstone (PSYC498)	3
Psychology electives ( <i>Choose one</i> )	3
Social Psychology (PSYC203)	
Professional Skills (PSYC460)	
Counseling Skills (PSYC 333)	
(Other course with advisor approval)	
<b>Total Units</b>	<b>41</b>

## 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 concentration.

### 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
Grief and Loss (PSYC432)	3

### Community Mental Health (12 units)

Social Psychology (PSYC203)	3
Psychology of Addiction (PSYC352)	3
Community Psychology (PSYC430)	3
Case Management (PSYC433)	3

### International Psychology (12 units)

Social Psychology (PSYC203)	3
Cultural Anthropology (ICS202)	3
Intercultural Communication (ICS310)	3
World Religions (ICS320)	3

\*It is recommended that the individuals in this concentrations take Counseling Psychology (PSYC333) as their psychology elective.

See page 92 for information on the psychology minor.

## Bachelor of Science Public Administration

The Bachelor of Science in Public Administration prepares and trains students for the wide range of careers in fields of administration and justice. Courses include Constitution and Civil Rights, Criminal Justice, and Criminal Law. All courses are taught with a focus on Christian ethics which will prepare you for notable servant leadership in law enforcement and its supporting branches.

Upon successful completion of the Public Administration program, students will 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 the future; and
- 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.

### Degree Requirements

Foundational Studies	68 units
Psychology major	48-50 units
General education free electives	10-12 units
<b>Degree total</b>	<b>128 units</b>

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

### Public Administration 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 Government (PPOL 111) 3 (GE: Social Science)

#### Core Courses

Political Theory and Philosophy (PPOL 201 or PPOL 201OL)	3
Political Process (PPOL 221 or PPOL 221OL)	3
Public Administration I (PPOL 253 or PPOL 253OL)	3
Public Administration II (PPOL 353 or PPOL 353OL)	3
Ethics in Public Policy (PPOL 304 or PPOL 304OL)	3
State and Local Government (PPOL 324 or PPOL 324OL)	3
Constitution and Civil Rights (PPOL 361 or PPOL 361OL)	3



Human Resources Management (BUSA 382 or BUSA 382OL)	3
Economic Development (PPOL 342 or PPOL 342OL)	3
Public Budgeting (PPOL 343 or PPOL 343OL)	3
Administrative Law (PPOL 466 or PPOL 466OL)	3
Public Policy Internship (PPOL 475) <u>or</u>	
Integration and Applied Learning (PPOL 476) [option for OL only]	3-5
Political Research and Policy Analysis (PPOL 491 or PPOL 491OL)	3
Senior Seminar: Leadership and Service (PPOL 498 or PPOL 498OL)	3
<b>Total Units</b>	<b>42-44</b>

## 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:

- Understand biblical and ethical principles and standards and apply them to public policy issues and institutions.
- Appreciate the significance of civil society and actively engage in civic participation.
- Develop critical thinking, problem-solving, and management skills for policymaking and public administration.
- Recognize and interrelate political structures, participants, and principles for policymaking and implementation.
- Acquire and apply knowledge of American and comparative history and government to current events, issues, and institutions.
- Acquire and apply knowledge of constitutional and international principles and organizations for governance, civic participation, and civil and human rights.
- Identify and utilize effective and principled methods and approaches to political process, policy research and analysis, and public administration.
- 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
<b>Degree Total*</b>	<b>128 units</b>

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.

Macroeconomics (BUS240)	3 (GE: Social and Behavioral Science)
Microeconomics (BUS241)	3 (GE: Social and Behavioral Science)
Speech (COMM180) or Interpersonal Processes (PSYC222)	3 (GE: Communication)
American History (HIST291) <i>required</i>	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271)	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 (LDRS175)	1
Career Exploration for Juniors and Seniors (LDRS375)	1
<b>Total Units</b>	<b>44</b>

## 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
Police and Society (PPOL364)	3
Corrections (PPOL366)	3
Forensics (PPOL368)	3
Violence and Terrorism (PPOL469)	3
Social Psychology (PSYC203)	3
Multicultural 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 (BUS290)	3
Macroeconomics (BUS240)	3
Microeconomics (BUS241)	3
Business Law (BUS260)	3

Organizational Communication (BUS302)	3
Marketing (BUS320)	3
Financial Management (BUS342)	3
International Business (BUS372)	3
Nonprofit Management (BUS373)	3
Human Resource Management (BUS382)	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) <u>or</u> American Literature 1865 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 Policy in the Middle East (ICS383OL)	3

*See page 93 for information on the public policy minor.*

## Bachelor of Arts

### Theatre

Jessup's B.A. in Theatre is an immersive, pre-professional training ground for theatre practitioners. The Bachelor of Arts in Theatre offers specializations in Acting, Musical Theatre, Theatre Design and Technology, and Theatre Management. From backstage to onstage, students will learn how to tell excellent stories that illuminate the human condition and bring people into right relationship with God and their fellow man. You will learn how to create theatre from concept to performance in a department valuing a strong theological aesthetic and an entrepreneurial spirit. The mission of the B.A. Theatre program is to produce students who are highly employable theatre artists, Christian leaders, entrepreneurs, and skilled craftsmen who are capable of vast, positive, influence in the arts, media and entertainment. Jessup Theatre is a four year training ground preparing you to make a unique contribution to the art form.

A graduate with the BA in Theatre will have:

- Developed and articulated an informed theological aesthetic and possess the ability to apply it to theatrical practice;
- An increased knowledge of the history of Theatre
- The ability to effectively analyze the theatre text from an informed artistic sensibility as viewed through the lens of a Judeo-Christian worldview
- Cultivated technical skill sets for theatrical performance, production, and management
- Demonstrated proficient strategy and skill in engaging the professional theatrical community

### Degree Requirements

Foundational Studies	66 units
Theatre major	53 units
General education free electives	9 units
<b>Degree Total*</b>	<b>128 units</b>

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

### Theatre Major

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

Theatre History I: Greeks to the Restoration (THE241)	3 (GE: Arts and Humanities)
Theatre History II: The Restoration to the Contemporary (THE242)	3 (GE: Arts and Humanities)
Financial and Budget Management (BUS243)	3 (GE: Social and Behavioral Science)

#### Core Courses

The Creative Christian (CART101)	3
Introduction to the Theatre Profession (THE105)	3
Introduction to Technical Theatre (THE106)	3
Acting I – Fundamentals (THE160a)	3
Practicum in Production, Performance, or Management (THE172, 173, or 177) (THE177)	4
Voice and Diction (THE250) <u>or</u> Two-Dimensional Design* (ART351)	3
Text Analysis (THE345)	3
Professional Preparation in Performance, Production, or Management (THE498a, b, or c)	3
Professional Experience (THE475) <u>or</u> Senior Project in Theatre (THE477)	1
<b>Total Units</b>	<b>26</b>

\*Only for Design/Tech Concentrations

## Theatre Specializations

Students must choose a Specialization listed below:

### Specialization in Acting:

The acting track will prepare students to engage the professional world of theatre as actors. The rigorous acting training takes students through four levels of acting starting with a foundation in the Meisner approach and including screen acting and Shakespeare. Students will also strengthen and hone skills in areas such as movement, voice and diction, text analysis, theatre history - all required for success in the theatre profession. Add to that a plethora of electives such as improvisation, stage combat, social dance, and musical theatre workshop, as well as courses in professional preparation. You can be sure our students graduate ready to shape the future of the American and global theatre.

#### **Acting (27 units)**

Movement for the Stage (THE230)	3
Acting II – Realism (THE260)	3
Acting III – Shakespeare (THE360)	3
Acting IV – Screen Acting (THE460)	3
Directing for the Stage (THE468)	3
Theatre electives ( <i>choose four upper division, including any THE399-THE499 course</i> )	12
<b>TOTAL UNITS</b>	<b>27</b>

### Specialization in Theatre Design and Technology:

The theatre design and technology track will prepare students to engage the professional world of theatre as members of the production creative team. The rigorous and breadth and depth of training will allow students to strengthen and hone skills in areas such as set design, costume design, lighting design, stage management and directing to name a few. Each semester, students will have opportunities to work alongside seasoned professional designers or stage managers to give the students real experience in creating the world of the play from the very beginning to opening night. Add to that a plethora of electives in both backstage and onstage studies such as the history of costumes, sound design, color theory, improvisation, stage combat, as well as courses in professional preparation. You can be sure our students graduate ready to shape the future of the American and global theatre.

#### **Theatre Design and Technology (27 units)**

Stage Management (THE217)	3
Lighting Design (THE311)	3
Set Design (THE313)	3
Costume Design (THE315)	3
Directing for the Stage (THE468)	3
Theatre electives ( <i>choose four upper division, including any THE399-THE499 course</i> )	12
<b>TOTAL UNITS</b>	<b>27</b>

### Specialization in Theatre Management:

The theatre management track will prepare students to engage the professional world of theatre as entrepreneurs and initiators of great artistry. The rigorous and breadth and depth of training is a unique blend of William Jessup University Business Courses such as non-profit management, legal implications, and project management as well as courses in design and theatre such as Acting I, Text Analysis, and Theatre History. Each semester, students will have opportunities to work alongside the producer and directors of our professional-caliber theatrical performances, creating the audience experience as well as designing and executing Jessup's own unique "pre-show" experience. Add to that a plethora of electives in both backstage and onstage studies such as improvisation,

stage combat, directing, acting coursework, design coursework, as well as courses in professional preparation. You can be sure our students graduate ready to shape the future of the American and global theatre.

**Theatre Management (27 units)**

Web Design and Presence (ART335)	3
Business Law (BUS260)	3
Marketing (BUS320)	3
Nonprofit Management (BUS373)	3
Project Management (BUS385)	3
Theatre electives ( <i>choose four upper division, including any THE399-THE499 course</i> )	12
<b>TOTAL UNITS</b>	<b>27</b>

**Specialization in Musical Theatre:**

The Musical Theatre track is an “audition only” track and will prepare students to engage the professional world of both theatre and musical theatre as actor, singers, and movers/dancers. The rigorous training takes students through four levels of acting starting with a foundation in the Meisner approach and including screen acting and Shakespeare. Students will also strengthen and hone skills in areas such as ballet, jazz, tap, movement for the stage, voice and diction, musical theatre workshop, text analysis, theatre history, - all required for success in the theatre profession. Add to that, every student gets multiple opportunities in both non-musical productions as well as musical productions in our yearly performance calendar. You can be sure our students graduate ready to shape the future of the American and global theatre.

**Musical Theatre (27 units)**

*Must audition to be accepted into this concentration; if not accepted, will be placed in acting concentration. Highly recommended to take private voice with this concentration.*

Movement for the Stage (THE230)	3
Acting II – Realism (THE260)	3
Ballet (THE331)	3
Jazz (THE332)	3
Tap (THE333)	3
Musical Theatre Dance (THE334) <u>or</u> Swing and Social Dance (THE335)	3
Acting III – Shakespeare (THE360)	3
Musical Theatre Workshop (THE365)	3
Acting IV – Screen Acting (THE460)	3
<b>TOTAL UNITS</b>	<b>27</b>

**PRODUCTION OPPORTUNITIES**

4 productions per year:

- 2 mainstage productions: 1 musical, 1 non-musical
- 1 faculty directed black-box production
- 1 student directed production
- Touring performance team
- 24-hour play festival

*See page 93 for information on the theatre minor.*

## Bachelor of Arts

### Theology

The Bachelor of Arts in Theology provides students with a strong biblical and theological foundation for knowing God and making Him known in this world. The degree introduces students to historical, comparative, contemporary, and practical theologies, emphasizing both the historical unity and global diversity of the Church. Students also learn to biblically evaluate, creatively articulate, and practically apply doctrine, in order to faithfully participate in God's drama of redemption.

Upon successful completion of the BA in Theology, students will be able to:

- Demonstrate proficiency in one of the biblical languages (Greek or Hebrew)
- Faithfully interpret the Scriptures within their original contexts and within the context of the historical unity and global diversity of Jesus's Church
- Articulate, appreciate, and critique the theological distinctives of the major branches of Christianity: Protestant, Roman Catholic, and Eastern Orthodox
- Demonstrate the importance and relevance of Christian theology by biblically, creatively, and practically applying doctrine to current cultural and global issues
- Integrate their theological studies with their own personal spiritual formation

### Degree Requirements

Foundational Studies	46 units
Theology major	42 units
General education free electives	12 units
<b>Degree Total</b>	<b>120 units</b>

### Theology Major

Historical Theology (THEO301)	3
Comparative Theology (THEO325)	3
Practical Theology (THEO425)	3
Contemporary Theology (THEO452)	3
Theology and Spiritual Formation (THEO475)	3
Advanced Theology Seminar (THEO478)	3
Theology Capstone (THEO498)	3
Biblical Greek I (BLG215A) <u>or</u> Biblical Hebrew I (BLG225A)	3
Biblical Greek II (BLG215B) <u>or</u> Biblical Hebrew II (BLG225B)	3
Upper Division Theology Electives	15
<b>Total Units</b>	<b>42</b>

*See page 89 for information on the Bible and theology minor.*



## Bachelor of Arts

### Visual and Fine Arts

The Bachelor of Arts in Visual and Fine Arts—with concentrations in fine arts, graphic design, cinematography/video, and photography—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, students will grow their knowledge and skills in both analog and digital art. 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 will give students a wide range of knowledge and skills. Students will focus on practical application, history, aesthetics, 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 the areas of fine arts, graphic design, cinematography, and photography.

A BA in Visual and Fine Arts graduate will have:

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

### Degree Requirements

Foundational Studies	66 units
Visual and Fine Arts major	50 units
General education free electives	12 units
<b>Degree Total*</b>	<b>128 units</b>

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

### Visual and Fine Arts Major

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

Art History I (ART240A)	3 (GE: Arts and Humanities)
Art History II (ART240B)	3 (GE: Arts and Humanities)
Financial and Budget Management (BUS243)	3 (GE: Social and Behavioral Science)

#### Core Courses

Color Theory (ART103)	3
Drawing I (ART105)	3
Introduction to Digital Art (ART107)	3
Practicum in Visual and Fine Arts (ART174)	6
Art Criticism and Analysis (ART201)	3
Visual Communications (ART310)	3
Web Design and Presence (ART335)	3
Visual and Fine Arts Internship (ART475) <u>or</u> Visual and Fine Arts Senior Project (ART480)	2

The Creative Christian (CART101)	3
Entrepreneurship in the Arts (CART315)	3
Applied Aesthetics Lab (CART497)	0
Applied Aesthetics (CART498)	3
<b>Total Units</b>	<b>35</b>

## Visual and Fine Arts Concentrations

Students must choose a concentration listed below:

### Arts Management (15 units)

Business Law (BUS260)	3
Marketing (BUS320)	3
Nonprofit Management (BUS373)	3
Project Management (BUS385)	3
Visual and Fine Arts or Business elective	3

### Cinematography/Video (15 units)

Video I (ART311)	3
Lighting (ART315)	3
Video II (ART411)	3
Visual and Fine Arts electives ( <i>choose two upper division courses</i> )	6

### Fine Arts (15 units)

Two-Dimensional Design (ART351)	3
Digital Painting (ART353)	3
Watercolor I (ART355)	3
Visual and Fine Arts electives ( <i>choose two upper division courses</i> )	6

### Graphic Design (15 units)

Graphic Design I (ART331)	3
Typography (ART333)	3
Graphic Design II (ART431)	3
Visual and Fine Arts electives ( <i>choose two upper division courses</i> )	6

### Photography (15 units)

Lighting (ART315)	3
Photography I (ART321)	3
Photography II (ART421)	3
Visual and Fine Arts electives ( <i>choose two upper division courses</i> )	6

See page 94 for information on the visual and fine arts minor.

## Bachelor of Arts

### Youth Ministry

Recognizing the strategic role of the youth minister, youth leaders, and mentors in the spiritual development of young people (middle school, high school, and college), William Jessup University offers a Bachelor of Arts in Youth Ministry. The vision of the youth ministry program is to reach the next generation by preparing students to evangelize and disciple youth and their families in various settings including the church, parachurch, and other local and global ministries. The mission of the youth ministry program is to creatively educate students to be transformational leaders that inspire youth to live the Christian life.

Students who graduate with a youth ministry major will:

- Demonstrate Christian leadership and professional competence.
- Communicate a Christian worldview within a biblical context in a global society.
- Integrate current youth ministry theory and adolescent faith development into practice within a church or parachurch context.

### Degree Requirements

Foundational Studies	57 units
Youth Ministry major	45 units
General education free electives	18 units
<b>Degree Total</b>	<b>120 units</b>

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 (one Old Testament; one either Old or New Testament).

### Core Courses

Foundations of Youth Ministry (YMIN100)	3
Youth Ministry Skills (YMIN175)	3
Youth Culture, Trends, and Issues (YMIN283)	3
Teaching and Speaking to Youth (YMIN391)	3
Counseling Youth (YMIN426)	3
Youth Ministry Mentorship (YMIN475)	3
Youth Ministry Capstone (YMIN498)	3
Introduction to Leadership (LDRS105)	3
Self-Leadership (LDRS210)	3
Acts (NT210)	3
Gospel of John (NT244) <u>or</u> The Life and Teachings of Jesus (BIBL210)	3
Pastoral Epistles (NT311)	3
<b>Total Units</b>	<b>36</b>

## Youth Ministry Specializations (9 units)

All youth ministry majors need to choose one of the following specializations:

### Christian Leadership (Choose any 3)

Leading Others (LDRS320)	3
Leading in Organizations (LDRS342)	3
Innovation and Leadership (LDRS470)	3
Leadership in Global Society (ORLD430)	3

### Counseling (Choose any 3)

Developmental Psychology (PSYC141)	3
Marriage and Family (PSYC200)	3
Psychology of Relationships (PSYC230)	3
Human Sexuality (PSYC333)	3
Child and Adolescent Psychology (PSYC342)	3
Abnormal Psychology (PSYC351)	3
Psychology of Addiction (PSYC352)	3

### Family and Children's Ministry (Choose any 3)

Spiritual Development of Children (CEDU321)	3
Family Ministry (CEDU337)	3
Teaching for Spiritual Growth (CEDU351)	3
Christian Formation and Discipleship (CEDU472)	3
Developmental Psychology (PSYC141)	3

### Interdisciplinary (e.g. English, history, public policy, business)

*Requires lead faculty approval.*

### Intercultural Studies (Choose any 3)

Introduction to Mission (ICS103)	3
Cultural Anthropology (ICS202)	3
Church: Nature, Growth, Reproduction (ICS304)	3
Intercultural Communication (ICS310)	3
World Religions (ICS320)	3

### Pastoral Ministry (Choose any 3)

New Testament Exposition (BIBL350)	3
Strategic Communication (PMIN322)	3
Pastor as Leader (PMIN380)	3
Evangelism and Church Growth (PMIN410)	3
Pastoral Care and Counseling (PMIN423)	3

*See page 94 for information on the youth ministry minor.*

## Academic Honors Programs

### **Institute for Biodiversity and the Environment Honors Program**

WJU's Institute for Biodiversity and the Environment (IBE) is a research institute composed of faculty who are dedicated to the research that informs the conservation, preservation and restoration of biodiversity and the environment.

The IBE Honors Program, housed within the Institute, is interdisciplinary in scope and provides opportunities for students across majors in participating departments to receive training to become undergraduate researchers. After this initial training, students then come alongside IBE research faculty and participate in any of several projects on the IBE agenda.

Although IBE research projects have an environmental focus, these projects require expertise from disciplines across the natural and applied sciences, the social sciences, and the humanities. The IBE Honors Program will provide broad research and experiential learning opportunities for students that will vary depending on the nature and scope of the project.

Students apply for the Honors Program, typically, by the end of their freshman year but is also open to transfer students. Those that are accepted complete specialized study and scholarly research in the environmental sciences - or other forms of interdisciplinary environmental study related to their major - to graduate with special recognition. The program provides valuable research experience, and upon graduation, students will be distinctly suited for graduate school or various professions both within and outside the environmental field.

### **IBE Honors Program requirements across all participating departments:**

Honors Integration (LDRS 3XX) 3

### **IBE Honors Program requirements for the Environmental Science Dept. (21 units)**

Honors Integration (LDRS 3XX) 3

Field Research in Ecology (ESCI442) 3-6

Research Assistantship in Environmental Science (ESCI497) 3-9

Data Science I (CSCI 365) 3 or Molecular Methods (BIOL 495) 3

Upper Division Environmental Science or Biology Electives 9

## 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

American Sign Language I (ASLS160)	3
American Sign Language II (ASLS161)	3
American Sign Language III (ASLS260)	3
American Sign Language IV (ASLS261)	3
<i>Choose two of the following:</i>	6
Introduction to American Deaf History and Culture (ASLS301)	
Worship and Creative Signs (ASLS370)	
Experiential Learning (ASLS375)	
<b>Total Units</b>	<b>18</b>

### 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
Business Law (BUS260)	3
Marketing (BUS320)	3
Financial Management (BUS342)	3
Operations Management (BUS381)	3
<b>Total Units</b>	<b>21</b>

### Chemistry Minor

General Chemistry I w/Lab (CHEM 110/L)	5
General Chemistry II w/Lab (CHEM 111/L)	5
Intro to Organic & Bio Chemistry w/Lab (CHEM 106/L) <u>or</u> Organic Chemistry I w/Lab (CHEM 210/L)	5
<i>Chemistry Electives (Choose Two):</i>	9-10
Organic Chemistry II w/Lab (CHEM 211/L)	
Environmental Chemistry w/Lab (ESCI 320/L)	
Inorganic Chemistry w/Lab (CHEM 350/L)	
<b>Total Units</b>	<b>24-25</b>

**\*\*A minimum of 13 units must be used uniquely towards a Chemistry Minor, and not applied towards any other degree requirements. Therefore, if General Chemistry and Organic Chemistry are required for a student's declared major, additional chemistry electives must be taken to satisfy a minimum of 25 units, including a minimum of 13 units uniquely applied towards the Chemistry Minor.**

## Computer Science Minor

Programming 1 (CSCI151)	3
Computer Systems (CSCI 220)	3
Programming 2 (CSCI 251)	3
Data Structures & Algorithms 1 (CSCI 261)	3
One 300-Level CSCI Elective	3
One 400-Level CSCI Elective	3
<b>Total Units</b>	<b>18</b>

## English Minor

Foundations of British Literature (ENGL220)	3
British Literature since 1800 (ENGL221)	3
American Literature to 1865 (ENGL231) <u>or</u> American Literature 1865 to Present (ENGL232)	3
Creative Writing (ENGL286) <u>or</u> Critical Analysis of Literature (ENGL360)	3
Shakespeare (ENGL320)	3
Upper division English electives	6
<b>Total Units</b>	<b>21</b>

## Environmental Science Minor

Earth and Environmental Science with Lab (ESCI131/ESCI131L) <u>or</u> Introduction to Environmental Studies (ESCI100)	4
General Ecology with Lab (ESCI210/ESCI210L)	4
Environmental Ethics (ESCI350) <u>or</u> American Environmental Literature (ESCI361)	3
Environmental Law and Policy (ESCI360) <u>or</u> American Environmental History and Policy (ESCI362)	3
Upper division environmental science electives	7
<b>Total Units</b>	<b>21</b>

## Family and Children's Ministry Minor

Spiritual Development of Children (CEDU321)	3
Family Ministry (CEDU337)	3
Teaching for Spiritual Growth (CEDU351)	3
Christian Formation and Discipleship (CEDU472)	3
Developmental Psychology (PSYC141)	3
Electives ( <i>Choose one from the following</i> )	3
Marriage and Family (PSYC200)	
Human Sexuality (PSYC333)	
Child and Adolescent Psychology (PSYC342)	
<b>Total Units</b>	<b>18</b>

## 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 ( <i>Choose one of the following</i> )	3
Foundations of British Literature (ENGL220)	
British Literature since 1800 (ENGL221)	
American Literature to 1865 (ENGL231)	
American Literature 1865 to Present (ENGL232)	
Political Economy (PPOL341)	
Comparative Government and Politics (PPOL 325)	
Constitution and Civil Rights (PPOL 361)	
Upper division history electives	6
<b>Total Units</b>	<b>21</b>

## Intercultural Studies Minor

Introduction to Mission (ICS103)	3
Cultural Anthropology (ICS202)	3
Church: Nature, Growth, Reproduction (ICS304)	3
Intercultural Communication (ICS310)	3
World Religions (ICS320)	3
Issues in Intercultural Life and Work (ICS403)	3
<b>Total Units</b>	<b>18</b>

## Kinesiology Minor

Foundations of Kinesiology (KINE101)	3
Exercise Testing and Rx with Lab (KINE325/KINE325L)	
<u>or</u> Exercise Leadership and Personal Training with Lab (KINE420/KINE420L)	4
Biomechanics with Lab (KINE352/KINE352L)	4
Exercise Physiology with Lab (KINE353/KINE353L)	4
Core Strength and Conditioning (PHED111)	1
Upper division kinesiology electives (consultation with advisor required)	6
<b>Total Units</b>	<b>22</b>

## Mathematics Minor

Calculus I (MATH140)*	4
Calculus II (MATH141)	4
Linear Algebra (MATH210)	3
Introduction to Mathematical Proof (MATH301)	3
Two additional MATH courses, at least one of which is at the 300 level or higher. (Consult with the Mathematics department for recommendations.)	6-7
<b>Total Units</b>	<b>20-21</b>

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



## Mathematics Minor for CSCI Majors

Calculus II (MATH141)	4
Linear Algebra (MATH210)	3
Calculus III (MATH242)	4
Introduction to Mathematical Proof (MATH301)	3
Two additional MATH courses, at least one of which is at the 300 level or higher. (Consult with the Mathematics department for recommendations.)	6
<b>Total Units</b>	<b>20</b>

## 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 ( <i>Choose two from the following</i> )	5-6
Western Music to 1750 (MUS340)	3
Western Music from 1750 (MUS341)	3
World Music (MUS367)	2
<b>Total Units</b>	<b>25-26</b>

## Pastoral Ministry Minor

Effective Bible Teaching (CEDU372)	1
Strategic Communication (PMIN322)	3
Pastor as Leader (PMIN380)	3
Evangelism and Church Growth (PMIN410)	2
Preaching Practicum (PMIN422)	3
Pastoral Care and Counseling (PMIN423)	3
Church Administration (PMIN480)	3
<b>Total Units</b>	<b>18</b>

## 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
Biopsychology (PSYC452)	4
<b>Total Units</b>	<b>19</b>

## 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
<b>Total Units</b>	<b>21</b>

## Teaching English to Speakers of Other Languages (TESOL) Minor

Linguistics (TSOL352)	3
Second Language Acquisition (TSOL353)	3
TESOL Methodology (TSOL354)	3
TESOL Classroom Practices (TSOL355)	3
TESOL Observation (TSOL474)	1
TESOL Practicum (TSOL475)	3
Intercultural Communication (ICS310)	3
Elective ( <i>Choose one from the following</i> )	3
Introduction to Mission (ICS103)	
Cultural Anthropology (ICS202)	
World Religions (ICS320)	
Establishing Faith Communities (ICS401)	
Issues in Intercultural Life and Work (ICS403)	
Advanced Intercultural Studies Seminar (ICS492)	
Acts (NT210)	
Leadership in a Global Society (ORLD430)	
Multicultural Issues in Psychology (PSYC332)	
<b>Total Units</b>	<b>22</b>

## Theatre Minor

The Creative Christian (CART101)	3
Introduction to Technical Theatre (THE106)	3
Acting I (THE160b)	3
Practicum in Production (THE172) <u>or</u> Practicum in Performance (THE173) <u>or</u> Practicum in Management (THE177)	2
Theatre History I: From the Greeks to the Restoration (THE241) <u>or</u> Theatre History II: From the Restoration to the Contemporary (THE242) <u>or</u> Text Analysis (THE345)	3
Theatre electives ( <i>Choose three</i> )	9
<b>Total Units</b>	<b>23</b>

**Visual and Fine Arts Minor**

Practicum in Visual and Fine Arts (ART174)	2
Art Criticism and Analysis (ART201) <u>or</u> Art Appreciation (CART100)	3
Art History I (ART304A)	3
Visual and fine arts electives ( <i>Choose five upper division electives</i> )	15
<b>Total Units</b>	<b>23</b>

**Youth Ministry Minor**

Foundations of Youth Ministry (YMIN100)	3
Youth Ministry Skills (YMIN175)	3
Youth Culture, Trends, and Issues (YMIN283)	3
Teaching and Speaking to Youth (YMIN391)	3
Counseling Youth (YMIN426)	3
Self-Leadership (LDRS210)	3
<b>Total Units</b>	<b>18</b>

## Undergraduate Online Programs

Each course in our fully online programs is seven weeks in length, and students can take up to two courses simultaneously. These programs provide a flexible schedule for students who have demanding work schedules and/or family responsibilities yet still allow for students to complete their degree in the same amount of time as students taking courses through the traditional programs.

### Bachelor of Science in Business

Concentration in Accounting (FA-18 Launch)  
 Concentration in Entrepreneurship (SU-19 Launch)  
 Concentration in Management (FA-18 Launch)

*\*\*Also offered as a campus-based program. See TUG Business section for program requirements\*\**

### Bachelor of Science in Criminal Justice

*\*\*Also offered as a campus-based program. See TUG Criminal Justice section for program requirements\*\**

### Bachelor of Science in Healthcare Administration (Online)

The Bachelor's Degree in Healthcare Administration provides strategic educational resources for one of the fastest growing careers in the country. Economic and employment forecasting suggest qualified healthcare professionals will continue to be in high demand. A bachelor's degree in healthcare administration from WJU will allow students to achieve their career goals without rearranging their life or compromising their current position.

A WJU Bachelor's Degree in Healthcare Administration prepares new and returning students to take advantage of a variety of opportunities in the healthcare industry. This program is appropriate for students entering the field or looking to enhance their credentials. The coursework within the concentration also addresses the spiritual, cognitive, adaptive, and intuitive formation of the student, and assignments within the concentration specifically relate to the practical experiential applications of the student.

Each course in this fully online program is seven weeks in length, and students can take up to two courses at a time. This program provides a flexible schedule for students who have demanding work schedules and/or family responsibilities yet still allows for students to complete their degree in the same amount of time as students taking courses through the traditional programs.

Upon successful completion of the Healthcare Administration program, students will be able to:

- Demonstrate, in written and oral form, engagement in a personal faith journey that incorporates faith and reason, the development of a value-based character, and a commitment to the service of God and human culture.
- Discuss, explain, and evaluate the significance of the history of domestic and global healthcare industry in the context of a Christian worldview.
- Explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for U.S. and global healthcare systems.
- Analyze the structure and interdependence of healthcare system elements and issues using critical thinking to formulate innovative system designs that improve healthcare delivery.
- Perform ongoing critical self-reflection from academic and work-based learning experiences, articulate the personal learning and growth that has resulted from those experiences, and integrate this into action plans for future professional growth, in support of the advancement of healthcare systems.
- Create policy and processes and execute decisions in compliance with the legal, regulatory and ethical considerations inherent in managing healthcare systems and organizations, with particular attention to information technology processes and structure and how these considerations impact all aspects of healthcare delivery.
- Integrate concepts of ethics, privacy, law and regulation to achieve optimal organizational effectiveness while adhering to personal and professional values in all elements of health informational technology and healthcare delivery.

- Develop innovative solutions to strategic, tactical and operational issues in managing healthcare systems and associated information technology through the combined use of information, organizational knowledge, talent management and critical thinking.
- Use team, talent management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholder and organizational goals in a variety of healthcare environments.

## Degree Requirements

Foundational Studies	68 units
Healthcare Administration major	54 units
General education free electives	6 units

**Degree Total** **128 units**

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

## Healthcare Administration 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.

General Biology (BIOL100)	3 (GE: Biological Sciences)
Business Statistics (BUS 290)	3 (GE: Math)
Intro to Psychology (PSYC 100)	3 (GE: Social and Behavioral Science)

## Core Courses

Medical Terminology (BIOL 109)	3
Introduction to Healthcare Administration (HCAD 130)	3
Management and Organizational Behavior (BUS 140)	3
Management Information Systems (BUS 210)	3
Financial and Budget Management (BUS 243)	3
Issues and Trends in Healthcare (HCAD 250)	3
Business Law (BUS 260)	3
Introduction to IT and Systems for Healthcare (HCAD 310)	3
Marketing (BUS 320)	3
Healthcare Marketing (HCAD 325)	3
Fundamentals of Managed Care (HCAD 330)	3
Healthcare Finance and Economics (HCAD 342)	3
Foundations of Healthcare Communication and Leadership (HCAD 355)	3
Healthcare Law, Policy, and Regulations (HCAD 362)	3
Christian Perspectives in Healthcare (HCAD 370)	3
Human Resources Management (BUS 382)	3
Healthcare Administration Quality Assurance Management (HCAD 436)	3
Healthcare Administration Capstone (HCAD 498)	3
<b>Total Units</b>	<b>54</b>

## Bachelor of Arts in Psychology

Concentration in General Psychology (FA-18 Launch)

*\*\*Also offered as a campus-based program. See TUG Psychology section for program requirements\*\**

# Associate Programs

## Associate of Science in Aviation

*\*Pending WASC Approval – Planned Start January 2019\**

The AS in Aviation degree is designed to produce highly-skilled, industry-ready, principled professionals for the field of aviation. Its purpose is to educate and equip “ACE” (adept, certified, and ethical) pilots who are willing and able to positively contribute to the field of aviation and society. Thus, aviation students will graduate with an in-depth knowledge of aviation operations, aerodynamics, laws, regulations, security, meteorology, and airline management issues and practices, both from a domestic and international perspective. Moreover, students will obtain a solid liberal arts education in subjects such as English, history, science and mathematics. Finally, students will deepen their faith via biblical studies as they prepare for successful careers as professional pilots. The program is 60 semester units and can be completed in just under two years.

A graduate of the aviation program will be able to:

- Make ethical, aviation-specific decisions as an industry professional.
- Communicate and collaborate effectively in a multi-disciplinary and diverse team environment.
- Analyze and apply relevant knowledge in mathematics, science, and applied science to the field of aviation.
- Demonstrate a professional level of proficiency with the flight skills, crew multi-tasking, cockpit resource management techniques, risk management, and technologies necessary to safely and effectively conduct flight operations.
- Assess and operate in both a national and international aviation environment.

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

Old Testament Foundations (BIBL101)	3
New Testament Foundations (BIBL104)	3
The Art of Interpretation (BIBL49)	3
English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
Speech (COMM180)	3
Intercultural Communication (ICS310)	3
Meteorology for Aviation (ESCI133)	3
Pre-Calculus (MATH102)	4
History Course	3
Management and Organizational Behavior (BUS140)	3
Contemporary Discipleship Praxis (LDRS352)	3
General education free electives	2
Aviation Safety (AVIA101)	3
Private Pilot Ground (AVIA130)	4
Private Pilot Light Lab (AVIA140)	1
Instrument Ground (AVIA131)	4
Instrument Flight Lab (AVIA141)	2
Commercial Pilot Certification Ground (AVIA230)	3
Commercial Pilot Certification Flight Lab (AVIA240)	1
Aerodynamics (AVIA310)	3

**Total Units**

**60**

## 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:

- An ability to communicate the Word of God.
- An understanding of the world and its history.
- A basic understanding of the general themes of the Bible and biblical history.
- 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:

Christian Foundations – Old Testament (BIBL101)	3
Christian Foundations – New Testament (BIBL104)	3
Hermeneutics (BIBL349)	3
English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
History Elective	3
History Elective	3
Contemporary Discipleship for Freshmen series (LDRS152,153,154) <u>or</u>	5
Contemporary Discipleship Praxis (LDRS 352)*	3
Romans (NT308)	3
Christian Perspective (PHIL452)	3
Developmental Psychology (PSYC141)	3
Cultural studies elective	3
Bible electives	12
<i>Must include at least one course each in New Testament, Old Testament, and theology</i>	
Arts or humanities electives	3
Lab science	4
General education free electives	6-8
<b>Total Units</b>	<b>63</b>

\*For students transferring in 30 units or more.

## 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:

- An ability to communicate the Word of God.
- An understanding of the world and its history.
- A basic understanding of the general themes of the Bible and biblical history.
- An understanding of the church revealed in scripture and several basic principles of New Testament Christianity.
- A practical knowledge of either family and children's ministry, intercultural studies, pastoral ministry, or youth ministry.

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

Christian Foundations – Old Testament (BIBL101)	3
Christian Foundations – New Testament (BIBL104)	3
Hermeneutics (BIBL349)	3
English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
History Electives	6
Contemporary Discipleship for Freshmen series (LDRS152,153,154) <u>or</u>	5
Contemporary Discipleship Praxis (LDRS 352)*	3
Romans (NT308)	3
Developmental Psychology (PSYC141)	3
Cultural studies elective	3
Bible electives	8
<i>Must include at least one course each in New Testament, Old Testament, and theology</i>	
Ministry concentration: family and children's ministry, intercultural studies, pastoral ministry, or youth ministry	12
Arts or humanities electives	3
General education free electives	6-8
<b>Total Units</b>	<b>64</b>

\*For students transferring in 30 units or more.



## 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:

- Students must declare a program prior to completing eight units.
- A certificate cannot be earned concurrently with a degree in the same field of study.
- Students may petition to transfer credit for courses in a certificate program to a degree program, providing the course grade is C or higher.
- Equivalent courses taken at another college may be waived; in such a case, another course will be substituted in the student's program.
- 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 37 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) <u>or</u> Interpersonal Processes (PSYC222)	3
Small Group Dynamics (PSYC322)	3
Counseling Skills (PSYC331)	3
Multicultural Issues in Psychology (PSYC332)	3
Abnormal Psychology (PSYC351)	3
Psychology of Addiction (PSYC352)	3
Community Psychology (PSYC430)	3
Case Management (PSYC433)	3
Biopsychology (PSYC452)	4
Professional Skills (PSYC460)	3
Practicum in Addiction Studies I and II (PSYC475c and d)	6
<b>Total Units</b>	<b>37</b>

## 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 full-time 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's 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](mailto:det88recruiting@gmail.com). You can also access the website at <http://www.csus.edu/afrotc/>.

# School of Professional Studies

## Adult Degree and Certificate Programs – 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 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 one night per week 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, and other significant life experience (Credit for Prior Learning). Contact SPS staff to pursue credit for demonstrated learning.

The School of Professional Studies operates in two locations:

### Rocklin Campus:

2121 University Avenue  
Rocklin, CA 95765  
800.355.7522 or 916.577.2200  
[spsrocklin@jessup.edu](mailto:spsrocklin@jessup.edu)

### San Jose Campus:

1190 Saratoga Avenue, Suite 210  
San Jose, CA 95129  
800.205.6100 or 669.400.7107  
[sps-sanjose@jessup.edu](mailto:sps-sanjose@jessup.edu)

## Bachelor of Science Course Requirements

The School of Professional Studies offers Bachelor of Science degrees in Business Administration, Christian Leadership, Organizational Leadership, and Psychology. 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. Typically, 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 Communication	9
Arts and Humanities (including topics such as history, literature, philosophy, and ethics)	9
Mathematical Concepts and Quantitative Reasoning	3
Physical and Biological Sciences (at least two courses, one with a lab)	7
Social and Behavioral Sciences (including topics such as history, psychology, and anthropology)	9
General education electives (from any of the above subject areas)	15
<b>General Education requirements (including transfer equivalents)</b>	<b>52</b>

## 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 (CM301XL) and Microeconomics (BUSA241) 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 (BU5SA490)	3
Integration and Applied Learning I-V (BUSA495a-e)	5
Strategic Management (BUSA498)	3
Faith and Life Issues (LDRS300)	3
Models of Leadership (LDRS302)	3
<b>Total in Major</b>	<b>38</b>
<b>Total Units for Program</b>	<b>128</b>

### Business Administration Concentrations

Students must choose a concentration listed below:

#### Management Concentration (12 units)

Human Resource Management (BUSA382)	3
Project Management Tools and Techniques (BUSA351)	3
Entrepreneurship (BUSA388)	3
Applied Christian Leadership in Management (BUSA480)	3

**Project Management Concentration (12 units)** *Coming soon*

Project Management Tools and 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 *Rocklin Campus*

### 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 (BIBL201XL) and Strategies for Success (CM301XL) as prerequisites to the major. These 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 Tools and Techniques (BUSA351)	3
Faith and Life Issues (LDRS300)	3
Models of Leadership (LDRS302)	3
Effective Strategies for Leading Volunteers (LDRS321)	3
Introduction to Pastoral Care and Counseling (LDRS450)	3
Integration and Applied Learning I-V (LDRS495a-e)	5
Foundations of Leadership (ORLD300)	3
Leading Organizational Teams (ORLD321)	3
Leadership and Negotiations (ORLD420)	3
Organizational Ethics (ORLD421)	3
Managing Organizational Change (ORLD422)	3
Leadership in Global Society (ORLD430)	3
Evidence-Based Leadership and Decision Making (ORLD432)	3
<b>Total in Major</b>	<b>50</b>
<b>Total Units for Program</b>	<b>128</b>

## Bachelor of Science Christian Leadership (with ministry concentration) *San Jose Campus*

*\*\*New cohort for the Christian Leadership program is scheduled to start FA-19 at the San Jose campus.\*\**

### Christian Leadership Learning Outcomes

The Christian leadership major with a concentration in ministry provides students with the tools necessary to be effective leaders as Christians within a ministry context. 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 a biblical construct of “servant-leadership.”
- Demonstrate effective oral and written communication.

Christian leadership majors are required to take one Christian discipleship or spirituality course and Strategies for Success (CM301XL) as prerequisites to the major. These courses are offered at Jessup.

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

Christian Foundations – Old Testament (BIBL101)	3
The Art of Biblical Interpretation (BIBL249)	3
Organizational Communications (BUSA302)	3
Christian Theology (CD461XL)	3
History of Christianity (HIST115)	3
Faith and Life Issues (LDRS300)	3
Models of Leadership (LDRS302)	3
Effective Strategies for Leading Volunteers (LDRS321)	3
Introduction to Pastoral Care and Counseling (LDRS450)	3
Integration and Applied Learning I-V (LDRS495a-e)	5
New Testament course (NT213; NT309-320)	3
Gospels course (NT241-244; NT300)	3
Selected Topics in Old Testament (OT380)	3
Foundations of Leadership (ORLD300)	3
Organizational Ethics (ORLD421)	3
Leadership in Global Society (ORLD430)	3
<b>Total in Major</b>	<b>50</b>
<b>Total Units for Program</b>	<b>128</b>



## 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) and Microeconomics (BUSA241). These 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 Tools and Techniques (BUSA351)	3
Entrepreneurship (BUSA388)	3
Faith and Life Issues (LDRS300)	3
Models of Leadership (LDRS302)	3
Foundations of Leadership (ORLD300)	3
Leading Organizational Teams (ORLD321)	3
Leadership and Negotiations (ORLD420)	3
Organizational Ethics (ORLD421)	3
Managing Organizational Change (ORLD422)	3
Leadership in 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
<b>Total in Major</b>	<b>50</b>
<b>Total Units for Program</b>	<b>128</b>

## 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 evaluate various interview techniques, treatment plans, and interventions.
- Demonstrate self-awareness, recognizing personal strengths, growth areas, and limitations.

Psychology majors are required to take Strategies for Success (CM301XL), 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

The Problem of Suffering and Evil (PHIL351)	3
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
Small Group Dynamics (PSYC322)	3
Counseling Skills (PSYC331)	3
Multicultural Issues in Psychology (PSYC332)	3
Human Sexuality (PSYC333)	3
Abnormal Psychology (PSYC351)	3
Psychology of Addiction (PSYC352)	3
Grief and Loss (PSYC432)	3
Principles of Biopsychology (PSYC450)	3
Research Methods and Statistical Concepts (PSYC490)	3
Integration and Applied Learning I-V (PSYC498a-e)	5
<b>Total in Major</b>	<b>50</b>
<b>Total Units for Program</b>	<b>128</b>

# 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 (CM301XL), 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

Christian Ethics in Psychology (PSYC303)	3
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
Group Counseling (PSYC322XL)	3
Counseling of Addictive Behavior (PSYC371XL)	3
Multicultural Issues in Psychology (PSYC332)	3
Human Sexuality (PSYC333) <i>(non-transferable)</i>	3
Abnormal Psychology (PSYC351)	3
Assessment and Treatment Strategies (PSYC370XL)	3
Grief and Loss (PSYC432)	3
Physiology and Psychopharmacology (PSYC471XL)	3
Research Methods and Statistical Concepts (PSYC490)	3
Integration and Applied Learning I-V (PSYC498a-eXL)	5
<b>Total in Major</b>	<b>50</b>
<b>Total Units for Program</b>	<b>128</b>

## 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 (Rocklin Campus)

Bible Survey (BIBL201XL)	3
The Art of Interpretation (BIBL249)	3
Gospel of John (NT244)	3
Christian Theology (THEO451)*	3
Electives ( <i>choose six units from the following; three must be upper division</i> )	6
Acts (NT210)	3
Matthew (NT241)	3
Romans (NT308)*	3
The Problem of Suffering and Evil (PHIL351)*	3
Apologetics (PHIL352)	3
<b>Total Units</b>	<b>18</b>

### Bible and Theology Minor (San Jose Campus – NOT available to Christian Leadership Majors)

Bible Survey (BIBL201XL) or Christian Foundations Old Testament (BIBL101)	3
The Art of Interpretation (BIBL249)	3
Gospel of John (NT244) or other Gospels course	3
Christian Theology (THEO451)*	3
A course in Christian Spirituality, Discipleship, or Formation	3
Electives ( <i>choose six units from the following; three must be upper division</i> )	6
Acts (NT210)	3
Matthew (NT241) or other Gospels course	3
Romans (NT308) or other Epistles course	3
The Problem of Suffering and Evil (PHIL351) or an Ethics course (e.g. BUS309, PSYC303, PPOL111, or ORLD421)	3
Apologetics (PHIL352)	3
History of Christianity (HIST115)	3
Foundation of Biblical and Psyc Integration I or II (PSYC301)	3
Faith and Life Issues (LDRS300)/Christian Perspective (CD352XL)	3
<b>Total Units</b>	<b>21</b>

### 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 Tools & Techniques (BUSA351)	3
Upper division business administration elective	3
<b>Total Units</b>	<b>21</b>

## Organizational Leadership Minor

*All courses must be taken at Jessup.*

Models of Leadership (LDRS302)	3
Foundations of Leadership (ORLD300)*	3
Leadership and Negotiation (ORLD420)*	3
Leadership in Global Society (ORLD430)*	3
Evidence-Based Leadership and Decision Making (ORLD432)	3
Electives ( <i>choose six units from the following</i> )	6
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
<b>Total Units</b>	<b>21</b>

## Psychology Minor

Introduction to Psychology (PSYC100)	3
Developmental Psychology (PSYC141)	3
Personality Theory (PSYC300)*	3
Abnormal Psychology (PSYC352)*	3
Principles of Biopsychology (PSYC450)	3
Electives ( <i>choose six units from the following</i> )	6
Marriage and Family (PSYC200)*	3
Small Group Dynamics (PSYC322)*	3
Multicultural Issues in Psychology (PSYC332)	3
Human Sexuality (PSYC333)*	3
Psychology of Addiction (PSYC352)*	3
The Problem of Suffering and Evil (PHIL351)*	3
<b>Total Units</b>	<b>21</b>

*\* Courses identified with an asterisk (\*) 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 of Addictive Behavior (PSYC371XL)	3
Professional Treatment Skills (PSYC460XL)	3
Treatment of Chemical Dependency (PSYC470XL)	3
Physiology and Psychopharmacology (PSYC471XL)	3
Practicum in Addiction Studies I and II (PSYC475c and d)	6
<b>Total units for Certificate</b>	<b>30</b>

## 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](http://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 class attendance is expected of all Jessup students. Classes are organized and conducted to encourage academic excellence and transformational Christ-centered learning. As a result, excessive absences (including failing to attend an entire class period or portion thereof) may detrimentally affect the student's cumulative final grade. However, the final authority for attendance and its effect on grades is determined by individual faculty members in their course syllabi. Specific attendance policies may also be made in conjunction with various departments, majors, and/or student organizations/affiliations. Students who fail to meet the minimum attendance requirement for a course may be assigned a grade of "UF" (Unofficial Failure), which affects the GPA in the same manner as an "F."

*Students are individually responsible for reviewing and following all relevant class attendance policies specific to their courses, majors and/or other university (affiliation and/or functions).*

## 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 is available to students before the beginning of each term. The schedule is subject to change, and a scheduled class may be canceled if fewer than ten 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](http://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 five weeks prior to the first day of the term 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. Online courses must be added at least one week prior to the start of the course.

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 Refund Policy on pages 130-131.

### Deadlines to Withdraw From a Course

Traditional Undergraduate Program Full Semester Courses: 70<sup>th</sup> calendar day of the term

SPS Program and Five Week Courses: Prior to the third class session

Online, Seven and Eight Week Courses: 33<sup>rd</sup> calendar day of the course

### Traditional

Any change in a student's course schedule after the first week of the term is subject to an add/drop fee. A student may drop classes in their schedule during the first week of the term 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 108.) Any changes made after the first week of the term are subject to an add/drop fee, regardless of delivery method – online, SPS five week, etc.

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, U, UF, 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 in their student portal or through the online add/drop form. 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 drop in their student portal or 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 effective date of the drop will be the electronic date stamp. Failure to withdraw from class through the student portal or 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](#). 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 16<sup>th</sup> 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](http://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.

Misuse of Sources Defined. The University distinguishes between plagiarism and the misuse of sources. Concerning “misuses of sources:”

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the context and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her sources 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 student [has] failed to cite and document sources appropriately. (Council of Writing Program Administrators (2003, January). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices. Retrieved from <http://wpacouncil.org/positions/WPAplagiarism.pdf>)

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 professor is 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. (Council of Writing Program Administrators (2003, January). *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*. Retrieved from <http://wpacouncil.org/positions/WPAplagiarism.pdf>)

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 a paper or 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. Failure to adhere to U.S. copyright law resulting in unauthorized distribution of copyrighted materials (including unauthorized peer-to-peer file sharing) may result in the student(s) becoming subject to civil and criminal liabilities.

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/>) or <http://fairuse.stanford.edu/>. These sites are current, well-maintained, and user-friendly.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may awarded up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

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 professor.

Securing Permission. Efforts to obtain permission to use material from other sources should begin well in advance of a final paper or project. Students are expected to acquire written permission to use the material, and evidence of such permission must be provided with the final copy of the paper or 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 the 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, nonprofit, 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.

## Special Study Experiences at Jessup

Special study experiences available to students who display interest and aptitude include directed 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.

Study Abroad: William Jessup University has partnerships with [Best Semester](#) and [Living and Learning International](#) for which a student can directly participate in programs related to their area of study and/or country of interest.

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

### Online Load

Traditional undergraduate students enrolled in courses with multiple delivery modalities may take one online course per session. Students who are enrolled in online only may take a maximum of seven units per session.

### 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](#).

### Dual Credit High School

William Jessup offers high school students the opportunity to receive college credit through our dual credit program. This program gives college credits for courses taught on a dual credit partner high school campus with the University-approved curriculum and by the high school's instructors. Students enrolled in dual credit can receive both high school and college credit for the course at the same time. Partner high schools have gone through an approval process with William Jessup. Students enrolled in dual credit can receive both high school and college credit for the course at the same time. Most colleges and universities will accept dual credit if the student earns a grade of C or better.

A dual credit course is taught at the collegiate level, preparing students for college work, and it facilitates the transition between high school and college. Through the program, students are able to reduce the time and cost needed to earn a college degree by receiving college credit during high school.

There is a \$200 course fee. The deadline to submit an [application](#) for dual credit is November 1. High schools interested in applying to be a partner school should complete an [Application for WJU Dual Credit Approval](#). More information can be found at <http://www.jessup.edu/academics/dual-credit/>.

### 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	Excellent	4 per unit
B	Good	3 per unit
C	Satisfactory	2 per unit
D	Passing; less than satisfactory	1 per unit
F	Failing	0 per unit
P	Pass, with C or better grade	Not computed in GPA
R	Repeated course (units/grade allowed)	
W	Withdrawal	Not computed in GPA
WF	Withdrawal/Failing	0 per unit
U/UF	Unofficial withdrawal/Failing	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/U/UF)**

Students who fail to withdraw officially from class generally will be given a WF, U, or UF for the class. That 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.

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.

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 may 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.

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 →		No points	1 point	2 points	3+ points	3+ points and unsatisfactory academic progress after CE contract
Entry Status ↓						
TUG Regular Admittance		FYE	Academic Enrichment Academy	Continued Enrollment Contract	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	N/A	Freshman Academy <b>OR</b> Continued Enrollment Contract (after FA)	Freshman Academy <b>OR</b> Continued Enrollment Contract (after FA)	Continued Enrollment Contract	Non-Enrollment Contract
	Transfer Academy	N/A	Transfer Academy <b>OR</b> Continued Enrollment Contract (after TA)	Transfer Academy <b>OR</b> Continued Enrollment Contract (after TA)	Continued Enrollment Contract	Non-Enrollment Contract
	SPS – Probation	Strategies for Success	Continued Enrollment Contract	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's 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 through 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).

## Directed Independent Study

A student seeking a directed 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.

Directed 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 (CCCCU), 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](#) is the portal for the off-campus study programs offered by the CCCC. The nine programs designed to serve the academic interests of students are:

- American Studies Program (Washington, D.C.)
- Australia Studies Centre
- Latin American Studies Program (Costa Rica)
- Los Angeles Film Studies Program
- Middle East Studies Program
- Nashville Contemporary Music Center
- Oxford Scholars' Semester
- Oxford Summer Programme
- Uganda Studies Program

## Living and Learning International

Jessup is a partner with the [Living and Learning International 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 120-129 semester units (depending on major, 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 30 to 37 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's degree. The total number of upper division units required for a bachelor's 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 Life Credits – Traditional Students**

Students are given multiple opportunities to engage in discipleship, outreach, and Christian service – both through Jessup-sponsored programs, and through local churches and nonprofits. In addition to ongoing chapel participation, all full-time traditional students are expected to complete a variety of experiences to earn 6-12 Spiritual Life Credits in order to graduate. Students may view their total accrued Spiritual Life Credits through the student portal as it is their responsibility to keep track of their total Spiritual Life Credits on the path to graduation.

Credit requirements are determined by the number of incoming units. For more information on spiritual life credit policies, please refer to the [Campus Ministries Webpage](#).

### **Application for Graduation**

Candidates for graduation must file an application with the Registrar by the given deadline per conferral date. See the [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's 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](http://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 notarized copy of an acceptable legal document reflecting the name change, and submit them together to the Office of the Registrar.

Acceptable legal documents are a marriage license bearing the filing stamp from the county or parish in which the license was issued, divorce decree that reinstates the maiden name, 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.

### Other Considerations

A current 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 also be found on our website.

### 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-fourth 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. There is a one-time, \$50 fee applied per semester to the account if you wish to join the Deferred Payment Program.

### 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 form found online at my.jessup.edu. The date of withdrawal for refund purposes is determined by the date the student withdraws from the course online, or in some cases, 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. Our Pell recalculation date is the last day of the term.*

**Federal Title IV Financial Aid** (Pell Grant, SEOG, Direct Loan, and 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 debited/refunded.

### Traditional Program Tuition Refund Policy

For traditional undergraduate students, tuition 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 (last day to withdraw is the 70 <sup>th</sup> day of the term)		No refund

### SPS Program Refund Policy (five-week courses)

Before the start of class the first day of any course	100%
After the first class session and before start of the second class session	80%
After the second class session and before start of the third class session	40%
After the third class session begins (last day to withdraw is third class day)	No refund

### Online and Graduate Program Refund Policy (seven and eight-week courses)

By the fifth day of the session	100%
Between the sixth and 10 <sup>th</sup> day of the session	80%
Between the 11 <sup>th</sup> and 25 <sup>th</sup> day of the session	40%
26 <sup>th</sup> day of the session or later (last day to withdraw is day 33)	No refund

### Residence Costs

All unmarried traditional students under 22 years of age who are below senior standing are required to live in University housing unless they live with approved family members or meet other special circumstances. Room and board charges will be included in each semester contract. New students will receive instructions and login information for the housing portal from the Admission Office. Returning students participate in the housing lottery selection process.

### Residence Refund Schedule

Once a student is assigned a space and/or occupies their room, they are not allowed to cancel or be released from their housing contract unless approved by the Director of Residence Life and the Dean of Students. In cases where a student must cancel a room reservation or be released from their contract prior to August 1 (for the fall semester) and prior to January 1 (for the spring semester), a cancellation fee will be assessed as follows:

Cancellation without penalty before:	April 25 – [not applicable for Spring only housing]
Cancellation \$150 on or after:	April 26 – [not applicable for Spring only housing]
Cancellation \$250 on or after:	May 1 – [not applicable for Spring only housing]
Cancellation \$500 on or after:	July 20 – [December 15 for Spring only housing]
Cancellation period ends on or after:	August 1, or January 1 for Spring only housing (student responsible for the semester cost on/after this date)

### University Refund Schedule:

Students who cancel their contract on or after August 1 or January 1 will be responsible for the entire semester's housing charge. Exceptions include marriage that term, active military duty, or withdrawal from the University. Students who withdraw during the semester will be billed according to the university refund schedule. The amount will be prorated, based on the date that the resident vacates their room, completes the mandatory check-out process, and is cleared through the Residence Life and Housing staff.

The schedule is such:

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

## Student Meal Plans

In partnership with Bon Appetit, the Crossroads Cafe offers food services for students that are healthy, locally sourced, and reasonably priced. Jessup requires all students living on campus to participate in a campus meal plan corresponding to their room assignment. Students may increase their meal plan at any time.

- The 19 Meal plan, which allows cafe access to all meals, is the minimum required plan for all first time/first year students living in the residence halls. This requirement is for the whole academic year.
- Exceptions to the meal plan policy may be made for medical reasons, upon written verification by a physician and with the approval of the [Disability Support Services](#) office.
- Commuting students are not required to elect a meal plan but may purchase one at anytime during the academic year.

Availability of food service will be as set forth in the schedule published annually by the University and will not include times outside of contract periods, e.g., the weeks of Thanksgiving break, Christmas break, and spring break, when food services are closed. Students may decrease or cancel their meal plan based on the dates set by Office of Residence Life & Housing posted [here](#).

### University Refund Schedule:

Residents who move out of campus housing may be entitled to a refund of meal plan charges based on refund policies. When a refund applies, a prorated amount of a weekly board plan will be issued based on the date that residents vacate their room and are cleared through the Residence Life and Housing staff (see below). Refunds for Block plans and Flex Dollar credit balances are based on usage and only issued to students who withdraw during a semester.

The refund schedule for weekly board plans is such:

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

## Medical Insurance Information

All students, domestic and international, are asked to provide medical insurance information for emergency purposes. International students attending Jessup on a student Visa are required to have medical insurance coverage within the U.S. while in the States and must provide proof to the university during the Admission/Arrival process and renewed annually. Student athletes are required to have a primary insurance provider and are also enrolled in secondary coverage as part of their athletic participation contract.

## Student Care Immunization Recommendation

William Jessup University does not require undergraduate students to show proof of immunizations. However, we strongly recommend obtaining the measles, mumps, and rubella (MMR) vaccination; please note that two vaccines are required in a lifetime to complete immunization.

We also recommend a tuberculosis screening using one of the three options below:

- Complete TB screening questionnaire;
- IGRA blood test (TB Gold or T spot); or
- TB skin test (PPD)

Other recommended vaccinations include:

- Tetanus booster within the last 10 years (Tdap preferred)
- Hepatitis B (series of three shots)
- Meningitis: For incoming freshmen and those living in the residence halls or in close contact, there are two types of meningitis vaccines to consider as they cover different strains of meningitis.
  - Serogroup B (Trumenba or Bexsero)
  - Serogroup A, C, W, Y (Menactra or Menveo)

For more information, consult the [Off to College – Meningococcal Flyer](#) published by the State of California, Health and Human Services Agency, Department of Public Health, Immunization Branch, 850 Marina Bay Parkway, Richmond, CA 94804.

### **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](http://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 an email 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 and log on to your Student Portal to Accept/Decline your loans.
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](http://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](mailto: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 \$652 to \$6,095.

Federal Supplemental Educational Opportunity Grant (FSEOG): This federal grant of up to \$420 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 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 \$9,084 for the 2018-2019 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 – \$1,672 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 \$10,756 – 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 16<sup>th</sup> and 18<sup>th</sup> birthdays and have not reached your 22<sup>nd</sup> 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](http://www.chafee.csac.ca.gov).

## Institutional Aid for Students Entering Jessup for the First Time (beginning in 2017-18)

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 and offered 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

William Jessup Scholar Award						
Amount:	Full tuition scholarship					
Eligibility:	The William Jessup Scholar Award, named after our founder, is a competitive award for students who have achieved academic excellence and are committed to becoming change agents in the world through servant leadership, ingenuity, and unwavering faith in Christ. Applicants must have an academic GPA of 3.80+ <u>and</u> an ACT (Composite) of 29+ <i>or</i> SAT (Critical Reading and Math <i>only</i> ) of 1300+.					
Deadline:	Applicants must have completed the process of applying for admission and submit the <a href="#">WJU Scholars Event Application</a> with the essay response by January 6, 2017.					
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. If WJU Scholar Award recipient drops below at 3.50 WJU GPA but remains above a 3.00 WJU GPA, they will be dropped to a Presidential Scholar Award (based on their admission GPA and SAT/ACT scores). If Presidential Scholar Award recipient drops below a 3.00, they will permanently lose their Presidential Scholar Award, but they may be able to earn a \$2,000 academic scholarship.					
Application:	<a href="#">William Jessup Scholar Award Application</a>					
Eligibility is determined by academic GPA and/or SAT/ACT score.						
Academic Award	Academic GPA*	Amount (per year)	+ PLUS +	SAT (EBRW and Math <i>only</i> )	ACT (Composite)	Amount (per year)
Presidential Scholar	4.00+	\$8,000	+	1450+	32+	\$6,000
	3.90-3.99	\$7,500				
		3.80-3.89	\$7,000	+	1350-1440	29-31
Provost Scholar	3.70-3.79	\$6,500				

	3.60-3.69	\$6,000	+	1280-1340	27-28	\$4,000
	3.50-3.59	\$5,500				
		3.40-3.49	\$5,000	+	1160-1270	24-26
University Scholar	3.30-3.39	\$4,500	+			
	3.20-3.29	\$4,000				
	3.10-3.19	\$3,500				
	3.00-3.09	\$3,000				
Academic Achievement	Given to those first-time freshmen who qualify solely under either academic GPA <u>or</u> SAT/ACT scores. Amount according to matrix above.					
Academic scholarships, excluding William Jessup Scholar awards, are renewable with a cumulative <u>WJU GPA</u> 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 resubmit, 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 Director of Admission. 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	\$8,000	3.50+
Transfer Scholar Award II	\$5,000	3.00 – 3.49
<i>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.</i>		

**NOTE:** Transfers with less than 24 academic semester college units completed at the time of application and with a minimum college academic GPA of 3.00 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 Director of Admission 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](mailto: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 **cumulative GPA of 3.00**.

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
Application:	No application required
Christian High School Graduate Scholarship	
Amount:	\$2,500 per year
Eligibility:	First-time freshman. Student must graduate from an ACSI-accredited high school. Final official high school transcripts with graduation date will serve as final verification.
Deadline:	Eligibility determined at time of acceptance
Renewal:	Annually renewable. Student must maintain satisfactory academic progress.
Application:	No application required
Church Partnership Grant	
Amount:	Up to \$13,000 per year

<i>Eligibility:</i>	This need-based grant is available to NEW students who, <b>at the time of initial enrollment</b> , are members of/actively participating in a <a href="#">church that financially supports William Jessup University</a> . 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 WJU and the recipient's past contribution to the church. Receiving this grant may not be tied to future participation or involvement at the church. <b><u>If other scholarships or grants are secured by a student after the awarding of a Church Partnership Grant, the amount may be reduced.</u></b>
<i>Deadline:</i>	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.
<i>Renewal:</i>	This grant must be applied for each year with a new application.
<i>Application:</i>	<a href="#">Church Partnership Grant Application</a> - to be filled out by a pastor (at the supporting church) who knows the applicant well
<b>Community College Grant</b>	
<i>Amount:</i>	\$3,000 per year
<i>Eligibility:</i>	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 WJU that will bring them above 24 transferrable units, their Community College Grant will be a pending award until the verified completion of those classes.
<i>Deadline:</i>	Eligibility determined at time of acceptance
<i>Renewal:</i>	Annually renewable. Student must maintain <a href="#">satisfactory academic progress</a> .
<i>Application:</i>	No application required
<b>Creative Arts Grant</b>	
<i>Amount:</i>	Varies
<i>Eligibility:</i>	Traditional undergraduate program students who excel in creative arts (theatre or visual and fine arts) may audition with the Creative Arts department lead for this grant.
<i>Deadline:</i>	Determined by Creative Arts department
<i>Renewal:</i>	Determined by Creative Arts department
<i>Application:</i>	No application required
<b>Diversity Grant</b>	
<i>Amount:</i>	\$3,000 per year
<i>Eligibility:</i>	This grant is competitive and based on financial need, academic achievement, and demonstrated leadership and vision through multiculturalism. Applicants must be incoming freshmen or transfer students and must have a minimum 2.80 academic GPA.

<i>Deadline:</i>	The Diversity Grant Application is due TWO weeks from the time of acceptance. Notifications will be sent out on a rolling basis.
<i>Renewal:</i>	Annually renewable by maintaining a cumulative WJU GPA of 2.00 or above. Student must be active with multicultural educational activities on campus.
<i>Application:</i>	<a href="#">Diversity Grant application</a> and <a href="#">FAFSA</a>
<b>Endowed Scholarships</b>	
<i>Amount:</i>	Varies
<i>Eligibility:</i>	Current Jessup 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 <a href="#">HERE</a> to view the list of endowed scholarships.
<i>Deadline:</i>	TBD
<i>Renewal:</i>	Non-renewable
<i>Application:</i>	<a href="#">Endowed Scholarship Application</a>
<b>Homeschool Scholarship</b>	
<i>Amount:</i>	\$2,500 per year
<i>Eligibility:</i>	First-time freshman. Student must complete all four years of high school through a traditional homeschool program/network. Does not include charter school or independent study program (ISP). Final official high school transcripts with graduation date will serve as final verification, as well as a letter from homeschool program teacher/administrator demonstrating homeschool eligibility.
<i>Deadline:</i>	Eligibility determined at time of acceptance
<i>Renewal:</i>	Annually renewable. Student must maintain satisfactory academic progress.
<i>Application:</i>	No application required
<b>Ministry Worker Grant</b>	
<i>Amount:</i>	\$3,000 per year
<i>Eligibility:</i>	This grant is available to traditional undergraduate program students who are involved in full-time paid ministry or 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 Director of Financial Aid and is based on financial need and income data reported on the FAFSA. See Ministry Worker Grant Application for more information.
<i>Deadline:</i>	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.
<i>Renewal:</i>	Annually renewable with a WJU GPA of 2.00 or above and upon proof of continued full-time employment in paid ministry
<i>Application:</i>	<a href="#">Ministry Worker Grant Application</a> and <a href="#">FAFSA</a>



Music Grants	
<i>Amount:</i>	Varies
<i>Eligibility:</i>	Traditional undergraduate program students who excel in musical talent and ability may audition with the Music Department Chair for this grant.
<i>Deadline:</i>	Determined by Music Department
<i>Renewal:</i>	Determined by Music Department
<i>Application:</i>	No application required
Out of State Grant	
<i>Amount:</i>	\$3,500 – HOWEVER, based on remaining need, the amount may be doubled to \$7,000 (eligibility assessed by the Director of Financial Aid)
<i>Eligibility:</i>	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. Must be a U.S. Citizen or an eligible non-citizen.
<i>Deadline:</i>	No deadline. Eligibility determined at time of initial financial aid package.
<i>Renewal:</i>	Annually renewable. Student must maintain <a href="#">satisfactory academic progress</a> .
<i>Application:</i>	No application required
Program Scholar Award	
<i>Amount:</i>	\$3,500 per year
<i>Eligibility:</i>	Each academic program at William Jessup University offers a program-specific scholar award. These awards honor students who strive for academic excellence, are pursuing their purpose with passion, and who are seeking to be a light in the world. Applicants must have a minimum academic GPA of 3.00 and an ACT (composite) of 21+ or SAT (EBRW and Math only) of 1060+.
<i>Deadline:</i>	Applicants must have completed the process of applying for admission and submit the <a href="#">WJU Scholars Event Application</a> with the essay response by January 6, 2017.
<i>Renewal:</i>	Annually renewable if the recipient maintains a WJU GPA of 3.00 or above
<i>Application:</i>	<a href="#">WJU Scholars Event Application</a>
Legacy Scholarship	
<i>Amount:</i>	\$2,000 per year
<i>Eligibility:</i>	This scholarship exists to honor the legacy left behind by our Jessup Alumni. The Legacy Scholarship is available to any sibling or direct descendant (parent, grandparent, great grandparent) of a Jessup University Alum.
<i>Deadline:</i>	Eligibility determined at time of acceptance.
<i>Renewal:</i>	Qualifying students must maintain <a href="#">satisfactory academic progress</a> .
<i>Application:</i>	<a href="#">The Legacy Scholarship Application</a>



WJU Grant	
Amount:	Up to \$12,000 per year
Eligibility:	This need-based grant is determined at the discretion of the Director of 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. <b><u>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.</u></b>
Deadline:	No deadline
Renewal:	Student must maintain <a href="#">satisfactory academic progress</a> . <b>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.</b>
Application:	No application required.

## Institutional Aid for Continuing Students (prior to 2017-18)

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/](http://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. 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 (EBRW 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
<i>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.</i>					

### **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
<i>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.</i>		
<b>NOTE:</b> 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 <a href="mailto:admission@jessup.edu">admission@jessup.edu</a> 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/](http://www.jessup.edu/financial-aid/undergraduate/).

**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.

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/](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 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

Federal Regulations specify that a student must be making progress towards his or her academic degree in order to receive financial aid. In order to remain eligible for federal, state, and institutional aid, a student must maintain Satisfactory Academic Progress (SAP) as outlined in the following three measures:

1. Cumulative GPA
  - a. Undergraduate Students = 2.0 minimum
  - b. Graduate Students = 3.0 minimum
2. Pace of Completion (POC)
  - a. All students must complete at least 66.67% of their units attempted. (POC = total units completed/total units attempted)
3. Duration of Progress
  - a. Once a student has attempted 150% of the required number of units for his or her degree, he or she is no longer eligible to receive financial aid. For example, if a degree requires 128 units for graduation, a student may not receive aid after he or she has attempted 192 units. Federal regulations specify that *"a student becomes ineligible when it becomes mathematically impossible for him to complete his program within 150% of its length."*

The only grades that meet SAP completion standards are grades for which credit is awarded; A, B, C, D, P, and CR (credit). Withdrawals and incomplete grades are not passing grades, but they are included in attempted units. For purposes of SAP, cumulative GPA is calculated: Total grade points from all colleges attended / total grade hours from all colleges attended. In order to be meeting SAP, students need to meet the minimum cumulative GPA for their program.

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.

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 courses attempted will be counted in the GPA for all students.

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.

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units from both attempts will still count toward the completion rate and maximum time frame. Learners who pass a class (A, B, C, and D) and choose to repeat it for a higher grade may receive financial aid only once (a total of two attempts) for that repeated class. Learners may receive financial aid for a failed class (F) that they repeat until they pass.

Note: A "D" grade is considered a passing grade by the U.S. Department of Education.

Federal financial aid for all programs cannot exceed 150% of the total units in the program, including units that result from transfer units and repeated courses. Students will not be eligible to receive aid after completing the amount of units listed below:

- Certificate in Addiction Studies (CAADAC): 45 units
- Undeclared (NDS): 60 units
- AA/AS programs: 96 units
- BA/BS programs: 192 units
- MAL program: 54 units
- MASM program: 54 units
- MAT program: 63 units
- MAEd program: 48 units
- MBA program: 57 units
- MACP program: 95 units
- MSCS program: 54 units
- MSK program: 54 units

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%, a student can be assured they will complete degree requirements in the federally required time frame.

#### Financial Aid SAP Statuses

- Good Standing – student has met or exceeded the minimum SAP requirements
- Warning Status – student has not met one or more SAP requirements and was not on probation status or suspension status the previous semester they attended. A student may only be in warning status for one semester in a row.

- Probation Status – student was on warning status the previous semester they attended, they did not reach the minimum SAP program requirements, and they successfully appealed their suspension status
- Suspension Status – student has still not met the minimum SAP requirements while they were on probation status the previously attempted semester

Satisfactory Academic Progress will be reviewed at the end of each year after the spring term. At each review, a student's quantitative (pace and maximum time frame) and qualitative (GPA) progress is evaluated. If a student is not making sufficient progress as explained above, he/she will be issued a failure notice and all of his/her financial aid will be suspended. In certain cases (illness, death in the family, special circumstance), a student may appeal the aid suspension by completing the Satisfactory Academic Progress Appeal Form.

Appeals should address the circumstances surrounding the student's insufficient progress, as well as a plan of action to correct the insufficient progress. Students will need to specify what has changed in the circumstances and, therefore, why they will be able to make progress in the upcoming semester. If the insufficient progress was related to duration of progress, the student will need to specify how many units they intend to complete each term in order to complete his or her degree.

If the appeal is approved, a probationary period of one more term may be granted. In extreme cases, when one more term will not be sufficient to achieve Satisfactory Academic Progress, the financial aid office may create an academic plan for the student, which will specify the academic requirements the student must meet and the deadline for when these requirements must be met. They will include (but may not be limited to) the following minimum requirements:

**Academic Plans and GPA:** If a student is granted an academic plan regarding GPA, the student must achieve the required term GPA (2.0 for undergraduate and 3.0 for graduate students) the following term. If the required GPA is not achieved in that term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Pace:** If a student is granted an academic plan regarding pace, he or she must pass the lessor of 100% of the attempted units in the next term or a percentage that would bring them up to the minimum SAP requirements. If the student is not able to complete the percentage of the attempted units in the following term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Duration of Progress:** If a student is granted an academic plan regarding duration of progress, he or she will be expected to complete all units that are listed in the plan specified in his or her appeal Letter. If any units are not completed in his or her approved time frame, the academic plan will be revoked and the student's aid will be suspended again.

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 WJU.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at <http://www.jessup.edu/financial-aid/forms-resources/>. The appeal must address why the student failed to maintain 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 an academic plan is necessary. 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 WJU's academic probation/dismissal policies are different. Please refer to the most recent copy of WJU's academic catalog (<http://www.jessup.edu/registration-and-advising/catalog/>) for specific details on academic probation and academic dismissal.



## 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 three-quarter-time by federal standards. Students enrolled in at least six units per term may be eligible for all types of federal, state, and institutional aid, while students enrolled in less than six units per term may only be 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](mailto: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](http://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 and log on to your Student Portal to Accept/Decline your loans.
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. (Available only to parent(s) of dependent student.)

The Financial Aid section of the Jessup website ([www.jessup.edu/financial-aid/school-of-professional-studies/](http://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](mailto:finaid@jessup.edu) or call at 916.577.2233.

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

1. Be a U.S. citizen, U.S. permanent resident, or eligible non-citizen.
2. Be enrolled as a regular student in a degree program. The student must complete requirements for a degree within 150% of the normal time allotted for that degree (e.g. six years to complete a four year bachelor's program).



3. Have a high school diploma, GED, certificate of completion of a state approved home school program, two years of college course work which are completely transferrable to a bachelor's degree, or have passed a federally-approved Ability to Benefit test within the last twelve months.
4. Be enrolled for at least six units to qualify for state aid, institutional aid, and student loans. The student must be enrolled for at least three units to qualify for federal grants and some 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 \$652 to \$6,095.

Federal Supplemental Educational Opportunity Grant (FSEOG): This federal grant of up to \$180 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 for SPS students 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 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 ACT/SAT scores. The California Student Aid Commission will use your test score for Cal Grant consideration purposes. This award is worth \$9,084 for 2018-19.

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 – \$1,672 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 \$10,756 – 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 16<sup>th</sup> and 18<sup>th</sup> birthdays and have not reached your 22<sup>nd</sup> 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](http://www.chafee.csac.ca.gov).

### Institutional Aid (not available for online programs)

Church Partnership Grant	
<i>Amount:</i>	Up to \$2,000 per year
<i>Eligibility:</i>	This grant is available to NEW students who, at the time of initial enrollment, are members of/actively participating in a <a href="#">church that financially supports William Jessup University</a> . 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.
<i>Deadline:</i>	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.
<i>Renewal:</i>	This grant must be applied for each year with a new application.
<i>Application:</i>	<a href="#">Church Partnership Grant Application</a> - to be filled out by a pastor (at the supporting church) who knows the applicant well
Ministry Worker Grant	
<i>Amount:</i>	\$135 per unit
<i>Eligibility:</i>	This grant is available to SPS students who are employed in full-time paid ministry or who are the spouse of someone who is employed 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.
<i>Deadline:</i>	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.
<i>Renewal:</i>	Annually renewable with a Jessup GPA of 2.0 or above and upon proof of continued full-time employment in paid ministry
<i>Application:</i>	<a href="#">Ministry Worker Grant Application</a> and <a href="#">FAFSA</a>

## 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.

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

Federal Regulations specify that a student must be making progress towards his or her academic degree in order to receive financial aid. In order to remain eligible for federal, state, and institutional aid, a student must maintain Satisfactory Academic Progress (SAP) as outlined in the following three measures:

1. Cumulative GPA
  - a. Undergraduate Students = 2.0 minimum
  - b. Graduate Students = 3.0 minimum
2. Pace of Completion (POC)
  - a. All students must complete at least 70% of their units attempted. (POC = total units completed/total units attempted)
3. Duration of Progress
  - a. Once a student has attempted 150% of the required number of units for his or her degree, he or she is no longer eligible to receive financial aid. For example, if a degree requires 128 units for graduation, a student may not receive aid after he or she has attempted 192 units. Federal regulations specify that *"a student becomes ineligible when it becomes mathematically impossible for him to complete his program within 150% of its length."*

The only grades that meet SAP completion standards are grades for which credit is awarded; A, B, C, D, P, and CR (credit). Withdrawals and incomplete grades are not passing grades, but they are included in attempted units. For purposes of SAP, cumulative GPA is calculated: Total grade points from all colleges attended / total grade hours from all colleges attended. In order to be meeting SAP, students need to meet the minimum cumulative GPA for their program.

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.

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 courses attempted will be counted in the GPA for all students.

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.

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units from both attempts will still count toward the completion rate and maximum time frame. Learners who pass a class (A, B, C, and D) and choose to repeat it for a higher grade may receive financial aid only once (a total of two attempts) for that repeated class. Learners may receive financial aid for a failed class (F) that they repeat until they pass.

Note: A “D” grade is considered a passing grade by the U.S. Department of Education.

Federal financial aid for all programs cannot exceed 150% of the total units in the program, including units that result from transfer units and repeated courses. Students will not be eligible to receive aid after completing the amount of units listed below:

- Certificate in Addiction Studies (CAADAC): 45 units
- Undeclared (NDS): 60 units
- AA/AS programs: 96 units
- BA/BS programs: 192 units
- MAL program: 54 units
- MASM program: 54 units
- MAT program: 63 units
- MAEd program: 48 units
- MBA program: 57 units
- MACP program: 95 units
- MSCS program: 54 units
- MSK program: 54 units

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 70%, a student can be assured they will complete degree requirements in the federally required time frame.

#### Financial Aid SAP Statuses

- Good Standing – student has met or exceeded the minimum SAP requirements
- Warning Status – student has not met one or more SAP requirements and was not on probation status or suspension status the previous semester they attended. A student may only be in warning status for one semester in a row.
- Probation Status – student was on warning status the previous semester they attended, they did not reach the minimum SAP program requirements, and they successfully appealed their suspension status
- Suspension Status – student has still not met the minimum SAP requirements while they were on probation status the previously attempted semester

Beginning with the summer 2017 semester, Satisfactory Academic Progress will be reviewed at the end of each term—fall, spring, and summer. At each review, a student’s quantitative (pace and maximum time frame) and qualitative (GPA) progress is evaluated. If a student is not making sufficient progress as explained above, he/she will be issued a warning notice and will remain eligible to receive aid for one more term. If at the end of the warning term the student has not met all requirements, all of his/her financial aid will be suspended. In certain cases (illness, death in the family, special circumstance), a student may appeal the aid suspension by completing the Satisfactory Academic Progress Appeal Form.

Appeals should address the circumstances surrounding the student’s insufficient progress, as well as a plan of action to correct the insufficient progress. Students will need to specify what has changed in the circumstances and, therefore, why they will be able to

make progress in the upcoming semester. If the insufficient progress was related to duration of progress, the student will need to specify how many units they intend to complete each term in order to complete his or her degree.

If the appeal is approved, a probationary period of one more term may be granted. In extreme cases, when one more term will not be sufficient to achieve Satisfactory Academic Progress, the financial aid office may create an academic plan for the student, which will specify the academic requirements the student must meet and the deadline for when these requirements must be met. They will include (but may not be limited to) the following minimum requirements:

**Academic Plans and GPA:** If a student is granted an academic plan regarding GPA, the student must achieve the required term GPA (2.0 for undergraduate and 3.0 for graduate students) the following term. If the required GPA is not achieved in that term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Pace:** If a student is granted an academic plan regarding pace, he or she must pass the lessor of 100% of the attempted units in the next term or a percentage that would bring them up to the minimum SAP requirements. If the student is not able to complete the percentage of the attempted units in the following term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Duration of Progress:** If a student is granted an academic plan regarding duration of progress, he or she will be expected to complete all units that are listed in the plan specified in his or her appeal Letter. If any units are not completed in his or her approved time frame, the academic plan will be revoked and the student's aid will be suspended again.

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 WJU.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at <http://www.jessup.edu/financial-aid/forms-resources/>. The appeal must address why the student failed to maintain 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 an academic plan is necessary. 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 WJU's academic probation/dismissal policies are different. Please refer to the most recent copy of WJU's academic catalog (<http://www.jessup.edu/registration-and-advising/catalog/>) for specific details on academic probation and academic dismissal.

## 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 graduate studies

**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 or 6=graduate, 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.

## 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 (3)**

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 (3)**

**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 ASLSI and includes additional Christian signs.

**ASLS260. American Sign Language III (3)**

**Prerequisite:** Completion of ASLS161 with a grade of C- or higher

This course is a continuation of ASLSII. 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 (3)**

**Prerequisite:** Completion of ASLS260 with a grade of C- or higher

This course is a continuation of ASLSIII. 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 ASLSIII and continues to expand the range of Christian signs.

**ASLS301. Introduction to American 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 American Deaf community. The course comprises lectures, guest speakers, videos, and text readings. Assessments involve in-class exams, research papers, and in-class presentations.

**ASLS370. Worship and Creative Signs (3)**

**Prerequisite:** ASLS160

In this course, students learn to sign Christian signs and creative signs beyond what is learned in ASLSI. 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.

**ASLS375. 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.



## 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.

## AVIATION (AVIA)

### **AVIA101. Aviation Safety (3)**

This course provides an introduction to U.S. aviation safety procedures, regulations, requirements, technologies used in domestic and international environments. Students will conduct an in-depth examination of Safety Management Systems (SMS) currently used in the aviation industry. This course also explores industry careers and essential aviation terminology, vocabulary, history, and knowledge which will serve as a solid foundation for higher-level aviation coursework and flight training.

### **AVIA130. Private Pilot Ground (4)**

An in-depth study of airframes and aircraft systems, aircraft instruments, Risk management & safety, aircraft airworthiness & documentation, aerodynamics, stability, aviation physiology, weather, airports, airspace, emergency operations, ground reference maneuvers, maps, charts and publications, air regulations & flight rules, Radio communication, flight navigation computers, the principles of pilotage, dead-reckoning, and radio/electronic methods of navigation as applied to cross-country flight planning to prepare the student for the FAA private pilot knowledge test

### **AVIA131. Instrument Ground (4)**

An in-depth study of aircraft instruments, preflight and aircraft systems, navigation, holding, approaches, emergencies, and weather reports and forecasts. Prepares student for the FAA instrument rating knowledge test.

### **AVIA140. Private Pilot Flight Lab (1)**

Flight instruction leading to Solo Flight and the FAA Airplane - Private Pilot License. Current FAA Third Class Medical Certificate and Student Pilot Certificate required prior to registering.

### **AVIA141. Instrument Flight Lab (2)**

Flight instruction in Airplane & Flight simulators leading to completion of FAA Airplane - instrument rating. Includes flight maneuvers, instruments flights-IFR, instrument approaches, instrument procedures, instrument holds, instrument failures, unusual attitude recovery, instrument departures, enroute flight procedures, instrument approach & missed approach procedures.

**AVIA200. Crew Resource Management (3)**

A course designed to develop a detailed understanding of the organizational behavior, interpersonal relationships skills, and other critical behavioral dynamics of professional flight crews. The history of CRM, CRM concepts of communication processes, problem solving, group dynamics, workload management, and situational awareness will be investigated. Aircraft incidents and accidents related to the evolution of CRM training programs and FAA regulations will be analyzed. Intrapersonal and psychomotor skills will be addressed as they relate to safe, legal, and efficient flight operations.

**AVIA230. Commercial Pilot Certification Ground (3)**

An in-depth study of aerodynamics, flight instruments, engines and systems, airports, air traffic control, and airspace, FARs, Aircraft manuals, AIM Aeronautical information manuals, Pilot Operating handbooks, airplane performance, weight and balance, aeromedical factors, aviation weather, advanced navigation and flight operations, complex air space operations. Prepares students for the FAA Commercial Pilot knowledge test.

**AVIA231. Multi Engine Rating Ground (2)**

Earning a multi-engine rating is an important step in your flying career. Multi-engine aircraft offer new challenges and opportunities that will be important for the rest of your individual or commercial flying. This course provides an in-depth study of multi-engine operations, multi-engine aerodynamics, instruments, engines and systems of multi-engine aircraft.

**AVIA240. Commercial Pilot Certification Lab (1)**

Dual Instruction and solo flights in airplane with multiple cross-country flights and advanced commercial flight maneuvers to meet requirements for the FAA Commercial Pilot Certificate. Training to operate complex aircraft in complex airspaces. Also includes simulator training for the initial commercial/instrument pilot rating.

**AVIA241. Multi Engine Rating Lab (1)**

Dual and solo flight training to safely operate multi engine aircraft. This will also include safety and emergency procedures for operating multi engine aircraft including training in single engine operations. Multi-engine simulator training for proficiency and emergencies. The training will lead to an FAA – airplane multi-engine rating.

**AVIA310. Aerodynamics (3)**

This course provides opportunities to explore incompressible flow airfoil theory, wing theory. Introduction to wing design, Topics center on calculation of stall speed, lift, drag, basic aerodynamic performance criteria, aerodynamic configuration changes and effects, high and low speed conditions, special flight conditions, and an introduction to compressible flow.

**AVIA311. Mountain & High-Altitude Flight Operations (3)**

Operating safely in high altitude airports & mountainous terrain requires both technical knowledge and hands-on flight training by an experienced & certified high-country Flight Instructor. This course provides a solid background in the procedures, techniques and limitations associated with mountain country operations.

**AVIA312. Gas Turbine Engines (3)**

A comprehensive study of aircraft gas turbine engine fundamentals and theory at the technical level. Areas of study include background, engine types, variations, and applications; engine theory; construction and design; systems and engine accessories.

**AVIA411. Advanced Avionic Systems (3)**

Students will learn about the advanced avionics systems used in commercial aviation and airlines. They will get in-depth knowledge in operations of advanced navigation systems, GPS navigation systems, electronic engine monitoring systems, communications systems and FMS flight management systems, and ACARS Aircraft communications addressing and reporting system.

**AVIA412. Gas Turbine Engines Theory (3)**

An in-depth study of turbine systems and turbine aircraft performance. It will give students in depth knowledge about gas turbine engines, its components, functions, technologies, design aspects, variations and understand how to use the engine manuals for flight operations.

**AVIA498. Aviation Flight Capstone/Intern (3)**

*Prerequisite: Senior Status*

The overall goal of this course is to allow Aviation Flight majors the opportunity to apply knowledge gained throughout their four-year course of study to completing a major culminating project. Provides a senior culminating experience for aviation flight majors.

**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.

**BIBL210. The Life and Teachings of Jesus (3)**

An in-depth, comparative study of the life, message and actions of Jesus on earth as found in the Synoptic Gospels (Matthew, Mark and Luke). The aim of the course is to understand and appreciate the unique nature and character of each Gospel while affirming the unity of their presentation of Jesus. Distinct consideration is given to the relationship of the Synoptic Gospels to the Fourth Gospel (John). The course will provide students with an opportunity to examine and reflect upon the main events and historical doctrines within the contexts of first century Palestine. Special attention will be given to Jesus' birth, teachings, miracles, death and resurrection.

**BIBL211. Biblical World: Hebrew Bible (3)**

This course acquaints students with aspects of daily life in the world of ancient Israel, primarily through the study of its geographical, historical, and cultural contexts. It also prepares students to identify how context influences and illuminates the text and events of the Hebrew Bible.

**BIBL212. Biblical World: New Testament (3)**

This course acquaints students with aspects of daily life in the first century Greco-Roman world, primarily through the study of its geographical, historical, and cultural contexts. This course prepares students to interpret how context influences and illuminates the text and events of the New Testament.

**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.

**BIBL290. Scripture and Pop Culture (3)**

This course of study explores some of the major themes of current popular culture drawn from several key cultural artifacts including music, television, cinema, and literature. Students learn to apply biblical principles to the consumption, critique, and creation of culture. Ultimately, this class develops critical thinking and analyzes contemporary culture through the lens of Scripture and faith.

**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.

**BIBL349b. Exegetical Bridge (1)**

**Prerequisite:** *BIBL249*

This three-week, one-unit course specifically upgrades students who have taken BIBL249 but now require BIBL349 as part of their degree major. It may also be required of students who transfer an exegetical course from another institution, where it is deemed that the student needs to understand the components of the Exegetical Research Paper (ERP) which WJU utilizes. The course builds on foundational exegetical methods to strengthen students' research and writing skills for an exegetical research paper.

**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 expositively 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.

**BIBL480. Bible and Spiritual Formation (3)**

Students will explore biblical principles and practices related to spiritual formation and apply them to classical and contemporary contemplative readings of Scripture. Students will also develop a personalized vision for their own formation so that the whole person (both body and soul) will be prepared for a life of knowing Christ and making Him known.

**BIBL490. Advanced Biblical Studies Seminar (3)**

An integrative seminar for biblical and theological studies majors to be taken in the senior year. It will draw upon hermeneutical, exegetical, and theological tools to address current issues critical to Christian faith and practice.

**BIBL498. Biblical Studies Capstone (3)**

The capstone experience for the biblical and theological studies major is designed to help students synthesize and integrate all that has been learned in his or her educational journey. The class leads the student through developing a major thesis based in exegesis of Scripture, discussions, research, and writing, leading to a final project presented and defended before the faculty and fellow students.

**BIBLICAL LANGUAGES (BLG)****BLG215A and B. Biblical Greek I and II (3)**

The first year courses of Koine Greek are designed to give students the needed foundational knowledge of Greek grammar, including phonology, morphology, syntax, and vocabulary development. In all this, students will be working toward acquiring and deepening their facility in reading and interpreting the Greek New Testament.

**BLG225A and B. Biblical Hebrew I and II (3)**

These courses introduce students to biblical Hebrew morphology, grammar, and syntax. Students will become proficient in reading aloud from the Hebrew Bible, define frequently attested vocabulary, and employ Hebrew language tools in order to faithfully interpret and translate the biblical text.

**BLG316 and BLG317. Biblical Greek III and IV (3)**

**Prerequisite:** BLG215B with a grade of C or higher or consent of instructor

In the second year courses in biblical Greek, the focus of study shifts from a grammar-based orientation to a reading, text-based emphasis. Grammatical studies continue with greater attention to the careful reading of Hellenistic Greek. This will include the Septuagint and the works of the Apostolic Fathers and other early Patristic writers.

**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.

**BLG325 and BLG326. Biblical Hebrew III and IV (3)**

**Prerequisite:** BLG225B with a grade of C or higher or consent of instructor

These intermediate biblical Hebrew courses apply and further develop skills gained in Hebrew I and II. In these courses, students learn principles of historical grammar and develop an awareness of textual-critical issues in order to analyze and translate longer sections of prose and poetry from the Hebrew Bible.

**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.

This lecture/lab course is a survey of contemporary biology topics that emphasizes basic biological principles as related to cell structure and function, levels of organization, reproduction, genetics, development, adaptation, behavior, and ecology. We take a Christ-centered approach to equip every person to navigate practical issues of biological study and health as well as Christian worship and witness. The complementary lab component is recommended for every student.

**BIOL100L. General Biology Lab (1)**

**Course Fee:** \$100

**Enrollment Comments:** *Must be taken concurrently with BIOL100.*

This laboratory is a companion course to BIOL100. Laboratory exercises are designed to demonstrate many of the basic biological principles discussed in lecture, provide students with opportunity to apply principles in experiments, and to expose students to techniques and methods used in modern biology.

**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.

**BIOL106. Marine Biology (3)**

**Enrollment Comments:** *Appropriate for non-science majors. Complementary lab component (BIOL106L) is recommended but not required.*

This course surveys life in the oceans, from coastal ecosystems such as coral reefs and kelp forests to the expansive open ocean. Students will learn to use the scientific method in the sea to discover marine processes, organisms, and ecosystems. This course surveys microscopic plankton, marine invertebrates, fish and marine mammals as well as the ecological principles that determine their distribution. The course also examines human impacts impacting our oceans today.

**BIOL106L. Marine Biology Lab (1)**

**Enrollment Comments:** *Appropriate for non-science majors. Must be taken concurrently with BIOL 106.*

Laboratory exercises and field trips to the California coast provide students with hands on opportunities to discover marine organisms, ecosystems and processes.

**BIOL109OL. Medical Terminology (3)**

The purpose of this course is to provide the student with a broad and comprehensive understanding of the unique language of medical terminology with strong encouragement to view the creation of human anatomy and physiology with a biblical and Christian mindset. Common terms used for the human body's systems including their word parts, spelling, and use will be taught. This will provide the student with the essential working knowledge to interpret medical notes and carry on an informed conversation with healthcare providers, whether for the purpose of helping a client, a patient, the student themselves or their family. A solid foundation will be provided for students who want to pursue a career in health and medical related fields, such as nursing, physical therapy, pharmacy, dentistry, etc.

**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.

**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, physician's assistant, 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; 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; 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.

**BIOL341. Genes and Gene Expression (4)**

**Prerequisite:** BIOL 101 and BIOL101L; CHEM105 and CHEM105L or CHEM110 and CHEM110L 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 transgenesis.

**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.



**BIOL356. Ichthyology (3)**

**Prerequisite:** BIOL 102 or BIOL106 or instructor permission

**Enrollment Comments:** Course includes mandatory lab component

This course covers the scientific study of various fish species, including bony fish, cartilaginous fish and jawless fish. Students will examine the taxonomy, morphology, physiology, behavior, ecology and conservation of fish in both freshwater and marine ecosystems.

**BIOL356L. Ichthyology Lab (1)**

**Course Fee:** \$150

**Enrollment Comments:** Must be taken concurrently with BIOL356.

Lab and field exercises provide students with hands-on applications of principles discussed in lecture. Fields trips are required. Alternative assignments for field trips may be provided at the discretion of the instructor in special circumstances.

**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.

**BIOL371. Biology as Mission (3)**

Examines a theological and practical missiology for natural and applied science majors. Students will learn that mission is not a trip we go on or a church ministry we participate in, but a life we live wherever our careers lead. While presenting a biblical basis for missional living, students will learn to use their knowledge, skills and vocation to point people to Jesus in everyday life. Students will explore historical examples of missionaries, doctors and teachers and engage in their own environmental and/or medical missions.

**BIOL390. Global Health Perspectives (3)**

**Prerequisite:** Upper division standing

This course introduces today's global health challenges within the contexts in which they exist: societal, cultural, political, environmental, biological and spiritual. Students will learn how these factors interact to both impede and promote good health. A final research paper tailored to the student's major will integrate the concepts from the course. BIOL390 has been approved as an elective in environmental studies, global leadership, kinesiology and public policy.

**BIOL397. SCUBA: Physiology, Methods and Environment (2)**

**Co-requisite:** BIOL 397L

This course is a practical introduction to breathing and exploring underwater while learning to study and conserve the ocean environment. Students will explore physiology and anatomy to discover the "whys" as well as the "hows" of SCUBA diving, earning their open water diver certification in the process. In addition to a fun and transformative experience, students will be prepared for internships and travel study opportunities by receiving basic SCUBA certification and being trained in underwater research methods. CPR and First Aid certifications are an optional part of this course. BIOL397L - Lab component required for open water diver certification.

**BIOL397. SCUBA Laboratory (1)**

**Co-requisite:** BIOL 397

This course is the lab component accompanying BIOL397 - SCUBA: Physiology, Methods and Environment. The lab component involves using SCUBA in a confined water pool environment to practice skills necessary for open water certification. The certification component of the course is completed with four dive in an open water environment demonstrating skills as a SCUBA diver. Must be taken concurrently with BIOL397

**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.

**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; PHYS101 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.

**BIOL495. Molecular Methods (3)**

**Prerequisite:** BIOL101

Surveys a diverse spectrum of tools used to study DNA, RNA, and proteins. Topics include principles of transcription, translation, and application of current methods and technologies in molecular biology in the field of environmental and life sciences.

**BIOL495L. Molecular Methods Lab (2)**

**Prerequisite:** BIOL101L

Laboratory exercises provide students with hands-on application of principles discussed in lecture. Laboratory work includes DNA/RNA isolation, cloning, protein isolation, and analysis. Concurrent with learning techniques in molecular biology, students will actively participate in completion of the analysis of samples of environmental DNA from the PCT Biodiversity Megtransect.

**BIOL497. Biology Research Assistantship (4)**

**Prerequisite:** Upper division standing; consent of instructor

This course enables students to earn credit while assisting Biology faculty with research projects. Students work closely with faculty researchers to develop research, complete experiments, collect field data, conduct data analysis, and/or create scientific publications and presentations. May be taken for 2-4 units.

**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)****BUS101. Foundations in Business (3)**

This course focuses on character-based Christian leadership in business. Within this course, students learn to cultivate character traits that are essential to ethical and moral decision making. This course also incorporates a series of guest speakers from the industry who have successfully demonstrated character-based Christian leadership during their careers.

**BUS140. Management and Organizational Behavior (3)**

This course provides an introductory exploration of individual and group behavior within organizations. Its purpose is to provide business students an understanding of how organizations can be managed more effectively and at the same time enhance the quality of their employees work life. Topics include: organizational commitment, job performance and satisfaction, motivation, stress, ethics, learning and decision making, leadership, team dynamics, and organizational structure and communication.

**BUS210. Management Information Systems (3)**

This course explores how technology can better enable the strategic business functions of an organization in order to provide a greater competitive advantage in the market place. Thus, this course examines the effective design, implementation, use and maintenance of information systems as well as providing an introduction to such related areas as ebusiness, business intelligence, cybersecurity, systems infrastructure, emerging business technologies, and relevant MIS ethical considerations.

**BUS211. Introduction to Cybersecurity (3)**

This course provides an introduction to the fundamentals of network security, including compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; and cryptography. The course covers new topics in network security as well, including psychological approaches to social engineering attacks, Web application attacks, penetration testing, data loss prevention, cloud computing security, and application programming development security. Students will also engage in activities and labs to reinforce subject matter covered in class. This course offers a comprehensive guide for anyone wishing to take the CompTIA Security+ SY0-401 Certification Exam.

**BUS212. Ethical Hacking and Penetration Testing (3)**

Although the two terms are often used synonymously, a fine line distinguishes the two. Essentially, the same skills are required for both Ethical Hacking and Penetration Testing, however, Penetration Testing is a subset of Ethical Hacking. This course will provide the student with the foundational skills and information required to perform Ethical Hacking or Penetration Testing. The course will conduct a review of network, web and system technologies, communication protocols and technologies, as well as malware operations. The course will also cover the areas of analysis and assessment, security controls and methodologies, and provide an overview of Tools, Systems and Programs used in the practice. Security procedures, regulation and policy will also be covered. Finally, the course will cover the importance of ethics in business and especially in the execution of ethical hacking and penetration testing. This course should help prepare the student for the EC-Council Certified Ethical Hacker (CEH) V9 Certification Exam.

**BUS240. Macroeconomics (3)**

This course provides a survey of the major concepts of macroeconomics, which include an examination of GDP, the business cycle, unemployment, inflation, fiscal and monetary policy, the national debt, foreign exchange and international trade. The Federal Reserve, banking system and interest rates will also be explored along with the economics of developing nations. Thus, this course provides both a U.S. and International focus regarding the study of macroeconomics.

**BUS241. Microeconomics (3)**

This course provides a survey of the study of microeconomics for individuals and business managers with a focus on major economic concepts from a Christ-centered perspective. This course will include an examination of the principles of scarcity, supply, demand, elasticity, price, production, strategy and other important elements of microeconomics relevant to making effective economic decisions for households and firms. In addition, this course will relate macroeconomic concepts which pertain to individuals and firms. Economists who have significantly contributed to the field of economics will also be examined.

**BUS242. Personal Finance (3)**

This course provides an overview of best practices in managing your personal finances. Starting from a Biblical perspective, the course explores a breadth of money issues and common pitfalls that a Christian face while in college and after graduation. Topics include: God owns it all, budgeting, credit cards, debt, savings, compound interest, retirement planning, purchasing large assets like automobiles, investment alternatives, home buying, contentment, and generosity.

**BUS243. Financial and Budget Management (for non-business majors) (3)**

**Offering:** *Varies*

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)**

This course provides an overview of the basic concepts of financial accounting and describes how these essential concepts operate throughout a business organization. Specific topics include Generally Accepted Accounting Principles (GAAP) for financial reporting, internal control procedures, the fundamentals of the accounting process, operating decisions and the accounting cycle, International Financial Reporting Standards (IFRS), financial statement preparation and balance sheet-income statement analysis. At the successful completion of this course, students will be able to prepare and properly interpret the major GAAP financial statements of a public for-profit corporation.

**BUS246. Managerial Accounting (3)**

**Prerequisite:** *BUS245 recommended*

Managerial accounting is focused on internal institutional performance. Thus, this course will examine the use and reporting of accounting data for the vital tasks of managerial planning, cost control, and organizational decision making. The course includes broad coverage of managerial accounting concepts, classifications, and behaviors of costs. Topics include cost systems, the analysis and use of cost information, cost-volume-profit analysis, master budgeting, contribution margin analysis, profit planning, standard costs, relevant costs, and capital project/budgeting evaluation.

**BUS260. Business Law (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.

**BUS290. Business Statistics (3)**

An overview of the business applications of various useful statistical methods, concepts, and business tools. Topics include an: introduction to business statistics and ethics, descriptive statistics, discrete and continuous random sampling, distributions and confidence intervals, hypothesis testing, comparing means and proportions, regression analysis, model building, and decision theory. This course is required for all business majors.

**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.

**BUS310. Governance of Enterprise IT Environments (3)**

The Governance of Enterprise IT Environments course introduces the student to what is required to ensure the definition, establishment, and management of a framework for the governance of enterprise IT in alignment with the mission, vision and values of the enterprise. This course will give the student perspective on how to achieve enterprise objectives by aligning IT strategic plans with enterprise strategic plans. The student will also be exposed to techniques used to ensure that investments in IT assets deliver benefit to the business. The implementation of an IT risk management framework will also be discussed. The course cover how to optimize IT resources including IT people, processes, technology and services.

**BUS311. Information Security Management (3)**

This course provides a management focused perspective on information security. This course will provide the student exposure to Information Security Governance, Information Risk Management, Information Security Program Development and Management and Information Security Incident Management. The student should gain an understanding of how to implement and manage a security program in an enterprise.

**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

**Offering:** Spring Even Years

The course deals with the principles of marketing as applied to the non-profit sector, including an examination and evaluation the unique marketing strategies for social service organizations, foundations and other non-profit and governmental organizations. Students will learn how to conduct competitive analyses, segment markets, explore opportunities for new product development, and design effective internet and direct marketing tactics as part of an integrated marketing communication effort.

**BUS331. Social Entrepreneurship (3)**

**Offering:** Spring Odd Years

The purpose of this course is to introduce students to the theories and activities related to social entrepreneurship. Course topics include developing management skills for social entrepreneurial organizations, creating social impact, and social performance measurement. The concept of microfinance as a social mechanism will also be explored.

**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

**Offering:** Fall Odd Years

**Enrollment Comments:** This class is designed for those concentrating in accounting but may also be taken as an upper division business elective.

This course builds upon the basic financial accounting course with a focus on external generally accepted accounting principles (GAAP) reporting. The course begins with an examination of the accounting objectives, the qualitative characteristics and the accounting cycle. This course expands the student's knowledge about the comprehensive GAAP balance sheet and income statement. This class is designed for those concentrating in accounting but may also be taken as an upper division business elective.

**BUS344. Intermediate Accounting II (3)**

**Prerequisite:** BUS245

**Offering:** Spring Even Years

This course builds upon Intermediate Accounting I and focuses on external generally accepted accounting principles (GAAP) reporting. The course begins with an examination of fixed assets, intangibles, debt instruments and investments and wraps up with an exploration of leases, shareholders' equity and the statement of cash flows. This course expands a student's knowledge in preparing and interpreting the comprehensive GAAP financial statements. This class is designed for those concentrating in accounting but may also be taken as an upper division business elective.

**BUS345. Cost Accounting (3)**

**Prerequisite:** BUS245 or BUS246

**Offering:** Spring Odd Years

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

**Offering:** Varies

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

**Offering:** Spring Odd Years

This upper division business course explores the history, use, and functions of money as well as the topic of interest rate determination. It also surveys the two major perspectives of financial market theory (efficient markets and behavioral finance). In addition, money and capital markets (equity and debt) are examined. Students also learn how the Federal Reserve Bank deploys its three major monetary tools. A study of commercial banking, financial analysis and stewardship completes the course. This class is required for those concentrating in finance but is also suitable for those majoring in business.

**BUS349. Risk Management (3)**

**Prerequisite:** BUS342

**Offering:** Spring Even Years

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)**

**Offering:** Fall Odd Years

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

**BUS381. Operations Management (3)**

**Prerequisite:** BUS290

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)**

*Offering: Spring*

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.

**BUS384. Management Leadership (3)**

*Offering: Fall*

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*

*Offering: Fall*

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)**

*Offering: Spring Even Years*

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.

**BUS410. Information Risk Management (3)**

The information Risk Management course provides the student an introduction into the field of IT Risk Management. The course will cover the areas of IT Risk Identification, IT Risk Assessment, Risk Response and Mitigation and Risk and Control Monitoring and Reporting. The student will learn to identify the universe of IT risk to contribute to the execution of the IT risk management strategy in support of business objectives and in alignment with the enterprise risk management (ERM) strategy. The student will also learn to analyze and evaluate IT risk to determine the likelihood and impact on business objectives to enable risk-based decision making. The course will provide the ability to determine risk response options and evaluate their efficiency and effectiveness to manage risk in alignment with business objectives. Finally, the student will gain an understanding of how to continuously monitor and report on IT risk and controls to relevant stakeholders to ensure the continued efficiency and effectiveness of the IT risk management strategy and its alignment to business objectives.

**BUS420. Marketing Communication (3)**

*Offering: Fall Even Years*

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

**Offering:** Fall Odd Years

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.

**BUS432. New Venture Finance (3)**

**Offering:** Fall Odd Years

This course connects the concepts of finance principles to the needs of a new venture and small businesses. Topics include incorporation, venture capital, business models, financial analysis, valuation, capital structure, cash flow forecasting, growth, and exit strategies. Students will understand the difference between debt and equity financing and how and why to use each through real world causes. This course will build on the knowledge gained in the entrepreneurship and finance courses so students will understand specific small business applications such as deal structuring and valuation techniques. Students can determine if a new venture will turn a profit, how to calculate needed capital, and how to determine risk.

**BUS433. Managing and Growing New Ventures (3)**

**Offering:** Fall Even Years

This course builds on the initial course in entrepreneurship by focusing on managing and growing an operating new venture. Topics include hiring, expanding markets, finding financing, selecting locations, and balancing risk. This course will include a hands-on case study to apply the concepts to an existing enterprise.

**BUS441. Auditing (3)**

**Prerequisite:** BUS343; BUS344

**Offering:** Spring Even Years

This course is designed to provide an introduction to financial statement auditing. Students will examine techniques used for gathering, summarizing, and analyzing, appropriate/sufficient audit evidence regarding a firm's financial statements. Procedures consistent with PCAOB/GAAS and GAAP standards will be explored. An emphasis will be placed on auditing the balance sheet. Ethical and professional standards examined in this course will provide a foundation for effective financial statement auditing.

**BUS442. Federal Tax I (3)**

**Prerequisite:** BUS245 and BUS342

**Offering:** Fall Odd Years

This course focuses on the federal taxation system for individuals and small business owners. Students will learn how to determine a taxpayer's federal tax liability by understanding the tax ramifications for items such as gross income inclusions and exclusions, capital gains, itemized deductions, and employee and small business expenses. The final project is the preparation of a comprehensive tax return.

**BUS443. Federal Tax II (3)**

**Prerequisite:** BUS245 and BUS342

**Offering:** Fall Even Years

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.



**BUS444. Not-for-Profit Accounting (3)**

**Offering:** *Varies*

This course explores the framework, principles, and concepts of not-for-profit accounting in the context of contemporary society. Students will learn the unique accounting and reporting requirements of not-for-profit organizations, discover the uses and limitations of financial statements, and apply analytical tools in making business and financial decisions.

**BUS449. Advanced Managerial Finance (3)**

**Prerequisite:** *BUS245 and BUS342*

**Offering:** *Fall Even Years*

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:** *BUS290; BUS320*

**Offering:** *Spring Even Years*

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*

**Offering:** *Fall Odd Years*

This course is designed to understand procedures and tools necessary to evaluate investment variables, determine value, and analyze risk/return characteristics of equity, fixed income securities, and alternative individual investments from a Christ-centered standpoint. The course further emphasizes responsible decisions and provides background for comprehensive portfolio analysis.

**BUS498. Strategic Management (3)**

**Prerequisite:** *BUS320; BUS342; BUS381*

**Offering:** *Spring*

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.

**\*\*Note:** If no note is listed for offering, the course is offered every semester.\*\*

**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.

**BUSA241. Microeconomics (3)**

This course provides a survey of the study of microeconomics for individuals and business managers with a focus on major economic concepts from a Christ-centered perspective. This course will include an examination of the principles of scarcity, supply, demand, elasticity, price, production, strategy and other important elements of microeconomics relevant to making effective economic decisions for households and firms. In addition, this course will relate macroeconomic concepts which pertain to individuals and firms. Economists who have significantly contributed to the field of economics will also be examined.

**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.

**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.

**BUSA290. Business Statistics (3)**

**Enrollment Comments:** *Not for traditional undergraduate psychology, business, or math majors. Cross-listed course – PSYC490XL*

An overview of the business applications of various useful statistical methods, concepts, and business tools. Topics include an: introduction to business statistics and ethics, descriptive statistics, discrete and continuous random sampling, distributions and confidence intervals, hypothesis testing, comparing means and proportions, regression analysis, model building, and decision theory. This course is required for all business majors.

**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.

**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.

**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.

**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; identifying and tracking project risks; evaluating, controlling, monitoring, and closing a project. This course examines the Christian perspective on projects, organizations, team building, conflict, leadership and ethics. Project management software (Microsoft Project and others) are utilized to develop an integrated project plan and create a project work breakdown structure (WBS) and GANTT schedule in order 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 stakeholders. Quantitative and qualitative cost and budgeting tools will be examined such as: Work Breakdown Structure (WBS), Net Present Value (NPV), Internal Rate of Return (IRR), Cost Variance (CV), Schedule Variance (SV), Cost Performance Index (CPI), Schedule Performance Index (SPI), Estimate to Complete (ETC), & Earned Value Management (EVM). Microsoft Excel is utilized to develop an integrated project cost and budget plan and track project milestones. The course also explores various areas of the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®).

**BUSA353. Project Quality Management (3)**

This course analyzes the importance of quality management in executing a project plan. An emphasis is placed on a Christ-centered approach to quality planning, quality assurance, and quality control. Topics include biblically ethical approaches to problem solving tools, such as flow charts, checklists, cause and effect diagrams, and audit techniques to assess compliance with company-documented processes. Students will be exposed to 1. Quality management theory, 2. Quality planning, 3. Quality assurance, and 4. Quality control. Major topics include Total Quality Management (TQM), quality and organizational culture, change implementation, quality and global competitiveness, quality function deployment (QFD), and quality plan implementation. The course also explores various areas of the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®).

**BUSA354. Project Risk Management (3)**

This course analyzes the importance of assessing and managing risk in a project from a biblical basis. An emphasis is placed on a Christ-centered approach to project risk management plan, identifying and documenting risk in a project, performing qualitative (RBS, OPA & EEF) and quantitative risk analyses (EVM & PERT), planning risk responses and applying PMBOK® and PMI® standards to a project. Students will be exposed to 1. Risk Management Planning, 2. Risk Identification, 3. Risk Analysis, 4. Risk Response

Planning, and 5. Risk Monitoring and Control. The course also explores various areas of the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®).

**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.

**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.

**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.

**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.

**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.

**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.

**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.

## CHEMISTRY (CHEM)

**CHEM100. Chemistry Concepts (3)**

Introduces basic concepts of general chemistry, including classification of matter, the nature of atoms, ionic and molecular compounds, chemical reactions and equations, conservation laws, behavior of gases, solution chemistry, and acid/base chemistry. This course is designed for beginning students and meets general education science requirements.

**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, intermolecular forces, and types of reactions. This course then applies the concepts of organic chemistry to the structure and function of biomolecules such as carbohydrates, lipids, proteins, enzymes, and DNA and RNA. 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:** California Chemistry Diagnostic Test score of 25 or better or completion of CHEM100 or higher with a C- 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 atomic structure, 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,  $\beta$ -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.

**CHEM320. Principles and Methods of Biochemistry (3)**

**Prerequisite:** CHEM106 and CHEM106L or CHEM221 and CHEM221L

**Enrollment Comments:** Course includes a mandatory lab component (CHEM320L) that must be taken concurrently. Successful completion of this course requires passing both CHEM320 and CHEM320L 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.

**CHEM320L. Principles and Methods of Biochemistry Lab (2)**

**Prerequisite:** CHEM106 and CHEM106L or CHEM221 and CHEM221L

**Course Fee:** \$150

**Enrollment Comments:** This is a mandatory lab component of CHEM320 and must be taken concurrently. Successful completion of this course requires passing both CHEM320 and CHEM320L with a C- or better in a concurrent semester.

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

**CHEM350. Inorganic Chemistry (3)**

**Prerequisite:** CHEM110 and CHEM111 (or equivalent one-year foundational general chemistry course) with a C+ or better within three previous years

**Co-requisite:** CHEM350L

Expanding on the concepts introduced in first year general chemistry, this upper division inorganic chemistry course focuses specifically on the molecular structures, properties, and reactivities of metal-containing compounds and complexes. Topics include trends in periodic properties, molecular geometry, and molecular electronic structure arising from bonding, molecular symmetry, and point groups and how these factors related to molecular spectroscopy. This course will also discuss application of these concepts to special topics such as bioinorganic compounds and pharmacology. Concurrent enrollment in the associated lab course (CHEM350L) is mandatory.

**CHEM350L. Inorganic Chemistry Lab (1)**

**Prerequisite:** CHEM110L and CHEM111L (or equivalent one-year foundational general chemistry lab course) with a C+ or better within three previous years

**Co-requisite:** CHEM350

This courses teaches the practical laboratory skills and techniques used in collecting and analyzing the molecular spectroscopy and chemical reactivities data discussed in the lecture. Concurrent enrollment in the associated lecture course (CHEM350) is mandatory.

**CHRISTIAN DOCTRINE (CD)****CD352XL. Christian Perspective (3)**

Challenges students to consider how general revelation (creation) and special revelation (the Scriptures) of God affect every aspect of life. Each student will be encouraged to develop a truly Christian worldview and understand and critique competing worldviews.

**CD461XL. 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. Spiritual Development of Children (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 (3)**

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.

**CEDU351. Teaching for Spiritual Growth (3)**

**Prerequisite:** PSYC241 recommended

This course explores the nature of spirituality and the development of a person's faith in Jesus Christ in its relationship with other facets of the human personality. The purpose of this study is to equip effective leaders who are able to guide others in Christian formation. Learning activities include personal reflection, group projects, conversations about faith and spirituality, lecture, discussions, and written presentations.

**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*

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)****CM301XL. Strategies for Success (3)**

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.

**CM372XL. 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)

**COMM100XL. 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.

## COMPUTER SCIENCE (CSCI)

**CSCI151. Programming 1 (3)**

**Prerequisite:** *College algebra or high school algebra II.*

**Enrollment Comments:** *This course meets the general education science requirement and is intended for both majors and non-majors.*

Computing has profoundly changed the world. However, just using a computer is only a small part of the picture. Real empowerment comes when one learns how to program computers, to translate ideas into code. This course teaches basic Python programming -- control structures, simple data types, and data structures. We use Turtle Graphics to build fun programs that illustrate fundamental ideas in programming.

**CSCI220. Computer Systems (3)**

**Prerequisite:** *CSCI151.*

This course provides a programmer’s view of how computer systems execute programs, store information, and communicate. This course provides the landscape of different computing systems including windows and linux. Introduction to Physical Computing on embedded systems using a combination of hardware and software. Exposure to C as applied to systems.

**CSCI251. Programming 2 (3)**

**Prerequisite:** *CSCI-151.*

Object-oriented design; encapsulation and information-hiding, data abstraction; separation of behavior and implementation; classes, subclasses, and inheritance; polymorphism; class hierarchies; practices and design of software development.

**CSCI261 Data Structures & Algorithms 1 (3)**

**Pre-req:** *CSCI 151*

Study the concept of abstract data type and its implementation of particular structure of data. Consider the common data structures that are used in various computational problems. You will learn how these data structures are implemented in a language like Python. This will help you to understand what is going on inside a particular built-in implementation of a data structure and what to expect from it. You will also learn typical use cases for these data structures.

**CSCI315 Web Applications (3)**

**Pre-req:** CSCI 251, ART 335, CSCI 380

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 and interface to databases using SQL. Full stack development is used. Students will build a web site from scratch.

**CSCI325. Computer Networking (3)**

**Prerequisite:** CSCI 251, CSCI-220

An introduction to the design and analysis of computer communication networks from a programmer's perspective. Local area networks, high-speed networks, hubs, switches, and bridges. Wide area networks, routers, and inter-networking. Emphasis on the network protocols in internet stack with references to the OSI model. Issues of network security, reliability, and performance

**CSCI351. Programming 3 (3)**

**Pre-requisites:** CSCI-251

Introduction to the principles of software design and architecture. Study the elements of GUI programming along with the layout of widgets, and event programming. Elements of file processing and database processing. Usage of some libraries like Numpy, SciPy and other libraries.

**CSCI355. Operating Systems (3)**

**Pre-Requisites:** CSCI-251, CSCI-220

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.

**CSCI361. Data Structures & Algorithms 2 (3)**

**Pre-requisites:** CSCI-251, CSCI-261

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.

**CSCI365. Data Science 1 (3)**

**Pre-req:** Math 120, CSCI 151.

This is an introductory class on the use of R for doing Data analysis, Modeling/statistics and prototyping. The subject of data cleansing is touched. The focus is on techniques for data analysis and presentation of the analysis in useful visualization forms. This class qualifies as an introduction to programming for nonCS students. For nonCS students, the requirement of CSCI 151 is waived.

**CSCI380. Database Systems 1 (3)**

**Prerequisite:** CSCI-251

This course covers a detailed examination of the use of database management systems. The topics covered include conceptual design, data models, SQL query language, logical database design, and introduction to query optimization. The object-relational database PostgreSQL is used.

**CSCI415. Mobile Applications (3)**

**Pre-requisites:** CSCI-251

A mobile application is a computer program designed to run on a mobile device such as a phone/tablet or watch. Mobile applications run directly on the mobile device. Use of Android system and SDK. Considerations of foreground and background processing. Considerations of network programming.

**CSCI451. Programming 4 (3)**

**Pre-requisites:** CSCI-351

An introduction to the syntax and semantics of programming languages. We will build an interpreter for a small programming language to develop an understanding of programming language fundamentals. Introduction to functional language features using the Racket programming languages.

**CSCI452. Software Engineering (3)**

**Pre-requisites:** CSCI-351, CSCI-220

The systematic application of scientific and technological knowledge, methods, and experience to the design, implementation, testing, and documentation of software. Study of systematic, disciplined, quantifiable approaches to the development, operation, and maintenance of software and all aspects of software production. Study and use of various tools associated with software production.

**CSCI465. Data Science 2 (3)**

**Pre-req:** CSCI 365.

Elements of statistical thinking and the application of various statistical methods for analyzing data.

Introduction to Machine Learning algorithms. Operational consideration of data gathering, cleansing and organization. Possible considerations into database processing.

**CSCI471. Artificial Intelligence 1 (3)**

**Pre-requisites:** CSCI-351(Programming 3), CSCI-261(Data Structures & Algorithms 1).

This is an introduction to Artificial Intelligence methods like reasoning, knowledge, planning, learning, natural language processing, perception and the ability to move and manipulate objects. Introduction to approaches include statistical methods, computational intelligence, and symbolic AI.

**CSCI498. Senior Project (3)**

**Pre-req:** Completed all required classes.

Senior project is an independent research and development project undertaken by student with the guidance and supervision by a member of the faculty. The results of this study is documented like a mini-thesis.

**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 performing or visual arts 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.

**CART201. Creativity and Culture (3)**

Explore how creative people influence cultural change. As people made in the image of God, we are designed to be creative – making and changing culture in all walks of life from science to business to the arts. Together we will discern how to affect cultural change using our unique giftings within our spheres of influence, by assessing historical/cultural artifacts and experiences as well as biblical examples.

**CART315. Entrepreneurship in the Arts (3)**

This course introduces students to the basic components of an entrepreneurial lifestyle in the arts through a Christian perspective for those interested in starting an arts business. Students explore fundamental issues arts entrepreneurs encounter and how they can be addressed before the startup process reaches the launch cycle.

**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.

**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)

**ENGL091. Critical 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 score 3 on the EPT to advance to ENGL092 and 4 or 5 on the EPT to advance to ENGL 101A.*

This course is designed to help developing writers move from the sentence/paragraph to the short essay. Emphasis on critical reading and comprehension strategies and English grammar and mechanics.

**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 score 4 or 5 on the EPT to advance to ENGL 101A.*

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.

**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.

**ENGLXXX. The Perfect Sentence (3)**

**Prerequisite:** ENGL101B

Advanced study of English grammar and syntax, including coverage of punctuation, editing, and style and usage.

**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.

**ENGL340. Advanced Poetry Seminar (3)**

Advanced poetry writing workshop including discussion of student writing and of relevant literary texts.

**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.

**ENGL360. Critical Analysis of Literature (3)**

**Prerequisite:** ENGL160 or consent of instructor

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 workshoping and editing of writing for facility and technical perfection.

**ENGL386. Advanced Creative Writing (3)**

**Prerequisite:** ENGL286

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.

## **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. 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. Earth and Environmental Science Lab (1)**

**Course Fee:** \$150

**Prerequisite:** Must be taken concurrently with ESCI131.

Laboratory exercises provide students with practical applications of principles discussed in lecture. Formerly SCI131L.

### **ESCI133. Meteorology for Aviation (3)**

This course provides an introduction to weather theory and its application to the field of aviation. Topics include such areas as atmospheric pressure, wind, moisture, temperature, turbulence, clouds formations, precipitation, fronts, air masses, thunderstorms, icing, and unusual weather events. Students will also learn about weather reporting resources, examine and learn how aviators use weather reports, weather charts, and forecasts for safer flight operations.

### **ESCI210. 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.

**ESCI210L. General Ecology Lab (1)**

**Course Fee:** \$150

**Enrollment Comments:** *Must be taken concurrently with ESCI210. 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.

**ESCI442. Field Research in Ecology (5)**

**Prerequisite:** BIOL102

**Course Fee:** \$150

**Enrollment Comments:** This five-week summer course is open to both WJU and non-WJU students who wish to transfer in upper-division science credit to their home institution.

This research-oriented course provides hands-on training in the field while participating in the Pacific Crest Trail Megatransect, which is an ongoing ecological study and biodiversity monitoring program. The course will provide rigorous study of the natural history and ecology of the ecosystems throughout the Pacific cordillera. Students will participate in data gathering in an actual ecological study and learn wildlife survey techniques under the close guidance of faculty and professional wildlife ecologists.

**ESCI443. Methods in Ecology and Wildlife Biology (3)**

**Prerequisite:** ESCI210 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. 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; involves supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports. This internship allows the student to acquire and apply skills in a work-related setting. Students typically seek volunteer or paid opportunities in laboratory, field, or educational settings related to the environmental sciences.

**ESCI497. Research Assistantship in Environmental Science (5)**

As a research assistant, students are provided unique opportunities to participate in active research projects in the environmental science department. Responsibilities include assistance with the planning and logistics of field work, lab analyses of samples collected from the field, management and maintenance of biodiversity database, assistance with regulatory requirements and permitting, ordering and procurement of equipment and supplies for field and lab work, promoting and communicating the research projects of the environmental science honors program through various outlets, interpretation and analysis of biodiversity data, and potentially coauthoring with faculty on manuscripts for peer-review and publication.

**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.

## HEALTHCARE ADMINISTRATION (HCAD)

### **HCAD130. Introduction to Healthcare Administration (3)**

This course identifies the challenging and overarching issues surrounding Health Care Administration. It examines the broad functions, operations and tools of the field and emphasizes the need for excellence in the management of health services. This course will assist students as they prepare for health services management careers and provides an ongoing program of professional development for those already employed in health professions.

### **HCAD250. Issues and Trends in Healthcare (3)**

This course focuses on current issues and trends in healthcare. It discusses legal, government, technological and interdisciplinary ideas and requirements. This course presents an overview of the U.S. healthcare system, both past and present, coupled with an in-depth analysis of modern trends and those expected in the future.

### **HCAD310. Introduction to IT and Systems for Healthcare (3)**

This course introduces the student to the principles of computer technology and information systems related to health care with emphasis on computerized medical billing, health care data collection, storage, retrieval, security arrangement, presentation, and verification. This course will also discuss the components and requirements of the electronic health record, healthcare IT standards, health-related data structures and software applications in health care and public health sectors.

### **HCAD325. Healthcare Marketing (3)**

This course provides an overview and applications of health care marketing theories and methods for health care and public health organizations.

### **HCAD330. Fundamentals of Managed Care (3)**

This course introduces students to managed care programs, structures, practice models, role of physicians and other clinicians, capitation cost-accounting, and forms of reimbursement and the organization and administration of health maintenance organizations, preferred provider organizations and related enterprises. Legal and regulatory issues, marketing, utilization management, premium rating systems, information systems, case/disease management will also be discussed.

### **HCAD342. Healthcare Finance and Economics (3)**

This course discusses foundational principles of healthcare economics, third party reimbursement, developing budgets, variance and economic evaluation methods as well as other core healthcare finance and economic concepts. The administrator's role in financial management, strategic planning and marketing, quality assurance and risk management initiative for health care organizations is explored.

### **HCAD355. Foundations of Healthcare Communication and Leadership (3)**

This course is designed to help students identify, analyze, and apply leadership and communication skills, theories and methodologies related to health communication in various settings and at various levels of influence. Emphasis will be placed on the development of basic and advanced leadership and communication skills, team building, conflict & board management, decision making, and collaborative skills.

### **HCAD362. Healthcare Law, Policy and Regulations (3)**

This course focuses on the business and legal aspects of health care, including health care insurance regulation and laws, policies and regulations. Topics include; managed care regulation, institutional liability for medical malpractice and other forms of negligence, professional and facilities regulation, the corporate practice of medicine, medical staff organizations, referral fee laws, and antitrust law related to health care providers.



**HCAD370. Christian Perspectives in Healthcare (3)**

This course presents an overview of medical ethical issues from Christian perspective. A review of medical, ethical, legal and religious trends in society and their application to the delivery of healthcare from a Christian perspective are discussed.

**HCAD436. Healthcare Administration Quality Assurance Management (3)**

Basic elements of quality improvement and organizational responsibilities related to quality improvement in health care delivery. Data analysis for quality improvement, clinical practice guidelines, and future of healthcare quality improvement strategies.

**HCAD498. Healthcare Administration Senior Seminar (Capstone) (3)**

This capstone course for all healthcare administration majors seeks to integrate the concepts, techniques, and knowledge of all areas of healthcare administration. Its focus is strategic management, which is studied in theory and then rigorously applied. This course is designed for final semester seniors.

**HISTORY (HIST)****HIST115. History of Christianity (3)**

A survey of the history of Christianity from the end of the New Testament era to the present day. Particular attention will be paid to the history of Christianity in the United States.

**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.

**HIST315. History of Religion in America (3)**

**Prerequisite:** HIST221 and 222 or HIST231 and 232

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.

**HIST375. History of Contemporary American Cinema (3)**

**Prerequisite:** ENGL101B

This course examines the historical, cultural, and aesthetic settings of contemporary American cinema from the 1950s to today. Emphasis is given to the importance of blockbuster filmmaking in Hollywood history.

**HIST375L. History of Contemporary American Cinema Lab (0)**

**Co-requisite:** HIST375

Recommended screening lab for HIST375

**HIST380. Topics in History (3)**

**Prerequisite:** HIST221 and 222 or HIST231 and 232

An in-depth study of one topic in history, such as American popular culture, ancient Greece and Rome, Christianity and Islam in conflict, women in history, and military history.

**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.

**HIST471. Restoration History (3)**

**Prerequisite:** HIST221 and 222 or HIST231 and 232

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

**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. Introduction to Mission (3)**

This course addresses the foundation for the *mission Dei* (mission of God) from biblical, historical, cultural, and strategic perspectives. Course content emphasizes the centrality of God's desire to reconcile people to Himself and others, providing an overview of contemporary missional approaches.

**ICS104. Living Out Your Mission (3)**

This course challenges students to think deeply about their God-given purpose, then develop a plan for aligning this calling with vocational Kingdom goals. Students will gain a deeper understanding of their passions, God's mission, and what role they play.

**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.

**ICS215. Abandoned, Orphaned, and Trafficked (3)**

Explore the spectrum of care for vulnerable (at-risk) and orphaned children, from prevention to development to intervention, and how everyone can and should be involved in it in some real way. Specifically, the course will look at: 1) how vulnerable children become orphaned today and how many of those situations can be (and are being) prevented; 2) how children can be cared for and developed with excellence if they are orphaned (e.g. reunification with family, kinship care, adoption, foster care, orphan care communities); and 3) what too often happens when vulnerable and orphaned children are not loved and care for well (e.g. trafficking, crime, drugs) and what can be done to intervene and bring hope to those situations.

**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.

**ICS304. Church: Nature, Growth, Reproduction (3)**

This course covers the historical, theological, and practical foundations for church health, discipleship-making, and multiplication in both domestic and international contexts. Key topics include evangelism, discipleship, indigenous empowerment, and sustainability.

**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.

**ICS332. Business in the Global Marketplace (3)**

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

**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.

**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

This course connects biblical principles of mission with practical issues in cross-cultural work. Key topics include partnership development, intercultural preparedness, and crisis management. Students also research a current global challenge, developing a theory-based strategy to address it.

**ICS413. Care and Counseling (3)**

**Prerequisite:** PSYC100

Deals with counseling issues most common to the local minister: premarital and family counseling, death, loss, and other crises. The emphasis is on informal, short-term methods. 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.

**ICS492. Advanced Intercultural Studies Seminar (3)**

**Prerequisite:** ICS103; ICS202; ICS341; ICS403

This seminar covers innovation and best practices in intercultural work. Students expand their cross-cultural preparedness by researching and analyzing an organization related to their passion, drawing application for future work.

## 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 sports 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 sports-related physical fitness. Application of tests and measurements in the evaluation of sports 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 sports 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 Sports Psychology (3)**

This course examines the foundations of psycho-social principles, theories, and research related to sports 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 and BIOL246 or permission of instructor

An introduction to principles of prevention, evaluation, care, treatment, and rehabilitation of injuries commonly encountered in sports and competitive athletics.

**KINE321. Lower Extremity (3)**

**Prerequisite:** KINE320

This is the first of two courses that include an in-depth inquiry into the pathophysiology of athletic injuries. This course focuses on the recognition and evaluation of athletic injuries to the lower extremity, lumbar spine, and pelvis. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, and referral plans deemed standard to the practice of athletic training. A laboratory component is included.

**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 Sports Nutrition (3)**

**Prerequisite:** BIOL161

Students will develop an understanding of nutrient metabolism and function in humans through sports. 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; 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 instructor

**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.



**KINE369. 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.

**KINE370. Fit in Faith: Why Our Bodies Matter to Our Faith (3)**

This course establishes that the body is our place of personal presence in the world, the temple of God and the vessel of our daily worship. God created us from the dust and being physical beings in a physical world affects everything from our use of technology to our health and our worship. This course explores how our bodies interact with our faith. The goal of this course is to help transform the way we look at body care and discipline. As Christians, our goal is to cultivate stronger, well-nourished bodies that are primed to become, in the words of the apostle Paul, “instruments for special purposes, made holy, useful to the Master and prepared to do any good work.” By looking at your body as an instrument rather than an ornament, we will find new and compelling motivation to embrace the kind of active lifestyle that fortifies our souls and live more wisely as we give our bodies as a living sacrifice to Christ.

**KINE371. Sports Ministry (3)**

From a theological standpoint, sports and recreational environments are explored in light of the Scriptures and in an effort to spread the gospel through sports and recreation. Sports and recreation environments are powerful social institutions that open up tremendous opportunities for ministry. This course explores the history of ministry through sports from the writings of the apostle Paul to the Muscular Christian movement to the modern-day concept of the Christian athlete and growing field of sports ministry. A major part of the class is the study of sports ministry organizations and sports ministry techniques, including acquired field experience.

**KINE380. Sports Marketing (3)**

**Prerequisite:** KINE209

This course examines the principles and processes in sports marketing and sales. Focuses on research and development, sports promotion, sports sponsorship, advertising, merchandising, and distribution of sporting goods.

**KINE385. Current Issues in Sports Management (3)**

**Prerequisite:** KINE209

This courses discusses the meaning of sports management in terms of its scope, principles, issues, and future trends. In addition, the course examines the job responsibilities and competencies required of sports managers in a variety of sports or sports-related organizations in a hope to have the student become acquainted with the role of sports administrators as well as the career opportunities within the industry. Finally, this course provides the student with an overview of the different issues sports managers will be faced with such as consumer behavior, public relations, budgeting, and facility and event management.

**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.

**KINE420L. Exercise Leadership and Personal Training Lab (1)**

Designing and implementing exercise programs for clients.



**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.

**KINE451. Advanced Strength and Conditioning (3)**

**Prerequisite:** KINE351

This course is designed to enhance the students' current level of knowledge and expertise to an advanced level in the area of strength training and conditioning. In addition, this course will also prepare students interested in taking the National Strength and Conditioning Association Certified Strength and Conditioning Specialist exam. The course will focus on the assessment and implementation of training programs with strong emphasis on the areas of resistance training, metabolic training, flexibility, reaction time, speed, and agility.

**KINE475. Kinesiology Internship (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 sports 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. Kinesiology 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 guest 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)****LDRS003. ADC Study Hall (0)**

**Course Fee:** \$250

This course is designed to support and resource ADC students who enter probation for the second time. There is a \$250 fee to cover, in part, the cost instruction/resourcing. Students are required to meet face-to-face or virtually with a supplemental instructor or tutor for one hour weekly for one term.

**LDRS100. Principles of Academic and Personal Development (1)**

**Enrollment Comments:** Not available to students who have taken CM301XL

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.

**LDRS105. Introduction to Leadership (3)**

This course addresses the fundamental question: What is leadership? It then provides a strong biblical foundation and perspective for leadership, examines some of the spiritual dimensions of leadership, and explores and applies three particular models of leadership (authentic, transformational, and servant).

**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.

**LDRS153. First Year Experience (1)**

**Prerequisite:** *Must be taken concurrently with LDRS152 and LDRS154*

First year experience course with special topic focus. Designed to help students think critically and engage on a deeper level with a faculty leading discussion.

**LDRS154. Discover: Personal Development and the College Experience (1)**

**Prerequisite:** *Must be taken concurrently with LDRS152 and LDRS153*

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.

**LDRS175. Career Exploration for Freshmen and Sophomores (1)**

This course is offered by the Career and Life Planning (CLP) office. It supports the campus-wide initiative of the office which is to help WJU students and alumni be prepared for the world of work upon graduation and to become "exceptionally employable." In this course, students will engage in discovering their values, interests, and strengths as they relate to their major and career options. The course is designed as an extensive opportunity to deepen students' understanding of self and apply that knowledge within career planning. Students will use an array of self-assessments and career exploration tools to research and identify careers and academic options and to create an action plan for attaining vocational goals.

**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.

**LDRS202. Academic Enrichment Academy (1)**

Academic Enrichment Academy is reserved for continuing students who need an intensive academic support environment, providing skills in time management, personal assessment, study skills, career development, and Christian ethics and integrity.

**LDRS203. ADC Academy (0)**

**Course Fee:** \$100

This course is designed to support and resource ADC students who enter probation for the first time. There is a \$100 fee to cover the cost instruction/resourcing. Students are required to meet face-to-face or virtually with a supplemental instructor for one hour weekly for one term.

**LDRS210. Self-Leadership (3)**

This course delves into the interior life of the leader. It examines the emotional, social, and spiritual life of the leader, giving attention to pathways towards an integrated inner-life. It also analyzes the role of emotional quotient (EQ) in leadership and ways to develop strength in this area.

**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.

**LDRS302. 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.

**LDRS320. Leading Others (3)**

**Prerequisite:** *LDRS105; LDRS210 recommended*

This course examines mechanisms for effective team-building, conflict management, and mentoring and developing others. It also explores the dynamics of healthy staff relationships, effective delegation, setting appropriate boundaries, and successful motivation of others.

**LDRS321. Effective Strategies for Leading Volunteers (3)**

Unlike most secular organizations, ministries and nonprofits 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.

**LDRS342. Leading in Organizations (3)**

*Prerequisite: LDRS105; LDRS210 recommended*

This course specifically addresses the complex issues of organizational development and organizational behavior. It guides students to understand the dynamics behind organizational life and health and examines the critical facets of strategic planning and tactical planning within an organization.

**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.

**LDRS375. Career Readiness (1)**

This course is offered by the Career and Life Planning office (CLP) for juniors and seniors. CLP exists to help WJU students and alumni be prepared for the world of work upon graduation and to become exceptionally employable. This course supports this campus-wide initiative. This course will engage students to demonstrate and practice all of the steps associated with institutional internship requirements and practical tools to use within the job search process. Course topics include, but are not limited to, self-assessment, occupational research, goal setting, resume writing, cover letter writing, internship resources and procedures, social media reputation management, portfolio creation, and interviewing strategies.

**LDRS3XX. Course Description for Honors Integration (3)**

Honors Integration offers WJU honor students the opportunity to participate on a collaborative team working on a project from the research agenda of the Institute for Biodiversity and the Environment. The IBE engages in research that addresses environmental problems. These problems require interdisciplinary approaches to find potential solutions. The course provides opportunities for IBE's research faculty and their students to collaborate and to draw upon the expertise of their peers in different disciplines. While working under the close supervision of a faculty member, students receive training on the theory and methods of their chosen research project while also receiving preparation for the mental, physical, emotional, and spiritual rigors of conducting environmental research. Upon completion of the course, students become IBE undergraduate researchers. IBE research projects span academic disciplines across the natural and applied sciences, the social sciences, and the humanities.

**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.

**LDRS470. Innovation and Leadership (3)**

*Prerequisite: LDRS105; LDRS210*

This course explores creativity and entrepreneurship in leadership. It also analyzes how to effectively initiate and lead change, catch and cast vision, and integrate feedback from others into the leadership journey. It also considers the important connections between personal creativity and spiritual sensitivity in the leadership experience.

**LDRS475. Mentorship (3)**

This is a semester-long experience (fall or spring). Students participate in an approved leadership environment over a 12-week period (on-campus or off-campus). They receive on-site mentoring every 14 days. On alternate weeks, they do peer and faculty mentoring in on-campus groups. The mentorship allows students to practice the leadership skills and principles learned in the curriculum and specifically connects to the program outcomes.

**LDRS495a-e. Integration and Applied Learning I-V (1)**

**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.

**LDRS498. Leadership Capstone (3)**

In the capstone, students produce documentation that demonstrates their achievement of each of the program learning outcomes. This includes artifacts, as well as a 20-25 page paper that systematically addresses the program learning outcomes. A specific focus is placed on the issues of self-awareness and self-leadership.

## **MATHEMATICS (MATH)**

**MATH092. General Mathematics (4)**

**Prerequisite:** *Course placement by ACT or SAT scores and high school transcripts*

**Enrollment Comments:** *Credits not applicable to degree program requirements*

A review of general math skills, including computation, elementary algebra, and geometry. Topics include solving equations and inequalities, polynomials and exponents, factoring, rational expressions, radicals, functions, graphing linear functions and quadratics, and systems of equations in two variable.

**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 placement through the review of transcripts and ACT or SAT scores or by passing a challenge exam for MATH092*

This course reviews and extends the concepts of General Mathematics. Topics that are reviewed and extended include linear and quadratic equations, factoring polynomials, rational expressions, exponents, radicals, equations of lines, systems of equations, and functions. New topics include graphs and their translations and reflections, functions, exponential and logarithmic functions, graphs of quadratic functions, nonlinear systems of equations, polynomial, rational, and absolute value inequalities, sequences, series, and the Binomial Theorem.

**MATH102. Precalculus (4)**

**Prerequisite:** *Grade of C- or better in MATH101 or approved ACT or SAT scores*

This course is designed to prepare students for the calculus sequence. A brief review is followed by an in-depth extension of the properties of polynomial, rational, exponential, and logarithmic functions. Trigonometric functions are introduced and studied in depth. The trigonometric topics include right triangle trigonometry, unit circle trigonometry, graphs of trigonometric functions, proofs of trigonometric identities, solving trigonometric equations, applications of trigonometric functions (laws of sines and cosines), and inverse trigonometric functions.

**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 equivalent

**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 Theory (3)**

**Prerequisite:** Grade of C- or better in MATH141 and MATH301

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; and 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, integrality, 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 (3)**

**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.



## 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 20<sup>th</sup> 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.

### **MUS197. Jessup Chamber Orchestra (.5)**

A chamber orchestra ensemble focusing on the literature of chamber orchestra repertoire of the Baroque and Classical era of western music. The orchestra will perform several campus concerts during each academic year. Students are taught sight reading, expression, phrasing, and dynamics as it pertains to classical repertoire. The Jessup Chamber Orchestra is open by audition to all Jessup chamber instrumentalists and may be repeated for credit.

### **MUS196. Jessup Concert Choir (1)**

**Enrollment Comments:** A 0 unit option of this performance group is available with approval from the Department Chair.

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.



**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.

**MUS221. Basic Sibelius (.5)**

**Prerequisite:** MUS272; MUS274

An introduction to Sibelius notation software use. This course satisfies technology requirements.

**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)**

**Prerequisite:** MUS190P *or* proficiency (see the MUS department)

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 & Orchestra (1)**

**Enrollment Comments:** A 0 unit option of this performance group is available with approval from the Department Chair.

An auditioned choral group of mixed voices. Music of various styles and periods is rehearsed and performed both on campus and in the community. Activities include on and off campus concerts; tours to the Bay Area, Northern California, and Oregon; events; fundraisers; and seasonal concerts. May be repeated for credit.

**MUS301. Ear Training I (1)**

**Prerequisite:** MUS272; MUS274

A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

**MUS302. Ear Training II (1)**

**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 (1)**

**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.

**MUS322. Advanced Sibelius (.5)**

**Prerequisite:** MUS272; MUS274

A deeper look into Sibelius notation software use. 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:** MUS220; MUS323

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. Applied Group 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. Applied Group 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. Applied Group 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. Applied Group 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

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; MUS340

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 18<sup>th</sup> 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. Masterworks (0 - 0.5)**

Master Works 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

Students will develop and apply knowledge of the anatomy and physiology of the voice with the methods, curriculum, materials and procedures of teaching. Students will participate in observed teaching situations with an assigned voice student.

**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:** MUS272; MUS274; MUS310; writing proficiency complete; senior standing

**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.

**MUS496. Crossroads (.5)**

**Enrollment Comments:** A 0 unit option of this performance group is available with approval from the Department Chair.

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

**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, theological, and practical 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:** *BIBL104; BIBL249 or BIBL349; junior standing*

Examination of Ephesians, Philippians, Colossians, and Philemon with emphasis on doctrines of the Church, Christian living, and Christology.

**NT311. Pastoral Epistles (3)**

**Prerequisite:** *BIBL101; BIBL104; BIBL249 or BIBL349; junior standing*

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 expository, 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:** *BIBL101; BIBL104; BIBL249 or BIBL349; junior standing*

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:** *BIBL101; BIBL104; BIBL249 or BIBL349; junior standing*

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.

### OT300. Torah (3)

**Prerequisite:** BIBL249 or BIBL349

This course will delve into the first five books of the Bible—Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. These books contain some of the most familiar and famous biblical narratives, alongside laws and principles that helped shape Judaism and Christianity. Likewise, the history, religion, and culture within these texts helps to understand ancient Israel better.

### 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.

### **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.

### **ORLD430. Leadership in Global Society (3)**

**Prerequisite:** *LDRS105; LDRS210 recommended*

This course places leadership within the context of globalization and the multicultural realities we face every day. Building on biblical principles, the course examines ways in which leaders can strengthen their cross-cultural sensitivity and competency and respond to diversity and emerging global challenges.

### **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)**

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)**

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.

**PMIN350. Fundamentals of Worship (3)**

**Prerequisite:** MUS272; MUS274; MUS310; *writing proficiency complete; senior class standing*

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

**PMIN380. Pastor as Leader (3)**

This course examines the unique leadership skill set needed for leading, developing, and establishing ministry through the local church. Emphasis is given to both personal leadership development and organizational skills useful for church maintenance and growth.

**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. Preaching Practicum (3)**

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 minister: 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:** 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:** PMIN350

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:** BIBL101; BIBL104; BIBL249 or BIBL349; LDRS152; junior standing

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 of 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:** BIBL101; BIBL104; BIBL249 or BIBL349; LDRS152; junior standing

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 sports, designed to assist students in acquiring basic skills and increasing aerobic fitness, balance and advanced fitness levels, while actively participating in basketball activities.

**PHED114. Yoga (1)**

This course is designed to assist students in acquiring basic skills and increasing aerobic fitness, balance, and advanced fitness levels, while actively participating in yoga methods and techniques.

**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

## PHYSICS (PHYS)

**PHYS100. Conceptual Physics (3)**

**Enrollment Comments:** For non-science majors. Complementary lab component (PHYS100L) is offered but not required.

An introduction to the concepts and principles of physical science, covering topics of motion, force, energy, structure of matter, heat and thermodynamics, electricity, magnetism, and light; emphasizing conceptual understanding and using basic math to re-enforce concepts. Satisfies general education science requirements.

**PHYS100L. Conceptual Physics Lab (1)**

**Enrollment Comments:** For non-science majors. Must be taken concurrently with PHYS100; eligibility for college level math required.

Laboratory exercises provide students with hands on applications of principles discussed in lecture. Topics include motion, force, energy, structure of matter, heat, electricity, magnetism, and light. Satisfies general education science lab requirements if taken concurrently with PHYS100.

**PHYS101. Physics for Life Sciences I (3)**

**Prerequisite:** MATH102 (Precalculus) or placement into MATH140; eligibility for a college level English course

**Co-requisite:** PHYS101L

**Enrollment Comments:** This course is designed for life science majors but not intended for math majors. Must be taken concurrently with PHYS101L.

Students are introduced to basic concepts of physics using algebraic and trigonometric techniques. Topics include Newton's laws of motion, energy and momentum, conservation laws, and thermal properties of matter. Course includes a mandatory lab component. Successful completion of this course requires passing both PHYS101 and PHYS101L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS101L.

**PHYS101L. Physics for Life Sciences I Lab (1)**

**Prerequisite:** MATH102 (Precalculus) or placement into MATH140

**Co-requisite:** PHYS101

**Enrollment Comments:** This course is designed for life science majors but not intended for math majors. Must be taken concurrently with PHYS101.

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS101. Topics include Newton's laws of motion, energy and momentum, conservation laws, and thermal properties of matter. Successful completion of this course requires passing both PHYS101 and PHYS101L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS101.

**PHYS102. University Physics I (4)**

**Prerequisite:** MATH140; eligibility for a college level English course.

**Co-requisite:** PHYS102L

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS102L.

In this calculus-based physics course, students are introduced to foundational concepts of physics using trigonometric and differentiation techniques. Topics include Newtonian mechanics, conservation of energy and momentum, and introductory thermodynamics. Course includes a mandatory lab component. Successful completion of this course requires passing both PHYS102 and PHYS102L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS102L.

**PHYS102L. University Physics I Lab (1)**

**Prerequisite:** MATH140

**Co-requisite:** PHYS102

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS102.

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS102. Topics include Newtonian mechanics, conservation of energy and momentum, and introductory thermodynamics. Successful completion of this course requires passing both PHYS102 and PHYS102L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS102.

**PHYS111. Physics for Life Sciences II (3)**

**Prerequisite:** PHYS101 and PHYS101L; MATH102 (Precalculus) or placement into MATH140; eligibility for a college level English course

**Co-requisite:** PHYS111L

**Enrollment Comments:** This course is designed for life science majors but not intended for math majors. Must be taken concurrently with PHYS111L.

Students are introduced to basic concepts of physics using algebraic and trigonometric techniques. Topics include waves, electricity, magnetism, and light. Course includes a mandatory lab component. Successful completion of this course requires passing both PHYS111 and PHYS111L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS111L.

**PHYS111L. Physics for Life Sciences II Lab (1)**

**Prerequisite:** PHYS101 and PHYS101L; MATH102 (Precalculus) or placement into MATH140

**Co-requisite:** PHYS111

**Enrollment Comments:** This course is designed for life science majors but not intended for math majors. Must be taken concurrently with PHYS111.

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS111. Topics include waves, electricity, magnetism, and light. Successful completion of this course requires passing both PHYS111 and PHYS111L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS111.

**PHYS112. University Physics II (4)**

**Prerequisite:** PHYS102 and PHYS102L; MATH141; eligibility for a college level English course

**Co-requisite:** PHYS112L

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS112L.

In this calculus-based physics course, students are introduced to foundational concepts of physics using differentiation and integration techniques. Topics include oscillations, electricity, magnetism, electromagnetic induction, and the properties of light waves. Course includes a mandatory lab component. Successful completion of this course requires passing both PHYS112 and PHYS112L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS112L.

**PHYS112L. University Physics II Lab (1)**

**Prerequisite:** PHYS102 and PHYS102L; MATH141

**Co-requisite:** PHYS112

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS112.

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS112. Topics include oscillations, electricity, magnetism, electromagnetic induction, and the properties of light waves. Successful completion of this course requires passing both PHYS112 and PHYS112L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS112.

## 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 an overview of the core functions of the addiction professional as well as their related implications, with particular emphasis on treatment and social service protocol.



**PSYC290. 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.

**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.

**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. Multicultural 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.

**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.

**PSYC371XL. Counseling of Addictive Behavior (3)**

**Enrollment Comments:** *Not for traditional undergraduate majors. Offered at the San Jose campus only with a focus on addiction.*

This course is an introductory course focusing on basic counseling issues, skills, and knowledge, progressing to various applied counseling skills and theories for substance abuse and addiction issues.

**PSYC392. Research Methods in the Social Sciences (3)**

**Prerequisite:** Grade of C- or higher in PSYC290

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. Principles of Biopsychology (3)**

**Prerequisite:** PSYC100

**Enrollment Comments:** Not for traditional undergraduate majors. Offered in the SPS programs only.

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.

**PSYC452. Biopsychology (4)**

**Prerequisite:** PSYC100

This course is a comprehensive study of the neuroanatomy correlates of behavior as seen in the interplay of structure and function: cellular and systemic biological integration, molecular biology, epigenetics, advances in imaging technology, plasticity, and the big-picture emphasis of normal and abnormal behavior correlation. Students will delve deeper into such questions as: why do we have a brain, and how did God design it? How is the nervous system organized? How do drugs affect our behavior? How does the brain learn? How does the brain think?

**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 (can be taken concurrently)

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.

**PSYC475c. Practicum in Addiction Studies I (3)**

**Prerequisite:** PSYC331; PSYC351; PSYC430 (can be taken concurrently)

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.

**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.

**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.

**PSYC497. Applied Research (2)**

**Prerequisite:** PSYC100; PSYC102; PSYC141; PSYC222; PSYC230; PSYC290; PSYC300; PSYC331; PSYC333; PSYC351; 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*

As the senior capstone experience for psychology majors, this course provides the opportunity to demonstrate the ability to integrate coursework from the breadth of the entire program. This course should be taken in the final semester of the senior year, and it includes a comprehensive exam.

**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.

## **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.

**PPOL263. Aviation Law (3)**

This course will introduce the advanced student to the U.S. Constitution as well as to federal, state, and local statutes. The student will become familiar with case law and common law and develop an understanding of the chronological development of these laws and their application to aviation. The student will be introduced to civil law, including tort, product liability, contract, sales, secured credit, property, environmental, and labor laws. Criminal statutory law and government, airman, and operator rights and liabilities will also be studied, as well as international laws and conferences.

**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

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.

**PPOL368. Forensics (3)**

As an introduction to forensics for criminal justice students, this course provides an overview of the role of the forensic scientist in the criminal justice system. The course surveys foundational principles of forensic science, balancing the necessary theoretical knowledge needed to understand the subject with an emphasis on the practical tools and techniques needed to apply the material in real life situations.

**PPOL374. Public Policy Professional Studies (1)**

**Prerequisite:** PPOL174

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

**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.

**PPOL475. Public Policy Internship (3)**

Senior year program of activity in public policy field. Involves field supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports.

**PPOL476a-d. Integration and Applied Learning (1-2)**

Sequenced to occur at the conclusion of the program, this course focuses on the integration and application of course concepts to various fields and careers in administration and justice. Assignments are designed to complement and enhance the topics in each course with an emphasis on career exploration and readiness.

**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.

**PPOL476. Integration and Applied Learning (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)****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.

**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 complete 10 hours of required classroom observation 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 course 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.

### **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, 21<sup>st</sup> century learning, and the impact of these technologies.

### **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.

### **TEDU251. Curriculum and Methods in Visual and Performing Arts (VAPA) (3)**

**Prerequisite:** TEDU101; 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.

### **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 and students with special needs. Candidates will practice and prepare for the Teaching Performance Assessment (TPA) cycles in this course.

**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 TEDU concentration courses*

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.

**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.

**TEDU311. Curriculum and Methods in History and Social Science (3)**

**Prerequisite:** *HIST231; HIST232; TEDU123*

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.

**TEDU323. Language, Culture, and Literacy (3)**

**Prerequisite:** *ENGL101B; TEDU101; 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.

**TEDU375. Field Experience II (2)**

**Prerequisite:** *PSYC141; TEDU275; verification of passing CBEST examination*

**Co-requisite:** *TEDU375L*

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. This experience may not be with the same teacher, the same grade level, or the same subject used in Student Teaching I (TEDU475). Specific attention will be given to connecting instructional planning and assessment practices to student characteristics, in order to further practice and prepare for the Teaching Performance Assessment (TPA) cycles.

**TEDU375L. Field Experience II Lab (0)**

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:** BIO100; ESCI131; PHYS100; TEDU101

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.

**TEDU423. Curriculum and Methods in Literature and Language (3)**

**Prerequisite:** ENGL101B; TEDU323

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.

**TEDU474. Liberal Studies Capstone (1-4)**

The Liberal Studies Capstone course is designed to provide Liberal Studies students with a culminating real -world experience in a field related to their designated concentration. This course involves field supervision and a faculty advisor, in addition to a regimen of assigned projects and writing tasks. Unit count will be determined by concentration selected.

*Note: Field Experience – approx. 30 hours in addition to assignments) – for ASL and TSOL, could possibly use already existing practicum hours – students can join Capstone discussion and assignments, in addition to symposium participation.*

**TEDU475. Student Teaching I (6)**

**Prerequisite:** TEDU311; TEDU375; TEDU413; TEDU423; verification of passing CSET subtests 101, 102, and 103; minimum GPA of 3.0

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 eight weeks of full day classroom instruction under supervision. Teaching Performance Assessment (TPA) cycles will be prepared and submitted in this course.

**TEDU476. Student Teaching II (6)**

**Prerequisite:** TEDU475; minimum GPA of 3.0; passage of appropriate TPA tasks from Student Teaching I (TEDU475)

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 eight 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 (TEDU475). Appropriate Teaching Performance Assessment (TPA) cycles will be prepared and submitted in this course.

## 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.

### **TSOL474. 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.

### **TSOL475. 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.

## THEATRE (THE)

### **THE105. Introduction to the Theatre Profession (3)**

Students will study various elements of the theatre profession within this course. They will become familiar with requisites and practices of theatre professionals: actors, directors, designers, dramaturgs, and arts administrators. Students will learn valuable information such as marketing, etiquette, and audition and interview skills that prepare them for the pre-professional and professional theatre business. Formerly CART105.

### **THE106. Introduction to Technical Theatre (3)**

Though this course, students will become acquainted with the professional terms and techniques for the basics of technical theatre focusing on stagecraft, stage lighting, sound design, set design, and costume design. Students will learn the standards of current theatre, as well as look at past styles and where the art is going in the future. Formerly CART106.



**THE160a. Acting I – Fundamentals (3)**

**Enrollment Comments:** *For theatre majors only*

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. Formerly CART176.

**THE160b. Acting I – Fundamentals (3)**

**Enrollment Comments:** *For non-majors only*

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.

**THE172. Practicum in Production (.5)**

**Enrollment Comments:** *Instructor chooses appropriate fulfillment of practicum. Depends on availability of production.*

This course is intended to give students 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. Formerly CART132.

**THE173. Practicum in Performance (.5)**

**Enrollment Comments:** *Instructor chooses appropriate fulfillment of practicum. Student must audition and be cast in order to sign up for this course; role is not guaranteed upon auditioning. There is a fee associated with this course.*

This course is intended to give students an understanding of what happens on stage within a theatrical production. Students will get practical experience crafting a compelling performance during a theatrical presentation. Formerly CART133.

**THE177. Practicum in Management (.5)**

**Prerequisite:** *Consent of instructor*

**Enrollment Comments:** *Instructor chooses appropriate fulfillment of practicum.*

This course is intended to give students 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. Formerly CART137.

**THE217. Stage Management (3)**

**Prerequisite:** *THE106*

This course will cover the role and expectations of the stage management team throughout the entire run of a theatrical production. Students will learn the foundation and practices of professional theatrical stage management through theoretical and experiential learning.

**THE230. Movement for the Stage (3)**

This course prepares students to give a physically compelling, authentic, and powerful performance for the stage. Utilizing movement methods such as Suzuki, Mask, and others, students will build a technique that will free themselves physically and increase their ability to create convincing, dynamic characters. Formerly CART388.



**THE241. Theatre History I: From the Greeks to the Restoration (3)**

Students 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. Formerly CART341A.

**THE242. Theatre History II: From the Restoration to the Contemporary (3)**

Students 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. Formerly CART341B.

**THE250. Voice and Diction (3)**

The purpose of this course is to aid students with their annunciation, volume, clarity, and presence when speaking in public. The student will master breathing, relaxation, and phonation techniques that will free their natural voice and give them control over their vocal instrument. The student will also learn the International Phonetic Alphabet as a way to deal with regionalization and dialect issues.

**THE260. Acting II – Realism (3)**

**Prerequisite:** THE160 and/or instructor approval for non-majors

This is the second and more advanced course for the acting track. Students will learn how to break down and score a scene to enhance their understanding of the story and their place within it. They will begin to refine their technique towards a more truthful performance within the imaginary circumstances of the play. The student will become excellent at script and character analysis, not only understanding the story but also their function in the story at any given time. Formerly CART276.

**THE311. Lighting Design (3)**

This course will take students through the basics needed to provide a lighting design for a theatrical production. Students will study everything from the individual technology (light types and styles, control dimmers, LED, moving lights, etc.) to color mixing and programming. Formerly CART306.

**THE313. Set Design (3)**

**Prerequisite:** THE106

In this course, students will explore how to create a compelling set design for a production from conceptualization through drafting and building. Students will engage multiple tools to achieve the professional standards in design.

**THE315. Costume Design (3)**

**Prerequisite:** THE106

In this course, students will be exposed to the history of fashion and costume design and will explore how to create a compelling and appropriate costume design for a production from conceptualization to the build. The students will learn the fundamental tools and techniques to create and maintain costumes of various periods.

**THE331. Ballet (3)**

This practical course in dance will explore the terms and style involved with this core dance genre—ballet. Students will gain flexibility, strength, control, skill, and exposure to this foundational dance form through exercises and practiced choreography from ballet. Formerly CART182A.

**THE332. Jazz (3)**

This practical course in dance will explore the terms and style involved with American jazz dancing. Students will gain exposure and strengthen skills in this specifically American form of dance through exercises and practiced choreography associated with jazz and its related styles. Formerly CART183.

**THE333. Tap (3)**

**Enrollment Comments:** *Appropriate shoes are a requirement of this course.*

This 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. Formerly CART385.

**THE334. Musical Theatre Dance (3)**

**Prerequisite:** THE181

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. Formerly CART380.

**THE335. Swing and Social Dance (3)**

This introductory course will study an overview of social dance forms with an emphasis on the swing dance style of the 30s and 40s. Students will study the fundamental movement techniques required to perform these dance forms successfully including leading/following communication within the partnership. Formerly CART384.

**THE337. Unarmed Combat for the Stage (3)**

**Prerequisite:** THE165

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. Formerly CART393.

**THE345. Text Analysis (3)**

This course will provide tools for students to analyze plays as theatre literature from the perspective of performance and directing such as structural approaches, historical/biographical approaches, a study of genres, psychoanalytic approaches, and moral/philosophical approaches to include Judeo-Christian core values. Formerly CART245b.

**THE360. Acting III – Shakespeare (3)**

**Prerequisite:** THE265 and/or instructor approval for non-majors

This advanced course in acting will solidify the skills already approached in the previous acting classes and venture into the world of William 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 and learn how to effectively analyze a Shakespearean text for understanding utilizing scansion and other analytical tools. Formerly CART376.

**THE365. Musical Theatre Workshop (3)**

**Prerequisite:** THE165 and/or instructor approval for non-majors

This course will give 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 and solos as well as group numbers and will discuss the musical theatre audition experience. Formerly CART390.

**THE367. Improvisation (3)**

**Prerequisite:** THE165

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. Formerly CART395.

**THE434. Choreography for the Musical Theatre (3)**

This course is for dancers of all levels. The students will study and execute choreography from the musical stage and movie musicals and the major contributors to musical choreography and learn how to craft kinesthetic movement into iconic choreography used in quality theatrical storytelling. Formerly CART486.

**THE460. Acting IV – Screen Acting (3)**

**Prerequisite:** THE365 and/or instructor approval for non-majors

**Course Fee:** There is a fee associated with this course.

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. Formerly CART476.

**THE468. Directing for the Stage (3)**

**Prerequisite:** THE165 and/or instructor approval for non-majors

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. Formerly CART480.

**THE475. Professional Experience in Theatre (1)**

**Enrollment Comments:** THE students only

A student will enter into a professional theatrical experience for credit. This could be an internship but is more likely to be an apprenticeship or a legitimate job in their field of study. The purpose of this experience is for practical, professional experience in their chosen field. Students must adhere to the rules and regulations put forth by the theatre program and their advisor concerning the senior project in order to receive credit for their professional experience.

**THE477. Senior Project in Theatre (1)**

**Enrollment Comments:** THE students only

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 theatre program and their advisor concerning the senior project in order to receive credit for their senior project.

**THE479. Americana Theatre Company Summer Experience (2)**

**Course Fee:** \$1,000 fee for housing

**Enrollment Comments:** THE students only; by audition only; need determined by theatre company

An east coast study abroad and internship experience in one. Students will get practical experience in stagecraft, costuming, box office, marketing, performing, and stage management. The experience will culminate in a trip to New York City to audition and see Broadway performances and to meet and work with Broadway performers.

**THE498a. Professional Preparation in Performance (3)**

Students will get their head shots and resumes, as well as prepare their websites in this course. Students will also put together a professional audition package as well as learn about unions, agents, and managers. They will brush up on their theatrical aesthetics, all in preparation to enter the professional theatre world.

**THE498b. Professional Preparation in Production (3)**

Students will get their head shots and resumes, as well as prepare their websites in this course. Students will apply to various professional and technical positions as well as learn about unions, agents, and managers. They will brush up on their theatrical aesthetics, all in preparation to enter the professional theatre world from the production side.

**THE498c. Professional Preparation in Management (3)**

Students will get their head shots and resumes, as well as prepare their websites in this course. Students will put together a strategic plan for engaging the professional theatre world as an artist, manager, and entrepreneur as well as learn about unions, agents, and managers. They will brush up on their theological aesthetics, all in preparation to enter the professional theatre world on the management side.

## THEOLOGY (THEO)

**THEO250. Alternative Theologies (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:** BIBL101; BIBL104

This course teaches the historical development of Christian doctrine from the 2<sup>nd</sup> century to the 8<sup>th</sup> century of the Church. Particular focus will be placed on the Apostolic Fathers, pre-Nicene theologians, and the first seven ecumenical councils. The student will explore the origin, debate, historical meaning, and key contributors of foundational doctrines such as the Trinity, divine/human natures of Jesus, *theosis*, and the resurrection of the body; as well as the origin, debate, key contributors and conclusions of the first seven ecumenical councils in order to become aware of and appreciate the historical unity that exists among all the major branches of Christianity.

**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.

**THEO325. Comparative Theology (3)**

**Prerequisite:** THEO301

Students will learn about the history and distinctives of the three major traditions of Christianity: Catholicism, Eastern Orthodoxy, and Protestantism. Students will compare and evaluate these traditions and learn to appreciate, discuss, and debate theological beliefs that differ from their own.

**THEO340. Theology of the Hebrew Bible (3)**

Students will examine and evaluate the distinctive theological themes of the Hebrew Bible, such as creation, covenant, liberation, theodicy, and law. The course provides a critical analysis of these major theological developments and reviews some key historical and contemporary Hebrew Bible theologians and their contributions to the interpretation of the Hebrew Bible.

**THEO360. Theology of the New Testament (3)**

Students will examine and evaluate the distinctive theological themes of the New Testament, such as grace, atonement, eschatology, the Holy Spirit, and the Church. The course provides a critical analysis of these major theological developments and reviews some key historical and contemporary New Testament theologians and their contributions to the interpretation of the New Testament.

**THEO380. Selected Studies in Theology (3)**

**Prerequisite:** Junior standing

An advanced course for in-depth exploration of special interest and contemporary concerns.

**THEO425. Practical Theology (3)**

**Prerequisite:** THEO301

Theology is not simply a body of knowledge to be studied but a way of thinking and living “in Christ” that is to be embodied through faithful participation in God’s drama of redemption. Students will apply theology to all aspects of life and evaluate and critique current ethical issues from a biblical perspective.

**THEO451. Christian Theology (3)**

**Prerequisite:** BIBL101; BIBL104; BIBL249 or BIBL349

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.

**THEO475. Theology and Spiritual Formation (3)**

Students will study the history of spiritual formation and analyze various formation models and methods (both ancient and contemporary) that have been practiced in the history of the church. Students will also practice some of these disciplines and develop a personalized vision for their own formation so that the whole person (both body and soul) is prepared for a life of knowing Christ and making Him known.

**THEO478. Advanced Theology Seminar (3)**

In this colloquium-style course, students and faculty read, discuss, debate, and critique current works in the field of theological studies. Students learn to critically read and respond to scholarly works and to do so in the context of an academic community.

**THEO498. Theology Capstone (3)**

The capstone experience for the theology major guides students to synthesize and integrate all that they have learned in the educational journey. The class leads the student through developing a major theological thesis, discussions, research, and writing, leading to a final project presented and defended before the faculty and fellow students.

**VISUAL AND FINE ARTS (ART)****ART103. Color Theory (3)**

Basic principles and properties of color. Study of the physics of light and color; physiology of color vision; psychological and compositional effects of color use; cultural interpretations and traditions; history of color theory and its impact on art and design. Formerly CART110.

**ART105. 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. Formerly CART260.

**ART107. Introduction to Digital Art (3)**

**Course Fee:** *There is a fee associated with this course.*

This course is designed to teach students the basics of Adobe Photoshop and Illustrator. This course must be taken in order to advance to any other digital imaging courses.

**ART174. Practicum in Visual and Fine Arts (0-1)**

**Course Fee:** *There is a fee associated with this course.*

This course is intended to give students hands-on experience with art. Students are required to spend a minimum of 30 hours a semester creating art; a minimum of 10 hours a semester serving on campus; and a minimum of 10 hours a semester planning, setting up, participating in, and tearing down the art show. Formerly CART138.

**ART201. 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. Formerly CART245a.

**ART301. Storytelling for Multi-Media (3)**

**Prerequisite:** *English 101A, English 101B (recommended)*

This survey course is designed to introduce students to the main elements of storytelling: plot, character, setting, point-of-view, and theme. Students will learn to apply these principles to various mediums through creative work and critical writing. Brief overviews will be given of a variety of medium such as graphic novels, comics, screenwriting, novel writing, and documentary photography and video.

**ART303. Special Projects and Learning Opportunities (3)**

**Course Fee:** *There is a fee associated with this course.*

This course is designed to give students the opportunity to complete special projects in topics outside of traditional course offerings. A supervising faculty will oversee learning objectives, assignments, and individual student progress throughout the semester. Students will have the chance to work independently and collaboratively during class meeting times. This course is designed to replace directed independent studies for Visual and Fine Arts students.

**ART305. Figure Drawing (3)**

**Course Fee:** *There is a fee associated with this course.*

This course is designed to teach student how to draw figures using classical techniques for rendering still models. With guidance, students will progress from a simple block-in sketch to a gestural drawing, and finally to a polished piece with depth and dimension. Students will learn critical skills including how to set up and light a live model, use graphite pencil and simple angles to create an accurate outline for any figure, add lifelike energy through incorporation of gestural lines, and carve out the form with hatching, shading and highlighting techniques.

**ART310. Visual Communications (3)**

**Course Fee:** *There is a fee associated with this course.*

Students build an understanding of what goes into being a concise, clear communicator. Students will explore visual theories of communications and key elements and principles of design with an emphasis on color, typography, and layout. In this pathway, you will learn how to analyze a visual design and will understand the role that visual designs play in today's society.

**ART311. Video I (3)**

**Course Fee:** *There is a fee associated with this course.*

This course is designed to teach the students the basics of nonlinear video editing and camera operation. Students will learn how to use software like Final Cut Pro and Adobe Premiere Pro CC to organize and edit video footage. They will also learn how to get proper exposures by getting hands-on experience with professional cameras.

**ART315. Lighting (3)**

**Course Fee:** *There is a fee associated with this course.*

This course will teach the basics for lighting for both photography and video. In this course, students will learn the series for how light works and how to use a reflector, strobe, soft box, and other gear that is used for lighting subjects.

**ART321. Photography I (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. Formerly CART373.

**ART331. 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. Formerly CART361.



**ART333. Typography (3)**

**Course Fee:** *There is a fee associated with this course.*

This is a practical course to familiarize design students with processes and workflows involved in producing digital and offset printed materials. Students complete in-class exercises for the stages of print production. Weekly assignments using Adobe software will explore new ways of looking at and manipulating type. This course covers the selection, styles, terminology, classifications, spacing, layout, and history of typography including its entry into the digital age. Emphasis is placed on problem-solving skills and analyzing concepts to solve typographic problems. Formerly CART332.

**ART335. Web Design and Presence (3)**

**Prerequisite:** *ART351 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. Formerly CART468.

**ART240A. 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. Formerly CART240A.

**ART240B. Art History II (3)**

**Prerequisite:** *ART240A or consent of instructor*

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. Formerly CART240B.

**ART351. 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. Formerly CART165.

**ART353. Digital Painting (3)**

**Course Fee:** *There is a fee associated with this course.*

This course will teach students how to express their creativity using Corel Painter. Students will learn how to use Corel Painter software and digital painting techniques in order to create masterpieces.

**ART355. Watercolor I (3)**

**Course Fee:** *There is a fee associated with this course.*

This thorough exploration of watercolor painting offers instruction and opportunities to practice basic wet and dry techniques, washes, blends, and use of transparency. Watercolor will be explored with a variety of special techniques for solving texture and masking problems. Experienced students will concentrate on composition, technical skills, paint consistency, and color development.

**ART357. Oil Painting (3)**

**Course Fee:** *There is a fee associated with this course.*

This course is designed as an introduction to techniques and concepts of oil painting. Students will learn skills including color mixing, medium use, and brush techniques through assignments in still life, portrait, and landscape compositions. Students will also build skills in problem solving and critiquing.



**ART411. Video II (3)**

**Course Fee:** *There is a fee associated with this course.*

This second level video course is designed to teach students composition and movement through the hands-on production of video. Students will learn how to set up shots in order to create depth and also how to use different types of equipment such as dollies, rigs, and other specialized video equipment in order to create movement.

**ART421. 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. Formerly CART473.

**ART431. Graphic Design II (3)**

**Prerequisite:** ART331

**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. Formerly CART461.

**ART475. Visual and Fine Arts Internship (2)**

**Enrollment Comments:** *Must be an ART 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 Department of Creative Arts and their advisor concerning internships in order to receive credit for the internship.

**ART480. Visual and Fine Arts Senior Project (2)**

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 Department of Creative Arts and their advisor concerning the senior project in order to receive credit for their senior project.

## **YOUTH MINISTRY (YMIN)**

**YMIN100. Foundations of Youth Ministry (3)**

**Course Fee:** *There is a fee associated with this course.*

An introduction to the field of study in ministry to adolescents. Students develop a biblical philosophy of ministry. Emphasis is given to the private and the professional aspects of this specific profession. Private issues include spiritual disciplines, health, family relationships, and personality type. Professional issues center on ethics, integrity, job skills, and leadership styles. An examination of contemporary career opportunities for church and parachurch ministries is included along with the tools to begin developing a philosophy of youth ministry.

**YMIN175. Youth Ministry Skills (3)**

**Course Fee:** *There is a fee associated with this course.*

Youth Ministry Skills is a practical class covering the most basic programming that makes up a successful ministry to adolescents. These skills include, but are not limited to, time management, organizing a ministry calendar, designing and running camps and retreats, publicity and promotion, involvement with missions and service projects, evangelism to youth, creating budgets, developing student leaders, understanding and using technology, and more. A retreat planned by and for the students of the class culminates the learning experience.

**YMIN283. Youth Culture, Trends, and Issues (3)**

A study of the social and cultural forces shaping the experience of adolescence in contemporary America. Students learn to evaluate individual elements of youth culture, analyze the cultural systems that shape young people, and develop effective strategies for cultural engagement. Emphasis is given to understanding the variety of current family structures and the development of enrichment programs designed to strengthen and equip families.

**YMIN391. Teaching and Speaking to Youth (3)**

This course equips students to teach lessons from the Bible, use and/or develop curriculum, understand the “scope and sequence” of teaching, and practice speaking in different ministry settings. Attention is given to enhancing the creative process, understanding the faith development of teenagers, and leading small groups effectively.

**YMIN426. Counseling Youth (3)**

This course provides an exploration of strategies and techniques for counseling adolescents. The class examines the needs and problems of normal and troubled adolescents including self-image, sexuality, eating disorders, suicide, and depression. Attention is given to recognizing warning signs and understanding the referral process.

**YMIN475. Youth Ministry Mentorship (3)**

**Prerequisite:** *Junior standing*

This is a supervised training experience in a local church, parachurch, or appropriate ministry setting. Students practice and sharpen performance skills in a ministry setting; understand leadership skills as a result of working alongside an experienced, qualified field supervisor; and integrate their WJU education with a larger picture of ministry through opportunities to participate in planning, organizing and administering a program that ministers to adolescents. One unit of mentorship equals three hours work per week in the ministry.

**YMIN498. Youth Ministry Capstone (3)**

**Prerequisite:** *Senior standing*

The initial part of this class focuses on retracing what has been learned in the youth ministry major and completing a summative “philosophy of youth ministry” paper which was started in YMIN100 Foundations of Youth Ministry. The remainder of the semester focuses on choosing an area of interest in working with teenagers and going deeper into research, ultimately creating a new approach to a discovered problem. A final presentation accompanies the research paper.

# 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 Baccalaureate degree from a regionally accredited institution
  - The *Master of Arts in Leadership* program permits a very limited number of students without an accredited bachelor's degree to enter the master's degree on Special Student Status. In addition to the Application materials, Special Student Status requires verified full-time employment in the field for five years and strong references.
- University/Program Application form
- Personal Reference form(s)
- Undergraduate cumulative GPA of 3.0 or better
- Program specific examinations or other criteria

### 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. *Full Acceptance*. This student is fully accepted into their respective degree program and may register for courses without restriction.
2. *Provisional Acceptance*. A student is admitted into a graduate degree program while waiting for final documentation to be received and evaluated for Full Acceptance. Such students may not take more than 6 units before being converted to Full Acceptance.
3. *Probationary Acceptance*. A student who fails to maintain a 3.0 GPA after admission into the master's program, will be placed on academic probation. See below under "Maintaining Good Academic Standing" for more detail.

### Non-US Citizen/International Student

***MAT, MAEd, and MBA graduate studies programs are approved by ICE/SEVIS. MAL and MASM are not F-1/I-20 eligible.***

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 college/university program, the record of academic aptitude demonstrated by SAT or ACT results, the IELTS or 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 or IELTS (International English Language Testing System) exam is required of all international students and must be taken before acceptance to the university is granted. On the TOEFL exam, the minimum score requirement is a **95 on the Internet based test (iBT)** or **IELTS minimum score** of **7**.
  - **NOTE:** Students can be exempt from taking the TOEFL if they have completed at least four (4) years of full-time study at an approved college or university where English is the primary language of instruction.
- The student must provide official evidence of complete financial support for the annual educational costs at Jessup. 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. Contact the Office of Admission for the annual cost of attendance (COA) for the current academic year.
- 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 \$1,000 (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 \$1,000. 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.

## 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.

**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](http://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. School of Education graduate program 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](http://my.jessup.edu). Your username and password for Moodle are the same as those used for all other University resources. 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. 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

### 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](http://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 7:30am - 6:00pm, Monday through Friday; the email contact is [helpdesk@jessup.edu](mailto:helpdesk@jessup.edu). Weekend support is available within 24 hours of helpdesk submissions.

### Academic Policies

#### Full-Time Status

Graduate students must take a minimum number of units per semester as prescribed by their specific program to be considered full-time for each program.

#### 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.

**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 or lead faculty. It is strongly recommended that master's degree students register for no more than 12 units each semester.

**Attendance***On-Ground Courses*

Standards of course participation will be determined by the course instructor and spelled out in the course syllabus. Consequences of failure to meet the minimum standards will be decided by the instructor. Any appropriate make-up assignment(s) will be posted in the course syllabus and/or in the program handbook. Students who fail to establish attendance for courses in which they are enrolled and who fail to submit a Petition to Drop will receive an unofficial withdrawal from the class, earning a WP grade. An administrative fee will be charged.

*Online Courses*

Standards of course participation will be determined by the course instructor and spelled out in the course syllabus. Consequences of failure to meet the minimum standards will be decided by the instructor. Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term. A WP will be recorded, and an administrative fee will be assessed.

**Adding/Dropping a Course**

Students withdrawing from a course must submit a Petition to Drop form (available online). Students who submit a Petition to Drop before the first class session will not receive a grade penalty, and the course will not appear on the student's permanent transcript. Students who drop a course after the first class session ends will receive a W on their permanent transcript. Failure to withdraw from class by submission of a Petition to Drop will result in an F being entered on the permanent transcript for the class, and any refunds for the class are forfeited.

A student who has officially dropped a class and who is no longer registered for credit or for audit, is ineligible for further attendance in that class. Dropping a class may affect the student's financial aid. It is the student's responsibility to contact the Financial Aid office for information.

**Maintaining Good Academic Standing**

Students admitted to a master's degree program must maintain a minimum 3.0 grade point average across all courses taken subsequent to admission to the master's program. A grade of "D" is not acceptable for credit for a course, and advancement may be postponed until the "D" is cleared up by repeating the course. Failure to maintain a 3.0 GPA will result in academic probation in the master's program. A student on probation will be required to contact the WJU Learning Center staff to make arrangements for planning a successful remedy to the deficiency.

Failure to complete the plan or to remedy the deficiency within one semester with appropriate courses approved by the Program Chair or Lead Faculty 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 or Lead Faculty.

**Transfer Credit**

Depending on the degree program, a maximum of 25% of the master's degree may be transfer coursework, provided that a grade of B- or higher was earned. Transfer credit is applicable only to units earned from a regionally accredited institution. Transfer credit must be approved by the Program Chair or Lead Faculty for content.



**Repeating Courses with Forgiveness**

A master's student may repeat one course with forgiveness. In such a case, the higher grade is recorded. The previous grade is noted as "R" and does not calculate into the student's GPA. Subsequent courses graded C or below may be repeated, but the original grade will continue to be calculated in the student's GPA.

**Program Time Limit**

Master's candidates must complete all requirements for a master's degree no later than 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. An LOA will not extend the Program Time Limit as defined previously.

Note that an academic leave of absence is different than a 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 or Project (675, 676, 697, and 698 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, 676, or 698 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 3-8 units of master's Study credit, and enrollment in 675, 676, or 698 courses 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, 676, or 698 courses than are required for the student's individual program. All thesis or project enrollments are assigned a grade of NR ("No Report") until all program requirements are completed. A grade of CR is assigned



upon successful completion of all requirements for the master's degree. An NR 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 comprises the program chair or lead faculty, 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).

### **The Oral Examination/Defense**

Some graduate programs require an oral examination related to the students' thesis or project. When required, an 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 or lead faculty 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.

### **Applying for Graduation**

Candidates must apply for graduation, complete their culminating activity, and submit their Degree Requirements Completion Verification Form (DRCVF) 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 Office of the Registrar. 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 in that term must re-apply for graduation by the applicable deadline and pay the re-application fee. Questions concerning graduation requirements and their fulfillment may be directed to the program chair, lead faculty, or Registrar.

### **Participation in the Commencement Ceremony**

Master's graduates may participate in the next university commencement ceremony following successful completion of all program requirements, barring final edits on a thesis (but with approval of the supervisor). To participate in the commencement ceremony, School of Education graduate students must successfully defend their full thesis by the Friday the week prior to commencement.

## **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 or lead faculty 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. (Council of Writing Program Administrators (2003, January). *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*. Retrieved from <http://wpacouncil.org/positions/WPAplagiarism.pdf>)

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. (Council of Writing Program Administrators (2003, January). *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*. Retrieved from <http://wpacouncil.org/positions/WPAplagiarism.pdf>)

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 dismissal from the University.

**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](#) 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, nonprofit, 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 or 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 (not available for online programs)

Church Partnership Grant	
<i>Amount:</i>	Up to \$2,000 per year
<i>Eligibility:</i>	This grant is available to NEW students who, at the time of initial enrollment, are members of/actively participating in a <a href="#">church that financially supports William Jessup University</a> . 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.
<i>Deadline:</i>	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.
<i>Renewal:</i>	This grant must be applied for each year with a new application.
<i>Application:</i>	<a href="#">Church Partnership Grant Application</a> - to be filled out by a pastor (at the supporting church) who knows the applicant well
<b>Ministry Worker Grant</b>	
<i>Amount:</i>	\$135 per unit
<i>Eligibility:</i>	This grant is available to SPS students who are employed in full-time paid ministry or who are the spouse of someone who is employed 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.
<i>Deadline:</i>	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.
<i>Renewal:</i>	Annually renewable with a Jessup GPA of 2.0 or above and upon proof of continued full-time employment in paid ministry
<i>Application:</i>	<a href="#">Ministry Worker Grant Application</a> and <a href="#">FAFSA</a>

### 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.

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. 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](http://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 and log on to your Student Portal to Accept/Decline your loans. 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/Plus Entrance Counseling

Note: Both of these steps can be completed at <https://studentloans.gov/>.

### Satisfactory Academic Progress (SAP) Policy

Federal Regulations specify that a student must be making progress towards his or her academic degree in order to receive financial aid. In order to remain eligible for federal, state, and institutional aid, a student must maintain Satisfactory Academic Progress (SAP) as outlined in the following three measures:

1. Cumulative GPA
  - a. Undergraduate Students = 2.0 minimum
  - b. Graduate Students = 3.0 minimum
2. Pace of Completion (POC)
  - a. All students must complete at least 70% of their units attempted. (POC = total units completed/total units attempted)
3. Duration of Progress
  - a. Once a student has attempted 150% of the required number of units for his or her degree, he or she is no longer eligible to receive financial aid. For example, if a degree requires 128 units for graduation, a student may not receive aid after he or she has attempted 192 units. Federal regulations specify that *"a student becomes ineligible when it becomes mathematically impossible for him to complete his program within 150% of its length."*

The only grades that meet SAP completion standards are grades for which credit is awarded; A, B, C, D, P, and CR (credit). Withdrawals and incomplete grades are not passing grades, but they are included in attempted units. For purposes of SAP, cumulative GPA is calculated: Total grade points from all colleges attended / total grade hours from all colleges attended. In order to be meeting SAP, students need to meet the minimum cumulative GPA for their program.

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.

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 courses attempted will be counted in the GPA for all students.

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.

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units from both attempts will still count toward the completion rate and maximum time frame. Learners who pass a class (A, B, C, and D) and choose to repeat it for a higher grade may receive financial aid only once (a total of two attempts) for that repeated class. Learners may receive financial aid for a failed class (F) that they repeat until they pass.

Note: A “D” grade is considered a passing grade by the U.S. Department of Education.

Federal financial aid for all programs cannot exceed 150% of the total units in the program, including units that result from transfer units and repeated courses. Students will not be eligible to receive aid after completing the amount of units listed below:

- Certificate in Addiction Studies (CAADAC): 45 units
- Undeclared (NDS): 60 units
- AA/AS programs: 96 units
- BA/BS programs: 192 units
- MAL program: 54 units
- MASM program: 54 units
- MAT program: 63 units
- MAEd program: 48 units
- MBA program: 57 units
- MACP program: 95 units
- MSCS program: 54 units
- MSK program: 54 units

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 70%, a student can be assured they will complete degree requirements in the federally required time frame.

#### Financial Aid SAP Statuses

- Good Standing – student has met or exceeded the minimum SAP requirements
- Warning Status – student has not met one or more SAP requirements and was not on probation status or suspension status the previous semester they attended. A student may only be in warning status for one semester in a row.
- Probation Status – student was on warning status the previous semester they attended, they did not reach the minimum SAP program requirements, and they successfully appealed their suspension status
- Suspension Status – student has still not met the minimum SAP requirements while they were on probation status the previously attempted semester

Beginning with the summer 2017 semester, Satisfactory Academic Progress will be reviewed at the end of each term—fall, spring, and summer. At each review, a student’s quantitative (pace and maximum time frame) and qualitative (GPA) progress is evaluated. If a student is not making sufficient progress as explained above, he/she will be issued a warning notice and will remain eligible to receive aid for one more term. If at the end of the warning term the student has not met all requirements, all of his/her financial aid

will be suspended. In certain cases (illness, death in the family, special circumstance), a student may appeal the aid suspension by completing the Satisfactory Academic Progress Appeal Form.

Appeals should address the circumstances surrounding the student's insufficient progress, as well as a plan of action to correct the insufficient progress. Students will need to specify what has changed in the circumstances and, therefore, why they will be able to make progress in the upcoming semester. If the insufficient progress was related to duration of progress, the student will need to specify how many units they intend to complete each term in order to complete his or her degree.

If the appeal is approved, a probationary period of one more term may be granted. In extreme cases, when one more term will not be sufficient to achieve Satisfactory Academic Progress, the financial aid office may create an academic plan for the student, which will specify the academic requirements the student must meet and the deadline for when these requirements must be met. They will include (but may not be limited to) the following minimum requirements:

**Academic Plans and GPA:** If a student is granted an academic plan regarding GPA, the student must achieve the required term GPA (2.0 for undergraduate and 3.0 for graduate students) the following term. If the required GPA is not achieved in that term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Pace:** If a student is granted an academic plan regarding pace, he or she must pass the lessor of 100% of the attempted units in the next term or a percentage that would bring them up to the minimum SAP requirements. If the student is not able to complete the percentage of the attempted units in the following term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Duration of Progress:** If a student is granted an academic plan regarding duration of progress, he or she will be expected to complete all units that are listed in the plan specified in his or her appeal Letter. If any units are not completed in his or her approved time frame, the academic plan will be revoked and the student's aid will be suspended again.

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 WJU.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at <http://www.jessup.edu/financial-aid/forms-resources/>. The appeal must address why the student failed to maintain 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 an academic plan is necessary. 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 WJU's

academic probation/dismissal policies are different. Please refer to the most recent copy of WJU's academic catalog (<http://www.jessup.edu/registration-and-advising/catalog/>) for specific details on academic probation and academic dismissal.

**Contact Information**

For further information regarding financial aid for graduate candidates at Jessup, please visit our website at [www.jessup.edu/financial-aid](http://www.jessup.edu/financial-aid) or contact Susan Baker in the Financial Aid office at 916.577.2235 or [sbaker@jessup.edu](mailto:sbaker@jessup.edu).



## Master of Business Administration

### Mission

The WJU MBA equips graduates to be highly-competent, principled, and innovative leaders in business and society. The MBA curriculum is relevant, quantitative, and applicable for servant-leaders in both for-profit and nonprofit organizations (churches, para-church ministries, and healthcare and government organizations). The ethical framework integrated throughout the curriculum makes the WJU MBA distinct and different on purpose. The substantive and vital management skills of planning, controlling, decision-making, and organizational leadership are developed and strategically applied throughout the program. Moreover, MBA students are challenged within a dynamic experiential learning environment to be effective transformational leaders with a global perspective.

### Program Learning Outcomes

Graduates of the Master of Business Administration program will be able to:

- 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.
- 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.
- 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.
- Design a strategic marketing plan for an organization based upon a thorough assessment of potential markets and competitors for a given product or service.
- 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.
- Formulate a global business perspective regarding corporate governance, international collaboration, and global operations.
- 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 of 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.

## Admission Requirements

- A bachelor's degree from a regionally-accredited college or university
- Official transcripts
- A minimum GPA of 3.0 on a 4.0 scale
- At least three to five years of professional work experience
- GMAT score not required
- Completed [Graduate Application](#)
- Personal essay: Tell us about your path to business school, including your work history and your future plans. How will the William Jessup University experience help you along this journey? What is your motivation for pursuing an MBA now, and how will William Jessup University help you achieve your goals? (approximately 500 words)
- Letter of recommendation, only if requested by the admission committee (GPAs less than 3.00)
- Interview, if requested by the admission committee

*International graduate students in the WJU School of Business are eligible for a one term "vacation break" after the successful completion of 18 units of graduate coursework. Graduate students that have not successfully completed their coursework and are thus not in good academic standing will not be allowed to take a vacation break until their academic standing meets graduate business student standards as described in the graduate student handbook.*

## Prerequisites

Microeconomics or Macroeconomics

Statistics

Financial Accounting or Department Chair approved Accounting course

## Core Courses

BUS500 Principled Leadership and Ethics	3
BUS540 Managerial Economics	3
BUS541 Management Accounting	3
BUS542 Corporate Finance	3
BUS570 Global Operations and Supply Chain Management	3
BUS571 International Business	3
BUS580 Leadership and Change	3
BUS620 Marketing Strategy	3
BUS690 Strategic Planning	3

## Electives (9 units)

BUS670 Innovation and Technology	3
BUS681 Project Management	3
BUS682 Entrepreneurial Management	3

## Applied Project

BUS698a Applied Entrepreneurship Project I	1
BUS698b Applied Entrepreneurship Project II	1

**\*\*The International MBA program has project assignments at offsite locations that are required for CPT.\*\***

## Coursework Requirements

### **BUS500. Principled Leadership and Ethics (3)**

**Prerequisite:** Graduate standing and restricted to Business - MBA majors only

This course explores the concept of management leadership through the lens of a Christian worldview with a specific focus on development of an ethical framework for decision making in a vocational environment. Students will examine the Biblical and theoretical context of leadership and determine application in the practices of scriptural and noted business leaders and through interactions with Christian business leaders. Finally, students will develop a leadership portfolio describing their personal leadership characteristics and capabilities and identify a plan for personal leadership development.

### **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:** Management 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 and 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.

**BUS580. Leadership and 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.

**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 and 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.

**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

This course is designed to have students create a startup plan around an actual business concept. To do this, students will be expected to expand on each of the nine components of the lean canvas. This will include both direct and empirical customer/market research, customer personas, cost analyses, pro forma financials, cap tables, metrics, and a pitch deck. Out of this course, students will have all the information and tools necessary to create an effective pitch deck and to deliver a pitch to potential investors.

**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. Applied Entrepreneurship Project I (1)**

**Prerequisite:** Graduate standing and restricted to Business - MBA majors only

The focus for this course is on understanding the driving forces behind a good entrepreneurial concept, how to validate an idea, the concept of a minimum viable product, and when/how to launch a startup. Students will get an introduction to the lean canvas and each of its nine components. The goal of this course is to prepare students to go deeper with a startup company concept.

**BUS698b. Applied Entrepreneurship Project II (1)**

**Prerequisite:** Graduate standing and restricted to Business - MBA majors only

This final course in the series will provide students an opportunity to pitch their idea in front of a group of successful entrepreneurs and investors. Students are expected to have a complete pitch deck, financials, back up materials for all research, and any other information and data necessary to present their concept. This class culminates with an actual investor presentation with the expectation that students will be evaluated on their presentation by the investment panel. Successful projects will be funded by investors on the panel.

## Master of Arts in Counseling Psychology

### General Information

The Master of Arts in Counseling Psychology prepares students having an interest in the mental health professions with a firm foundation of psychological theory, research, spiritual formation, and preparation as practitioners. It prepares students for the challenges of the mental health profession by applying current psychological theory integrated with biblical principles throughout the curriculum. Instructors are scholars and practitioners, offering both academic and practical guidance. Built on a cohort model, the program facilitates long-term relationships, supportive growth, and guided professional development. The program is carefully designed to meet California state requirements for the Marriage and Family Therapy (MFT) and the Licensed Professional Counselor (LPCC) licenses.

The MA in Counseling Psychology is a graduate degree that prepares students for counseling of individuals, couples, children, and families; consulting; agency affiliations; church/ministry affiliations; and doctoral preparation. It is approved by the California Board of Behavioral Sciences.

### Program Learning Outcomes

Upon completion of the Master of Arts in Counseling Psychology, candidates will be able to:

- Apply diagnostic assessment and criteria to the prognosis and treatment of mental disorders.
- Understand and implement ethical decision-making in the practice of psychotherapy.
- Apply theoretical concepts to therapeutic issues and developmental challenges in individual, couples, family, and group therapy.
- Understand the various research methodologies and their applications.
- Recognize the complexity of cross-cultural issues and the interventions that address these challenges.
- Evaluate approaches to the integration of psychology and Christianity and how they impact personal spiritual formation.

This is a 63-unit program, offered over 26 months with fall and spring start dates. Courses are eight weeks in length.

### Program Mission Statement

In partnership with God and safe others, the WJU MACP program exists to develop therapists who have the heart, knowledge and skills to facilitate growth processes across the dimensions of human life; in persons, couples, families and groups who are in pursuit of wisdom and human flourishing.

### Program Theme Verse

“The Heart of a person is like deep waters, and a person of understanding draws them out.” - Prov. 20:5

## **Emphasized Themes Throughout the Program**

### **Spiritual Formation**

All of life is spiritual. And thus human biological, psychological, cultural and social forces that act upon human lives and development are in their deep structure, spiritual forces. These forces are formative. They shape human life, and functioning. Thus throughout the program, invitations will be given to reflect upon all of the forces that act upon human life, and the shape and quality of spirituality that they produce. Although there may be many ways to measure and evaluate human spiritual formation, (i.e. the shape, form, and preparedness of the human person to be and thus do according to its deep nature), attention will be given to Jesus' love command as a prompt to consider our training in learning how to love. Jesus summarizes all of the Law and the Prophets when he commands humanity to "Love God with all of our heart, soul, mind and strength, and to love our neighbor as our self." Thus students can expect to have readings, discussions, and assignments that would reflect a spiritual formation emphasis throughout their academic program.

### **Integration of Faith & Learning**

Furthermore, as a Christian institution of higher education, the MACP Program at William Jessup University endeavors to offer a perspective on counseling psychology that reflects the integration of faith and learning. Or better stated, students will be presented with robust presentations of the best psychological research and findings about human nature and functioning in its many forms and complexities. And these contemporary psychological findings will be evaluated from many perspectives, not the least of which that include a robust, Judeo-Christian understanding of human nature and functioning. Thus each student, in every course, will be invited to reflect upon the relationship of psychology to Christianity in a way that exemplifies a deep, reflective faith, and a developing capacity to integrate faith and reason, higher learning and love, empathy and action.

### **Theory & Practice (or Reflective Praxis)**

It has been said that "(t)here is nothing more practical than a good theory." Like the material that exists in the double helix of human DNA, or life that is lived between the North and South poles on planet Earth, so do we want MACP students to grow in their capacity to move between good theory and practice, and back again. Some call this "reflective practice." Thus the MACP Program does not offer a "one size fits all," nor "cookie cutter approach" to understanding human nature, counseling psychology, treatment of pathology, nor simplistic guidance.

Rather students will be offered an opportunity to develop an approach to counseling psychology that: honors the complexity of human nature, human persons, diverse perspectives, and many obstacles that impede growth in wisdom and human flourishing. They will also be offered course content developed upon empirically supported research, robust theories and therapeutic practices that are widely acknowledged to not only alleviate some psychopathology, but also to have a positive impact on human goals and growth, the development of meaning and purpose, palpable growth in human relationships, and the development of resilience through suffering that leads to transformation. We train students to engage in reflective practice, to use best practices, and to utilize treatment interventions that reflect a focus on the person before them, not simply an abstract set of ideas nor impersonal treatment regimen.

## Coursework Requirements

The MACP Program Courses can be organized around the following 4 themes. Each student will take every course under each theme, with the exception that they may choose one of the two electives that are offered, as stated below, under Theme II.

### The 4 ‘Graduate Counseling Psychology Training’ Themes That Organize Our Course Offerings Are:

#### I. Psychological Theory; & Reflective, Empathic, & Ethical Practice:

Essential Counseling Skills and Treatment Planning (PSYC530)	3
Advanced Personality Theory and Individual Therapy (PSYC531)	3
Law and Ethics (PSYC560)	3

#### II. Relational Systems, Human Development, Psychopathology, & Treatment Techniques:

Family Systems Therapy (PSYC520)	3
Child/Adolescent Therapy and Abuse Reporting (PSYC521)	3
Couples, Marital Therapy and Domestic Violence (PSYC522)	3
Life Span Development/ Aging & Long-Term Care (PSYC540)	3
Psychopathology (PSYC550)	3
Group Therapy: Theory & Practice (PSYC630)	3
Electives (choose one):	3
Advanced Child Therapy (PSYC621)	
Advanced Marital Therapy (PSYC622)	

#### III. Measurement, Assessment, Research, & Practicum:

Practicum I (PSYC675a)	3
Practicum II (PSYC675b)	3
Practicum III (PSYC675c)	1
Practicum IV (PSYC675d)	2
Research Methods (PSYC690)	3
Assessment Measures and Techniques (PSYC691)	3

#### IV. Special Topics:

Crisis and Trauma in Community Mental Health (PSYC523)	3
Career Development and Career Counseling (PSYC575)	3
Addictions Theory and Therapy (PSYC631)	3
Human Diversity (PSYC641)	3
Human Sexuality (PSYC642)	3
Psychopharmacology (PSYC680)	3

**TOTAL** **63**



## Coursework

### **PSYC520. Family Systems Therapy (3)**

This course builds upon concepts learned in PSYC 521: Child & Adolescent Therapy, and provides a deeper understanding and mastery of theoretical approaches and interventions to treatment involving families. Various treatment models of family therapy will be presented and practiced, with special attention to attachment-based, systems-based, and affect regulation based interventions.

### **PSYC521. Child & Adolescent Therapy and Abuse Reporting (3)**

This course provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Students will learn and identify assessment strategies, compare and contrast major theoretical approaches to treating children and adolescents, and apply various treatment methods for common childhood mental health issues and complex child and adolescent psychopathology. Students will learn how to respond to legal and ethical concerns in treating minors, including mandated child abuse reporting.

### **PSYC522. Couples and Marital Therapy, & Domestic Violence (3)**

This course covers assessment, diagnosis, and intervention strategies for individuals, couples, and families according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. Sociocultural issues are addressed as they relate to the development of the field as well as assessment and intervention.

### **PSYC523. Crisis and Trauma in Community Mental Health (3)**

Students are introduced to foundational and science-informed theories and principles for practice in crisis, trauma psychology, and community mental health. Attention is directed to an examination of multicultural competence, trauma risk reduction, and trauma intervention. Topics to be discussed include PTSD, post traumatic growth, resilience, vicarious trauma, and healthy self care practices for helping professionals and first responders. The course will also briefly survey interpersonal trauma (including child abuse and partner and spousal abuse), medical trauma, as well as natural and humanly caused disasters.

### **PSYC530. Essential Counseling Skills & Treatment Planning (3)**

This course is designed to provide students with a broad overview and understanding of foundational counseling skills and treatment planning skills needed as Licensed Marriage and Family Therapists (LMFT) and Licensed Professional Clinical Counselors (LPCC). Students will examine various theoretical approaches to therapy, learn and practice effective counseling techniques and develop clinical treatment plans for a wide array of mental health issues across diverse populations.

### **PSYC531. Advanced Counseling Theory and Individual Therapy (3)**

This course emphasizes application as it examines the classic counseling theories as well as mainstream contemporary theories in individual psychotherapy. It also introduces systems theories as well as treatment planning strategies as they relate to various theories and mental health conditions.

### **PSYC540. Life Span Development / Aging & Long-Term Care (3)**

This course provides a comprehensive overview and analysis of human development across the lifespan of the individual, from birth to death, with emphasis on the clinical relevance for Licensed Marriage and Family Therapists (LMFT) and Licensed Professional Clinical Counselors (LPCC). Students will examine, analyze and synthesize the biopsychosocial/spiritual theoretical underpinnings of human development and diversity. The course will include an in-depth overview of geropsychology with special emphasis on aging, long-term care and elder abuse reporting.

**PSYC550. Psychopathology (3)**

This course covers the main categories of psychopathology as presented in the DSM-5. This includes the polythetic diagnostic criteria for DSM-5 diagnoses, decision making trees for differential diagnosis, some controversial issues inherent in labeling and diagnosing, brief summaries of the research on treatment of these disorders, and tools for the evaluation of the diagnostic and treatment approaches from a Christian World View. In addition, formats for Diagnostic Interviews, including the Mental Status Exam, will be covered.

**PSYC560. Law and Ethics (3)**

This course examines the legal, ethical and professional responsibilities relevant to the practice of Marriage and Family Therapy (MFT) and Licensed Professional Counselors (LPC). This includes state legal mandates, professional ethical codes and liabilities. The complimentary yet distinct responsibilities of moral, ethical and legal perspectives will help the student with ethical decision making strategies for the mental health practitioner.

**PSYC575a. Career Development & Career Counseling (3)**

This course serves as an introduction to the field of career development and the career development process as an integral subset of human development. Students will gain an awareness of both traditional and emerging approaches to the increasingly dynamic and changing field of career development. This course engages students to develop and practice principals of personal career planning and career counseling competencies.

**PSYC621. Advanced Child & Family Therapy (3)**

This course builds upon concepts learned in PSYC 521: Child & Adolescent Therapy and PSYC 520: Family Systems Therapy, providing a deeper understanding and mastery of theoretical approaches and interventions to treatment involving children, adolescents and families. Various treatment models of child and family therapy will be presented and practiced, with special attention to attachment-based and cognitive-based interventions.

**PSYC622. Advanced Couples and Marital Therapy (3)**

This course continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. Major theoretical approaches covered include strategic, structural, and cognitive-behavioral models as well as postmodern and recovery-oriented approaches such as narrative and solution-focused therapy.

**PSYC630. Group Therapy: Theory & Practice (3)**

A study of the theories and processes of therapy based on the group modality. Focus is placed on the concepts of the primary therapeutic factors, stages, interventions, critical incidents and diversity. Application is made to group dynamics and development of clinical skills.

**PSYC631. Addictions Theory & Therapy (3)**

This course investigates major approaches used in the identification, evaluation, and treatment of substance use disorders and co-occurring disorders. Individual, group, family, and recovery-oriented approaches are addressed.

**PSYC641. Human Diversity (3)**

Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed.

**PSYC642. Human Sexuality (3)**

This course includes the study of physiological-psychological and socialcultural, systemic variables associated with sexual identity, sexual behavior, and sexual disorders. Issues related to sexuality and intimacy in couple and family relationships are reviewed.

**PSYC675a. Practicum I (3)**

This course addresses common questions and concerns students have when beginning clinical work at practicum sites. Students are taught how to prepare for beginning stages of therapy, how to effectively utilize consultation and supervision, how to deal with clients in crisis, advocacy practices, and other practical skills such as completing case notes and other forms of treatment documentation. Special attention is given to evidence-based practices and interventions with diverse individuals, couples, families and communities, and those who experience severe mental illness. Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward LMFT and LPCC requirements.

**PSYC675b. Practicum II (1)**

**Prerequisites:** PSYC 675a

This course focuses on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students formulate and present cases using a variety of psychotherapeutic models with attention to sociocultural and contextual issues and recovery-oriented principles.

**PSYC675c. Practicum III (3)**

**Prerequisites:** PSYC 675a & b

This course focuses on increasing student awareness with regard to areas of interest within the field of therapy and facilitates students' mastery in treating a specific population, age-group and/or clinical issues. Continued focus on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings.

**PSYC675d. Practicum IV (2)**

**Prerequisites:** PSYC 675a, b, & c

This capstone course focuses on the student's ability to document, analyze and present a final clinical case to graduate faculty and students, while applying skills of self-assessment and integration of Biblical principles. Emphasis will be given to personal and professional transformation, clinical insights and mastery of case conceptualization. Students receive feedback from the instructor and from other students on capstone cases.

**PSYC680. Psychopharmacology (3)**

This course uses a bio-psycho-social and systemic model to examine the history and use of psychopharmacology for the treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other contextual variables on the indications, recovery principles, and use of medication(s) and medication adherence is examined.

**PSYC690. Research Methods (3)**

This course covers basic concepts in statistics, research design, and program evaluation for mental health professionals, including experimental and correlational design methods, levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Students are also introduced to methods of evaluating programs and clinical outcomes while considering systemic and sociocultural influences. Emphasis is given to helping students become knowledgeable consumers of research, including the use of research to inform evidence-based practice.

**PSYC691. Assessment Measures & Techniques (3)**

This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are reviewed, including standardized and non-standardized testing approaches, basic statistical concepts, and ethical and cultural considerations in assessment. Students gain experience in the administration, scoring, and interpretation of selected tests as well as in report writing.

# School of Education Graduate Programs

## General Information

The School of Education currently offers two graduate programs: the Master of Arts in Education (MAEd) and the Master of Arts in Teaching (MAT).

*\*\*New cohorts for the MAT and MEd programs are scheduled to start FA-19 at the San Jose campus.\*\**

## Master of Arts in Education

### General Information

The Master of Arts in Education degree program is designed to provide a broad context for individuals desiring to serve in a leader-educator capacity and to represent a scholar practitioner focus. Individuals may be currently working in, or aspiring to work in, a venue which focuses on assisting others in their learning. The program is designed to develop foundational skills as well as to aid candidates in the application of ideas on learning and teaching or training in a variety of venues, both nationally and globally. Venues represented among program participants may be as diverse as K-12 teachers to missionaries, higher education faculty, and corporate trainers. Included throughout the coursework candidates have multiple opportunities to explore the social, cultural, and philosophical trends that impact learning and the learning environment. Throughout the program there is a strong research focus which is designed to assist leaders in linking professional practice to research-based strategies and implementation within their teaching-learning context. Additionally, the character traits from Galatians 5:22-23 are embedded within the instruction for each course, providing for a values-based approach to serving as a leader-educator. It is expected that all candidates will experience transformation in some aspect of their personal, spiritual, and professional practice while receiving a quality graduate education.

### Program Expectations

It is expected that all participants in the Master of Arts in Education program will develop and improve their skills in serving as a leader and educator within their desired or current professional context. Candidates will also bring with them valuable knowledge and skills, as well as life experiences that will enhance and enrich their learning, as well as the learning of their cohort. It is expected candidates will grow spiritually and will learn new ways to implement and express their God-given abilities in serving others.

### Program Learning Outcomes

Upon completion of this program, candidates will have had opportunity to develop in their ability to:

- Make information comprehensible to others
- Assess learning
- Engage and support others in the learning process
- Plan and design learning experiences
- Create and maintain effective learning environments
- Serve as a scholar practitioner
- Serve as a leader educator with character

This is a 32-unit program.

### Core Courses (12 units)

EDU520 Leader Educator in a Global Community	3
EDU550 The Pedagogy of Teaching and Learning	3
EDU606 The Psychology of Teaching and Learning	3
EDU607 Social and Cultural Influences on Teaching and Learning	3

## Master of Arts in Education Concentrations

### Leadership and Research Concentration (20 units)

EDU504 Curriculum Development, Design, and Assessment	3
EDU510 Innovative Education Design and Technology	3
EDU521 Instructional Leadership, Coaching, and Mentoring	3
EDU590 Data Analysis and Statistics	3
EDU690 Conducting Research in Diverse Settings	3
EDU697 Thesis	5

## Master of Arts in Teaching

### 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 all candidates bring with them the wealth of knowledge, depth of content, and life experience into their graduate level education. Furthermore, all candidates will complete introductory, practice, and demonstration assignments with their best efforts to 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.

#### Program Learning Outcomes

Upon completion of the program, a candidate will be able to:

- Make subject matter comprehensible to students.
- Assess student learning.
- Engage and support student learning.
- Plan instruction and design learning experiences for students.
- Create and maintain effective environments for student learning.
- Develop as a scholar practitioner.

### Core Courses (42 units)

EDU501 Educational Foundations	3
EDU505* Literacy Instruction across the Curriculum	3
EDU506 Psychological Foundations	3
EDU507 Social Cultural Foundations of Education	3
EDU508* Curriculum and Instruction I: Designing/Assessing Instruction	3
EDU509* Curriculum and Instruction II: Create/Maintain Effective Learning Environments	3
EDU570 Initial Fieldwork	1
EDU572 Research Methods	3
EDU575** Student Teaching Seminar I	6
EDU576** Student Teaching Seminar II	6
EDU670 Statistical Analysis of Data and Information	3
EDU671 Research Project	5

\*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 allow 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 MAT is an accelerated program where cohorts meet one day per week for three to four hours per session. Every course requires intensive homework and discussion threads through our LMS Moodle at home. While some courses require additional rigor, all courses will have homework that may include topics of study, online discussions, and additional assignments every week. The required face-to-face course time may or may not discuss these tasks in person.

### Orientation

Prior to the first class meeting, the MAT 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	Nathan Herzog, PhD 916.577.2284 nherzog@jessup.edu	Credential Analyst	Arlene Waggoner 916.577.2277 awaggoner@jessup.edu
MAT Coordinator	Lois Harmon, PhD 916.577.2287 lharmon@jessup.edu	Data and Administrative Coordinator	Trevor Barnes 916.577.2286 tbarnes@jessup.edu
Coordinator of Research	Aisha Lowe, PhD 916.577.2258 alowe@jessup.edu	Associate Director of Admissions – SPS	
Lead MAT Coordinator, San Jose	Marilyn Vaughn, EdD 669.400.7113 mvaughn@jessup.edu	Financial Aid Counselor – SPS	Susan Baker 916.577.2235 sbaker@jessup.edu
Coordinator of Field Experience	David Bills 916.577.8022 dbills@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 are to be submitted to the Jessup Graduate Programs Admission Office:

### Résumé/*curriculum vitae* (MAT, MAEd)

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 (MAT, MAEd)**

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 (MAT)**

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 (MAT, two letters for MAEd)**

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 (MAT)**

- 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. For direct William Jessup University CBEST and CSET score reporting, the institution code # is 001281.
  - Optional: Other relevant examinations

**Baccalaureate Degree (MAT, MAEd)**

Official transcripts from a regionally accredited college or university verifying an earned baccalaureate degree.

**Undergraduate 3.0 or better GPA (MAT, MAEd)**

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 (MAT)**

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 (MAT)**

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 (MAT)**

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 other involvement and endeavors.

**Interview if requested by admissions committee (MAEd)**

## School of Education Graduate School Policies and Procedures

### Transfer Credit

A maximum of nine semester units of transfer coursework is acceptable toward meeting School of Education graduate program 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 School of Education graduate studies 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 School of Education graduate studies program, you must maintain a minimum 3.0 grade point average in every course taken subsequent to admission to the School of Education graduate studies 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 School of Education graduate studies 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 School of Education graduate studies program. Candidates disqualified from the School of Education graduate studies 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 School of Education graduate studies 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 School of Education graduate studies program and carry at least eight semester units.

### Attendance

Due to the accelerated nature of the School of Education graduate studies program 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 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 its 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

### **Continuation Status**

Candidates who do not complete the project requirements within the allotted time may continue working on the project, subject to department approval. All candidates will have seven years to complete the School of Education graduate studies program starting with the beginning of the program, before they are disqualified from earning the degree.

### **Academic Probation**

Candidates who 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.

### **Disqualification**

Candidates can be disqualified from the School of Education graduate studies program 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) – MAT only
- Academic probation due to low academic performance or GPA
- School of Education graduate studies program work extending past seven years.

### **Appeals**

Appeals may be filed at any point in the program by a candidate to the Graduate Committee. Appeals are appropriate when the candidate believes that proper procedure or policy was not followed during a relevant School of Education graduate program event. When submitting an appeal please send the following information to the School of Education 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.

## **Program Requirements**

### **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 heads (knowledge), hands (skills), and hearts (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 who 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

### 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.

### EDU504. Curriculum Development, Design, and Assessment (3)

Curriculum Development, Design, and Assessment is a graduate level course focused on research-based planning, designing, and assessment of learning experiences. Candidates will facilitate the integrated stages of the instructional loop targeting curriculum, lesson design, and assessment/data in order to create effective educational environments. Emphasis is placed on the planning and development of effective lessons that include alignment with institutional mission/vision/goals, state/government standards, and evidence-based assessments. Candidates will involve staff in setting and measuring professional growth, learner improvement, and overall institutional outcomes. Candidates will be encouraged to incorporate the trait of gentleness in their curriculum.

### EDU505. Literacy Instruction across the Curriculum (3)

This foundational course prepares the candidate to assess students' language levels, 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, writing, listening, and speaking across the curriculum.

### EDU506. Psychological Foundations for Education (3)

This course focuses on explanations of how people learn, including people representing ethnic and cultural diversity. Theories and research are included with an 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 related to multicultural education and the implications for teachers in a pluralistic society. Candidates will learn concepts and strategies for infusing cultural understanding into the learning environment, across all subject areas, grade levels, and learning contexts. Candidates will reflect upon the new and develop a multicultural perspective in their role as a teacher. Candidates will be informed in culturally relevant pedagogy and the distinct needs of diverse students. This course prepares candidates to provide content-specific and developmentally appropriate instructional practices that create equal access for all learners within a variety of learning contexts.

**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 related to designing instruction, providing 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 for maintaining effective learning environments and utilizing effective 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.

**EDU510. Innovative Education Design and Technology (3)**

Candidates will explore teaching and presenting with technology in both synchronous and asynchronous settings. Design models will include topics linked to 21<sup>st</sup> century technology requirements; the ISTE Standards for Administrators, Teachers, and Students; and state standards for technology literacy. Topics will include brain technology interaction, digital citizenship, uses of technology to facilitate creativity and communication, ways to maximize content learning in context, and strategies to develop computational thinkers, innovative designers, and global collaborators. Using technology as an instructional tool to assess and address multiple learners' needs will be a major topic as well. Candidates will develop the capacity to identify and implement innovative practices proven to help learners across diverse settings master content and skills with the assistance of technological tools.

**EDU512. Digital Tools for the Classroom I (2)**

This course will present recent developments for instruction and assessment with technological tools available to teachers and students in the classroom. Some of the tools shared in this class will include the connected educator and the dynamic presenter to build the 21<sup>st</sup> century skills required of today's classrooms.

**EDU513. Digital Tools for the Classroom II (2)**

This course will present recent developments for classroom management and resources for teachers and students in the classroom. This class will take an in depth look at how technology can support teachers and students with classroom management (discipline and rewards) as well as resources to support differentiated instruction.

**EDU520. Leader Educator in a Global Community (3)**

As the first course in the Masters of Arts in Education program, Leader-Educator in a Global Community focuses on two primary areas. First, candidates will learn foundational educational practices that will equip and prepare them for roles as transformational-servant leaders. Second, candidates will also overview the content covered in subsequent courses including: Thesis requirements, administrative roles/responsibilities, and course development. Master educators are being prepared to serve not only across the USA, but internationally, as well. This course will survey leadership and organizational structure for both public (government run) and private educational organizations. Styles and functions of various leadership roles will be synthesized into a philosophy for educational leadership, regardless of professional role (i.e. administrator, teacher, scholar researcher, corporate/non-profit organizations, et cetera). Education law in the USA will also be introduced and considered.

**EDU521. Instructional Leadership, Coaching, and Mentoring (3)**

Teaching, training, coaching, and mentoring are not acts performed in isolation but are best performed in collaboration with other professionals as well as with the learners themselves. This course reviews the strongest rationales for working in collaboration with others as leader-educators to promote best practices to enhance the process and outcomes of leading in a collaborative coaching and mentoring environment. Coaching and mentoring philosophies, approaches, and strategies will be reviewed and applied. Course content will also focus on adult learning (andragogy) and how leadership styles interact with learning.

**EDU530. Research in Brain Function and Learning (2)**

This course will evaluate the human brain and learning. The recent research on the brain has helped us to understand effective learning development and strategies to help students retain and learn more effectively. This course will review effective strategies that are associated with the development of the human brain.

**EDU531. Family and Community Engagement (3)**

This course introduces and investigates how education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. In education, community and family engagement is crucial to accomplishing vision, equity, and sustained resources/support. Through a range of communication strategies, a welcoming environment is created and promoted that recognizes family goals and aspirations for students. Course content will analyze how effective community involvement includes building trust, working collaboratively with the communities/families, and accessing community programs to assist all learners including those that require additional assistance. Candidates will learn that community involvement is an essential ongoing process that develops and utilizes strategies for effectively resolving conflict to reach consensus on key issues as well as communicating the importance of stakeholder support in meeting organizational vision and mission. Candidates will explore how to integrate best practices with biblical principals in leadership roles.

**EDU550. The Pedagogy of Teaching and Learning (3)**

The Pedagogy of Teaching and Learning is a course designed to introduce and explore the educational paradigm historically and philosophically from various frames of reference including classroom teachers, administrators, researchers/higher education, and outside of traditional educational modes. Students survey curriculum practices, teacher effectiveness, and the concepts & issues related to education. Development of personal knowledge base and understanding of the following areas will be enhanced: 1) the nature of education and learning in our society, 2) the role of leader/instructor as a facilitator of knowledge and servant leadership 3) educational issues related to policies and practices within the organization/educational system 4) the impact of globalization on learning outcomes and 5) effective instructional design. The candidates will be introduced to the vital character traits associated with effective teachers.

**EDU570. Initial Fieldwork (1)**

Serving as a classroom assistant, the student will learn about the dynamics of classroom preparation and instruction. The student 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 content and field experience will prepare candidates with the skills necessary for the Teaching Performance Assessment (TPA).

**EDU571. Integration of Faith (2)**

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 introduce candidates to research methods in the social sciences and prepare them to effectively complete their Research Project paper. Candidates will learn about the core elements of a research study and how to locate, dissect, and critically evaluate the quality of evidence in published literature. By the end of this course, the candidate should be able to conceptualize a research problem, develop a literature-based argument/solution regarding that problem, and discuss a theoretical framework for the problem and argument. Furthermore, candidates will be able to understand and distinguish qualitative and quantitative sociological research techniques they can utilize in the K-12 classroom and school.

**EDU573. Research Methods and Data Analysis (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 design, 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.

**EDU590. Data Analysis and Statistics (3)**

Candidates will utilize data analysis techniques generally in research and specifically for the completion of their own Thesis. This course is designed to provide an understanding of 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: z-test, t-test, correlation, and analysis of variance. During this course, candidates will simultaneously draft chapter one and two of the Project Paper & receive IRB approval for their topic in coordination with their Project Mentor as part of the Project course (if also enrolled in the Project course).

**EDU591. Data and Records in Education (2)**

This course will look at how data, information, and records are recorded, stored, and reviewed in education. Teachers will understand where and why data is collected.

**EDU606. The Psychology of Teaching and Ethical Leadership (3)**

This course focuses on educational leadership 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 through ethical leadership. 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. A main focus of this class includes exemplifying ethics and integrity. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

**EDU607. Social and Cultural Impact on Context and Policy (3)**

Social & Cultural Impact on Context and Policy encourages candidates to carefully consider and advocate for a wide range of beneficial policy decisions while engaging learners, staff, community, and stakeholders. Candidates utilize technology to gather data and improve communication skills through a variety of mediums. By gathering and sifting through available information, candidates will learn to interpret and utilize data to better understand the social and cultural aspects of the population they strive to serve. Going beyond merely complying with state and local regulations, candidates promote policy changes and resources beneficial to their learners and institutions context while modeling ethics and integrity.

**EDU651. Instruction and Individual Differences (3)**

This course provides original analysis of important conceptual and practical issues that face professionals involved in educating individuals with disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed to heighten concern for educational outcomes for all students, and to examine the challenges that alternative practices such as school choice, transitional services, and inclusion create for the professional and student in the field of special education. Included is a survey of special education legal mandates as provided in Federal and California law and techniques for coordinating the implementation of individual education programs, monitoring timelines, and observing parent's rights and due process procedures.

**EDU670. Statistical Analysis of Data and Information (3)**

This course is designed to introduce candidates to research methods in the social sciences and prepare them to effectively utilize data and data analyses as K-12 practitioners. Candidates will learn about the kinds of data sources they will typically encounter as K-12 educator and the appropriate uses of that data. Basic quantitative and qualitative analysis skills and tools will be learned. During this course, candidates will simultaneously finalize chapter one of the Research Project paper.

**EDU671. Research Project (5)**

In this course, candidates will complete their capstone project in coordination with their project mentor. This independent study course guides students through the process of completing their literature review; crafting practice, research and policy recommendations for the field of education based on that literature; and finalizing and presenting their project paper. Working directly with the assigned project mentor and structured on each candidate's individual progress, topics may include developing a theoretical argument, identifying a theoretical framework, crafting recommendations, 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.

**EDU675. Thesis I – Proposal (4)**

This course guides candidates through the process of writing either their thesis following the guidelines/practices of their field. Depending on student abilities, course topics generally include idea organization and development, word choice, advanced grammar, research methodology, research data analysis and statistics, and revising their own writing. Plagiarism and citation of sources are also covered. Individualized attention is an integral part of the course.

Thesis I is part one of a two-part thesis sequence. In this course candidates will complete chapters one through three of the proposal, collaborate with a participating school, and coordinate with their mentor. The reading and writing assignments and in-class activities will be determined by the specific needs of the students in this class, i.e., their level of language proficiency and current knowledge of proposal and thesis writing. Considerable attention in class is given to the rhetorical and grammatical analyses of sample thesis proposals or chapters, while in writing conferences candidates discuss their thesis (specific chapters) writing. This course also discusses the writing conventions of various kinds of academic correspondence.

**EDU676. Thesis II – Defense (4)**

This course guides candidates through the process of writing either their thesis following the guidelines/practices of their field. Depending on student abilities, course topics generally include idea organization and development, word choice, advanced grammar, research methodology, research data analysis and statistics, and revising their own writing. Plagiarism and citation of sources are also covered. Individualized attention is an integral part of the course.



**EDU690. Conducting Research and Implementing a Shared Vision (3)**

This course is designed to provide an overview of quantitative and qualitative research methods in the social sciences. Topics covered include (1) identifying and creating a research problem and purpose, (2) hypothesis formulation and theory construction, (3) locating, evaluating, summarizing and synthesizing scholarly literature (4) the measurement and evaluation of research variables, and (5) quantitative and qualitative data collection techniques. By the end of this course, you should be able to conceptualize a research problem and develop a number of complementary designs for data collection approaches to address that 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 research techniques, and will have a solid foundation for beginning to form a vision and conduct research on their own. Utilize others in collecting, analyzing, and sharing data to support learning institutional goals and equitable learning opportunities for all.

**EDU697. Thesis (5)**

In this course, candidates will propose/complete their thesis, receive IRB approval, collaborate with their research site/data source, coordinate with their thesis mentor, and defend their thesis. In coordination with EDU 590 Data Analysis and Statistics, this cooperative-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 (Chapter One, Chapter Two, & Chapter 3), candidates will complete Chapters Four and Five of the thesis and successfully defend their completed thesis. Working directly with their assigned thesis mentor and structured on each candidate's individual passions, topics are developed and explored by candidates with support and oversight from their mentor. Proper APA citation of sources are also covered. Individualized attention and support is an integral part of the course.

**EDU697VC. Research Project (3)**

**Enrollment Comments:** *Open only to students in the Valley Christian School cohort (San Jose)*

In this course, candidates will complete an individual unique research project that can be applied to a current educational setting. The candidates will design the research by identifying the problem, purpose, and research questions. Once approved by their supervisor, the candidates will complete a literature review to answer the research questions. Based on their findings, candidates will identify best practices and recommend future research.



## State mandated Assessments (MAT)

<b>CBEST</b>	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.)
<b>CSET 101</b>	Reading, Language and Literature, History and Social Science (must be taken and passed before beginning student teaching)
<b>CSET 102</b>	Science, Mathematics (must be taken and passed before beginning student teaching)
<b>CSET 103</b>	Physical Education, Human Development, Visual and Performing Arts (must be taken and passed before beginning student teaching)
<b>CSET 104</b>	Writing Competency
<b>RICA</b>	Reading Instruction Competence Assessment (incorporated into program)
<b>TPA</b>	Teaching Performance Assessment Tasks 1, 2, 3, and 4

### Single Subject Math:

<b>CSET211</b>	Number and Quantity. Algebra
<b>CSET 212</b>	Geometry. Probably and Statistics
<b>CSET213</b>	Calculus

### Single Subject English:

<b>CSET 105*</b>	Reading Literature and Information Texts. Composition and Rhetoric <i>*Multiple choice test that covers the domains of reading literature and information texts and composition and rhetoric</i>
<b>CSET 106</b>	Language, Linguistics, and Literacy
<b>CSET 107**</b>	Composition and Rhetoric. Reading Literature and Informational Texts <i>**Constructed response test that covers the same domains as CSET 105</i>
<b>CSET 108</b>	Communications: Speech, Media, and Creative Performance

## Fieldwork requirements (MAT)

### Observation

Course: EDU501 Educational Foundations – Six hours of observations are required.

### Assisting

Course: EDU570 Initial Fieldwork

### 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 I and EDU 576 Student Teaching II

For all requirements, please refer to the Student Teaching Handbook (available at [my.jessup.edu](http://my.jessup.edu)).

### Thesis

See Thesis Handbook.

## Master of Arts in Leadership

The Master of Arts in Leadership (MAL) is a 36-unit degree with 12 units in its core and 24 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. The University offers two concentrations: Christian Ministry and Sports Management. Both programs are offered fully online.

At the end of the Master of Arts in Leadership program, students will be able to:

- Articulate core leadership principles.
- Demonstrate strategic leadership competencies.
- Integrate leadership with their chosen concentration or field.
- 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 a baccalaureate degree from a regionally accredited institution
- University application form
- Two personal reference forms
- 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." This graduate degree is entirely consistent with the University's commitment to support and equip students for more effective leadership in their various vocations.

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 particular concentration will equip students and the local church for greater effectiveness in society.

### Concentrations

The Christian Ministry concentration addressed the need for ministry-specific leadership training, equipping leaders with a unique spiritual formation curriculum, adaptable to church or society and applicable to real-life experiences. The fully-online Christian ministry concentration, is a customizable program that allows candidates to tailor their educational curriculum to meet their specific career goals and areas of interest while balancing biblical, professional, and personal development objectives.

The Sports Management concentration provides strategic educational resources for sports and athletic institutional applications and operations, focusing specifically on leadership development for the current and future environment. The fully-online sports management concentration is a flexible program which addresses the spiritual, cognitive, adaptive, and intuitive formation of the student. Coursework within the concentration is tailored to specifically relate to the practical experiential applications of the student and current or future professional and personal development objectives.

## Program Requirements, Courses, and Structure

The MA in Leadership is a 36-unit program. The core of the MAL comprises six classes of two units each, applicable to all students. Each concentration comprises an additional ten elective 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 MAL 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 are 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;
- 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; and
- iv) Comfortably meet Carnegie unit expectations within a seven-week period for working adults (13 hours per week).

**Prerequisites:** Students who choose this degree program (not just this concentration) may need to complete additional foundational courses before graduation from the program unless they have comparable coursework already completed at the undergraduate level through an accredited institution. These courses should be taken as early as possible in one's degree progression.

Foundation courses include:

- BIBL500 Old Testament Foundations (2 units)
- BIBL505 New Testament Foundations (2 units)
- BIBL510 Art of Interpretation (2 units)

The full schedule of courses can be found at the website: [jessup.edu/MAL](http://jessup.edu/MAL).

## Course Descriptions

### BIBLE (BIBL)

#### **BIBL500. Old Testament Foundations (2)**

This course introduces the literature of the Old Testament and the history of the Jewish people through the post-Exilic period. It provides a survey of the three major categories of the Old Testament—the Law, the Prophets, and the Writings—and emphasizes the connections with the New Testament and the relevance of the revelation for today.

#### **BIBL505. New Testament Foundations (2)**

This course provides a survey of the New Testament from Matthew through Revelation. It analyzes 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.

#### **BIBL510. Art of Interpretation (2)**

This course introduces students to a range of biblical study tools. It explores the different genres of biblical literature and the various principles for interpreting them. It also provides a foundational model for exegesis and hermeneutics, to prepare students for accurate exploration and application of God's Word.

#### **BIBL570. Gospels and the Kingdom of God (2)**

This course guides students to a deeper understanding of the Kingdom of God as presented by Christ in the Gospels. This understanding of the Kingdom and its counter-intuitive core values provides a unique and uncommon platform for leadership in the Western world. Students identify core Kingdom principles that shape and inform their leadership.

## **LEADERSHIP (LDRS)**

### **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, analysis, and change management. Students assess their own leadership proclivities in light of the course material, and develop specific, strategic "next steps" for themselves.

### **LDRS512. Worldviews and Leadership (2)**

This course examines the profound impact of worldviews on the exercise and formation of leadership. It explores various common worldviews—even within Western culture—and analyzes ways to identify core values, address them, and re-shape them for increasingly effective leadership.

### **LDRS513. Transformational Leadership (2)**

Transformational Leadership is the most dominant values-based leadership theory of the last several decades. This course explores Transformational Leadership's key principles of Idealized influence, Intellectual Stimulation, Inspirational Motivation, and Individual Consideration for Christian Leadership.

### **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.

### **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.

### **LDRS530. Leadership and Diversity (2)**

This course guides students to develop greater diversity awareness. It explores the particular challenges and opportunities of leading across and through cultures, giving students deeper understanding of "privilege and power" issues associated with leadership. The course examines ways to empower across diverse gender, ethnic, socio-economic, educational, and disability spectra.

### **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.

### **LDRS542. The Holy Spirit and Christian Leadership (2)**

This course analyzes biblical teaching on the Holy Spirit in both the Old and New Testaments. It explores His person and ministry, giving special attention to the relationship between Christian leadership and "walking by the Spirit." Students also consider some of the Church's historical teachings concerning the gifts of the Spirit and sensitivity to the person of the Holy Spirit.

### **LDRS543. Emotional Intelligence and Leadership (2)**

This course examines the crucial areas of emotional and social intelligence and their role in enhancing leadership effectiveness. Students study the importance of perceiving, using, understanding, and managing emotions. Attention is also given to the dark side of emotional self-deception which often undermines leadership.

**LDRS544. Presence, Listening, and Leadership (2)**

This course guides students in the vital leadership practice of deep listening. It explores the power of being present and of companionship as a leader—qualities particularly vital to building trust, caring for people, and supporting followers through grief and loss associated with change.

**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 factors that produce conflict, the dynamics of conflict, and ways in which conflict can be managed appropriately. It includes an exploration of such matters as clashing expectations, incompatible visions, and conflicting values. Students develop their capacity to offer meaningful, sustained, and effective team leadership by means of successful conflict management.

**LDRS570. Budgets, Finance, and Leadership (2)**

This is *not* an accounting course. Rather, this course provides foundational budget and finance knowledge that all leaders need. It also examines how to best leverage budgets and finances ethically and effectively to strengthen the stability of an organization. The course also addresses ways to resolve budget crises which commonly develop.

**LDRS582. Vision Catching and Casting in Leadership (2)**

This course examines the role and significance of vision in leadership. It explores the dynamic process of developing and defining a vision in leadership, how to successfully cast that vision to a group of people, and keys to sustaining a vision.

**LDRS642. Unleashing Creativity (2)**

This course explores the topics of imagination, insight, and innovation as means to transformational change. It also examines strategies for unleashing creativity within individuals, whether they be leaders or followers. Students learn keys to innovation through divergent and convergent thinking, planning, and action.

**LDRS660. Crisis Leadership (2)**

This course explores the leadership adaptations necessary for seasons of crisis within an organization. It examines the grief and loss factors associated with crisis, factors for accurate risk assessment, and essential communication tools for such times. Students learn to delineate conflict from crisis, and how to turn crisis into an opportunity without destroying the organization.

## **MINISTRY (MIN)**

**MIN510. Multi-Site / Multi-Venue Churches (2)**

This course considers the strategic role of multi-site and multi-venue approaches to church growth and expansion. Students examine the strengths and weaknesses of each model and assess the requirements, costs, and relative merits of each option.

**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.

**MIN522. Handling Personal Temptation (2)**

This course identifies specific areas of vulnerability that often surface for people involved in ministry. Students develop an understanding of how this vulnerability develops, and what mechanisms have helped and hurt them in coping with those vulnerabilities. Students then form strategies for more effective protection and coping.

**MIN523. Heritage and Leadership (2)**

This course guides students to a deeper understanding of the impact of their own heritage (past experiences—recent or distant) on their leadership responses. It helps students identify core events that have shaped them, perhaps unconsciously, and that impact their current leadership style. It examines (in part) issues of attachment, identity, and security.

**MIN530. Hearing God (2)**

This course, based on Dallas Willard's work, examines the biblical teachings about hearing God. It identifies limitations and boundaries, as well as methods and appropriate expectations, so that leaders can genuinely grow in their recognition of the voice of God in their own lives and leadership experiences.

**MIN531. Spiritual Disciplines (2)**

This course introduces the spiritual disciplines of Scripture, prayer, fasting, silence, and solitude. It examines historical and biblical teachings on these disciplines, and explores their function and purpose for believers today. It also guides students into practical experiences of the disciplines, building a foundation for ongoing spiritual formation.

**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 leadership and ministry. It 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 paradigms and missional paradigms of the Church and formulate their own conclusions and vision.

**MIN551. Social Justice: Serving the Marginalized (2)**

This course explores the biblical and moral foundation for social justice. It presents a Kingdom-focused approach to "the least of these." Using specific, real-life issues, students identify and discuss the Christian ethics associated with serving the marginalized and the un-represented, whether they be refugees, victims of human trafficking, the homeless, foster care participants, or others.

**MIN552. Reaching the Emerging Generation (2)**

This course examines how to recruit, motivate, and mobilize the emerging generation for the cause of Christ and the Kingdom of God in both church, NPOs, and the marketplace. Students develop ethnographic skills to increase their social awareness and leadership effectiveness with the vast (largely) untapped resource of the emerging generation.

**MIN560. Interpreting Scripture for Ministry (2)**

**Prerequisites:** BIBL510 (if required as part of your program)

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.

**MIN562. Foundational Apologetics (2)**

This course provides a core, foundational apologetic for the Christian faith. It explores the classic foundations for reason and logic and examines the historical defenses for the Christian faith. Students gain a stronger confidence as they learn to articulate the powerful “reasonableness” of their faith.

**MIN698. Capstone 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.

## **THEOLOGY (THEO)**

**THEO586. Church Life and Leadership (2)**

This course examines the biblical nature of the Church (ecclesiology) and gives specific attention to the common sacraments/ordinances of baptism and Lord’s Supper. Students explore the role of these sacraments in the life of the church, and also the best pastoral practices associated with weddings and funerals.

**THEO680. Leadership: Vocation and Calling (2)**

This course places leadership within the context of calling, not merely activity. How does a sacred call to leadership (in any sphere of life) impact our understanding of leadership? Is leadership something we merely learn, or a way of life that we steward? This course examines the biblical foundation for the notion of God’s particular call on someone’s life, and guides students to meaningful application and response.

## Master of Arts in Sports Management

The Master of Arts in Sports Management (MASM) is a 36-unit degree with 15 units of Sports Management core requirements, 12 units of Leadership core requirements and 9 units of customized electives. It has the capacity to serve constituents from various academic fields and disciplines, providing an important and valued professional degree that is offered fully online.

At the end of the Master of Arts in Sports Management program, students will be able to:

- Articulate core athletic leadership principles.
- Integrate principles of finance and the economics of sport
- Apply principles of interpersonal and mass communications through interaction with internal and external sport organizations
- Differentiate various social, psychological, and philosophical issues of the sport environment
- Synthesize moral and ethical reflections of sport policy and strategies.

### 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 a baccalaureate degree from a regionally accredited institution
- University application form
- Two personal reference forms
- 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

### Program Requirements, Courses, and Structure

The MA in Sports Management is a 36-unit program. The core of the MA in Sports Management comprises four classes of three units each, applicable to all students. The Sports Management electives requires nine units alongside twelve units of Leadership electives courses plus a three-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 MASM 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 Kinesiology courses are offered for three units of credit over seven-week periods. All Leadership courses are offered for two units of credit over seven-week periods. This philosophy allows us to:

- Provide an in-depth look into Kinesiology topics—8 classes for 24 units;
- Offer more diverse leadership coursework—6 classes for 12 units;
- Create a stronger balance between professional (six courses), application (two courses), and personal development curricula (six courses);
- Distill the very best material on pertinent topics in the field today; and
- Comfortably meet Carnegie unit expectations within a seven-week period for working adults (18 hours per week).



## Master of Arts Sports Management

Strategic Leadership Foundations (LDRS501)	2
Transformational Leadership (LDRS513)	2
Leadership & Communication (LDRS521)	2
Emotional Intelligence & Leadership (LDRS543)	2
Organizational Leadership (LDRS560)	2
Team Leadership & Conflict Management (LDRS561)	2
Social-Cultural Basis for Sport (KINE516)	3
Sports Management (KINE581)	3
Legal Issues in Sports Management (KINE582)	3
Research Methods in Sports Management (KINE690)	3
Capstone: Special Project I (KINE698)	3
<i>Choose Three of the Following:</i>	9
Athletic Administration and Coaching (KINE518)	
Leadership in Sport & Athletics (KINE580)	
Strategic Marketing for Sports Organizations (KINE584)	
Sports Operations and Event Management (KINE585)	
<b>Total</b>	<b>36</b>

### Course Descriptions

#### **KINE515. Sports Media and Social Networking (3)**

This course will teach students the role of print media (newspapers and magazines), electronic media (radio, network television, and cable television), and new media (Internet and related digital and social interactive technologies) in escalating the interest, coverage, and importance of big-time college and professional sports, as well as niche-market sports.

#### **KINE516. Sociocultural Basis for Sports (3)**

This course will teach students how to analyze sports as a social construction in regard to their role; structure; formal organization; professionalization; stratification; differentiation; and norms along social class, age, race, ableism, and gender.

#### **KINE517. Sports Philosophy and Ethics (3)**

This course teaches students how to intelligently discuss major issues in the philosophy of sports, such as: What is sport? Is it, at base, a type of play? How does the pursuit of victory or the pursuit of bodily excellence affect the nature of athletic activity? What exactly is sportsmanship? Students will read some of the major authors in contemporary philosophy of sports and will be encouraged to state and defend an argument regarding their own view of the philosophy of sports and sports ethics.

#### **KINE518. Athletic Administration and Coaching (3)**

This course will discuss principles of leadership, organization, and management of sport programs from an administrative and/or coaching perspective. Included will be leadership skills and techniques, communication, scheduling, and program reviews. With the desire to provide practical application and implementation of learned concepts, students will interview an athletic administrator or coach of an intercollegiate program for mentorship.

#### **KINE580. Leadership in Sports and Athletics (3)**

This course teaches students to evaluate leadership theories from historical and contemporary perspectives; analyze leadership styles from the most frequently used perspectives in business; investigate contemporary thinking on leadership and how leadership roles are changing in the 21st century; identify ways leadership in sports organizations can positively affect local and regional communities; develop leadership models for effective organizations; and formulate a personal and professional growth plan as a sport leader.

**KINE581. Sports Management (3)**

This course introduces the student to the sports management profession. Primary focus is on the sports industry, including professional sports entertainment, amateur sports entertainment, for-profit sports participation, nonprofit sports participation, sporting goods, sports tourism, and sports services.

**KINE582. Legal Issues in Sports Management (3)**

This course will teach students about fundamental legal concepts relevant to tort law, contract law, and constitutional law; identify potential liability situations in the supervision, management and conduct of sports, recreation, and physical activity (including situations regarding discrimination in terms of race, sex, and disability); and design and develop strategies for limiting liability.

**KINE583. Financing Sports Organizations (3)**

This course will teach students how to calculate profits and losses for sports organizations; track and graph financial trends of revenues and expenses; analyze revenues after factoring in inflation costs to determine adjusted profits and losses; and determine, evaluate, and report causes for trends and anomalies in the above.

**KINE584. Strategic Marketing for Sports Organizations (3)**

This course will teach students how to develop a sound philosophy of marketing; understand the evolution of sports marketing theories; identify the major theories related to consumer behavior and market segmentation; identify contemporary issues and trends in sports marketing; increase competence of scientific inquiry in sports marketing; and create a marketing plan for a sports organization.

**KINE585. Sports Operations and Event Management (3)**

This course will teach students how to manage sports programs and events; identify characteristics of an effective organization; design practical management strategies; formulate effective communication processes; supervise personnel; and establish logistical plans including site or equipment layouts, schedules and timelines, electronic communications and information systems, procedures for hospitality, housing registration, transportation, and financial disbursement, traffic flow and parking, restroom and waste facilities, and liaison with reporting and broadcast media, governing bodies, vendors, concessions, planning committees, and volunteers.

**KINE586. Managing Human Resources in Sports Organizations (3)**

This course teaches students to develop a dynamic organizational culture through recruiting and selecting, orienting, training, evaluating, and rewarding sports personnel. Students will be able to write job descriptions, conduct performance evaluations, demonstrate interpersonal communications, manage change, maintain positive morale, manage difficult employees, develop a system of rewards, manage stress, create diversity, and develop a collaborative/participative management style.

**KINE690. Research Methods (3)**

This course will teach students how to research and solve problems for entities or organizations. Students will be able to identify a problem, analyze the situation, suggest a research question, gather relevant information, interpret the information, and propose a solution.

**KINE698. Sports Management Capstone Project (3)**

Research-oriented application and implementation of materials, current information, and operational protocols related to subject matter.

## Master of Science in Kinesiology

The Master of Science in Kinesiology provides strategic educational resources for students preparing for careers and/or advanced graduate work in Exercise and Sport Science, Health Promotion, Athletics and Sport Management. The coursework within the Master of Science in Kinesiology also addresses the spiritual, cognitive, adaptive, and intuitive formation of the student, and assignments within the concentration specifically relate to the practical experiential applications of the student. The objective of the program is to meet the needs of Kinesiology professionals in and around Northern California (and beyond) who wish to further their education and expand their career opportunities and employability. The Master of Science degree in Kinesiology consists of a 12 unit concentration core and 18 units of graduate credit in a selected concentration of study and either a thesis or project (6 units) for a total of 36 units.

### Program Objectives

Upon completion of the Master of Science in Kinesiology program, students will be able to:

- Demonstrate the ability to conduct and critique research using theoretical and applied knowledge.
- Interpret and apply research findings to a variety of disciplines within Kinesiology.
- Effectively communicate essential theories, scientific applications, and ethical considerations in each student's Kinesiology program concentration.
- Interpret and apply research findings through acquired skills in order to become agents of change to address issues in Kinesiology through the application of knowledge and research.
- Apply scientific principles in the creation of exercise programs for various populations
- Develop the ability to consume research across the field of Kinesiology and conduct research within their specific discipline

### 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 a baccalaureate degree from a regionally accredited institution
- University application form
- Two personal reference forms
- 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

### Program Structure

The Master of Science in Kinesiology is intended to prepare researchers and practitioners; therefore, the program will provide a thesis and non-thesis option. The Master of Science in Kinesiology includes 12 units of graduate core courses, 18 units of flexible coursework and either a thesis or project (6 units). The coursework will be selected in consultation with the student's advisor. If a student has a specialized interest area in one of several support fields (i.e. dietetics, biology, psychology, health information, management, recreation, business, etc.), electives in these areas would be approved by the advisor.

## Program Requirements

Applied Statistics in Health and Human Performance (KINE592)	3
Seminar in Human Performance (KINE595)	3
Advanced Concepts in Health and Human Performance (KINE650)	3
Research Methods (KINE690)	3
Thesis Research (KINE698A/B) <u>or</u> Special Project in KINE (KINE699A/B)	6
<i>Choose Six of the Following:</i>	18
Advanced Methods of Strength and Conditioning (KINE551)	
Sport and Exercise Psychology (KINE515)	
Advanced Biomechanics (KINE551)	
Advanced Exercise Physiology Lab (KINE550L)	
Exercise and Aging (KINE555)	
Environmental Exercise Physiology (KINE558)	
Advanced Exercise Physiology (KINE553)	
Clinical Exercise Physiology (KINE692)	
Individual Study (KINE 675)	
Approved MASM Courses	
<b>Total Units</b>	<b>36</b>

## Course Descriptions

### KINE 590. Research Methods (3)

This course is designed to provide an understanding of the processes and methods of research and evaluation, as they relate to kinesiology and health studies. Developmental theory, investigation and gathering of data, statistical analysis and evaluation, and research reporting as these relate to research in health, human performance, and recreation.

### KINE 592. Applied Statistics in Health and Human Performance (3)

The course covers descriptive statistics, elementary probability, one- and two-population mean and variance comparisons, ANOVA, simple linear regression, and correlations. In addition, more advanced principles in parametric and non-parametric statistics will be emphasized.

### KINE 650. Advanced Concepts in Health and Human Performance (3)

Understanding of the fundamental principles and philosophy of human performance as they relate to program development, methodology, organization, and administration. Historical concepts, objectives, and purposes of human performance are also emphasized.

### KINE 595. Seminar in Human Performance (3)

Investigation of current issues and trends in the fields of Human Performance and Sport Management and how these issues and trends may impact the future.

### KINE 551. Advanced Methods of Strength and Conditioning (3)

An advanced analysis of the physiological responses and adaptations associated with strength training and nutritional interventions. Principles of program design, supervision, and methods of resistance training and assessment are emphasized in laboratory demonstrations. Practical mastery as well as theoretical understanding of program design is required.

### KINE 515. Sport and Exercise Psychology (3)

Study and application of psychological principles which influence behavior, enhance skill acquisition, and maximize sport performance of athletes, coaches, and others involved in sport.

### KINE 555. Exercise and Aging (3)

This course is concerned with the process of aging as it affects physical activity. Students will develop a working knowledge of the physiological, psychological and socio-economic issues affecting health and fitness of older adults. Emphasis will be placed on disease prevention, maintenance of health and wellbeing and achievement and maintenance of fitness across the lifespan.

**KINE 558. Environmental Exercise Physiology (3)**

Relevant concepts and literature regarding various environmental (heat, cold, altitude, etc.) conditions as they affect the typical responses to exercise, from both acute effects and chronic adaptations will be examined.

**KINE 553. Advanced Exercise Physiology**

An advanced analysis of the acute and chronic physiological responses and adaptations to exercise. This course will cover current research in bioenergetics and muscle metabolism, neuromuscular function, hormonal control and regulation, cardiopulmonary and respiratory regulation, and training for sport and fitness.

**KINE 692. Clinical Exercise Physiology (3)**

An advanced study of the pathophysiology of chronic diseases and disabilities with the concentration in the assessment, design, implementation and administration of multidimensional therapeutic exercise programs. Additional emphasis will be given to interpretation of clinical case data, medical management, and development of appropriate exercise prescriptions.

**KINE 551. Advanced Biomechanics (3)**

Review of current research on the biomechanics of human movement. Practical experience in the methods of biomechanical research. (Laboratory fee required.)

**KINE 550L. Advanced Exercise Physiology Lab (3)**

Laboratory experience with tests and measures commonly employed in human performance research laboratories. The selected lab tests are designed not only to reinforce the basic principles learned in the lecture courses but also to teach the basic principles and skills of measurement and evaluation in the field of exercise physiology. Practical experiences include cardiovascular tests, ECG, blood analysis techniques, body composition, electromyography, and respiratory tests. (Laboratory fee required.)

**KINE 675. Individual Study (1-3)**

Supervised readings and experiences in health, human performance.

**KINE 698A. Thesis Research (3)****KINE 698B. Special Projects (3)**

**\*\*See additional KINE offerings under Master of Arts in Sports Management\*\***

## Master of Science in Computer Science

Additional Information is Forthcoming

### Program Objectives

Upon successful completion of the MS in Computer Science, a graduate will be able to:

- Analyze different data structures and algorithms for particular domain of problems
- Understand the different algorithms involved in data science, and how data is cleansed, analyzed and how patterns are derived
- Understand modern software engineering concepts, techniques, practices, and tools, and will be able to apply them to the development of complex software systems.
- Demonstrate advanced knowledge and skills in these four fields of databases, data analytics, distributed systems and artificial intelligence.
- Communicate effectively both orally and in writing.
- Articulate an understanding of social, professional, ethical (based on Judeo Christian biblical concepts), legal and security issues in computing.
- Embrace lifelong learning and exhibit the knowledge, skills and attitude for adapting to new environments and technologies.

### 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 a baccalaureate degree from a regionally accredited institution
- University application form
- Two personal reference forms
- Undergraduate GPA of 3.0 or better

Additional requirements for the MSCS program include:

- Verification of a Bachelor degree in computer science or equivalent
- A comprehensive and working knowledge of two programming languages (e.g. Java and Python)
- Comprehensive mastery of an operating system (e.g., Windows), skills in navigating the Internet, using computer tools such as word processors, file and document processing, spreadsheets, etc.

### 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

### Program Structure

Additional Information is Forthcoming

## Program Requirements

Data Analysis and Analytics (CSCI500)	3
Mobile Computing (CSCI510)	3
Database System Principles (CSCI520)	3
Foundations in Artificial Intelligence (CSCI530)	3
Secure Systems (CSCI540)	3
Design and Analysis of Algorithms (CSCI550)	3
Distributed Systems (CSCI560)	3
Programming Languages (CSCI570)	3
Masters Project I (CSCI600)	3
Masters Project II (CSCI601)	3
<i>Choose Two of the Following:</i>	6
Principled Leadership and Ethics (BUS500)	
Leadership and Change (BUS580)	
Innovation and Technology (BUS670)	
Project Management (BUS681)	
<b>Total Units</b>	<b>36</b>

## Course Descriptions

### CSCI500. Data Analysis and Analytics (3)

Provides the techniques and algorithms in the examination of data for meaningful patterns. Looks into the combination of mathematics, statistics, programming, and the context of the problem to come up with different insights. Also deals with the issues of clean data.

### CSCI510. Mobile Computing (3)

This course deals specifically with the practice of building applications on Android OS. It covers the use of Android SDK and IDE for building applications on the Android OS. It also covers topics in cloud computing as it relates to mobile computing.

### CSCI520. Database Systems Principles (3)

Provides the concepts and theory of database management systems. Topics include database system architectures, data models, query languages, conceptual and logical database design, physical organization, and transaction management. The entity-relationship model, relational model and object models are investigated in detail. Provision of object-relational databases. Considerations of implementation techniques of databases are examined. NoSQL and object-oriented databases are examined in the context of some commercial products.

### CSCI530. Foundations in Artificial Intelligence (3)

Provides a survey of the field of artificial intelligence especially in the areas of machine learning, generative modeling, network simulation, language processing, and object recognition.

### CSCI540. Secure Systems (3)

Covers the foundations of operating systems and network systems in the context of security. Examine network security protocols and use of network and OS tools. Covers the management of systems and current set of both open source and commercial tools to secure the system.

**CSCI550. Design and Analysis of Algorithms (3)**

Provides the core principles of computer science: algorithmic thinking and computational problem solving. Techniques for the design and analysis of efficient algorithms, emphasizing methods useful in practice. Topics include divide-and-conquer, randomization, dynamic programming, incremental improvement, complexity, and cryptography.

**CSCI560. Distributed Systems (3)**

Provides the examination of various components of software infrastructure required for distributing computing. Examines network protocols and API supporting this paradigm. Examines the necessary requirements of fault-tolerance, synchronization, consistency and security.

**CSCI570. Programming Languages (3)****CSCI600. Masters Project I (3)**

A self-directed development of an application showing the mastery of the topics. OR a research paper on some particular topic with the fields of study.

**CSCI601. Masters Project II (3)**

A self-directed development of an application showing the mastery of the topics. OR a research paper on some particular topic with the fields of study.



## Executive Team

(Dates in parentheses indicate start of service with Jessup)



**John Jackson (2011)**

**President**

BA, Chapman University, 1981; MA, Fuller Theological Seminary, 1983; MA, University of California, Santa Barbara, 1985; PhD, 1986.

John believes that God prepared him for this role through every professional experience he has ever had. The 75+ year legacy of William Jessup University is an amazing gift, and he 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 the University family to greater heights than ever dreamed possible. He believes God has a great plan for William Jessup. As it becomes a premier Christian liberal arts university, it has faithfully provided Christian education for eternal impact.

Prior to becoming President of Jessup, John served as the Executive Director of Thriving Churches International and as a pastor at Bayside Church. John is the Founding Pastor of LifePoint Church in Minden, Nevada, and previously served as the CEO of a missions agency serving over 280 churches, corporations, hospitals, and agencies in the Pacific Southwest.



**Dennis Jameson (2011)**

**Provost and Chief Academic Officer**

BS, Bethany University, 1975; MA, Assemblies of God Graduate School, 1977; MDiv, Golden Gate Theological Seminary, 1978; MA, University of Santa Clara, 1982; DMin, Fuller Theological Seminary, 1991; PhD, University of California, Los Angeles, 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.

**Guy Adams (2017)****Chief Enrollment Management and Marketing Officer**

BA, Warner Pacific College, 1981; MA, Azusa Pacific University, 1985.

Guy has over 30 years of experience in a variety of higher education settings and understands how to build leadership and financial operating capacity. Over his career, Guy has provided strategic leadership and counsel to a variety of educational, healthcare, and nonprofit and for-profit organizations that seek to transform the communities they serve. He has served in volunteer and board roles with such agencies as the Eskaton Foundation, National Council on Child Abuse and Family Violence, American Heart Association, Building Legacies International, Trauma Intervention Program, and Sheriff's Toy Project.

Guy has held positions ranging from director of admission to campus president in regionally accredited colleges that also encompassed profit and loss responsibility for total institutional operations and the development of cohesive leadership teams across all functional areas. Previously, he held leadership roles at Azusa Pacific University, Menlo College, Life Care Centers of America, Warner Pacific College, and Heald College. He is also the founder of HigherEd-Solutions, a private consulting firm based in Northern California.

**Kay Llovio (1985)**
**Chief Student Life Officer; Associate Provost: Educational Effectiveness; Administrative Faculty; Professor, School of Christian Leadership; Accreditation Liaison Officer**

BS, San Jose Bible College, 1985; MLS, San Jose State University, 1987; EdD, University of San Francisco, 1998.

Passionate about Christian higher education and the transformation that takes place in students' lives, Dr. Kay Llovio was appointed Chief Student Life Officer 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 WSCUC 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*.


**David Punt (2015)**
**Chief Financial Officer**

BA, Calvary Chapel Bible College, 1996; BA, University of California, Los Angeles, 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 many years in the corporate sector, David felt his calling to Christian nonprofits. His strong financial leadership has allowed him 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/skateboarding. He enjoys biking, camping in Yosemite, and the natural beauty of God's creation outdoors. David and his wife, Lori, are married with two children and currently reside in Rocklin, California.


**Judy Rentz (2011)**
**Chief Operating Officer**

BA, Point Loma Nazarene University, 1988; MEd, Grand Canyon University, 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 support and facilitate the engagement of students. Judy's oversight includes Information Technology Services, Media Services, Facilities, Events and Conference Services, Human Resources, 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 a national spokesperson for Convoy of Hope—a faith-based, international relief organization helping the impoverished, hungry, and hurting. They have three adult children who have benefited greatly from an education at William Jessup University.

## 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 Dean, San Jose Campus*

BA, Evangel University (CBC), 1971; MS, Southern Illinois University, 1973; MA, George Fox University/Western Evangelical Seminary, 1984; PhD, Graduate Theological Union, 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 full-time. 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.



**Kristin Jensen** (2016) *Academic Coordinator; Faculty Athletic Representative*

BA, Chapman University, 2008; MA, 2010.

Kristin was blessed to be a full-time mom to her three kids for 12 years before deciding to go back to school with the goal of completing her master’s degree in counseling. She graduated from Chapman University in 2010 with a new goal: to work in higher education. Kristin has spent over six years as an adjunct psychology professor and counselor at several colleges in the Sacramento area including UC Davis, Folsom Lake College, and The Art Institute. Kristin has a passion for working with students and athletes to support and encourage personal success. Working at William Jessup allows Kristin to work with students in a Christian environment where she can use her counseling and academic skills along with her Christian values. Kristin loves coming to work every day and is grateful to God for providing her the opportunity.

When Kristin is not at Jessup, she loves spending time with her husband and college sweetheart, their three kids, and the many family and friends God has blessed her with. She lives by Folsom Lake and enjoys spending as much time as she can walking and boating at the lake, enjoying the outdoors and the beauty of God’s creation.



**Jennifer Martin (2014) *Administrative Faculty***

BA, Azusa Pacific University, 2005; MFA, Regent University, 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. She is the Artistic Director of The Classic Theatre, a new professional theatre company located in Placer County, California, and Associate Artistic Director of Americana Theatre Company in Plymouth, Massachusetts. 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) *Dean, Academic Support and Resources***

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

As the Dean of Academic Support and Resources, Kevin is responsible for the overall development, policies, and services in the library. He is particularly interested in the development of the library and learning commons as a place dedicated to learning, research, innovation, and collaboration for the academic and professional development of the Jessup community.

He and his wife, Dena, are the proud parents of Cooper, Paige, Zeke, and Fischer.



**Vicki Quirarte (2010) *Associate Dean of Academic Excellence; Administrative Faculty***

BA, California State University, Long Beach, 1985; MA, National University, 2010.

From the beginning, Vicki's path has led her to develop an expertise in composition pedagogy. Although her degree is in English literature, she has been most interested in teaching students to write. Vicki has studied rhetoric and the critical thinkers who have contributed to the literature on the teaching of writing, and she is inspired and challenged to be the best composition instructor she can be. Previously, she was the faculty lead for the professional writing concentration within the English department. Additionally, she served as Director of Writing for the University where she directed the WJU Writing Center—both the on-campus and online writing centers.



## Faculty of Theology/School of Christian Leadership



**Dan Albrecht** (2011) *Academic Dean, San Jose Campus; Administrative Faculty*

BA, Evangel University (CBC), 1971; MS, Southern Illinois University, 1973; MA, George Fox University/Western Evangelical Seminary, 1984; PhD, Graduate Theological Union, 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 full-time. 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.



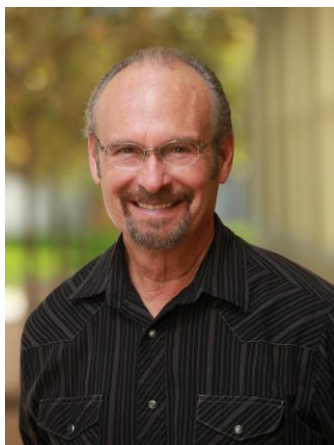
**Elizabeth Backfish** (2017) *Assistant Professor, Hebrew Bible, Faculty of Theology and School of Christian Leadership*

BA, Montreat College, 2004; MA, Covenant Theological Seminary, 2007; PhD, Trinity International University, 2014.

Libby specializes in the book of Psalms, Hebrew poetics, ancient translation analysis, and Old Testament theology. From introductory courses to advanced electives, she is passionate about helping her students integrate the truths of Scripture into their areas of study. She also uses her gifts of teaching and compassion in her local church.

Libby has taught theology at the undergraduate and graduate levels since 2011 and has presented papers at professional conferences and published articles in peer-reviewed journals, including *Journal of Biblical Literature* and *Christian Scholar’s Review*.

Libby and her family are committed to being good stewards of God’s creation, and they are also committed to enjoying God’s creation, especially through rock climbing, skiing, and otherwise adventuring together.



**James Crain** (1971) *Associate Professor, New Testament, Faculty of Theology*

BA, San Jose Bible College, 1966; MDiv, Western Conservative Baptist Seminary, 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*  
BA, Azusa Pacific University, 1998; MA, 2003; PhD, Eastern University, 2016.

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 25 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*  
BA, The Master's College, 2001; MA, Talbot School of Theology, 2004; ThM, Western Seminary, 2007; PhD, Southern Baptist Theological Seminary, 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) *Chief Student Life Officer; Associate Provost: Educational Effectiveness; Administrative Faculty; Professor, School of Christian Leadership; Accreditation Liaison Officer* BS, San Jose Bible College, 1985; MLS, San Jose State University, 1987; EdD, University of San Francisco, 1998.

Passionate about Christian higher education and the transformation that takes place in students' lives, Dr. Kay Llovio was appointed Chief Student Life Officer 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 WSCUC 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* BS, San Jose State University, 1979; BS, San Jose Christian College, 1990; MA, Hope International University, 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; Professor, Pastoral Ministry, School of Christian Leadership*

BA, Gulf-Coast Bible College, 1982; MDiv, Fuller Theological Seminary, 1986; EdD, Brandman University, 2016.

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 level, including a church plant in the Bay Area. Dennis served in the California Air National Guard as Chaplain for 28 years, including serving as Deputy State Chaplain for the National Guard. He completed four units of clinical pastoral education and has worked as a chaplain in three local hospitals with the Sutter Medical Center system.

Bringing the ministry of Jesus to diverse settings has marked Dennis' life and continues to fuel his goal for the pastoral ministry concentration and the Master of Arts in Leadership program. His recent doctoral dissertation explored the theory of transformational leadership and its impact in undergraduate higher education. He lives in Rocklin with his wife, Sue.



**Cynthia Shafer-Elliott** (2012) *Associate Professor, Hebrew Bible and Archaeology, Faculty of Theology*

BA, Simpson University, 1997; MA, Ashland Theological Seminary, 2003; PhD, The University of Sheffield, 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*

BA, Johnson Bible College, 1986; MA, Emmanuel School of Religion, 1988; PhD, Macquarie University, Australia, 2001.

David has been teaching and leading in higher education since 1993, while also being very active in the local church. He is deeply committed to an educational philosophy that integrates biblical, professional, and personal development for the student. Since his arrival at William Jessup University in 2011, he has helped launch Jessup Online, the Master of Arts in Leadership degree, and three new undergraduate degrees.

David is a regular writer. He has published dozens of articles and four books. He also blogs regularly at *Because of Grace*. He speaks frequently at churches, retreats, conferences, and special events.

Prior to his career in academia, David was a pastor and church planter. He now lives in Rocklin with his wife and family.

### Professor Emeriti

David “Doc” Beavers (1939-2014)

BCE, St. Louis Christian College, 1968; MDiv, Lincoln Christian Seminary, 1982; MA, 1993; DPhil, Oxford Graduate School, 1986.

Les Christie

BS, Pacific Christian College, 1971; MA, Fuller Theological Seminary, 1974; DMin, Trinity International University, 2002.

Marilyn Copland

BA, San Francisco State University, 1968; MA, 1973; MA, Institute Holy Land Studies (Israel), 1982; PhD, University of California, Berkeley, 1992.

Al Hammond

MA, University of California, Berkeley, 1965.

Jon McFarland

BS, Pacific Christian College, 1968; MDiv, Lincoln Christian Seminary, 1972.

### Adjunct

Sean Albrecht (2014)

BA, Bethany University, 2004; MA, Graduate Theological Union, 2010,

Peter Altmann

BA, University of Washington, 1995; MDiv, Seattle School of Theology and Psychology, 2002; ThM, Princeton Theological Seminary, 2004; PhD, 2010.

Matthew Bach (2016)

BA, Briercrest Bible College, 2002; MA, Fuller Theological Seminary, 2015.

Max Botner (2011)

William Jessup University, BS, 2009; Fuller Theological Seminary, MA, 2011.

Michael Bowers (2014)

BM, Arizona State University, 1981; MDiv, Denver Seminary, 1984.

Daniel Burks (2014)

BSL, Scottsbluff School of Evangelism, 1989; MA, Lincoln Christian College and Seminary, 1999.

Eduardo Cardenas, Jr. (2017)

AS, Sacramento City College, 2006.

Jessica Charney (2015)

BA, Azusa Pacific University, 2007; MDiv, 2011.

Corbett Cutts (2012)

BS, University of California, Davis, 2002; MA, Fuller Theological Seminary, 2012.

Mikel Del Rosario (2011)

BA, Biola University, 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.

Matthew Farlow (2012)

BA, University of California, Davis, 1996; MDiv, Multnomah University, 2007; PhD, University of St. Andrews, 2011.

Angelene Fowler (2015)

BBA, American Intercontinental University, 2006.

John Gallegos (2011)

BS, California State University, Sacramento, 1992; BA, 1992; MDiv, Assemblies of God Theological Seminary, 1998.

Gary Gubitz (2012)

BS, State University of New York at Albany, 1973; MS, The Ohio State University, 1976.

Andrew Hassler (2015)

BS, Butler University, 1999; MDiv, Covenant Theological Seminary, 2005; PhD, Southern Baptist Theological Seminary, 2011.

David Holden (2013)

BS, Biola University, 1987; MA, 2010; BS, San Jose Christian College, 1992.

Richard Hoppe (2016)

BA, The Master's College, 1990; MDiv, The Master's Seminary, 1995.

Russel Ikeda (1998)

BEd, University of Hawaii, 1973; MDiv, Fuller Theological Seminary, 1977; DMin, Azusa Pacific University, 2002.

Jason Johnson (2015)

BS, William Jessup University, 2004; MDiv Fuller Theological Seminary, 2011.

Andrew Kelley (2017)

BA, Biola University, 2008; MA, Talbot School of Theology, 2011; PhD, University of Edinburgh, 2015.

Michelle Leavitt (2016)

BA, Westmont College, 1991; MA, California State University, East Bay, 2001; MA, Fuller Theological Seminary, 2003; PhD, University of Denver, 2006.

Bobbette Long (2015)

BA, California State University, Northridge, 1988; MEd, Phillips University, 1993.

Brian Long (2016)

BA, Taylor University, 1983; MDiv, Denver Seminary, 1988; DMin, 2015.

Christen James Lovaas (2017)

BA, Vennard College, 1994; MA, Liberty University, 2004; MBA, 2006.

Brian Lucas (2010)

BA, University of Michigan, 1970; MDiv, Fuller Theological Seminary, 1978.

Wayne Mancari (2016)

BA, Central Bible College, 1976; MA, Assemblies of God Theological Seminary, 1978; MA, Fuller Theological Seminary, 1987; DMin, Regent University, 2002.

Kevin McCauley (1998)

BA, San Diego State University, 1976; MA, University of San Francisco, 1980.

Curtis McGinnis (2017)

BA, Crossroads College, 2001; MA, Cincinnati Christian University, 2005; MDiv, 2005; DMin, Bethel Seminary, 2012.

Chris McKinny (2016)

BA, The Master's College, 2008; MA, Jerusalem University College, 2011; MA, Bar Ilan University, 2014.

David Melvin (2015)

BA, Evangel University, 2005; MA, Washington University, 2007; PhD, Baylor University, 2012.

Aubrey Miller (2014)

BA, William Jessup University, 2009; MA, Fuller Theological Seminary, 2014.

Kathryn Moga (2010)

BA, San Jose Christian College, 1990; MA, California State University, Sacramento, 2009.

Mark Moore (2010)

BA, Indiana Wesleyan University, 2000; MA, Biola University, 2002; MA, Talbot School of Theology, 2005.

Ryan Murphy (2016)

BA, William Jessup University, 2014; MA, Fuller Seminary, 2016.

David Narita (2016)

BA, Brown University, 1990; MD, University of Cincinnati, 1994.

Scott Nelson (2016)

PhD, Luther Northwestern Theological Seminary, 2015.

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.

Ann Olson (2016)

BA, University of California, Davis, 1979; MA, Fuller Theological Seminary, 2016.

Philip Oswald (2016)

BA, University of Nebraska, 1977; MDiv, Denver Seminary, 1982.

Dennis Patton (2016)

BA, Kansas Wesleyan University, 1997; BA, Bethany University, 2003; MS, 2008.

Dawn Pickering (2015)

BS, Biola University, 1982; MA, Liberty University, 2014.

Mark Salo (2003)

BA, Biola University, 1985; MBA, University of Southern California, 1998.

Lawrence Sam (2015)

BS, University of Maryland University College, 1985; MEd, Boston University, 1987; DPA, Golden Gate University, 1991.

Thomas Savage (2012)

BA, Samford University, 1989; MA, University of Texas at Arlington, 1996; MDiv, Covenant Theological Seminary, 2003.

Chenyuan Snider (2016)

BA, Shaanxi Normal University, 1988; MA, AG Theological Seminary, 2001; ThM, Duke University, 2006.

Glen Snyder (2014)

BA, Barry University, 1984; MDiv, Western Seminary, 1982; DMin, 1997.

Linda Sommerville (2004)

BA, California State University, Sacramento, 1986; MDiv, Fuller Theological Seminary, 1991.

Phil Sommerville (2013)

BA, Taylor University, 1980; MDiv, Fuller Theological Seminary, 1990.

Sharon Stenger (2006)

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

James W. Stewart (2015)

Bethany University, BA, 1976; Assemblies of God Theological Seminary, MA, 1998; University of Washington, PhD, 2000.

Kelleen Stine-Cheyne (2016)

BS, Texas A&M University, 1985; MEd, University of North Texas, 1994; PhD, Texas A&M University, 2002.

Tom Sundquist (2016)

BS, California State University, Chico, 1978; MPA, 1988; JD, University of the Pacific, 1994.

Matthew Timms (2016)

BA, Biola University, 2011; MA, Regent College, 2015.

Kenneth Wadum (2016)

BTh, Minnesota Bible College, 1971; MS, Winona State University, 1979; EdD, University of South Dakota, 1985.

Bill Walker (2016)

BBA, Baylor University, 2007; MTS, 2010; PhD, Claremont Graduate University, 2016.

Courtney Watson (2015)

BA, California Baptist University, 2008; MFA, National University, 2011.

Camille Wise (2015)

BA, San Diego State University, 1994; MPA, Golden Gate University, 2008; EdD, Drexel University, 2013.

## Faculty of Humanities and Social Sciences



**Erin Ambrose** (2007) *Associate Professor, Psychology*

BA, University of California, Davis, 1992; MA, California State University, Sacramento, 1995; PhD, The Chicago School of Professional Psychology, 2015.

Erin began teaching at William Jessup as an adjunct professor in 2007 and has gradually increased her role to full-time 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) *Lead Faculty, Criminal Justice; Associate Professor, Public Policy*

BA, Huron College, 1969; MEd, South Dakota State University, 1974; MA, American Public University, 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 several Fortune 500 companies.

Keith began teaching at William Jessup as an adjunct professor in 2012 and has gradually increased his role to full-time over the past several years. He is passionate about introducing students to the field of public policy and mentoring them as they find their life's calling.





**Andrew D. Carico** (2015) *Lead Faculty, Politics and Government; Assistant Professor, Public Policy.*

Evangel University, B.S., 2008; Regent University, M.A., 2008; Claremont Graduate University, Ph.D., 2017

A native of Bristol, Virginia, Andrew began his undergraduate studies at Evangel University in 2004. As an undergraduate, he studied political science and worked on several political campaigns, which contributed to his desire to study political science at the graduate level. While working on his MA in government, Andrew served as a staff writer for PublicCEO.com, a news organization dedicated to covering state and local government in California. It was also during this time that he felt called to a career in teaching and scholarship. In 2011, he began his Ph.D. studies in political science at Claremont Graduate University, which he completed in Spring, 2017.

Andrew's teaching and research interests lie in American politics and political philosophy. His dissertation, titled *Rhetorician in Chief: President Obama's Public Leadership and American Constitutionalism*, is a detailed analysis of the constitutional rhetoric of President Obama. He has written for *Starting Points Journal* and presented at several academic conferences. He hopes to inspire students to understand the importance of political engagement and to cultivate civic knowledge. He is in agreement with James Madison who wrote in 1822 that "knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

Andrew's wife, Allie, is a high school administrator, and they have two children: a son, Everett (Rett), and a daughter, Raegan.



**Phil Escamilla** (2008) *Associate Provost, Policy Development; Dean, Faculty of Humanities and Social Sciences; Chair and Professor, Public Policy Department; Lead Faculty, Jessup Institute for Public Policy*

BA, University of California, Berkeley, 1993; EdM, Harvard University, 1995; JD, Boston College School of Law, 1999.

Phillip followed a decade of working and consulting with a number of public institutions and advocacy groups at the local, state, and national levels with a career in ministry serving as a pastor, church planter, and church administrator. He is a frequent speaker at churches, conferences, and media events.

Phillip lives in Roseville with his wife Lisa, a nurse, and their three children—Gabriella, Zeke, and Rebecca.





**Julius (Rex) Gurney III** (2003) *Chair and Professor, History and General Education*

BA, University of New Mexico, 1979; MDiv, Golden Gate Baptist Theological Seminary, 1987; PhD, Union Presbyterian Seminary, 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) *Professor, English*

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



**Gina A. Mertz** (2016) *Clinical Director, Master of Arts in Counseling Psychology; Assistant Professor, Psychology*

BA, University of California, San Diego (1996); MA, University of San Francisco (1999).

Gina is a Licensed Marriage and Family Therapist with over 20 years of clinical experience providing counseling to children, adolescents, adults and families. Her professional mission is to provide help, hope and healing to clients and students through collaborative, encouraging, enlightening and Christ-centered therapy and academics. In her current role as Clinical Director, Gina coordinates practicum placements for second year MACP students.

In 2016, Gina began as an adjunct professor at Jessup. She previously worked as a manager and supervisor in community mental health settings and continues to operate her own private practice. Throughout her career, she has specialized in working with diverse populations providing counseling, consultation and training on trauma and abuse.

In addition to her academic and clinical passions, Gina is a poet and writer of Christian children’s books. She also enjoys world adventures with her husband and has been blessed in recent years to travel with her church to Israel, Greece, Turkey and Italy.



**Richard Mullis** (2018) *Program Chair, Master of Arts in Counseling Psychology; Associate Professor, Psychology*

BA, UCSB, (1991); MA, Biola University (1995); MA, UCLA (2001); MA, Biola University (2003); ThM, Regent College (2004); PsyD, Biola University (2008).

Over the course of 20 years, Richard has taught Spanish Language and Culture and Biblical Studies and Psychology and Theology Integration at Biola University. He recently taught in Vanguard University's Graduate Psychology Department.

Richard has a passion for partnering with others in their growth as they deal with relational, emotional, and spiritual issues; grief and bereavement; sexual addiction and identity issues; trauma; substance abuse, depression, and anxiety issues. He has advanced post-doctoral training in Gestalt Psychotherapy, Emotion Focused Therapy for Couples, and Contemporary Relational Psychoanalysis and Psychotherapy.

Richard also provides Executive & Life Coaching services, organizational consulting, and intensive weekend retreats. He regularly partners with churches, for profit and nonprofit organizations and their leaders.

In his personal life, Richard enjoys a community of friends and families, playing basketball, romance languages (Spanish), Latin & country line dancing, quality films, good coffee and conversation, boating, & [crossfit.com](https://www.crossfit.com) fitness conditioning.



**Vicki Quirarte** (2010) *Associate Dean of Academic Excellence; Administrative Faculty*  
BA, California State University, Long Beach, 1985; MA, National University, 2010.

From the beginning, Vicki's path has led her to develop an expertise in composition pedagogy. Although her degree is in English literature, she has been most interested in teaching students to write. Vicki has studied rhetoric and the critical thinkers who have contributed to the literature on the teaching of writing, and she is inspired and challenged to be the best composition instructor she can be. Previously, she was the faculty lead for the professional writing concentration within the English department. Additionally, she served as Director of Writing for the University where she directed the WJU Writing Center—both the on-campus and online writing centers.



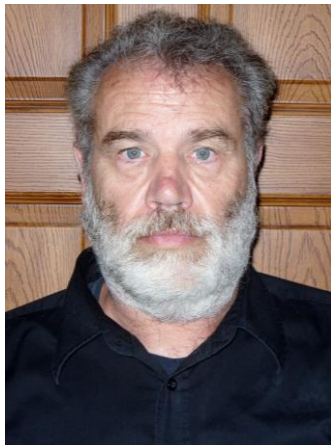
**Richard Ravalli** (2011) *Associate Professor, History*

BA, California State University, Stanislaus, 1998; MA, 2001; PhD, University of California, Merced, 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.



**Steven Stiles** (2011) *Assistant Professor, Psychology*

BA, Sonoma State University, 1968; MDiv, American Baptist Seminary of the West, 1973; DMin, American Baptist Seminary of the West, 1976.

Dr. Stiles teaches addiction studies at the William Jessup campus in San Jose. He has also served as 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 served for years as the clinical advisor at New Life Community Services, an addiction treatment program in Santa Cruz, California. Steve maintains counselor certification through the California Consortium of Addiction Programs and Professionals (CCAPP).

Dr. Stiles is the author of two books through Gospel Publishing 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) *Chair and Professor, Psychology*

BBA, Stephen F. Austin University, 1978; MEd, Georgia State University, 1980; PhD, University of Houston, 1987.

Dr. Stone has practiced as a licensed psychologist in California since 1990. He has over 30 years of experience in this profession, from working as the director of treatment of a drug and alcohol rehabilitation center to serving the community as a psychologist in Sacramento. He has been an adjunct professor for Fuller Theological Seminary in Sacramento since 1994. Before coming to WJU, he was the director of the master's program in Marriage and Family Therapy at Brandman University. He works closely with churches offering counseling and consultation for those in ministry.

Dr. Stone is Board Certified in Counseling Psychology by the American Board of Professional Psychology (ABPP).



**Melanie Trowbridge** (2015) *Associate Professor, Psychology*

BA, Mount Vernon Nazarene College, 1988; MD, Medical College of Ohio, 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 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) *Lead Faculty and Associate Professor, English*

BA, Covenant College, 2006; MA, University of Tennessee at Chattanooga, 2009; PhD, Trinity College Dublin, 2014.

Professor Wilson is an Assistant Professor of English at William Jessup University, where he has taught full-time since 2012. He teaches English composition, American and British literature surveys, and a range of upper-division American literature electives.

His areas of research interest include the fiction of the American South, modern and contemporary fiction, and literary theory and criticism.



## Adjunct

Kevin Adams (2011)

BS, Calvin College, 1982; MDiv, Calvin Theological Seminary, 1987; DMin, Gordon-Conwell Theological Seminary, 2003.

Shanda Adams (2011)

BA, Bethany College, 1996; MA, Grand Canyon University, 2001; MA, San Jose State University, 2009.

Sean Albrecht (2014)

BA, Bethany University, 2004; MA, Graduate Theological Union, 2010,

Matthew Baland (2011)

BA, Bethany College, 2002; MFT, Western Seminary, 2005.

John Branderhorst (2013)

BA, Calvin College, 1983; BA, 1985; MA, Chapman University, 2002.

Benjamin Burchett (2017)

William Jessup University, BA, 2013; California State University, Sacramento, MA, 2016.

John Burke (2014)

BS, Fort Lewis College, 1973; PhD, Capella University, 2004.

Matthew Carlin (2017)

BA, William Jessup University, 2013; MFA, University of Pittsburgh, 2017

Daren Casagrande (2014)

San Jose State University, BA, 2008; Western Seminary, MA, 2011.

Dorisa Costello (2013)

BA, Linfield College, 2001; MA, California State University, Los Angeles, 2005; PhD, University of Illinois at Chicago, 2012.

Kristen Crichton (2006)

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

David Dillman (2012)

BA, Life Pacific College, 1975; MA, Azusa Pacific University, 1984.

Russell DiSilvestro (2016)

BA, Indiana University, 1998; MA, Biola University, 2001; MA, Bowling Green State University, 2003; PhD, 2006.

Monika Downey (2015)

BS, William Jessup University, 2007; MS, Palo Alto College, 2010; PhD, 2013.

Ashley Earp (2010)

BA, Azusa Pacific University, 2006; MA, National University, xx.

Chris Flesoras (2011)

BA, Hellenic College, 1993; MDiv, Holy Cross Greek Orthodox School of Theology, 1996; MA, Northeastern University, 1996; PhD, University of California, Davis, 2009.

Margie Fuston (2013)

BA, California State University, Sacramento, 2011; BS, 2011; MA, 2013.

Cynthia Gaw (2017)

BA, California Polytechnic, 2001; MA, California Polytechnic, 2003; PhD, University of Wales, 2011

Jennifer Gerlach (2015)

BA, California State Polytechnic University, 2007; BS, 2007; MS, California State University, Fresno, 2009.

Veronica Graves (2014)

BA, California State University, Chico, 1999; MA, 2011.

Amanda Hawkins (2015)

BA, Simpson University, 2005; MA, Regent College, 2009.

Anita Hermsmeier (2010)

BA, Hope International University, 2001; MEd, Azusa Pacific University, 2003.

David Inniss (2014)

BA, West Point, 1999; MBA, California State University, Sacramento, 2004; EdD, Drexel University, 2013.

Mary Konow (2016)

BS, Fresno Pacific University, 1999; MS, California State University, Sacramento, 2002.

Jeff Kreiser (2011)

BA, California Polytechnic State University, San Luis Obispo, 1988; MA, 1991; MDiv, Fuller Theological Seminary, 1994.

Michael Lee (2015)

BS, University of Illinois at Urbana-Champaign, 2001; MA, Bethany University, 2004; MA, Santa Clara University, 2009.

Tammie Lovvorn (2016)

BA, University of Colorado, Colorado Springs, 2009; MA, National University, 2016.

Alicia Luna (2013)

BA, California State University, Sacramento, 1995; MA, North American Baptist College, 1997.

Jorge Luna (2012)

BA, California State University, Sacramento, 1995; MDiv, North American Baptist Seminary, 1998.

Irene Matson (2011)

BS, William Jessup University, 2009; MA, Prescott College, 2013.

Kevin McCauley (1998)

BA, San Diego State University, 1976; MA, University of San Francisco, 1980.

Adam McGill (2015)

BS, University of Phoenix, 2005; MS, California State University, Long Beach, 2007.

Nathan McQueen (2017)

BA, California State University, Sacramento, 2010; MA, California State University, Sacramento, 2013

Kathryn Moga (2010)

BA, San Jose Christian College, 1990; MA, California State University, Sacramento, 2009.

David Narita (2016)

BA, Brown University, 1990; MD, University of Cincinnati, 1994.

Carrie Newton (2015)

BA, Biola University, 1994; MA, California State University, Sacramento, 1996.

Stacey Palau (2016)

BA, University of California, Davis, 1988; MA, Bethany University, 1997.

Dennis Patton (2016)

BA, Kansas Wesleyan University, 1997; BA, Bethany University, 2003; MS, 2008.

Judy Person (2010)

BA, California State University, Fresno, 1979; MA, Fuller Theological Seminary, 1982.

Timothy Polasik (2015)

BS, University of Minnesota, 1996; MA, Liberty University, 2013.

Gary Quan (2014)

BS, California Polytechnic University, San Luis Obispo, 1998; MA, Western Seminary, 2008.

Thomas Savage (2012)

BA, Samford University, 1989; MA, University of Texas at Arlington, 1996; MDiv, Covenant Theological Seminary, 2003.

Doris Shurden-Lopez (2017)

BA, California State University, Sacramento, 2006; MA, University of San Francisco, 2008.

Honili Sema (2014)

BA, Patkai Christian College, 1989; MSW, Delhi School of Social Work, 1992.

Terri Smith (2015)

Notre Dame de Namur, BA, 2001; Saint Mary's College of California, MA, 2010.

Linda Sommerville (2004)

BA, California State University, Sacramento, 1986; MDiv, Fuller Theological Seminary, 1991.

Matthew Sparling (2011)

BA, California State University, Sacramento, 1995; MA, Columbia University, 2008.

Sharon Stenger (2006)

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

James W. Stewart (2015)

Bethany University, BA, 1976; Assemblies of God Theological Seminary, MA, 1998; University of Washington, PhD, 2000.

Nathan Stuckey (2015)

BA, California Polytechnic University, San Luis Obispo, 2008; MSW, California State University, Sacramento, 2012.

Brad Swope (2011)

BA, Wheaton College, 1985; MA, Talbot Theological Seminary, 2010; DMin, Talbot School of Theology, 2017.

Nicole Symcox (2015)

BS, William Jessup University, 2011; MA, John F. Kennedy University, 2014.

Wade Teasdale (2007)

BA, California State University, Sacramento, 1981; MA, 1989.

Cynthia Vanzant (2010)

BS, Southern University, 1974; MSW, California State University, Sacramento, 1995; EdD, Southern State University, 2007.



## Faculty of Natural and Applied Sciences



**Michelle Clark** (2012) *Assistant Professor, Mathematics*  
BS, California Baptist University, 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 three years, Michelle worked at Sacramento City College. While at SCC, Michelle had the opportunity to teach many different courses including a math study skills courses. She also taught in special programs like the Summer Success Academy and the Pass That Class program. Michelle is also a member of CMC<sup>3</sup>.

Since Michelle started teaching at Jessup in 2012, she has been very involved on campus. 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 loves being a part of the campus community 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 two sons.



**Parker Daniells** (2014) *Assistant Professor, Kinesiology*  
BA, William Jessup University, 2009; MS, California University of Pennsylvania, 2014.

As a student, coach, and faculty member, Parker Daniells has been a member of the Jessup community since 2005 and has had the privilege of watching it grow to what we see today. The close community is why he fell in love with Jessup. He is excited to be a part of the development of the Faculty of Natural and Applied Sciences and feels blessed to contribute to its growth by focusing on the development of our kinesiology department alongside Dr. Scott Roberts.

Sports and exercise psychology is a huge passion of Parker's. Psycholinguistics and its role in performance is his current area of doctoral work and is a growing field in the sports psychology world. On a personal level, he has a desire to equip and guide coaches to provide for their teams beyond the physiological aspects of their training while supporting them personally and spiritually in their coaching endeavors.

**James Donahue (2016) Professor, Computer Science**

BA, University of Michigan, 1969; PhD, University of Toronto, 1975.

Jim Donahue went to college intending to become a lawyer. But when he discovered computers as an undergraduate (writing his first program for an IBM 7090), he quickly changed his plans. After getting his PhD in Computer Science, Jim had a long career as an academic, an industrial researcher, and a principal engineer at a successful startup. He holds more than 20 US Patents and has a long and varied publication list.

(You can check it out on [https://www.researchgate.net/profile/James\\_Donahue3/contributions](https://www.researchgate.net/profile/James_Donahue3/contributions))

Jim started at Jessup as an adjunct and was thrilled to be offered the opportunity to become a full-time faculty member and to help grow the Computer Science program. His God-given passion is mentoring students to become great programmers who share his fascination with the technology and application of modern computing.

**Stephanie Everhart (2012) Associate Professor, Chemistry and Physics**

BS, Azusa Pacific University, 2002; PhD, University of Nevada, Reno, 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 full-time faculty member at Jessup, Stephanie's passion for the physical sciences is fulfilled through teaching and sharing it with others.



**Michael McGrann** (2013) *Chair and Assistant Professor, Environmental Studies*

BA, Fresno Pacific University, 2001; MS, Alaska Pacific University, 2004; PhD, University of California, Davis, 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*

BS, University of Zimbabwe, 1999; PhD, Portland State University, 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.



**John Richert** (2013) *Assistant Professor, Biology*

BS, Long Island University-Southampton, 2000; PhD, University of California, Davis, 2007; MA, Western Seminary, 2014.

John is a marine biologist with extensive experience in marine fisheries and coral reef ecology. He completed his undergraduate studies at Long Island University (New York) before receiving this Ph.D. from the University of California, Davis. Following completion of his Ph.D., John also completed a Master of Arts in Ministry and Leadership from Western Seminary, equipping him to serve as Lead Pastor of Discovery Christian Church in Davis for 11 years. He began teaching Biology and Environmental Science at WJU as an adjunct in 2013 before joining as full-time faculty in 2017.

The bulk of John's research has been conducted in the dynamic southern Gulf of California where he has studied the feeding habits of large migratory fishes including tunas, billfish, sharks and other ecologically and economically important species. His studies have included novel approaches to marine ecosystem study such as stable isotope analysis, ultrasonic telemetry and interdisciplinary approaches to fisheries management.

John now serves as our Lead Faculty of Biology and works to strengthen our existing biology programs while expanding new initiatives, such as our Haiti Travel Study Program. His research program at WJU will survey fisheries and reef fish biodiversity in a newly formed marine protected area on the northeast coast of Haiti. He aims to combine research experience and expertise with a vision for transforming marine management and communities in Haiti.

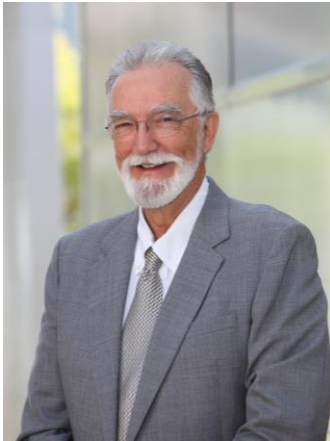


**Scott Roberts** (2014) *Chair and Professor, Kinesiology*

BA, California State University, Chico, 1986; MS, California State University, Sacramento, 1988; PhD, University of New Mexico, 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) *Dean, Faculty of Natural and Applied Sciences; Professor of Biology*  
BA, Southern California University of Health Sciences, 1975; DC, 1976.

Dr. Stubblefield's clinical healthcare experience spans over 40 years, with clinical applications involving sports medicine, rehabilitation, and reconstructive biomechanics. He was instrumental in the establishment of a biomechanics healthcare medical clinic for the Department of Defense at Travis Air Force Base's David Grant Medical Hospital in 2000 that continues to provide evaluation and treatment for our veterans and military personnel today.

As Dean of the Faculty of Natural and Applied Sciences, Dr. Stubblefield has been involved in academic curricular development for over 16 years, with current degree programs in Biology, Kinesiology, Environmental Science, Mathematics and Computer Science, with plans to launch new undergraduate degree programs in Aviation, Marine Biology, Biochemistry, Bioengineering, Registered Dietitian in Nutrition and a new Bachelor's degree in Nursing. A new Master's Degree in Healthcare Administration is currently being developed as well. Dr. Stubblefield has developed and implemented Jessup's new summer bridge program for pre-allied health and medical school students which allows students to acquire required courses that are highly impacted at local universities. Under his leadership, the Faculty of Natural and Applied Sciences has provided significant growth in our science programs, research projects, and faculty development.



**Bradley Wagner** (2014) *Assistant Professor, Mathematics*

BA, The Master's College, 2005; MS, California State University, Northridge, 2007; PhD, Baylor University, 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.




**Muntuck Yap (2018) Professor, Computer Science**

BS, University of Malaya, 1974; MS, University of Auckland, 1980; PhD, NovaSoutheastern, 2003.

Muntuck finds teaching computer science to be both challenging and fascinating, and very much different from research and development. Computer science is an ever-changing field with new ideas, tools and techniques. The challenge is how to provide the students with the fundamentals and yet keep them abreast with the new technology and ideas.

Muntuck had been involved with research and development for the last 30 years, along with IT consulting. Some of his research work include the first commercial object-oriented database, setting up of CORBA, bridge operating system between UNIX and other OS, distributed algorithms for self-directed search using heuristics, ant algorithms for pattern recognition and searching for the most efficient path within network and schemes to parallelize programs on architecture with multiple nodes. His research work in physics was in optical computing and quantum electronics. Muntuck was involved in multiple startup companies including two of his own.

Muntuck had spent some time with IBM University teaching and conducting research in software architecture. He conducted other classes and conferences on various topics in computer topics. His current interests are figuring out how to impart to his students with two skills - the ability to teach themselves anything and the ability to tackle impossible problems without being discouraged. He is interested in apologetics and theology. He likes to encourage people to see the harmony between science and biblical faith.

## Adjunct

Jennifer Batt (2016)

BS, Azusa Pacific University, 2002; MS, 2016.

Noah Boggess (2017)

BS, National University, 2013; MS, Northwestern University, 2015.

Steven Broad (2016)

BS, University of Evansville, 1996; MS, University of Notre Dame, 2007; PhD, 2009.

Carlyn Brown (2014)

BA, Chapman University, 1997; MA, Ashford University, 2013.

Edsel Clark (2014)

BA, University of Illinois, 2000; MA, Benedictine University, 2005; EdD, Aurora University, 2011.

Tammy Cleek (2014)

BS, Santa Clara University, 1991; MS, Stanford University, 1994; PhD, 2003.

Rachel Constantini (2016)

BA, William Jessup University, 2011.

Veronica Graves (2014)

BA, California State University, Chico, 1999; MA, 2011.

Peggy Gubitz (2012)

BS, State University of New York at Albany, 1975; MA, University of Santa Clara, 1980.

Randall Hodges (2017)

BA, Pepperdine University, 1973; MA, Western Governors University, 2016.

Cornelius Hunter (2015)

BS, University of Michigan, 1980; MS, 1982; PhD, University of Illinois at Urbana, 2001.

Carey Kopay (2017)

BS, University of California, Santa Barbara, 1995; MA, 1998.

Heather Kreutz (2015)

BS, Westmont College, 2005; MS, California State University, Sacramento, 2013.

Eric Miedema (2016)

BS, University of Missouri, Columbia, 2010; MBA, 2011.

Dung Nguyen (2015)

PhD, National Center for Scientific Research of Vietnam, 1994.

Gregory Rongley (2017)

BA, Trinity International University, 1993; MA, 2016.

Sumathi Sankaran-Walters (2016)

MBBS, Madras Medical College, India, 1992; PhD, University of California, Davis, 2006.

Ravi Thangappan (2014)

BS, University of Madras, 1991; MS, 1993; PhD, 2000.

Monica Zimmer-Vargas (2009)

BS, California State University, Sacramento, 2006; MS, California University of Pennsylvania, 2012.

## Visual and Performing Arts



**Derek Martin** (2013) *Associate Professor, Theatre*

BFA, University of Hartford, 2001; MFA, Regent University, 2009.

Derek Martin is a professional actor, director, choreographer, producer, and educator and has spent the last two-plus decades working professionally in the arts, media, and entertainment. Previously, Derek was a professor of theatre and head of the BA in Theatre at Regent University in Virginia Beach, VA. 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, Virginia Stage Company, Virginia Musical Theatre, Tidewater Stage, and Sacramento Theatre Company. He has performed in such shows as *Singing in the Rain* (Don Lockwood, with original choreography by Stan Donen and Gene Kelly), *The Music Man* (Harold Hill), *Bye, Bye Birdie* (Albert Peterson), *The Three Musketeers* (Aramis), and *West Side Story* (Riff), to name a few.

Derek 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 founder and former Artistic Director of The Americana Theatre Company, a professional summer theatre company in Plymouth, Massachusetts (of which he still serves on the Board of Directors). He spends every summer in Plymouth, producing theatre with his beautiful wife, Jennifer, and his family. Derek is in the process of writing a book on the importance of imagination, creativity, and the arts in culture and in the church. Derek and his wife live in Roseville.



**Jennifer Martin** (2014) *Administrative Faculty*

BA, Azusa Pacific University, 2005; MFA, Regent University, 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. She is the Artistic Director of The Classic Theatre, a new professional theatre company located in Placer County, California, and Associate Artistic Director of Americana Theatre Company in Plymouth, Massachusetts. 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.





**Marc Robertson** (2014) *Lead Faculty and Assistant Professor, Creative Arts*

BA, California State University, Sacramento, 2012; MA, University of San Francisco, 2014.

Marc Robertson has an MA in Digital Media and Education from the University of San Francisco. HE has worked in the field for over 10 years and has developed an expertise in the areas of cinematography, photography, graphic design, web design, and mass media communications. Marc has a calling from the Lord to teach and loves every minute he gets to spend with the students. His style of teaching is constructionism, and he approaches teaching with a serving heart.

Marc is married to a godly woman (Pam) and has two children (Marc and Rebekah).



**Thomas Ruscica** (2003) *Chair, Visual and Performing Arts Division; Chair and Associate Professor, Music*

BA, Azusa Pacific University, 1992; MA, 1995.

Tom conducts William Jessup University'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. The University Choir & Orchestra has released ten recordings and tours extensively throughout the San Francisco Bay Area, Central and Northern California, and the Pacific Northwest. 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.

Tom also serves as the Division Chair for Visual and Performing Arts, and is the Chair of the Music Department. 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.

While at Azusa Pacific University, he earned a Bachelor of Arts in music with an emphasis in music theory. In 1995, he earned his Master's degree in music, with an emphasis in choral conducting.



**Dr. Elizabeth Stanley** (1996) *Professor, Music*

BA, California State University, Hayward, 1978; MA, 1983; D.M.A, Boston University, Boston, 2018.

In the church Dr. Stanley 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. Dr. Stanley brings to William Jessup University an enthusiasm and a love of her students.

Dr. Stanley 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. Dr. Stanley 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. Dr. Stanley has also presented seminars on vocal technique and enjoys leading worship in conference and retreat settings.

**Adjunct**

Eric Baral (2014)

BFA, San Jose State University, 2008; MFA, 2010.

Lyndsay Barham (2014)

BA, William Jessup University, 2012; MA, California State University, Sacramento, 2014.

Alex Chaney (2016)

BA, William Jessup University, 2015.

Cristina Cibotar (2011)

MA, State University of Arts, Moldova, 1999.

Ardith Gray (2016)

BFA, San Jose State University, 1992; MFA, San Diego State University, 1996.

Sam Griffith (2016)

BFA, New School University, 2005; MM, California State University, Sacramento, 2010; DMA, University of Colorado, Boulder, 2013.

Derek Keller (2010)

BA, University of Georgia, 1994; MA, 1996; PhD, University of California, San Diego, 2004.

Alan Koshiyama (2012)

AA, American River College, 1991.

Kyle Martin (2013)

BA, Oak Hills Bible College, 2002.

Irene Matson (2011)

BS, William Jessup University, 2009; MA, Prescott College, 2013.

Lorin Miller (2011)

BA, Oral Roberts University, 1982.

Diana Murray-Tudsbury (2011)

BA, Azusa Pacific University, 1979; MA, California State University, Sacramento, 1989.

Courtney Janey Pintar (2013)

BA, University of California, Davis, 2008; MA, San Francisco State University, 2012.

Brittney Reimert (2015)

Pepperdine University, BA, 2010; Columbia University, MFA, 2012.

Brandy Ruscica (2010)

BA, Azusa Pacific University, 1997.

Karen Salee (2015)

BFA, California State University, Long Beach, 1983.

Aubri Siebert (2015)

BA, University of California, Irvine, 2005; MFA, 2008.

Evgeniy Sporov (2015)

BM, Glinka State Conservatory, Russia, 1997; MM, 1999; DMA, Michigan State University, 2006.

Timothy Stephenson (2015)

BM, California State University, Sacramento, 2009; MM, 2012.

Michael Tackett (2015)

California State University, Sacramento, BA, 2003; Grand Canyon University, Med, 2009.

Lori True (2007)

BA, Azusa Pacific University, 1988.

## Business



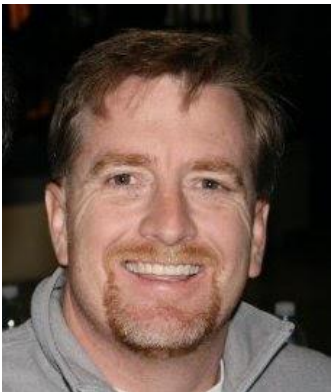
**Steve Backers** (2018) *Assistant Professor, School of Business*

B.S.C. Finance, Santa Clara University, 1984; MBA, Santa Clara University, 1988

Steve spent 25+ years in Finance, Human Resources, and Operations at Intel Corporation in Santa Clara and Folsom, CA. While at Intel, he was the recipient of numerous recognition awards, was interviewed by Fast Company, and co-authored an article for Talent Management Magazine. In 2011, he left Intel to help launch Care Innovations, a health technology start-up where he held the positions of Human Resources Director, Chief Financial Officer, and Chief Operating Officer.

After his technology career, Steve entered the non-profit sector as Chief Operating Officer for Saint John's Program for Real Change in Sacramento. In addition to teaching at William Jessup, Steve works as an independent consultant focused on Talent and Organizational Performance, and is a member of the Society for Human Resource Management (SHRM).

In the community, Steve serves as Chairman of the Board for an area non-profit, Hands4Hope – Youth Making a Difference, an organization whose mission is to inspire and empower youth in leadership and service.



**Ray Bryant** (2018) *Assistant Professor, School of Business*

BA, University of Southern California, 2017; MBA, Duke University, 2017

Ray believes in the power of entrepreneurship and evangelism together. Integrating the power of biblical principles into the process of starting a company is one of his great passions. He strives to impart this combination of principles and process to his students.

After starting his professional career in banking and management consulting, Ray moved to a small private equity group before finding his calling as an entrepreneur. He brings a broad range of functional experience to his students including deal structuring and pitching, digital marketing and market evaluation.

Ray's research interests include how startups communicate value quickly, what constitutes effective idea validation and how digital strategy affects the ultimate results of a startup.

He has had two successful exits and currently sits on the board of two startups. Ray and his wife have worked closely with both children's and marriage ministries and belong to Rolling Hills Church. They enjoy a wide variety of activities with their family.



**Erin Hill (2014)** *Associate Dean and Assistant Professor, School of Business*

BBA, Golden Gate University, 2001; JD, Northwestern California University, 2005; LLM, Thomas Jefferson School of Law, 2011.

Erin's passion is to inspire, mentor, and educate. She believes that we are called as Christians to be the light in the world and promote justice. Erin encourages her students to be bold in their approach of incorporating biblical principles into their personal, as well as professional, lives.

Prior to joining Jessup, Erin spent several decades in management, including holding a vice president position for a California certified IT corporation. Erin stays current in her field by maintaining international certifications in finance, law, quality control, and project management.

Erin holds active involvement in local community service organizations and serves as a pro bono advisor. Throughout the years, she has assisted several students in obtaining scholarships and internships. On a personal note, Erin is a classically trained musician and is married with two daughters.



**Greg Hurley (2018)** *Business Professor; Co-Director of William Jessup Center for the Ron Blue Institute for Financial Planning, San Jose Campus.*

BS, Business Administration, University of Phoenix, 1995; MBA in Financial Planning, California Lutheran University, 2016.

Greg's passion is for the Bay Area to be the most generous place on earth so that everyone will know Jesus as Lord and Savior and live as God intended.

Greg started providing financial and investment advice in 1992. After serving clients for more than a decade as an investment advisor, Greg founded Hurley Wealth Management Group in 2005. Twenty years into his practice as an investment professional, Greg learned what the bible says about money and it radically transformed both his personal finances and his practice. Greg is a Certified Kingdom Advisor® and a Certified Financial Planner (CFP®).

Greg is actively involved with YWAM San Francisco, Kingdom Advisors and Generous Giving. Greg is married with one son and enjoys family time, iced Philz Coffee, dreaming, writing and helping Bay Area Christians draw closer to Christ, to be completely free in the financial area of their lives all in order to live the life they were created to live in Christ.



**Curt Nichols** (2018) *Co-Director of William Jessup Center for the Ron Blue Institute for Financial Planning, Rocklin Campus*

BS EE, University of Utah, 1981

Curt Nichols brings more than 30 years of business and non-profit experience to the Business School at William Jessup University. For seven years Curt managed a \$200M venture capital investment fund for Intel Capital, the world's largest strategic investor. Prior to that he served as vice president and general manager of a \$2B annual revenue operating group for Intel Corporation. His earlier business experience included multiple roles in sales and marketing.

Curt has a heart for serving those less fortunate, and a long-time commitment to Jesus Christ. He is passionate about helping inmates behind bars, and for the past 6 years has led a weekly Prison Fellowship class at Folsom Prison. Curt previously served as board chairman for World Concern, a Christian global relief and development agency, as well as serving on boards at Crista Ministries in Seattle and Cycles 4 Hope locally in Sacramento. He continues to lead two weekly Bible studies for adults, in the workplace and in his home.



**Michael Obermire** (2016) *Academic Business Manager*

BS Industrial Engineering, CSU, Fresno, 1983; MBA, CSU, Sacramento, 2007.

Michael is passionate about teaching, learning, growing in Christ and helping others to find and cultivate their Christ given passion. Michael believes the small class size at William Jessup University allows for a strong personal connection between students and faculty, which is a foundation for trust and knowledge.

Prior to joining William Jessup University, Michael spent 34 years in the manufacturing industry, leading the sales, marketing, planning, and supply chain functions as an executive in California based International Corporations. Michael began teaching in 2012 at California State University, Sacramento in their Executive MBA program and in the undergraduate program. He joined William Jessup University in 2016 to teach in the William Jessup undergraduate and MBA programs.

Michael was appointed by the U.S. Secretary of Commerce to the Northern California District Export Council, and is a member of the International Trade Council of the California Chamber of Commerce. He is married, with three children and four grandchildren, and has lived in Rocklin over 25 years.





**Manuel Salazar (2012) Associate Professor, Business**

BS, University of North Carolina, 1994; MBA, Campbell University, 1995; MA, Luther Rice University, 2000; EdD, Pensacola Christian College, 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 over 25 years 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 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.



**Ahmad A. Shaar (2017) Assistant Professor, Business**

BBA, American University of Technology (AUT), Lebanon, Business Computing, 2003; MBA, IT & CRM, 2005; Executive MBA, Marketing & Advertising, 2006; MBA, HR, 2008; EMBA, Institute Universitaire Kurt Boch, Switzerland, Hospitality & Tourism Management, 2009; DBA, International Technological University (ITU), San Jose, CA, Knowledge Management & Business Intelligence, 2018.

Ahmad has had years of leadership and teaching in Higher Education. He has worked at AUT; NYC; SUNY; Institute Universitaire Kurt-Bosch; ITU; UC Berkeley; Cogswell College, and now WJU. Ahmad enjoys teaching Project Management, Entrepreneurship, Market Research, Organizational Teamwork, Advertising Strategies, MIS, Strategic Management and other practical courses. He has contracted with and lead projects for several Fortune 100 companies such as KPMG, P&G, SAP, Google, YouTube, CISCO, Orange-Telecom, Levi's, Starbucks, and McDonald's. Ahmad has also consulted with a number of startup companies, SMB's and over 60 restaurants. As a Certified Quality Auditor at Lloyds (U.K.) Ahmad helped many organizations to procure their ISO and HACCP certifications.

In Silicon Valley, Ahmad has worked on a variety of projects to include autopilot cars (Google Project), smart chip implants to control diabetes (Intel Project). He also joined and partnered with Jighi, a startup company which organizes the annual Africa Cyber Security Conference under the patronage of the US Department of Trade and Commerce.



**Stephen Strombeck** (2016) *Dean, School of Business; Director, MBA Program; Professor, Marketing*

BA, Westmont College, 1986; MBA, Pepperdine University, 1988; PhD, University of Mississippi, 1999.

Dr. Steve Strombeck comes to William Jessup University from California Baptist University, where he has been serving as the Interim Dean and MBA Director of the Robert K. Jabs School of Business. While at CBU, he was responsible for managing and coordinating the undergraduate and graduate curriculums and organizing and managing all school of business events, in addition to establishing and nurturing relationships with key stakeholders.

Dr. Strombeck is a professor of marketing with an expertise in the areas of services marketing and branding. In these areas, he has published a number of peer-reviewed articles in leading academic journals such as the *Journal of Services Marketing*, *Managing Service Quality*, and *Asia Pacific Management Review*. Since 1994, he has been hired by a variety of different companies as a consultant in the areas of customer satisfaction and retail store patronage.

Dr. Strombeck is thrilled to be joining the WJU team. He has been interested in working at WJU since 2004, and now at last God has opened a door for him to serve side-by-side with some of the finest Christian faculty in the country. Originally from Davis, California, Dr. Strombeck plans to use his “homecoming” to help build one of the best Christian universities in the nation.



**Richard Yang** (2017) *Assistant Professor, International Business.*

B.S. Industrial Engineering, SUNY Buffalo, 1983; MBA, Columbia Business School, 1992; AMP, Harvard Business School, 2007, GLB/JD, National University of Singapore Law School, 2010

Richard Yang has owned a seat on the Australian Stock Exchange, is an entrepreneur and a real estate developer whose company, The InnoSia Group, is engaged in residential and resort development in Malaysia, Singapore, and the U.S. Richard has worked as an investment banker and management consultant and in the public sector. He has advised and consulted with Fortune 500 companies as well as served as a consultant to several emergent, soon-to-be privatized Russian companies. In Asia, he has served as the director and executive director of several regional Asian companies.

Richard sees teaching at William Jessup University as being the tip of the spear in helping fulfill Romans 12:2- “Don’t copy the behavior and customs of this world, but let God transform you into a new person by changing the way you think”. His inspiration comes from Psalms 71:18, “Now that I am old and gray, do not abandon me, O God. Let me proclaim your power to this new generation, your mighty miracles to all who come after me”.

He is also active in community service. In Malaysia and Singapore, Richard served on the national board of Habitat for Humanity and was active in various causes related to environmental preservation in the region. Currently, he attends Bayside Church in Granite Bay, CA. He is also involved with Cru, Compassion International, and Wycliff, Faith Comes by Hearing, as well as several other global ministries.



## Professor Emeriti

Roger Salstrom

BS, Purdue University, 1971; MBA, Indiana University, 1973; PhD, University of California, Berkeley, 1989.

## Adjunct

**Karen Alvord** (2017)

*BSW, Pacific Union College, 1987; MSW, California State University, Sacramento, 1989; MBA, North Park University, 2015.*

**Scott Alvord** (2017).

*BS, Pacific Union College, 1986; MBA-MCA, California State University, Sacramento, 1999.*

**Neal Armstrong** (2018)

*BA, Trevecca Nazarene University, 2006; MA, Trevecca Nazarene University, 2007; MDiv, Northwest Nazarene, 2011; MBA, California Southern University, 2014.*

**Steve Backers** (2016)

*BS, Santa Clara University, 1984; MBA, Santa Clara University, 1988.*

**Christine Bates** (2018)

*BBA, Austin Peay State University, 2013; MS, Golden Gate University, 2016*

**Steve Bretches** (2017)

*BA, Vanguard University of Southern California, 1999; MBA, California Baptist University, 2004.*

**Howard Ray Bryant** (2017)

*BA, University of Southern California, 1989; MBA, Duke University, 1993.*

**Kevin Cooper** (2018)

*BA, San Jose State University, 1991; MBA, Leavy School of Business, Santa Clara University, 1994*

**Tim Dupic** (2014)

*BS, University of South Dakota, 1976; MBA, 1980; MDiv, Trinity College of the Bible and Theological Seminary, 2004; DBA, Northwestern Polytechnic University, 2013.*

**Darrell Early** (2018)

*BS, University of Phoenix, Sacramento, 2005; MBA, National University, 2008.*

**Mark Ellis** (2015)

*BS, North Central University, 1997; MBA, Regent University, 2000; PhD, Capella University, 2007; MJ, Loyola University of Chicago School of Law, 2014.*

**Jimmie Flores** (2018)

*BBA, St. Mary's University, 1990; MS, Keller Graduate School of Management, of DeVry University, 2008; MBA, University of St. Thomas, 1992; MS, Regis University, 2003-2009; MA, PhD, Fielding Graduate University, 2002; DM, University of Phoenix, 2009.*

**Stephen Foerster** (2018)

*BA, University of Michigan, 1990; MBA, University of California, Irvine, 2003.*

**Gary Gubitz (2012)**

*BS, State University of New York at Albany, 1973; MS, The Ohio State University, 1976.*

**Chris Guidry (2017)**

*BS, Arizona University, 2012; MA, Northern Arizona University, 2016.*

**David Inniss (2014)**

*BA, West Point, 1999; MBA, California State University, Sacramento, 2004; EdD, Drexel University, 2013.*

**Thomas Douglas Jacobs (2013)**

*BME, Georgia Institute of Technology, 1975; MBA, Wichita State University, 1986.*

**Todd Johnson (2018)**

*BSC, University of Santa Clara, 1985.*

**David Kee (2017)**

*BS, Capella University, 2012.*

**Terry Lanier (2017)**

*BS, Santa Clara University, 1964; MBA, 1974.*

**Taylor Marchelle (2017)**

*BA, CSU Sacramento, 2013; MA, CSU Sacramento, 2017.*

**Phil Medlin (2018)**

*BS, Consumnes Junior College California State University, Sacramento, 1976; MBA, Golden Gate University, 1980.*

**Mike Miller (2017)**

*BS, Arizona State University, 1982; MS, Memphis State University, 1985.*

**Frank Murphy (2016)**

*BA, Southern Illinois University, 1999; MBA, Trident University International, 2008.*

**Michelle Nelson (2017)**

*BS, University of Nevada, Reno, 1987; MS, Golden Gate University, 2016.*

**Keisha Nichols (2018)**

*BS, Gwynedd Mercy University, 2004; MBA, Jacksonville University, 2009; DBA, Georgia State University, 2012.*

**Loo Ng (2012)**

*BS, University of Southern Illinois, 1983; MPA, University of Oklahoma, 1986.*

**Mike Obermire (2016)**

*BS, California State University, Fresno, 1983; MBA, California State University, Sacramento, 2007.*

**Ann Olson (2016)**

*BA, University of California, Davis, 1979; MA, Fuller Theological Seminary, 2016.*

**Taeho Park (2017)**

*BS, Seoul National University, 1981; MS, Seoul National University, 1983; Ph.D, University of Wisconsin, 1987.*

**Charles Pineau (2017)**

*BS, Northern Michigan University, 1969; MA, Webster University, 1998.*

**Tecoy Porter (2013)**

*BA, California State University, Sacramento, 1993; MBA, 1995; DSL Regent University, 2013.*

**Edwin Rice (2016)**

*BA, University of Texas, Arlington, 1987; MBA, Golden Gate University, 1996.*

**Reid Rutherford (2017)**

*BA, Pepperdine University, 1975; MBA, Stanford University, 1981.*

**Jaime Sainz (2017)**

*BS, Arizona State University, 1987; MBA, Kaplan University, 2009.*

**Mark Salo (2002)**

*BA, Biola University, 1985; MBA, University of Southern California, 1998.*

**Angelica Smith (2017)**

*BS, University of Phoenix, 2011; MBA, University of Phoenix, 2013.*

**Ellen Spencer (2011)**

*BS, California State University, Sacramento, 1992; MA, Chapman University, 2011.*

**Tom Sundquist (2016)**

*BS, California State University, Chico, 1978; MPA, 1988; JD, University of the Pacific, 1994.*

**Merlin Switzer (2017)**

*BA, California State University, Sacramento, 1976; MPA, 1983; DSL, Regent University, 2010.*

**Vincent (Skip) Vaccarello (2017)**

*BA, Harvard University, 1971; MBA, Boston University, 1978.*

## School of Education



**David Bills** (2016) *Assistant Professor; Field Experience Coordinator*  
BA, Humboldt State University, 1983; MA, Chapman University, 2005.

David Bills brings over 30 years of teaching, coaching, and educational administration experience to the University. Having been a classroom teacher, athletic director, principal, and district assistant superintendent, he offers both community connection and a wealth of “in the trenches” perspective to both our staff and student body.

David is passionate about educating, mentoring, and sending out dedicated teacher-leaders inspired to reveal God’s love, grace, and hope to future generations.

David has been married for 38 years to his wife, Julie, who has also served as a local elementary school teacher and amazing mother to their two daughters, Rebecca and Tanya.



**Christy Cooper** (2013) *Assistant Professor; Coordinator of Undergraduate Studies*  
BA, Azusa Pacific University, 2007; MA, 2009; EdD, Drexel University, 2017.

Dr. Cooper brings over 11 years of teaching, advising, and educational coaching experiences to the WJU School of Education. Having spent significant time as a high school English to the full range of students, in addition to her tenure in middle school, and collegial level settings across both the public and private sectors, she has developed a love and excitement for making content accessible to *all* learners.

Cooper is expressly passionate about the possibilities for individual transformation through intentionally-crafted educational experiences, and engages in scholarship within the area of Transformative Learning. As a lover of literature and the world, she sees the classroom as a place where cross-cultural experiences can happen every day through storytelling; she believes that everyone has a story to tell and when we are willing to listen to each other’s stories, some of the most profound learning can take place.

Dr. Cooper, a Los Angeles native, lives in Roseville with her husband Mat (an aerospace engineer) and their four-legged Beagle-mix, Winnie. She enjoys reading and adventuring and is a self-professed Anglophile.



**Mike Granchukoff** (2017) *Program Coordinator/Assistant Professor, Master of Arts in Education*

BS, California State University Sacramento, 2005; GSD, Western Seminary, 2006; MA; University of Phoenix, 2010; PhD, Capella University, 2016

Having worked in public/private schools and a youth pastor for over a decade, Mike Granchukoff sees the deep need for godly educators. Mike believes that God has brought him to William Jessup University because of its outstanding reputation and unique position as the only accredited faith-based four year university in California's capital region. Our location affords us the unique opportunity to be salt and light.

Mike is focused on helping graduate students become scholar-practitioners by completing their research capstones. Doing research can often be scary and overwhelming, but Mike's approach is to make the process as clear and seamless as possible. Mike emphasizes the importance of helping graduate students start and finish well.



**Lois Harmon** (2017) *Assistant Professor; Coordinator of the Masters of Arts in Teaching*

BS, Florida Agricultural and Mechanical University, 2012; MA and PhD, University of California at Santa Barbara, 2014; 2017

Lois Harmon is an assistant professor in the School of Education and Coordinator of the Master's of Arts in Teaching program. Her commitment to equitable teaching and learning and the improvement of teacher education has sparked her scholarly interests in teacher preparation and literacy development. In particular, Lois' research focuses on how teacher candidates are being prepared to effectively teach students from underrepresented backgrounds, particularly English Learners.

Lois joined the SOE team in 2017. Prior to her current position as a MAT coordinator, she was a Lecturer in the Gevirtz Graduate School of Education at the University of California at Santa Barbara (UCSB) and a Program Evaluator for the Southern California Evaluation Association. She received her M.A. and Ph.D. in Education with an emphasis in Leadership and Organizations from UCSB and holds a Florida Educator's Certificate with endorsements in reading and English speakers of other languages (ESOL). Lois Harmon currently resides in Rocklin, CA. Born and raised in Gainesville, Florida, Lois takes pride in being a bicoastal resident.


**Nathan Herzog (2004) *Dean and Professor, School of Education***

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

**Professor Emeritus**

Tim Gillespie

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

**Adjunct**

Sharon Anderson (2013)

BA, Bethany Bible College, 1979; MA, University of San Francisco, 1983; EdD, 1996.

Rebecca Cihak (2009)

BA, John F. Kennedy University, 1992; MA, California State University, Sacramento, 2009.

Edsel Clark (2014)

BA, University of Illinois, 2000; MA, Benedictine University, 2005; EdD, Aurora University, 2011.

Cheri Coulter (2016)

BA, Biola University, 1989; MA, National University, 2001.

Judith Delise (2017)

BA, University of San Francisco, 1977; MA, St. Mary's College, 1991.

Addie Ellis (2013)

BA, University of California, Riverside, 1996; MS, National University, 1998; EdD, Drexel University, 2012.

Ashlee Feytser (2014)

BA, William Jessup University, 2012; MA, Columbia International University, 2013.

Pamela Gaderlund (2011)

BA, Wheaton College, 1968; MA, Northwestern University, 1969.

Michael Gordon (2018)

BA, California State University, Sacramento, 1997; MAE, National University, 2000.

Terri George (2010)

BS, University of California, Davis, 1991; MA, Louisiana State University, 1994; PhD, Louisiana State University, 1996.

Axel Hannemann (2017)

BS, State University of New York at Buffalo, 1976; MEd, University of Arizona, 1982.

Greg Lazaga (2018)

BA, Azusa Pacific University, 2001; CA Credential, Cal State University Sacramento, 2004; MA, Fresno Pacific University, 2014.

Kevin McCauley (1998)

BA, San Diego State University, 1976; MA, University of San Francisco, 1980.

Elisa Michals (2009)

The University of British Columbia, BEd, 1985; MEd, 1991; PhD, 2000.

Lari Miller-Powell (2009)

BA, California State University, Chico, 1995; MS, National University, 2008.

Cynthia Nunes-Taijeron (2013)

BS, University of Maryland, 1992; BA, 2000; PhD, Walden University, 2012.

Curt Peterson (2009)

BA, Bethany College of Missions, 1981; MDiv, Fuller Theological Seminary, 1989.

Lynda Snelgrove (2014)

BA, Bethany University, 1988; MA, 2011.

Matthew Sparling (2011)

BA, California State University, Sacramento, 1995; MA, Teachers College, Columbia University, 2008.

Jessica Stiles (2018)

BS, DeVry University, 2008; MS, National University, 2012.

Eric Sweiven (2010)

BA, Prescott College, 1993; MAE, National University, 2006.

Andrew Vanden Akker (2013)

BA, Biola University, 2001; MA, 2003.

Marilyn Vaughn (2013)

BS, The Ohio State University, 1969; MA, University of Santa Clara, 1981; EdD, University of Southern California, 1994.

## Campus Directory

**Academics** **916.577.2250**  
*Eva Hall, Director of Academic and Faculty Support*

**Student Accounts** **916.577.2352**  
*Sara Trummel, Student Accounts Officer*

**Admission** **916.577.2222**  
*Steve Jin, Director of Enrollment Management*

**Student Development** **916.577.2321**  
*Dave Heitman, Dean of Students*  
*Kay Llovio, Associate Provost for Student Development*

**Athletics** **916.577.2366**  
*Michael Harper, Associate Athletic Director of Development*  
*Farnum Smith, Senior Associate Athletic Director*  
*Lance Von Vogt, Athletic Director*

**Campus Safety** **916.577.7070**  
*Paul Ybarra, Director of Campus Safety*

**Campus Store** **916.577.2390**

**Development** **916.577.1800**  
*Sheila Haut, Public Information Officer*  
*Eric Hogue, Chief Development Officer*

**Facilities** **916.577.2380**  
*Mike Snook, Maintenance Supervisor*

**Financial Aid** **916.577.2233**  
*John Swan, Director of Financial Aid*

**Human Resources** **916.577.2355**  
*Linda Giusti, Human Resources Manager*

**Information Technology** **916.577.2345**  
*Judy Rentz, Chief Operating Officer*  
*Dan Dutcher, IT Director*

**Learning Commons** **916.577.2298**  
*Kevin Pischke, Dean, Academic Support and Resources*

**Library** **916.577.2288**  
*Kevin Pischke, Dean, Academic Support and Resources*

**Registrar** **916.577.2244**  
*Tina Petersen, Registrar*

**School of Professional Studies – San Jose Campus** **669.400.7107**  
*Dan Albrecht, Academic Dean*

**School of Professional Studies – Rocklin Campus** **916.577.2333**  
*Linda Sommerville, Director of Academic Operations*



## Board of Trustees 2018-2010

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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, disability, or veteran status in the administration of its educational policies, practices, and procedures. 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 Chief Student Life Officer 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 student's 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 Complaint Process Notice

William Jessup University takes very seriously complaints and concerns regarding the institution. Most complaints should be resolved at the campus level. If you have a complaint regarding William Jessup University, you may present your complaint to the Dean of Students at [deanofstudents@jessup.edu](mailto:deanofstudents@jessup.edu) or the Provost at [academics@jessup.edu](mailto:academics@jessup.edu). These contacts will provide you with a written explanation of the campus process for addressing your particular complaint(s) and answer any questions you may have to assure you a fair process.

If you believe that your complaint warrants further attention after exhausting all the steps outlined in the information given to you by the Dean of Students or Provost, you may contact the WASC Senior College and University Commission (WSCUC) at <https://www.wascsenior.org/comments>. If you believe that your complaint continues to warrant further consideration after exhausting the review of either WSCUC or the investigative team representing William Jessup University, you may contact the Bureau for Private Postsecondary Education for review of your complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, California 95833; via email at [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov); via phone at 916.431.6959; or via fax at 916.263.1897.

If a distance education student who lives outside the state of California believes that the University's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, the following link and contact information for each state is provided: [Student Complaint Information by State and Agency](#).

For further information regarding the complaint process, please visit our website at <http://my.jessup.edu/studentlife/home-page/student-complaint-process-notice/>.

## Drug-Free Schools and Workplace

William Jessup University provides a smoke-free environment. It is our intent to maintain a drug-free campus where employees and students alike feel safe and secure and where access to support is made available. No smoking or any other use of tobacco, smokeless tobacco, and/or e-cigarettes is permitted on the William Jessup University campus, at its offsite locations, or at any university-sponsored activity.

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 (as defined in Schedules 1 through V of the Controlled Substance Act 21, United States 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 student, 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 Student Life building.

Although recreational marijuana and medical marijuana may be obtained pursuant to a physician's recommendation under California law, California law still does not permit any marijuana at or within 1000 feet of a school campus. In addition, recreational and medical marijuana are still illegal under federal law. William Jessup University does not allow possession or use of marijuana for any reason, no matter how small the amount. Violators are subject to campus, judicial, and/or legal sanctions.

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, please contact:

**CALIFORNIA YOUTH CRISIS LINE:** 800.843.5200

**SUICIDE PREVENTION CRISIS LINE:** 800.273.8255

**ALCOHOLICS ANONYMOUS:** 916.454.1100

**AL-ANON:** 800.344.2666

**ALATEEN:** 800.344.2666

## 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. 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 on the Jessup website.

## Title IX

Our University prohibits discrimination and harassment based on race, color, gender, national origin or ancestry, age, disability/medical condition, pregnancy, familial status, or veteran status. If you have any concerns or questions regarding unlawful sexual harassment and discrimination, you may contact one of the Title IX coordinators listed below.

### Title IX Coordinator

Kay Llovio, EdD

[kllovio@jessup.edu](mailto:kllovio@jessup.edu)

916.577.2212

Student Life Building

### Title IX Deputy Coordinator (Students)

TBD

### Title IX Deputy Coordinator (Athletics)

Farnum Smith

[fsmith@jessup.edu](mailto:fsmith@jessup.edu)

916.577.2361

Athletic Offices

### Title IX Deputy Coordinator (Faculty)

Dennis Jameson, Ph.D.

[djameson@jessup.edu](mailto:djameson@jessup.edu)

916.577.2218

Executive Offices

## 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.