



Chula Vista Christian University

Course Catalogue Overview and Descriptions

Calendar Year: 2025-2026

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Institutional Mission and Vision

CVCU Mission: Through intentional mentorship, rigorous reading, and career-driven internships, CVCU will equip scholars and visionaries who will advance the Kingdom, strengthen the community, and lead with excellence in the home, the church, and the marketplace.

CVCU Vision: The CVCU Vision is to train undergraduate college students for service to God, country, and one another, building a legacy of culture shapers who will radiate the expressed values of the faith: the compassionate character of Christ, the moral fortitude of historic leaders, the visionary courage of the Founding Fathers, and the academic excellence inherent in those who study to show themselves approved, rightly dividing the word of truth.

Institutional Overview

Chula Vista Christian University's scholastic model is built on 20 years of research in the fields of developmental science, educational methodology, neuroscience, and of course, the foundations of scripture. Our classes utilize mentor-driven, faith-based formats that are designed to help students develop critical-thinking and problem-solving skills that have practical, not simply theoretical, applications. And our students graduate debt-free!

CVCU students learn in an accelerated model, taking 18 units a semester, attending general education and Bible classes two full days per week, and remaining committed to serving in church, internships, and family during their time in college. This eliminates the "college bubble" that often keeps GenZs from networking with multigenerational groups outside the college classroom. In this model, our students develop a lifelong network and real-world skills that help them succeed in the world of work.

In the Socratic model, students are responsible to read the assigned material and come to class prepared to discuss the "great questions" assigned by the professor. This results in a classroom environment that is dynamic, rich, engaging, and inspiring. Rather than a sage on the stage, our highly qualified professors serve as a guide on the side, fellow sojourners who travel alongside students in a growth-oriented academic journey. As part of our whole-student development model, professors challenge students in all aspects of their human growth and development: academic, relational, socio-emotional, physical, and spiritual.

CVCU students graduate not only with their Bachelor's degree but also with a minor degree in Bible that will help inform wise decision making in every career field. Our tailored model includes undergraduate degrees as well as emphasizes classes that will help customize students' coursework to their calling.

One of CVCU's goals is affordability. The average student needs to work 15-20 hours a week at a minimum wage job to pay for school and graduate debt-free. Courses are scheduled to use time

efficiently and provide appropriate margin for carrying a “full load” of work and school.

Chula Vista Christian University is an academic experience where rigor meets relationship. Instead of being subjected to dry, esoteric, non-relational, lecture-based models of education, CVCU students discover, learn, and practice their craft through discussion and reflection with professors who care about the whole student: mind, body, and spirit. Students then apply their learning through mandatory internships that provide the work experience they need to gain a competitive edge in the marketplace.

The first year of the program introduces students to the field, a general "liberal arts" education, a Bible foundation, and academic mentors. The second year, students continue taking general education courses with students in other academic majors and then begin to break out in academic-discipline-specific mentor meetings. The third and fourth years, students work primarily with mentors and in internships that are designed to inspire workplace excellence and help create networks for future employment opportunities.

CVCU empowers families, promotes creativity and critical thinking, fosters literacy skills, strengthens the bonds of community, and nurtures a lifelong love of learning, impacting not only the next generation of students, but also the communities where they live, work, and play.

Course Catalogue Purpose Statement

The CVCU course catalogue provides incoming and current students with an overview of the mission, methodology, and standard operating procedures of CVCU.

Courses are listed by academic discipline, including the course title, a brief description of the course, any prerequisites a student may need to fill prior to taking the course, and the credit value of each course. Credit hours are a calculation based on hours of class time. For example, each 3-unit class takes approximately 120 hours to complete, which includes a mixture of in-class discussion and instruction time as well as student-directed reading, assignments, and assessments outside of class. In addition to the scheduled class meeting time, students should plan to spend an additional 2-3 hours each week per class in preparation, reading, and assessment.

A CVCU degree is built on rigorous reading, writing, discussion, and mentorship—all of which are fostered in the context of community. Each of these elements requires time, energy, commitment, and focus. Current and prospective students should use the course catalogue as a resource to envision their overall CVCU journey, to begin to plan ahead for the coming workload, and to generate (or regenerate) a love of learning and a curiosity for the academic aspects of the program.

Board of Directors

CVCU's Board of Directors help keep the University true to its mission and methodology. These community leaders are Christian men who lead industries and impact positive change in their circles of influence. Their full biographies may be found on the [BOD page](#) at CVCU.us.

2024 to 2026 Board of Directors: Dr. Donald Adema, Patrick Clark, Attorney Griffith Vertican, Pastor Adrian Dunne, and Chris Aguilar.

The CVCU Method

CVCU was launched to address three of the primary social ills of modern American academia: Ineffective methodology, sweeping secularization, and financial irresponsibility. In partnership with parents and the local church, CVCU offers flexible, affordable education that inspires self-directed learning through a biblical worldview. It's a new breed of university for a new era. Through the utilization of a tutorial, apprenticeship model, CVCU embraces the proven success of one-to-one academic mentoring, not a mass, one-size-fits-all educational shoebox. CVCU caters to the independent learner, offering students unique learning modalities and ongoing career-focused training that helps them plot their goals, track their progress, and achieve their scholastic dreams, one semester at a time.

CVCU is an integrated model featuring the capstones of coaching and mentoring ideologies along with the "flipped classroom model," which is built on the findings of Millennial and Generation Z learning styles, andragogical (adult learning) applications, and the parent-directed (homeschool) education movement. Upon acceptance to the University, students will complete a Career Plan assessment to set a course for their academic pursuit based on goals, giftings, callings, interests, and abilities. Students then begin a cohort study in their field of interest, with specialty classes offered in Socratic learning modules at the CVCU campus with hybridized options for all general education courses. Studies are built on a Career Plan that helps them determine the necessary job skills required in their field of study. The goal is not solely the pursuit of a piece of paper, the achievement of an ethereal degree. Instead, through their experience at CVCU, students will gain a career-focused, mentor-modeled, well-rounded education that prepares them to be workers and citizens of the modern world. CVCU professors recognize that they're doing more than simply teaching the students of today; they're training the culture-shapers of tomorrow.

Students work alongside their Faculty Mentor to complete studies in a variety of general education and major specific options, offering individually-paced coaching for these courses of study. Through this blended system, students experience the benefits of social sharpening, networking, discussion-based learning modules, mentorship, and teamwork. Two days a week,

students attend regular discussion group classes for presentations, group projects, small group discussions, and networking opportunities. The other three days, they study, talk with their Faculty Mentor, work and/or volunteer in the community. Through this model, and with the addition of dedicated summer coursework, highly-motivated, self-directed students can earn their BA or BS degree in as little as three years at a highly competitive tuition rate.

CVCU Programmatic Overview and Learning Outcomes

Program Description: CVCU's methodology is built upon a foundation of historic writings that have shaped human understanding across multiple disciplines and cultures. The program structure begins with a cohort of learners and is shaped by an interdisciplinary focus that challenges students to connect classroom learning with real world issues. A problem-based learning approach is utilized to encourage each cohort to establish community-based projects of service and ministry. By nurturing a collaborative learning community together with faculty mentors, the church, and family as supportive scaffolding, to use Vygotsky's term, the program design is intended to foster transformative learning and encourage excellence in students as developing scholars.

Program Outcomes: In an effort to foster these learning partnerships—both within the school and in the outside community—CVCU takes a holistic approach. This approach assists us in establishing an ongoing learning community that will work together to blend theory and practice while mastering the principal elements of the disciplines that are foundational to a liberal arts education that is grounded in a biblical Christian worldview. Learning methodologies in the program focus on collaboration while allowing for individuation in student expression. In a curriculum structured around the dynamic voices of global cultures, students engage in research pursuits, explore a variety of leadership opportunities, and impact the wider community through service and ministry in their local church, their local communities, and across the world.

Student Learning Outcomes

1. Through rigorous coursework, CVCU students will develop the critical thinking skills that will help them solve multifaceted community and world issues.
2. Through career-driven internships, CVCU students will gain practical, hands-on experience and on-the-job training for their chosen career field.
3. Through authentic conversations in a dialogue-based learning model, CVCU students will develop greater levels of emotional intelligence that will guide them in thinking, speaking, and acting from a place of not only intellectual authority but also emotional maturity.
4. Through faculty mentorships and whole-person development, CVCU students will enlarge their understanding of academia in a way that gives greater meaning and purpose to career, family, church, and marketplace.

5. Through Socratic discussions in multidisciplinary environments, CVCU students will develop professional written and oral communication skills as well as a greater awareness of the ethical concerns facing the modern world from a broad view rather than a myopic, subject-limited viewpoint.
6. Through commitment to and regular service within the local church, CVCU students will develop habits of service and compassion that will impact their communities with innovative ideas for service, evangelism, personal discipleship, and local and global missions.
7. Through multidisciplinary studies, readings, and discussions, CVCU students will develop a well-rounded sense of liberal arts, their academic discipline, and their own unique calling in the world.

Institutional Learning Outcomes

1. CVCU will equip scholars and visionaries who will advance the Kingdom, strengthen the community, and lead with excellence in the home, the church, and the marketplace.
2. CVCU will utilize primary texts, rich discourse, and faculty mentorship to develop students in the achievement of academic and personal disciplines that create strong foundations of personal and national leadership.
3. CVCU will help students develop the spiritual disciplines necessary to serve God and hold to the truth of his word in an increasingly pluralistic culture.
4. CVCU will equip students with a firm foundation that awakens them to the choices and sacrificial impact of historical leaders, motivating them to follow in the footsteps of those who established the US as the land of the free because of the brave.
5. CVCU will model in reading, discussion, and action the academic excellence inherent in those who study to show themselves approved, rightly dividing the word of truth.
6. CVCU will model effective and persuasive communication strategies that will strengthen students' skills in apologetics and biblical science so that they may provide godly council for those who have been miseducated in the way of truth.
7. CVCU will train undergraduate college students for service to God, country, and one another, building a legacy of culture shapers who will impact the world for the kingdom in their respective careers, families, and ministries.

Federal Requirements for Credit Hour Norms

Methods of Course Evaluation

CVCU's letter grade assignments per numerical value are as follows:

4.0	A	(100-94%)	2.0	C	(74-76%)
3.7	A-	(90-93%)	1.7	C-	(70-73%)
3.3	B+	(87-89%)	1.3	D+	(67-69%)

3.0	B	(84-86%)	1.0	D	(64-66%)
2.7	B-	(80-83%)	0.7	D-	(60-63%)
2.3	C+	(77-79%)	0.0	F	(59-0%)

Course Grading

CVCU's methodology of education and grading is to utilize a variety of learning styles to teach as well as to assess student learning, with the bulk of the knowledge assessments being built on Socratic discussion and the reading notebook. This broad-based assessment format should help alleviate unnecessary levels of student anxiety; additionally, it provides for and promotes deeper levels of learning than students would gain from rote memorization.

Credit Hour Fulfillment

The successful completion of a minimum of 112.5 hours of coursework is required in order to receive credit for a 3-unit, semester-long (15 weeks) course, which includes the following breakdown: 20 hours are allocated to class attendance, 50 hours to reading and notetaking in the reading journal, 17.5 hours to mentorship, 10 hours to individual assignment preparation, 10 hours to group discussions, and 6 hours to Final Oral Review preparation.

CVCU's Program Length and Cost

CVCU's tuition rate is not only one of the most cost-effective rates in California; our annual tuition also on par with local private high schools and local universities like UCSD—despite the fact that CVCU does not receive government funding of any type. CVCU is approximately 1/3 of cost of other private colleges in California. Students earn their degree in a financially responsible manner so that they are not encumbered with loan debt when the graduate from college.

Classes are built on a two-day model, and students are encouraged to work, intern, and serve in their local church on off-days so that they remain connected to the larger whole instead of developing a “college bubble.” CVCU is able to maintain this price point by utilizing a flattened hierarchical model that both enhances organizational communication flow and creates a fiscally responsible business model.

Student loan debt is a national crisis that has now surpassed credit card debt in the United States. In California alone, there are 3.7 million student borrowers who owe a total of \$141.9 billion in student debt. In fact, California's students hold approximately one-tenth of the nation's \$1.5 trillion student loan debt. Additionally, as Cal Matters noted in its 2019 report, over one-fourth of California's college students are food insecure, and, tragically, an average of 11.2% of students in the CA community college, Cal State, and UC systems are homeless. Our traditional educational institutions are simply not doing enough to protect and provide for the economic, emotional, or physical needs of the next generation.

CVCU was modeled on a system that is designed to empower students to achieve their educational dreams without being encumbered by the burden of loan debt. Through its unique tutorial methodology, its student-driven modality, and its creative fiscal model, CVCU is able to offer tuition rates that run lower than the average California private college tuition rates and parallel with the average California state college tuition rates (despite the fact that state colleges receive funding and private colleges do not). CVCU students pay monthly and graduate debt-free.

According to the US Department of Education, CollegeCalc, Private School Review, and Cal Matters, comparative numbers for private high school institutions in California and in Chula Vista specifically are as follows:

Average private high school tuition in California: \$19K
Average private high school tuition in Chula Vista: \$13K
Average private college tuition in California: \$39K

To remain unentangled with secular government institutions and to maintain affordability and fiscal responsibility, CVCU does not accept government funding or offer student loans. Instead, students are encouraged to work part-time so that they or their families can pay for their program on a monthly or annual basis. Classes are scheduled two days per week in order to create margin for work, internships, and community engagement. CVCU is committed to providing affordable, debt-free college education that keeps students unencumbered by the emotional and psychological burden of loan debt.

Program Length and Cost

CVCU's program length is equivalent to the national norm for undergraduate degree programs (Regent University, Liberty University, William Jessup University, Biola University) which includes the successful completion of a minimum of 112.5 hours of coursework for a 3-unit, semester-long (15 weeks) course. Students must successfully complete 120 credits for their undergraduate degree, and if they stay on pace with the prescribed schedule, they will complete this course of study in 4 years. Accelerated students who wish to graduate early must take one year's worth of credits (30 units) over three summers of study. Pricing and fees are as follows:

Deposit upon acceptance: \$200, year one only
Annual tuition fee \$13,000 (includes all textbooks for freshman and sophomore GE classes)
Annual tech fee, \$250, which includes access to Populi Learning Management System
Annual cost for books for mentor classes, \$200-300 for junior and senior years only
Administrative Fees: \$800 a year, which includes student support coaches, mentors, administrators, and viability costs such as marketing, student support, building fees, registrar, librarians, and other non-faculty positions.

Other optional rates and fees:

Annual national park hiking trip (average price = \$100 for a three-day stay with food)

Intramural sports optional participation (prices average \$150 for a semester per sport)

Spring team building getaway (average price ranges from \$20-30)

CVCU optional merchandise (prices range from \$15 to \$45)

Optional on-campus meal plan for lunch: \$60 per month. CVCU encourages the consumption of healthy foods and beverages for ideal productivity, mental alertness, and overall health and wellness.

Lab Fees: Certain lab courses require additional materials. Students will be charged per course for these fees, and all fees will be listed with the course description (range: \$50 to \$100).

Early Graduation: Students who wish to graduate on a three-year track instead of four-year track will have an additional fee of \$2K - \$3K per year for summer courses in place of their fourth-year tuition rate. To graduate early, students must attend summer courses all three years.

Travel Fees: Students will be responsible for fees incurred by missions trips, field trips, and study-abroad programs.

Residency Fees: CVCU students are encouraged to live with family, as a healthy family is the cornerstone of a healthy culture (and a healthy college). As Harvard University's Family Involved Network of Educators study has repeatedly demonstrated, the most accurate predictor of a student's socio-academic success from kindergarten to college is an involved parent. However, for students who are attending CVCU from out of state, or for students in challenging family environments, students may apply to live with a local Christian family approved by CVCU leadership. Residential rates are determined by the host family, but they generally average \$1,000 a month for room and board.

CVCU Student Expectations

CVCU's programmatic structure centers around a cohort of learners that is shaped by an interdisciplinary focus that challenges students to connect classroom learning with real world issues. This "problem-based" or "project-based" learning approach is utilized to encourage each cohort to establish community-based projects of service and ministry. By nurturing a collaborative learning community together with faculty mentors, the church, and family as supportive scaffolding, to use Vygotsky's term, the program design is intended to foster transformative learning and encourage excellence in students as developing scholars.

CVCU students are chosen for their goodness of fit in an environment of top academic achievers who can work effectively in groups, who can commit to rigorous study, who are willing to serve in the local church, who desire spiritual formation, and who can remain teachable in both the context of classroom counterparts and faculty mentorship. The coursework and behavioral expectations are above average, and the Socratic format can only function at peak efficiency when all members of the community are committed to fulfilling their individual roles with excellence. All CVCU students should understand the expectations of membership in a rigorous, community-based, scholastic environment:

1. Students are required to read the assigned chapters in each class in order to participate in the cohort discussions, as negligence will affect not only the student's own work but also the flow of the class in general.
2. Students should understand that the cohort format is built on a collaborative, supportive team-based model. Thus, students will need to work effectively within a group dynamic, showing respect for others and exercising humility in all their interactions, including written and oral assessments.
3. Students should understand that CVCU's academic programs are constructed on a biblical worldview, which means the student must learn to understand and defend the truth of Scripture by reasoning with both Christian and secular texts.
4. Students should recognize that CVCU was built with a four-year program in mind (or a three-year program for accelerated students). Though CVCU's general education courses are accredited by the American Council on Education, some of the specialized coursework "distinctives" may not be transferable. If a student decides to leave the institution prior to degree completion, it is possible that some specialized course credits may not be transferrable to another college or university.
5. Students should recognize that CVCU directly partners with families and the local church. Thus, students need to have connectedness and accountability in family relationships, and they need to be submitted to the governance of the local church. This holistic model provides for the intellectual, spiritual, emotional, and familial needs of the student.
6. Students should be aware of the responsibility that all Christians have to be good stewards their minds, bodies, and spirits. This includes the cultivation of habits of the heart and mind, such as daily exercise, healthy dietary choices, self-moderated use of entertainment media, daily reading of scripture, community connectedness, and personal prayer time.
7. Finally, CVCU students should recognize that being a student in a Christian university means serving as a mentor and leader in the local community. Other students, friends, and local community members will undoubtedly be watching the way students handle not only their studies but also their interactions with others. Paul's first letter to Timothy

reminds us that age is not a requirement for serving as a role model: “Do not let others look down on you because you are young,” Paul told his young mentee Timothy, “but set an example...in faith, love, and purity.” To this end, students will be expected to uphold the mission, vision, and values of the institution, including, but not limited to, the following ideals:

- Following attendance expectations for chapel, classes, and mentor meetings
- Being committed to attendance and service in a local Christian church
- Observing the behavioral expectations of the CVCU campus community
- Demonstrating respect for faculty, staff, self, and fellow classmates
- Being aware of the inherent power of social media as a tool for positive persuasion. CVCU students are culture-shapers; therefore, they will endeavor to be producers of culture, not simply consumers of content.

CVCU Statements of Faith: Distinctive Beliefs that Guide our Actions & Interactions

CVCU is a distinctly faith-based university model. As believers, we share in a core culture of spiritual DNA that forms the basis of how we treat ourselves and one another. Some denominational variances in beliefs and behavior are normal in Christian institutions, of course, and many of these differences are often minor issues of personal opinion. In these matters of extrabiblical nature, CVCU believes it is vital to learn to agree to disagree and to demonstrate respect for another. As Paul said, we will endeavor, where possible, to live at peace with everyone. However, there are also specific doctrinal statements upon which the university is founded, and in these, CVCU students, staff, and faculty should find commonality in agreement:

WE BELIEVE the Bible to be the divinely inspired, infallible, and authoritative Word of God and the supreme authority in all intellectual, theological, scientific, historical, and relational matters of belief and behavior.

WE BELIEVE in one sovereign God, eternally existing in three persons: the Father, the Son, and the Holy Spirit.

WE BELIEVE in our Lord Jesus Christ, God manifest in the flesh, his virgin birth, his sinless human life, his divine miracles, his vicarious and atoning death through his shed blood, his bodily resurrection, his ascension, his role as High Priest and Advocate, his ongoing intercession for his children, and his personal return in power and glory in the second coming. Those who confess with their mouths that Jesus is Lord and believe in their hearts that God raised him from the dead will be saved.

WE BELIEVE that God directly created Adam and Eve, the historical parents of the entire human race; and that they were created in His own image, distinct from all other living creatures, and in a state of original righteousness.

WE BELIEVE that all things in the universe, visible and invisible, were created and made manifest by God *ex nihilo* in the six literal days of the creation week as described in Genesis and that the biblical creation record is factual, historical, and scientifically accurate. As Colossians 1:15 says, all things were created by him, through him, and for him, and in him all things are held together. The created realm, as explained in Romans 1:20, gives clear evidence of God's eternal power and divine nature so that all are without excuse in recognizing these "invisible attributes."

WE BELIEVE the Holy Spirit was sent by the Father as a counselor and helper to mankind, to empowering them with wisdom, strengths, and gifts. As evidenced on the Day of Pentecost, the presence of the Holy Spirit in a believers' life is demonstrated by a spirit of power. Spirit-filled Christians are not of "those who shrink back and are destroyed," but of those who stand firm.

WE BELIEVE that those who are born again into Christ are a new creation in him. Just as sin entered the world through the first Adam, so grace entered through the second Adam, Jesus. Through Adam, humans were given dominion over the created realm, to steward and subdue it. This mandate continues for Christians today, as we are called to redeem and steward earthly realms, including socio-political, industrial, artistic, governmental, and educational spheres, serving as active citizens who speak up for the oppressed and defend the rights of those who cannot speak up for themselves.

WE BELIEVE in both local and global evangelism, accepting the Great Commission of Jesus Christ to make disciples of all nations, to baptize them in the name of the Father, Son, and Holy Spirit and to teach them to observe his commandments. These mandates extend not only to our own "Jerusalem," our families and our cities, but to every tribe and tongue across the earth. Though we are saved by grace, the outworking of our faith is expressed in our actions and interactions with one another and the world to which we are called.

WE BELIEVE in the bodily resurrection of the just and the unjust, the just to eternal life with God and the unjust into eternal separation from God. God is a covenant-making and covenant-keeping God who keeps his promises to those who respond to His love by committing their lives to Him.

WE BELIEVE that Jesus will soon return to this earth, personally, visibly, and unexpectedly, in power and glory, to gather his bride, to raise the dead, to judge the nations, to bring His Kingdom to fulfillment and to (oversee) the bodily resurrection of the just and unjust. Because none know the day or the hour of his return, we are to be "busy about the Father's business," making disciples, stewarding the earth, and furthering his kingdom until he returns.

WE BELIEVE in the spiritual unity of all believers in our Lord Jesus Christ and that as Christians we are to meet together regularly for worship, prayer, exhortation, and the building up of one another in the faith. Active membership in a local Christian church is a vital component of family spiritual health, providing opportunity for personal growth, discipleship, outreach, and personal accountability. CVCU is not a church, nor are its classes, chapels, meetings, or prayer services intended to be a replacement for the local church. As members of a church-partnering, family-centric institution, CVCU students, staff, and faculty are expected to attend, serve, and tithe in a local church.

WE BELIEVE that children are a heritage from the Lord, a reward from him (Psalm 127:5), and that parents have been given the mantle of authority in the child's life, including the primary role of teaching and training their children as described in Deuteronomy 6, Malachi 4, Luke 1, and Titus 1 and 2. While CVCU shares a season of delegated authority in a student's life, CVCU does not place itself over and above parental authority in dealing with the heart, mind, soul, or habits of CVCU students. Instead, CVCU partners with parents, recognizing that children belong to families; they do not belong to the state, the church, or the university.

WE BELIEVE in the sanctity of life and the intrinsic value of all humans as children created in the image of God. All humans have purpose and destiny ordained for them and written in God's book from the time of conception to the time of death, and as image-bearers of the living God, human life is to be protected, defended, and valued.

WE BELIEVE that sexual intimacy was created as an expression of love within a marriage between a man and woman. We believe singles are called to maintain sexual purity until marriage, and married individuals are called to remain faithful to their marriage, avoiding promiscuous behavior or the appearance thereof. Marriage was created by God to serve as an earthly shadow of Jesus' relationship to his bride, the church; and as such, the institution of marriage is to be held in high honor by all CVCU members, whether single or married.

WE BELIEVE the classroom community should be one of charity and compassion, wonder and enthusiasm, that is demonstrated and nurtured through dynamic conversations and godly relationships amongst students, faculty, and parents. Though dialogue-based learning rightly discourages "group think" and strengthens debate skills, we will nonetheless dwell together in unity (Psalm 133:1) despite differences in opinion. We expect CVCU faculty, staff, and students to refrain from unkind remarks, profanity, coarse jesting, or other language that demonstrates disrespect, disunity, or a lack of charity. Ultimately, we expect the classroom environment to play a significant role in whole-student development by sharpening the mind, challenging erroneous beliefs, honing critical-thinking skills, fostering innovation, and inspiring the soul.

HIRING AND NONDISCRIMINATION CLAUSE: CVCU hires faculty and staff who are committed to a relationship with Jesus, who serve in the local church, and who understand the importance of discipleship in the home, the church, and the marketplace. CVCU does not discriminate on the basis of age, ethnicity, disability, ancestry, or gender; however, as a faith-based (i.e., religious) nonprofit institution, CVCU maintains a hiring practice of only those individuals who are committed to the Christian religion, its principles, and its practices.

CVCU Faculty Listing and Earned Degrees

Dr. Chris Smith	PhD in Organic Chemistry, University of Glasgow
Wendy Gibbs	Master's degree in Marriage and Family, Liberty University
Dr. Griffith Vertican	Juris Doctorate, Trinity Law School
Lindsey Rauch	Master's degree in Mental Health/Wellness, Grand Canyon Univ.
Dr. Jim Garlow	Ph.D. in Historical Theology, Drew University
Dr. Cherise White	Doctorate in Naturopathic Medicine, Bastyr University
Christine Morris	Master's degree in Psychological counseling, Cal Baptist Univ.
Dr. Brian Thomas	Ph.D. in Paleobiochemistry, University of Liverpool
Kyle Hermann	Master's degree in Political Science, Liberty University
Dr. Andrew Ellis	Doctorate of Music, University of Georgia
Dr. Brian Reiswig	Ph.D. in Psychology, Liberty University, ABD
Philip Van Saun	Master's degree in Communication, Trinity International Univ.
Dr. Jake Nelson	Ph D. in Political Science, Hillsdale College, ABD
Ron Starzinski	Master of Science Degree and MBA, California State University
Dr. Stephen Kalaluhi	Ph.D. in Organizational Leadership, Regent University
Alan Walter	MSBA in Entrepreneurship, San Diego State University
Jim O'Connor	MBA & MIM, Thunderbird Global School, Arizona State Univ.
Dr. Donald Adema	Doctorate of Medicine, Western University of Health Sciences
Miguel Ortega	Master's degree in Education, National University
Frank Kacer	Master's of Science in Engineering, University of California, LA
Ryan Gowin	Master's of Business Administration, University of California
Dr. Nancy Rojas	Ed. D in Educational Leadership, San Diego State University
Ebey Sorenson	Master's degree in Education with MS Credential, UCSD
Dr. Lisa Dunne	Ph.D. Human Development, Fielding Graduate University
Chelsea McCawley	Master of Science degree, Psychology, University of East London
David Baldwin	Master's degree in Organizational Communication, Illinois State U
Marc Hutchins	Master's degree in Film Production, Full Sail University
Dr. Micah Haney	Ph.D. in Theology, Old Testament, Azusa Pacific University
Elda Peralta	Master's degree in Vocal Performance, Northwestern University
Chico Jones	Master's degree in Philosophy, Southern Evangelical Seminary
David Judd	Master's degree in English Writing and Rhetoric, San Diego State

CVCU's Academic Model: Whole-person Development and Expectations

CVCU is built on a whole-person model. It is our belief that students must be educated not only intellectually but also emotionally and spiritually. The highly intellectual mind can tend toward overly analytical tendencies and can, at times, lose sight of the need for warmth and compassion. Therefore, it is our goal to sharpen and mold those latent skills of critical examination, helping students become equally adept at empathy and analysis. Our goal is not simply a “knowledge that puffs up” but a “love that builds up” (1 Corinthians 8).

Through their work together in and out of class, CVCU students will learn to serve and support one another as they develop through the college experience. They are expected to honor God through the disciplines of loving and serving others. This lifestyle is reflected in the REACH acronym.

R: Respectful
E: Engaged
A: Authentic
C: Compassionate
H: Humble

These characteristics will be sharpened during class and in the practices of the general CVCU community. The Final Oral Review will also require students to reflect bi-annually on their growth and development in each of these REACH areas.

Attendance

Attendance is an important component of success in the classroom, especially in the CVCU model. In the cohort dynamic, attendance is a vital part of our growth and development as both as individuals and as a collective body. Because CVCU values personal maturity and responsibility in the educational process, we ask that students take ownership of their own education, recognizing that being in college is an honor. A student may not miss more than two unexcused class periods without the risk of being dropped. When a student is absent from class, it not only detracts from the student’s own learning, but it also negatively impacts the educational experience of the other classmates. Emergency situations or illness notwithstanding, students are expected to be faithful to class attendance. In short, leaders plan ahead, and if they do have to miss class for a valid reason, they always notify their professor beforehand.

Tardiness in Presence and Assignment

Timeliness is an important characteristic of professionalism in a monochronic culture. Students who are not present at the start of class will be considered tardy, and three instances of tardiness will be equivalent to an absence. Students who miss more than ten minutes of class will be considered absent. CVCU is a training ground for the world of work, which means we are training students for excellence in all areas of life. To this end, professors are encouraged not to accept late work (barring an emergency situation or extenuating circumstance). If an employee does not meet a deadline in the workplace, the result may be getting overlooked for a promotion

or even losing a job. We want to train our students to be successful and dependable as future employees. If an extenuating circumstance arises that keeps a student from completing a project (a death in the family, a serious or extended illness, etc.), the student should speak with his or her faculty mentor as soon as possible.

Technological Diversions

Advanced technology offers wonderful opportunities for connectivity, but it can also serve as a distraction in the classroom. There will be times in class where we utilize the Internet for coursework; however, as a general rule, social media and texting must be discontinued during the class session. A Socratic environment requires the full participation of all members in order to be effective.

Conflict Management

If a student experiences a conflict in class or during a group project, we expect the student to follow the biblical model of resolving interpersonal conflict. First, he or she should respectfully confront the person with whom the issue has arisen. If the person does not respond appropriately, or if the conversation seems to have reached an impasse, it is then appropriate to involve the faculty mentor to talk with both students together so reparation can be sought. This “Matthew 18 model” is a powerful tool for real-world relationships, as it protects students from the harmful effects of gossip while simultaneously teaching personal communication responsibility and healthy, goal-centered confrontation. For the cohort model to be successful, students must be committed to authentic, godly relationships within the classroom environment. This includes repentance, compassion, empathy, and forgiveness.

Cell Phone Use

Hopefully, it goes without saying that students in a Socratic, cohort model should not be on the phone during class. However, we do realize that there are occasions where a student may need to take a call during a class. If this is the case, and the call truly cannot wait, the student should simply excuse him or herself and step out of the room to answer the phone. We realize that this requires self-discipline (a fruit of the spirit); however, students should keep in mind that college is preparation for the real world of work. If a student answers a text or call during a job interview, that will assuredly be the untimely and unfortunate end of the interview.

Side Conversations

The classroom environment is one of discussion, collaboration, and exploration. We value the insights and experience each student brings to the class. In order for us all to hear one another and communicate value to one another, students should refrain from engaging in side conversations while others are speaking or presenting. Effective listening not only keeps students on track with the discussion; it also communicates courtesy and respect to our classmates and professors. The professor reserves the right to dismiss a student from class if he or she refuses to listen or continues to interrupt other students. Dialogue is a give-and-take, ebb-and-flow process that requires shared moments of conversing and listening from all participants.

Dress Code

CVCU students and faculty observe common guidelines of professionalism and modesty during class. During presentation days, the professor may require students to present in business or business casual dress. The professor reserves the right to send home any student who does not observe the spirit of dress code expectations in a professional environment such as the CVCU classroom.

Professor's Contact

Your faculty mentors are here for you throughout the CVCU journey. Please do not hesitate to contact us if you have any needs, questions, or concerns. Professors will provide their preferred methods of contact in class and will be available to their students for “floating mentor hours” throughout the week. CVCU is interested in whole-student development, so your faculty mentors are here to talk with you, encourage you, and pray with you throughout the semester. You are not alone on this journey.

The Readings of the CVCU Program

At CVCU, we choose our books with careful consideration, as we are desirous of helping students develop the discipline of reading and analyzing content. Reading does indeed demand personal discipline, and in an anti-reflective culture, deep reading is an uncommon practice. Through this program, you will learn to read deeply, to reflect, and to connect ideas from antiquity with ideas in modernity. This is not an easy task. As Neil Postman notes,

“A written sentence calls upon its author to say something...the reader must come armed, in a serious state of intellectual readiness. This is not easy because he comes to the text alone. In reading, one's responses are isolated, one's intellect thrown back on its own resources.”

The CVCU curriculum reflects a broad scope of texts, both modern and primary. The readings are designed to introduce students to great thinkers throughout the ages, connecting us all to the thoughts and ideas that have shaped cultures across the landscape of human history.

Through the discipline of faithful reading, CVCU students will develop insights and analyses that will then contribute to the dynamic classroom environment, which will shape both the students and the program. The hope would be that, ultimately, our students would become active readers who utilize the wisdom of the past to positively impact the trajectory of our modern culture.

Students will create reading notebooks, which serve as an informal journal of their insights, analysis, favorite quotes, and questions from each chapter of each book. These reading notes should be completed prior to the class where the reading will be discussed, and missing a reading

notebook entry will result in a grade penalty. Again, the system only works if everyone comes to class prepared for discussion. Once complete, this reading notebook becomes a portfolio of the student's learning in the course. The reading notebook should be brought to class daily to help facilitate recall of information for the discussion.

The Discussions of the CVCU Program

Discussion is the foundation of the CVCU Program. Students master the art of formulating and articulating clear and effective dialogue. During the class sessions, students will be asked a “great question” or a series of “great questions.” These are the main ideas that the professor wants you to draw out of the reading, and these will be the subject of your reading notebook reflections and the content of your dialogue. The success of the program hinges on the students' active engagement with the reading: the discussions will only sound the appropriate depths if students have thoughtfully prepared beforehand.

During the class discussion, a few rules are in order. First, we are learning to be gracious conversationalists, to practice the art of conversation. This means allowing others to finish their sentences before launching into our own diatribe. It also means listening actively instead of spending unnecessary mental energy blocking out the speaker in order to plan what you will say next. The discussion segment requires full engagement of both speakers and listeners to be successful. Finally, gracious dialogue prohibits the use of name-calling, personal attacks, or other actions of disrespect. If a student is offended during a classroom conversation, he or she should seek restoration through the Matthew 18 principle denoted in our behavioral guidelines.

As you reflect on the contributions of your classmates during the discussions, look for similarities and differences in your conversational content. It is perfectly acceptable to disagree with your classmates, but you will do so in a way that supports and encourages hospitality. In this manner, we engage in civil discourse, a skill that will serve you well in the world of work.

The discussion session is just as much about the journey as it is the destination. We are traversing a challenging terrain together as a class, and we want to make sure that we take time to smell the roses—to appreciate the joy of writing, reading, conversation, and discovery—along the way. The professor may choose to linger over one topic of conversation that seems to be sparking points of growth for the classroom. In this exchange, enjoy the journey and trust the process. The professor may also allow long periods of awkward silence without coming to the rescue of unprepared students. In this exchange, students should step out courageously and share their insights, as the professor may be waiting for a quieter student to make a contribution to the conversation. Throughout the discussion process, look for ways to develop your sense of wonder, joy, and discovery.

Discussion participation is everyone's responsibility. Students who do not participate in the discussions will see a negative impact on their grade. Conversely, students who monopolize the conversations in every class will also see a negative impact on their grade. The goal is to develop a classroom conversation where many voices and perspectives contribute to the developing dialogue.

The Writings of the CVCU Program

As Andrew Pudewa, the founder of Institute for Excellence in Writing and a trusted friend of CVCU notes, "The pen is indeed mightier than the sword, for it is in the written word that we do most powerfully preserve that which is noble and expose that which is evil. And so, in great part, the very future of society rests with those who can write, and write well."

In conjunction with the decline of active reading in the modern realm, we see an equally disturbing decline in the mastery of writing skills. The AHP curriculum will challenge you to read and analyze the works of some of the greatest authors of all time. Just as a guitarist learns to emulate the work of a master musician, in the same way, your writing should be positively influenced by your CVCU readings (this process, in fact, is the basis for Pudewa's IEW research—and its resultant global success). Students should see a positive change in both their dialogue and writing skills as a direct reflection of their exposure to the works of great writers.

As noted earlier in this document, professors will assign written evaluations in their classes as needed, not to exceed three papers per semester per class in a course that is not designated as writing-intensive (composition, for example, may require more writing). To ensure fair and accurate assessments, professors will always utilize rubrics in grading written projects. Students' work will be evaluated on structure as well as content, and a guide for college-level writing has been included at the end of this guidebook. A sample rubric is provided for all professors. The rubric serves as a contract of expectations between student and professor, and it will always be available for students to review prior to the completion of the assignment.

CVCU Grading and Workload Expectations

Grading Overviews and Processes

Teaching is a collaborative process of knowledge construction. In CVCU, we construct knowledge together as we dissect and discuss our reading material. For this process to work, each student must be fully prepared to talk meaningfully about the readings and their implications. Students should demonstrate personal leadership in discovering not only the surface value but the also the deeper truths within the assigned readings. Quality contributions to in-class discussions (or lack thereof) will significantly affect the student's grade. CVCU students should also demonstrate an ability to engage with other learners in productive dialogue as well as a willingness to give and take criticism constructively. Thus, dialogue is more than just spouting one's opinions in editorial fashion, and attendance does not necessarily equal engagement.

Coursework and Grading Content

CVCU coursework is graded primarily on the following categories: reading notebooks, written assignments, progressive quizzes, discussion, and one exam. We realize that for professors and students who are unaccustomed to dialogue-centered learning, the initial shift can seem somewhat intimidating. However, CVCU operates on the idea that the high-achieving students who have met the requirements for entrance into the program also possess the intellectual acumen to master deep learning through reading, writing, and discussing.

Reading Notebook: Every book in the CVCU coursework is to be read and analyzed in light of its implications on life and faith. Students will create reading notebooks, which serve as an informal journal of their insights, analysis, favorite quotes, and questions from each chapter of each book. Once complete, this reading notebook becomes a portfolio of the student's learning in the course. The reading notebook should be brought to class daily to help facilitate recall of information for the discussion (and to add in-class notes where applicable). The notebook will be assessed by the professor at the end of each semester and will account for a portion of the student's grade in the class.

Written Assignments: Professors will assign written evaluations in their classes as needed, not to exceed three papers per semester per class in a course that is not designated as writing-intensive (composition, for example). To ensure fair and accurate assessments, professors will always utilize rubrics in grading written projects. Students' work will be evaluated on structure as well as content, and a guide for college-level writing has been included at the end of this guidebook. The rubric serves as a contract of expectations between student and professor, and students should familiarize themselves with the performance expectations prior to the completion of the assignment.

Discussion: Discussion is the foundation of the CVCU Program. It is the vehicle through which we connect our ideas to our actions. Students will learn to formulate and then articulate clear and effective dialogue through their work in the program, and this skill will be evaluated in the Final Oral Review at the end of each semester. As Socrates noted, "Every discourse should be constituted like a living creature, with a body of its own; it must be neither without head nor without legs; and it must have a middle and extremities that are fitting both to one another and to the whole work." In other words, dialogue should be structured logically and meaningfully. Professors should guide this process throughout the semester, as they will grade students on their willingness to contribute meaningful content to the classroom conversation, their ability to articulate said content clearly and effectively, and the level of preparedness and depth that students demonstrate through their dialogue. As Demosthenes observed, "As a vessel is known by its sound, whether it be cracked or not, so men are proved by their speeches whether they be wise or foolish."

Credit Hour Fulfillment

The successful completion of a minimum of 112.5 hours of coursework is required in order to receive credit for a 3-unit, semester-long (15 weeks) course. Thirty-seven and a half (37.5) of those hours are allocated to class attendance or faculty mentorship hours, and the remaining 75 hours are allocated as follows:

A. Course Readings and Reading Notebook – Approximately 40 hours

B. Written Assignments – Approximately 20 hours

C. Discussion Preparation – Approximately 15 hours

Citations and Formatting

As different academic disciplines require unique formatting, please follow the professor's expectations for MLA, APA, or other citation formats. In its most basic form this means that everything turned in needs to be stapled together, typed, and double-spaced in 12-point, Times New Roman font (or turned in online if required by the professor). Using proper spelling, grammar, and punctuation is critical, as is demonstrating a thorough knowledge of correct formatting throughout each assignment. Students should save assignments under a recognizable title, including last name, the class, and the assignment name. For all citation formats, helpful advice can be found on the Online Writing Lab (OWL) at Purdue University.

Biblical Worldview

In keeping with the beliefs and values of CVCU, all courses will be taught from a biblical worldview. All professors in this program are committed Christians who care deeply about God and others. It is our desire to steward and coach our students with diligence as they pursue God's call in their lives. During the Final Oral Review, students will reflect not only on their academic enrichment, but also on their spiritual engagement as part of their final grade.

Plagiarism Policy

It is each student's responsibility to abide by strict policies of academic honesty. No form of plagiarism will be tolerated in the classroom. Plagiarism includes cheating on exams, helping others cheat, using others' work and claiming it as your own, citing others work incorrectly, and submitting a previous assignment of your own without citing it as such. If you have any questions about what plagiarism is or whether or not you are misusing something, please ask. Additionally, use care in citing sources you might borrow information from that may have incorrect APA formatting. Plagiarism will result in a zero on that particular assignment and will be added to the student's behavioral infraction file. Three strikes of plagiarism or other such infraction may lead to dismissal from the university without refund. Cheating is not only unfair and dishonest; it is also particularly important that a college that boasts of Christian principles hold its students to the highest of academic integrity. As followers of Christ, we should strive to produce excellent and honest work.

Program Dismissal

If the faculty and/or the administration become aware that the student is consistently failing to uphold the expectations of the program, the student may be placed on probation and/or dismissed from CVCU. The rationale for dismissal includes, but is not limited to, severe academic failure, rejection of the tenants of the faith, unwillingness to serve in the local church or abide by the behavioral expectations of CVCU, evidence of unwillingness to learn or be mentored, or lifestyle choices that compromise the student's walk or the integrity of the program.

CVCU Academic Calendar

SPRING 2025

January 16: Faculty Prep Meeting (no classes)

January 21: Spring Classes Begin

January 27: Virtual Faculty Meeting

February 10: Virtual Faculty Meeting

February 21: Student Spring Formal Dinner

February 24: Virtual Faculty Meeting

February 25: Chapel Guest Speaker

March 4: Spring Team-building Getaway (shortened schedule)

March 10: Faculty Meeting

March 14: Midterm grades due (professors)

March 19: Faculty Meeting: Lunch on campus

March 25: Chapel Guest Speaker

March 24: Virtual Faculty Meeting

April 3: CVCU Spring Visit Day

April 7: Faculty Meeting

April 14 - 20: Easter Break

April 21: Faculty Meeting

April 24: FOR Question Drafts Due (professors)

May 8: Last Day of Spring Classes

May 10: High School & Homeschool Academy Graduation

May 13 and 15: College FOR Exams

May 19: Evaluations Due (students)

May 22: Final Grades Due (all professors)

May 26: Faculty Self-evaluations Due

SUMMER 2025

May 27: Last day of spring semester break
May 28 to July 31: Summer Session
June 30 to July 4: Independence Week (no classes)
June 9 to 13: CVCU Academy Summer Camp
June 27: CVCU Board of Directors' Meeting
July 18: CVCU's Third Annual Parenting and Education Conference

FALL 2025

August 14: Fall Faculty Prep Meeting (no classes)
August 17: Welcome Back Dinner
August 18: Welcome back dinner (all college students, parents, and professors)
August 20: Commencement Ceremony/Fall Classes Begin (parents invited, students required)

August 26: Virtual Faculty Meeting
September 9: Virtual Faculty Meeting
September 20: Quarterly grade reports due (professors)
September 23: Virtual Faculty Meeting
September 24: Chapel Guest Speaker

October 7: Virtual Faculty Meeting
October 10 - 12: National Park Hiking Trip
October 17: Midterm grades due (professors)
October 22: Chapel Guest Speaker
October 24: Faculty Meeting

November 12: Virtual Faculty Meeting
November 14: FOR Qs and Quarterly grade reports due (professors)
November 19: Chapel Guest Speaker
November 21: Thanksgiving Potluck (students, professors and parents)
November 25: Virtual Faculty Meeting
November 26: Bring-a-Friend Day
November 27 - 29: Thanksgiving Holiday (no classes)
November 30: Professors' and Spouses: Dinner Event

December 3: Last Day of Fall Classes
December 5 and 10: Fall FOR Exams
December 10: Annual Nerf War EOS celebration
December 12: Faculty and Student Christmas Party 4-6:30pm
December 17: Student Evaluations Due
December 19: Final Grades Due (professors)
December 16 to January 17: Christmas Break

“Teach us to number our days aright, that we may gain a heart of wisdom.”
- Psalm 90:12

The Final Oral Review: Evaluation and Feedback

For the Final Oral Review, the student will meet with all faculty in a singular, all-subject meeting during final exam week. The week prior to the FOR, the student will be given a list of 40-50 potential questions that may be asked on the FOR (though typically only 3 or 4 questions will be asked from this list in the actual session). The student will answer all of the questions in his or her reading notebook and will then be prepared to discuss the questions during the FOR. (The student should bring his or her complete reading notebook to the FOR.) Students will engage in dialogue relating to the course content as well as to their performance in classroom, their community involvement, and their REACH character assessment: Respectful, engaged, accountable, compassionate, and humble.

Though the FOR process may seem unusual to those who have not yet experienced it firsthand, the dialogue and discussion create a relational, mentoring component to the grading process, making it perfectly suited to a program built on writing, reading, discussion, and mentorship. At the end of the FOR, faculty will communicate to the student his or her final grade for the class and share observations on the student’s strengths and weaknesses that semester. Missing a Final Oral Review will result in an F for that segment of the Discussion grade, which may result in the student being placed on probation and being required to retake the course.

General Education Requirements: All Majors

General education courses are the foundations for the vast majority of the readings and discussions students will encounter during their freshmen and sophomore years. While many colleges embrace these “just because” and many students feel like GE is a waste of time, CVCU utilizes a different approach to general education.

CVCU embraces a “cross-over” format of general education, where GE courses are selected for their direct impact on the students’ career, professionalism, interpersonal skill development, and whole-person discipleship. Students learn their GE coursework in the cohort model, which provides for rich times of sharpening and multi-disciplinary fellowship with their classmates. In fact, many students later tell us that their general education coursework carries some of their fondest memories and their most connecting classroom environments of the college experience.

Total Units for Graduation: 51 GE, 40 LD, 30 UD equals a total of 121 credits required for graduation, with 51 of these being “cross-over” and traditional general education courses

GE Focus 1: Biblical Worldview

GOV 200: Biblical Governance and Economics

As a signature CVCU course taught by Dr. Jim Garlow and the Well-Versed team, this course brings biblical principles of governance to future governmental leaders and the people who will elect them. God originally established government, and He still establishes nations today; thus, He knows best how government is to function. Human suffering, pain and poverty will only be reduced once nations follow the biblical principles of governance. Only eternal and transcendent truths will produce peace and prosperity in nations. In addition to the CVCU classroom, Well Versed teaches biblical principles of governance to governmental leaders through small group Bible studies, or one-on-one meetings with governmental leaders (ambassadors, elected officials, and career bureaucrats). Overall fit of this course in Bible degree explained in the section below.

BIB 100: New Testament Principles and Practices

A survey of the main constructs of New Testament theology. Students learn the geographical and cultural context as well as the predominant arguments, themes, and most well-known verses for each book in the New Testament. A theoretical as well as practical application of the gospels, epistles, and prophetic literature (overall fit in Bible degree explained in the section below).

BIB 120: Introduction to Apologetics: Science and the Christian

This course is designed to train the student to discern between science and unscientific ideas that pose as science. It targets the most common science-sounding objections to biblical Christianity found in American culture from among six widely known scientific disciplines (overall fit in Bible degree explained in the section below).

GE Focus 2: Written and Oral Communication

COM 105: Strategic Business Communication

Business Communications (BUS120) introduces you to the strategies successful business professionals employ for a variety of situations. You are exposed to techniques for writing informational, persuasive, sales, employment, good news, and bad news communications. You gain information on internal and external communication situations, with practice in audience analysis. It introduces you to common formats, such as the memo, letter, and report. It helps you review your writing skills to gain greater mastery of grammar, mechanics, and style.

COM 150: Argumentation, Speech, and Debate

Speech & Debate is a course designed to equip students to think clearly using a logical progression of ideas while expressing themselves effectively before an audience. Students are provided opportunities to increase their fluency as a speaker, develop their self-confidence and skill set in articulating intentionally. The course covers multiple aspects of public speaking and gives the student practical experience through participation and honest feedback. The course introduces the student to speech structure, awareness of a student's God-given unique delivery style, use of body and voice, leveraging influence tactics and argumentation.

RSCH 200: Practical Composition and Research Writing

In this course, students learn the basics of researching writing and design with assignments specific to their career field, including both qualitative and quantitative research and analysis. Students will be equipped to utilize the vernacular of their field, as well as become acquainted with the main voices and main researchers dominating the arguments, practices, or literature of their field. Students begin researching key elements of conflict in their career field in preparation for the senior capstone project.

GE Focus 3: Scientific Inquiry and Critical Thinking

PHIL 200: Philosophy, Christianity, and World Religions

Philosophy seeks to answer the big questions about life using a deductive methodology. Religion seeks to answer many of those same big questions by appeal to authority. This course will be an introduction to both, highlighting areas where they overlap. Special attention will be paid to Christianity as it relates to both.

SCI 100: General Biology

This course introduces the principles of Biology. Students will be exposed to scientific methodology, journals, history, traditions, research methodologies, vocabulary, and biological concepts generally applicable to living systems. Students will learn and develop critical thinking and awareness skills that will make their studies even more current while gaining techniques and courage to present truth. Focus will be placed on drawing students into application and integration of science and developing the ability to engage with scientific topics in the popular culture.

MAT 120: Algebraic Functions and Logical Analysis

Algebra is an ingenious way of solving problems by ‘balancing.’ Picture the “equals” sign as a balance scale. You can do anything you want to one side of the equation (add, divide, etc.) so long as you do it to the other side as well to maintain the balance. Using this technique, this course will show you how to figure out an incredible amount of things important in your job and life.

GE Focus 3: History and Social Sciences

PSY 150: General Psychology

This course provides students with an overview of the psychological discoveries concerning human behavior and mental processes over the past century. Students gain an understanding of psychological phenomena as well as the practical, everyday applications of psychological knowledge that will equip them to respond well in the home, the church, and the marketplace.

HIS 200: Survey of World History

A survey of global history to 1500. This course examines ancient and medieval civilizations to deepen understanding of the political, social, economic, and cultural dimensions of World history. Emphasis is given to comparative themes, the study of causal relationships and patterns of change and continuity over time; and the social significance of ethnicity, gender, race, and class in historical events and study.

HIS 250: Survey of American History

This course provides a survey of the political, social and economic developments of America from the colonizing experience present with an emphasis on the development of the American democratic tradition. The coursework is designed to develop the student's capacity to think critically, act responsibly, and engage civically.

GE Focus 4: Arts and Humanities

THE 150 Introduction to Theater

Throughout history, theater has sought to document, engage, and impact others. This course introduces and explores theater from the perspective of a persuasive appeal and a performing art. Students will learn dramatic structure, theatrical terminology, and theatrical conflict negotiation and resolution through scene analysis from the world of the ancient Greeks to the present day, and they will perform a number of short scenes and skits. Emphasis will be made on the socio-emotional intelligence fostered by the arts, with the goal of nurturing skills of empathy and an appreciation for the uniqueness of the human condition.

FA 200 Introduction to Visual Arts

This course offers an introduction to the design and creation of functional objects and basic art and design concepts. Students will learn the elements of art and principles of design and apply them to the creation of objects in a variety of media. In the applied drawing segment, students will learn techniques for communicating space, line, volume, texture and composition in both pencil and charcoal mediums. The applied painting segment will include a study of the acrylic painting media with including technical applications, composition and color theory. The works of the Old Masters will be studied to support the mentorship process.

MUS 120 Introduction to Vocal Music

A Kingdom-minded voice class where students will cultivate an understanding and appreciation of the art of singing, unlock new freedoms and experience an expansion of dormant gifts and talents, and connect the art form to their area of study through a collaborative process involving individual and group singing in varied musical styles (including Western art music), basic songwriting, gaining knowledge and awareness of healthy vocal function, and developing and strengthening performance skills.

GE Focus 5: Personal Development

PD 101: Career Forecasting and Personal Development

This course provides a general introduction to the student's specific major, its journals, history, traditions, research methodologies, and career forecast. Students learn personal and personal development skills that will help foster the resilience, teachability, and critical thinking skills that are required of a modern Christian scholar. In addition to career development outcomes, students will focus on increasing emotional intelligence and self-awareness skills that will help them rise above their generational competition.

PD 125 Personal Fitness and Nutrition

Students learn the basics of self-care and temple maintenance in this course, with a focus on meal planning, nutritionally-dense food selection, and establishing regular workout habits that include both cardiovascular exercise and weight training.

PD 150 Personal Finance

This course covers financial responsibilities, planning for the future, budgets, income and careers, spending and credit, saving and investing, helping students learn to master money and to become good stewards who use their wealth to establish and further the kingdom of God.

PD 200 Introduction to Evangelism

This course will introduce the student to the biblical, theological and historical foundations of evangelism, including a focus on persecuted Christians, unreached people groups, spiritual warfare, and missiology within the church. Students will gain both a theoretical and a practical understanding of how they can most effectively fulfill the Great Commission.

PSY 250 Marriage and Family

This course examines the biblical outlook on the form, function, purpose, and structure of the family. Emphasis is made on the crises facing the American family and the resultant impact on the general culture. Students will learn sociological theories on marriage, kinship systems, components of mate selection, conflict resolution, child-rearing practices, and communication skills that will help them navigate and nurture this lifelong commitment.

Biblical Studies Minor: All Majors

As part of CVCU's mission and missive on biblically-based education, all degrees are centered in Bible, and degrees conferred for all majors include a minor in Biblical Studies. Biblical studies are required every semester, with the goal of studying the entire Old Testament and New Testament writings in great depth by the end of the four-year program. Coursework includes the following classes, which tie in to the biblical worldview expressed in both General Education and Lower and Upper Division Coursework:

BIBLE MINOR: 24 CREDITS COMPLETED OVER FOUR YEARS

General Bible Education / CVCU Signature Classes	
APOL 101 Science and the Christian (GE): An analysis of creation-based research that outlines the plans and purpose for humankind.	3
BIB 250 Biblical Governance and Economics (GE): A study of the impact of biblical principles on worldwide governments.	3
Lower Division: 9 units required	Credits
BIB 100 The Gospels: In-depth study of the New Testament books of Matthew, Mark, Luke, and John.	3
BIB 200 The Pauline Epistles: An in-depth analysis of the letters written by the Apostle Paul.	3
BIB 280 Major Prophets in the Old Testament: Study and discussion of the themes and applications of the major prophets.	3
Upper Division: 9 units required	Credits
BIB 300 Minor Prophets in the Old Testament: Study and discussion of the themes and applications of the major prophets.	3
BIB 350 The Pentateuch: An analysis of the first five books of the Bible and their impact on government, human relations, and society.	3
BIB 400 Wisdom Literature: An analysis of the books of wisdom in Old Testament Literature: Job, Psalms, and Proverbs.	3
BIB 450 Prophetic Literature: A study of the prophetic books of the Old and New Testament literature, including Revelation, Daniel, and Ezekiel.	3

Academic Coursework: Lower and Upper Divisions by Program of Study

CVCU is a marketplace-focused university, offering courses of study in areas that the founder believed would make a positive impact on the regional culture, marketplace, and family. These major selections were based on market research, GenZ and Alpha trends, impacted majors on the West Coast, and the specialized needs of the community and residents of southern California.

Program: The Booker T. Washington Institute for Social Sciences

The Mission of the Booker T. Washington Institute for Social Science and Community Education is to advance the efforts of social sciences to offer community-based educational equipping for political, familial, and interpersonal conflict, providing practical solutions and support to help strengthen interpersonal relationships in every sphere of the city, from the home to the marketplace. Students serve in summer projects dedicated to teaching a variety of skills, from reading to underserved populations at home and abroad to offering academic tutoring, conflict support, and child development workshops as a free offering to the local community. The Booker T. Washington Institute garners its name from the courageous leader and American educator Booker T. Washington, who, despite his nervousness and introversion, refused to bow to the victim-mindedness of his culture and instead spoke out all over the country on behalf of oppressed people, rallying them to hope and victory and modeling tenacity, kindness, forgiveness, and courage. One of his most familiar quotes defines both his perspective and the goals of institutional resilience at CVCU: "There are two ways of exerting one's strength: one is pushing down, the other is pulling up." Students in the Booker T. Washington Institute will exert socio-political strength by building others up and empowering them to live abundant lives.

Degrees of Study:

Bachelors Degree in Political Science and Biblical Studies

Bachelors Degree in Psychology and Biblical Studies



CHULA VISTA CHRISTIAN UNIVERSITY

Transformative Education for the Next Generation

2020-2024 ACADEMIC DEGREE PLAN

Bachelors Degree in Political Science and Biblical Studies

In addition to the general education and Bible courses listed in the degree plan, this academic major requires 30 lower division and 40 upper division credits as follows:

Lower Division (30 credits)

PS 101 The History of Political Science (3 credits)

This course provides a general introduction to the student's specific major. The history, challenges and innovations of the past and present of the student's selected major / field will be studied and presented including its journals, history, traditions, ethical dilemmas, and potential for national or global impact. Students will assess the ethical or practical issues of the field and consider how these challenges have impacted the workplace or social sphere, developing a number of real-world strategies and innovations with the potential to change the future trajectory of the field for the better.

PS 120 American Politics (3 credits)

This course provides a broad view of the American political system, ranging from the intellectual depth of the Federalist papers, to the modern events seen in the 21st century. The Federalist papers will be used as the base to consider the underlying principles of the American republic, and the biography of a modern president will be used to better understand how today's America has been shaped in recent time

PS 125 Introduction to Political Science (3 credits)

This course examines the study of governments, political policies, systems, and political behavior. Students learn about the definition, fields of study, and importance of political science in understanding public policies. PS 125 is a prerequisite for all other PS courses.

PS 140 Constitutional Law (3 credits)

This course surveys the development of American constitutional law from a historical and biblical perspective.

PS 150 Comparative Politics and Government (3 credits)

This course introduces students to Comparative Politics with a focus on economic growth, democratization, and nationalist conflict with an emphasis on who controls the most important decision-making authority over scarce economic resources.

PS 200 Global Political Economies (3 credits)

This course provides overview of basic concepts and theoretical approaches used to compare political systems, exploring distinctive and similar characteristics of various states (industrialized, authoritarian and developing). Government, culture and development of various countries are assessed in the light of American Economics.

PS 210 Law, Morality, and War (3 credits)

The course concerns the principles and philosophical arguments underlying legal conflicts and moral dilemma, providing a bird's eye view of the principles of morality during the time of war. Further, the foundational principle of just and unjust government mixed with the individual citizen's response to it will be analyzed.

PS 230 American Foreign Relations (3 credits)

This course explores the most significant factors shaping international behavior of United States from end of World War II to present, including domestic and foreign interest groups, governmental influencers, and public opinion. Students will conduct an examination of domestic and foreign relationship structure that embody and impact the American political architecture, providing perspective for the role that the US incubates as it relates to international relations between it and nation states.

PS 240 Intro to Microeconomics (3 credits)

Microeconomics is an overview course that covers how households (consumers), firms (producers), and governments interact in competitive and other markets to set prices, and determine what and how much is produced. Key concepts introduced include the role of scarcity and choice, incentives and competition, and the law of supply and demand.

RSCH 250 Research Methods & Design (3 credits)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their career field.

Upper Division (40 credits)

PS 300 Terrorism, Antiterrorism, and Homeland Security (3 credits)

This course assesses the function and purpose of homeland security and the forces that threaten that security. Students examine threats such as natural disasters, technological disasters, and domestic and international terrorism.

PS 310 Early Political Processes and Theories (3 credits)

This course explores early American political processes and how those beliefs and theories have shaped conflict, power, decision-making, and behavior. Interest groups and political party reform are also explored for their impact on public policy.

PS 320 Modern Political Processes and Theories (3 credits)

This course provides an examination of the basic philosophical issues in American political theory. The course looks at a variety of issues, concepts, and controversies that characterize and define our political experience. The course covers the colonial period, the Revolution, formation and growth of a constitutional government, the Civil War, and reconstruction.

PS 330 Introduction to Political Theory (3 credits)

This course explores major themes in Western tradition from classical and modern political thought, including the concepts of state, citizen, and Christian activism. Students learn personal development skills that will help foster the resilience, teachability, and critical thinking skills that are required of a modern Christian scholar.

PS 340 Introduction to Law (3 credits)

This course provides an introduction to the law and its principles educating students on the structure of the court system, civil litigation, and methods of dispute resolution.

PS 350 Urban Politics (3 credits)

This course analyzes the politics and public policies centered within cities and city government, including a focus on urban issues such as poverty, economic development, education, crime, transportation, and environmental impact.

PS 400 International Politics (3 credits)

This course studies the Christian response to and American involvement in relations among nations, politics of war and peace, elements and limits of national power, issues of hunger, development and human rights.

PS 410 The American Political System (3 credits)

This course examines legislative and executive branches of American national government; includes elections, representation, presidential leadership, congressional reform, role of parties, interest groups and bureaucracy in legislative and executive politics.

PS 420 Intro to Macroeconomics (3 credits)

Macroeconomics studies how markets, businesses, consumer, and governments behave. In this course, students will examine economy-wide phenomena such as inflation, economic growth, national income, GDP and unemployment.

PS 430 Laws, Politics, and Justice (3 credits)

This course assesses the intersection of law, politics, and justice from a biblical worldview. How does Christians belief and behavior impact local, national, comparative, and international politics?

PS 440 Advanced Seminar in Political Science (3 credits)

This course provides an opportunity for the senior political science major to explore an aspect of the field that is of particular interest to the student. The student will demonstrate knowledge

gained through papers and presentations that will be accessible to students of other majors.

PS 495 Senior Political Science Capstone Project (3 credits)

The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the political science field.

PS 499 Senior Political Science Internship (4 credits)

As the culminating course in the program, students will serve 100 hours in the career-related location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.



CHULA VISTA CHRISTIAN UNIVERSITY

Transformative Education for the Next Generation

2020-2024 ACADEMIC DEGREE PLAN

Bachelors Degree in Psychology and Biblical Studies

In addition to the general education and Bible courses listed in the degree plan, this academic major requires 30 lower division and 40 upper division credits as follows:

Lower Division (30-32 units)

PSY 100 Intro to Psychology (3 credits)

This course introduces students to the major theories, theorists, and practices of the field of psychology. PSY 100 is a prerequisite for all other PSY courses.

PSY 150 Social Psychology (3 credits)

This courses assesses the influence of social factors on individual behavior, thoughts, and feelings. Students will assess behaviors of themselves and others through studying attitude formation, aggression, attraction, conformity, interpersonal relationships, and more.

PSY 180 Personality Psychology (3 credits)

This course explores the dynamics and development of personality through the lens of the field's major theorists. Students will take a number of self-assessments to analyze their own personalities, recognizing both healthy and unhealthy habitual behavior patterns.

PSY 200 The Psychology of Aging

Students will analyze human development from young adulthood through old age emphasizing the social and emotional changes and theoretical crises that are associated with each stage of adult life and what steps and resources are needed for healthy development.

PSY 210 Cross-cultural Psychology (3 credits)

This course provides a general introduction to the study of intercultural communication and key components of understanding the dynamics of global and local events that form the contemporary world. Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Students learn basic concepts and principals of intercultural communication, how cultural values effect communication, examine communication patterns, and how to navigate diverse cultural settings while using a Biblical perspective. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with diverse cultures and communicate more effectively in intercultural.

PSY 220 Intro to Neuroscience (3 credits)

An introductory overview of how brain processes impact behavior and psychological functioning including implications for both normal and abnormal behavior.

PSY 250 Statistics for the Social Sciences (3 credits)

In this social science-focused course, students will learn and utilize descriptive statistics, probability, correlation, t-tests, analysis of variance, and chi-square.

PSY 270 Experimental Psychology (3 credits)

This course is designed to introduce students to the basic concepts and methods of scientific inquiry. These empirical studies will help students think critically, make predictions, develop answers, and interpret conclusions about human behavior, emotions, and cognition.

PSY 280 Developmental Psychology (3 credits)

This course assesses and addresses the most significant aspects of human development from conception through adolescence, including social and emotional growth, personality, intellectual capacity, and language acquisition.

RSCH 250 Research Methods & Design (3 credits)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges,

and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their career field.

Upper Division (40 credits)

PSY 300 The History of Psychology (3 credits)

This course provides a general introduction to the student's specific major. The history, challenges and innovations of the past and present of the student's selected major / field will be studied and presented including its journals, history, traditions, ethical dilemmas, and potential for national or global impact. Students will assess the ethical or practical issues of the field and consider how these challenges have impacted the workplace or social sphere, developing a number of real-world strategies and innovations with the potential to change the future trajectory of the field for the better.

PSY 310 Ethics in Psychology (3 credits)

This course helps students identify the standards, laws, and regulations that govern ethical behavior in the field of psychology.

PSY 330 Sensation and Perception (3 credits)

This course deals with how we construct a conception of physical reality from sensory experience. While the primary focus will be on vision and hearing, the chemical senses (taste and smell) the somatosenses (touch, temperature, and vibration) will also be addressed. We will cover the anatomy and physiology of the various sensory receptors, the neural mechanisms of sensation, sensory representation in the brain, as well as the phenomenological experience of perception. Topics will include the ways in which illusions can fool our senses and what they tell us about how our sensory systems work.

PSY 340 Learning (3 credits)

In this course, students will assess the basic principles of learning as seen in controlled laboratory studies, observing how fear, frustration, reinforcement, and other responses apply to observable behavior and self-control.

PSY 350 Human Cognition (3 credits)

An introduction to theories and research in cognitive psychology, including information processing, cognitive development, perception, memory, learning, language, and problem solving.

PSY 380 Human Motivation (3 credits)

An experimentally-oriented survey of theory and research on motivational forces governing

behavior. Topics include instinct, pain, fear, frustration, incentive, cognitive consistency and dissonance, aggression, achievement, power, job motivation, and interpersonal attraction.

PSY 400 Theories and Methods of Integration (3 credits)

An examination of the key theories and integrative methodology represented in the field of psychology.

PSYC 410 Abnormal Psychology (3 credits)

This course analyzes the diagnosis and treatment of psychological disorders from both traditional and contemporary viewpoints. Emphasis is placed upon comparison of alternative models of causation and treatment as well as utilizing a fully developed Christian worldview that assesses behavior and beliefs from a physical, mental, emotional, and spiritual perspective.

PSYC 420 Psychology of the Family (3 credits)

How does our family of origin affect our view of self and the world around us? This course will survey the major theoretical and empirical approaches to the self-concept, including the nature of the self, search for self-knowledge, development of the self and identity, self-esteem through a biblical worldview.

PSYC 430 The Psychology of Addictions (3 credits)

This course examines the use and abuse of drugs (include caffeine and alcohol) from a social, legal, medical, pharmacological and psychological foundation, providing a lens for better understanding how the brain regulates behavior and how drugs interact with that regulatory power.

PSYC 440 Current Issues in Psychology

Students in this course have the opportunity to pursue in-depth research on a current issue related to psychology. Upon successful completion of the foundations, they will have the opportunity to share their findings in an honors forum open to the campus and community.

PSY 450 Psychology Capstone OR Clinical Practicum (3 credits)

The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the field of psychology. As an alternative, students pursuing research or leading up to graduate degree work may use this capstone as an opportunity to experience supervised work in an applied setting, focusing on counseling and therapeutic applications.

PSY 499 Psychology Internship (4 credits)

As the culminating course in the program, students will serve 100 hours in the career-related location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with

the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.



CHULA VISTA CHRISTIAN UNIVERSITY

Transformative Education for the Next Generation

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The Edison Institute of Technology and Applied Sciences

Students in the Edison Institute of Technology and Applied Sciences gain real-world experience that will provide them with training, education, and apprenticeship models of education to give them the competitive skills they need to succeed in a technologically advanced culture. The Institute is named after Thomas Alva Edison, one of the most prolific inventors of all time. According to the Library of Congress, Edison's inventions have influenced the light bulb, the motion picture camera, the telegraph, and the telephone, among many other creations. Students in the Edison Institute will learn to apply existing scientific knowledge to develop practical solutions in the fields of technology, neuroscience, computer science, web development, and IT management.

Degrees of Study:

Bachelor of Science in Mechanical Engineering

Bachelor of Science in Computer Sciences

Bachelors Degree in Computer Sciences and Biblical Studies

In addition to the general education and Bible courses listed in the degree plan, this academic major requires 31 lower division and 42 upper division credits as follows:

Lower Division (31 credits)

COR 100 Foundations in Computer Science History (3 credits)

This course is an introduction to Computer Programming with Visual Basic Specialization.

COM 102 Interpersonal Communication (3 credits)

Students will learn the forms and features of interpersonal communication as well as how to improve self-esteem, how to listen effectively, and how emotions vary depending on culture.

BUS 104 Information Systems and Computer Application (3 credits)

Students will learn algorithms, data structures, software design, the concepts of programming languages, computer organization, as well as computer architecture while focusing on analysis and design experiences with practical laboratory work, including software development.

CS 102 Fundamentals of Information Technology (3 credits)

The course introduces skills related to digital technology, digital applications, maintenance/upgrading/troubleshooting, and networking fundamentals. Students also explore ethical issues related to computers and Internet technology and examine web page and game design.

CS 109 Introduction to IT Programming (3 credits)

Introduction to Computer Programming. This course is part of Introduction to Computer Science and Programming Specialization.

CS 150 Web Development Foundations (3 credits)

This course prepares students for employment in web development and web programming positions within an organization. Students will learn how to execute the necessary skills to plan, create, and implement websites for a wide variety of businesses and organizations.

CS 202 Network and System Security (3 credits)

Computer Network Systems and Security curriculum prepares graduates in computer operating systems, network infrastructures, routers and switches, and server and aspects of cybersecurity.

CS 210 Business of IT Project Management (3 credits)

The course objective is to discover the intricacies of project planning, including initiating, planning, and executing projects.

CS 215 Business of IT: Applications (3 credits)

Application of intermediate to advanced spreadsheet software to prepare budgets, record accounting information, and conduct financial analysis.

SCI 250 Integrated Physical Sciences (3 credits)

This is a physical science course that introduces the broad spectrum of science study maintaining a traditional emphasis on physical science while integrating physics, chemistry, earth science, and space science.

SCI 251 Natural Science Lab (3 credits)

This course will provide an overview of the nature of earth and the universe and will provide valuable laboratory experience.

Upper Division (42 credits)

CS 300 Scripting and Programming, Foundations (3 credits)

This course lays a foundation to programming theory, covering basic elements such as variables, data types, flow control, and design concepts.

CS 310 Computer Architecture (3 credits)

The course will teach students to design and implement software that more efficiently utilizes a computer system.

CS 315 Introduction to Computer Systems (3 credits)

This course introduces students to programming concepts applicable to a wide range of computer programming languages, methods and theories.

CS 320 Data Structures and Algorithms I (3 credits)

An overview of data structure concepts, arrays, stack, queues, trees, and graphs.

CS 330 Data Structures and Algorithms II (3 credits)

This Data Structures & Algorithms course extends beyond linear data structures to the nonlinear and hierarchical data structures.

CS 370 Introduction to Artificial Intelligence (3 credits)

This course is designed to give students a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks.

CS 390 Programming I: Problem Solving (3 credits)

This is an introduction to computer programming with an emphasis on problem solving.

CS 410 Discrete Mathematics and Functional Programming (3 credits)

A combined course on functional programming and formal proof. Students will write programs over a variety of data structures.

BUS 311 Project Management (3 credits)

This course provides students with the fundamental knowledge to manage project budgets, teams, and timelines; improve productivity, profitability, and quality of work; and mitigate project risks.

CS 420 Programming I: Object-Oriented Design (3 credits)

The course focuses on the object-oriented approach for analysis and design.

CS 425 Programming II: Object-Oriented Design (3 credits)

In part two of this course, students will build on the foundations of object-oriented approaches for analysis and design.

CS 440 Hacking and Ethical Issues in Technology (3 credits)

Students will be learning on topics such as; password cracking, social engineering, system and network scanning, vulnerability assessment and malicious code.

CS 450 Computer Science Capstone Project (3 credits)

The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the field.

CS 499 Computer Science Internship (4 credits)

As the culminating course in the program, students will serve 100 hours in the career-related location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.



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Bachelors Degree in Mechanical Engineering and Biblical Studies

In addition to the general education and Bible courses listed in the degree plans, this academic major requires 30 lower division and 40 upper division credits as follows:

Lower Division (30 credits)

MECH 100 Introduction to Mechanical Engineering (3 credits)

This course offers a foundational understanding of the field and its practices.

MECH 120 Statistics for Engineering (3 credits)

Statistics for Engineering provides statistical tools and reasoning essentials for engineering applications.

MECH 140 Engineering Dynamics (3 credits)

Statistics for Engineering provides statistical tools and reasoning essentials for engineering applications.

MECH 160 Philosophy of Design (3 credits)

This course delves into the theoretical aspects of engineering design philosophy.

MED 120 General Chemistry (3 credits)

General Chemistry introduces basic concepts in chemistry relevant to engineering disciplines.

MECH 200 Measurement and Data Analysis (3 credits)

Measurement and Data Analysis equips students with techniques for precise engineering measurements and data evaluation.

MECH 220 Introduction to Design and Modeling (3 credits)

Introduction to Design and Modeling presents the basics of engineering design and computer-aided modeling.

MAT 230 Calculus (3 credits)

Calculus offers a comprehensive study of calculus for applications in engineering and the sciences.

MECH 240 Introduction to Thermodynamics (3 credits)

Introduction to Thermodynamics explores the principles of energy, heat, and work in mechanical systems.

Upper Division Courses (41)

MECH 300 History of Engineering (3 credits)

History of Engineering examines the historical developments and milestones in the engineering profession.

MECH 310 System Dynamics (3 credits)

In this course, students learn the mathematical modeling of dynamic systems in mechanical engineering.

MECH 320 Mechanical Vibrations (3 credits)

This Mechanical Vibrations course investigates the theory and analysis of vibrating mechanical systems.

MECH 340 Strength Testing (3 credits)

This Strength Testing course provides insight into the methodologies and practices of material strength testing.

MECH 350 Fluid Mechanics (3 credits)

Fluid Mechanics explores the behavior and properties of fluids in engineering applications.

MECH 370 Heat Transfer (3 credits)

Heat Transfer examines the transmission of heat energy in mechanical and other engineering systems.

MECH 400 Mechanics of Materials (3 credits)

Mechanics of Materials delves into the response of materials under various loads and stresses.

MECH 410 Linear Analysis (3 credits)

Linear Analysis introduces mathematical techniques for the analysis of engineering systems.

ENG 430 Subtractive Manufacturing (3 credits)

In this course, students learn the process of subtractive manufacturing with both metals and plastics, with the goal of creating a smooth finish with tight dimensional tolerances.

ENG 440 Introduction to Electronics (3 credits)

The Introduction to Electronics course introduces students to the basic concepts of electronics, including diodes, transistors, op amps, and basic operations of common applications.

ENG 450 Engineering Capstone (3 credits)

The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the engineering field.

ENG 499 Engineering Internship (3 credits)

As the culminating course in the program, students will serve 100 hours in the career-related location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.



**CHULA VISTA
CHRISTIAN UNIVERSITY**

Transformative Education for the Next Generation

2020-2024 ACADEMIC DEGREE PLAN

The McGuffey Institute of Education

The McGuffey Institute of Education was established to train a next generation of teachers who, through educational excellence, will courageously confront the existing ills of the traditional system of elementary, secondary, and higher education. Named after William McGuffey an educator who was born in 1800 and began his teaching career at the age of 14. At the time, there

was no systematic method for teaching children to read. When he was 35, Harriet Beecher Stowe asked McGuffey to write a series of publications which eventually became the famous *Eclectic Readers*. McGuffey's readers sold over 120 million copies, and they served as a template for textbooks that is still followed today. The Institute endeavors to equip elementary and secondary teachers who are passionate about education reform and reclaiming the field of education for the kingdom of God. As Dr. Spears writes in the book *Education for Human Flourishing*, Christians have inadvertently contributed to the marginalization of Christianity by driving the moral and academic authority of Jesus away from the center point of learning. "The fear of the Lord," Proverbs 9:10 teaches, "is the beginning of wisdom." Without an anchor to truth, without a grounding in morality and faith-based academia, educators must question the legitimacy of the educational endeavor. Students in the McGuffey Institute will learn the skills they need to be methodologically and theologically effective in reaching the next generation for Christ while training up their own students to be excellent, well-read, and well-rounded scholars in every academic discipline, students who study to show themselves approved.

Degree of Study:

Bachelor of Arts in Education and Biblical Studies

Bachelors Degree in Education and Biblical Studies

In addition to the general education and Bible courses listed in the degree plan, this academic major requires 30 lower division and 40 upper division credits as follows:

Lower Division (30 credits)

TE 100 History of Education (3 credits)

This course provides a general introduction to the student's specific major. The history, challenges and innovations of the past and present of the student's selected major / field will be studied and presented including its journals, history, traditions, ethical dilemmas, and potential for national or global impact. Students will assess the ethical or practical issues of the field and consider how these challenges have impacted the workplace or social sphere, developing a number of real-world strategies and innovations with the potential to change the future trajectory of the field for the better.

TE 110 Educational Methodology (3 credits)

This course provides a backdrop for the varied methodologies used in traditional and alternative schooling, helping students think critically about the state of American academia.

TE 120 Introduction to Curriculum Design (3 credits)

Students in this course learn how to design curricula for a variety of ages and stages. Using sample designs from award-winning homeschool resources such as the Institute for Excellence in Writing, students learn how to design effective curricula for the classroom.

TE 130 Educational Psychology (3 credits)

What helps students learn? Understanding educational psychology means begin able to rightly assess the socio-emotional climate of the classroom, to analyze the innate differences between unique learners, and to formulate a plan of effective teaching with in these psychological boundaries.

PSY 280 Developmental Psychology (3 credits)

This course assesses and addresses the most significant aspects of human development from conception through adolescence, including social and emotional growth, personality, intellectual capacity, and language acquisition.

TE 200 Diverse Learning Styles (3 credits)

How do you learn best? Typically, as beginning teachers, we teach others in way that we learn. But what if your students learn best in a format that is completely opposite from yours? This course is designed to help budding teachers understand the various learning styles and multiple intelligences that create such diverse learning environments in the classroom.

TE 210 Classroom Management (3 credits)

In an era where self-discipline has become the exception rather than the rule in traditional education, students need to learn self-government not only to control themselves, but in order to lead others. This class teaches students how to apply the fruits of the spirit in the classroom culture.

TE 220 Educational Technology (3 credits)

Teachers often have a love-hate relationship with technology. This course will help students assess the wide variety of technological supports available in the classroom and determine which ones are most appropriate for each age, stage, and subject.

TE 230 The Compassionate Classroom (3 credits)

As Master Teacher Parker Palmer once said, “Students don’t care how much we know until they know how much we care.” The path to the mind travels first through the heart. This course is designed to help budding teachers develop a sense of compassion and care for their students, learning to put into practice what Paul said, that we are to “build others up according to their needs” and to “open wide our hearts.”

RSCH 250 Research Methods & Design (3 credits)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their career field.

Upper Division (40 credits)

TE 300 Ethics in Education (3 credits)

Cautionary tales abound of teachers changing student grades to get additional state funding ... This course introduces students to the ethical dilemmas teachers face and how to navigate those challenges through a biblical worldview.

TE 310 Elementary Teaching Methodologies (3 credits)

This course is designed to provide effective teaching strategies and examples for grades K to 6.

TE 320 Secondary Teaching Methodologies (3 credits)

This course is designed to provide effective teaching strategies and examples for teachers of junior and senior high school.

PSY 380 Human Motivation (3 credits)

An experimentally-oriented survey of theory and research on motivational forces governing behavior. Topics include instinct, pain, fear, frustration, incentive, cognitive consistency and dissonance, aggression, achievement, power, job motivation, and interpersonal attraction.

TE 340 Introduction to Assessment (3 credits)

Effective student assessment is not limited to multiple choice tests! This course is designed to help new teachers think critically about assessment methodology instead of applying a one-size-fits-none format to knowledge assessment.

TE 350 Teaching the Social Sciences (3 credits)

This course provides tools and resources for teaching the social sciences.

TE 400 Teaching STEM (3 credits)

This course provides tools and resources for teaching STEM: Science, technology, engineering, and mathematics in the everyday classroom.

TE 410 Teaching the Bible (3 credits)

This course provides tools and resources for teaching the Bible effectively in a traditional classroom setting.

TE 420 Teaching Arts and Activity (3 credits)

This course provides tools and resources for teaching the arts and activity to elementary students. Emphasis is on creative work that fosters inspiration and innovation.

PSY 430 Conflict Negotiation and Resolution (3 credits)

In this course students will utilize critical thinking and analytical skills to begin an in-depth examination of the major theories of conflict analysis and resolution. Theories and case studies

will include root causes and dynamics of conflict and methods of conflict analysis and resolution.

TE 440 Applied Research in Education (3 credits)

Students in this course have the opportunity to pursue in-depth research on a current issue related to psychology. Upon successful completion of the foundations, they will have the opportunity to share their findings in an honors forum open to the campus and community.

TE 495 Senior Capstone Project (3 credits)

The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the field of education.

TE 499 Senior Teaching Internship (4 credits)

As the culminating course in the program, students will serve 100 hours in the school location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.



CHULA VISTA CHRISTIAN UNIVERSITY

Transformative Education for the Next Generation

2020-2024 ACADEMIC DEGREE PLAN

The Redi Institute for Holistic Health and Human Welfare

The Mission of the Redi Institute of the Institute for Holistic Health and Human Welfare is to address the growing crisis of ill health, obesity, and mental stagnation resulting from poor diet and sedentary lifestyles in Western culture. Students will gain biblically-based instruction in holistic medicine, nutrition, and proactive health care with the expressed goal of helping students make a tangible, positive impact on the health and well-being of the local region. The Redi Institute is named after Francesco Redi, an Italian scientist who challenged the culturally accepted norm of spontaneous generation in 1668. Students in the Redi Institute will be expected

to think outside of the box, applying both logic and ancient truths to address the crisis of preventative illness in the United States.

Degrees of Study:

*Bachelors Degree in Holistic Health and Biblical Studies

Bachelors Degree in Pre-medicine and Biblical Studies



CHULA VISTA CHRISTIAN UNIVERSITY

Transformative Education for the Next Generation

2020-2024 ACADEMIC DEGREE PLAN

Bachelors Degree in Pre-medicine and Biblical Studies

In addition to the general education and Bible courses listed in the degree plan, this academic major requires 30 lower division and 40 upper division credits as follows:

Lower Division (30-32 units)

MED 110 General Biology for Science Majors (3 credits)

This introductory course emphasizes plant and animal cell structure, cellular processes, and genetics with emphasis on the structure and function of plants and animals. *Prerequisites: None.*

MED 110L General Biology Lab (1 credit)

Laboratory course in general biology intended for science majors. Topics include the application of the scientific method, examination of cellular processes (eg. respiration, photosynthesis, mitosis, meiosis), genetics, operation of basic laboratory equipment, taxonomic classification, and investigations of structure and function of prokaryotes, protists, fungi, plants, and animals.

MED 120 General Biochemistry (3 credits)

Biochemistry of carbohydrates, lipids, amino acids, proteins, nucleotides and nucleic acids; mechanism of enzyme action and regulation of enzymatic pathways; intermediary metabolism; lipid and nitrogen metabolism; physiochemistry of hemoglobin, the vitamins and selected hormones. Laboratory will consist of in depth discussions of modern techniques and clinical

diseases in biochemistry. Prerequisites: BIOL 213, CHEM 241, or permission of instructor. 3 lecture hours and laboratory hours.

MED 120L General Biochemistry Lab (1 credit)

This course is designed to provide an introductory experience to conducting experiments in a biochemistry laboratory, covering a broad spectrum of modern techniques and their underlying physical, chemical, and biological principles.

PHY 130 Fundamentals of Physics (3 credits)

This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 130L Fundamentals of Physics Lab (1 credit)

This lab course is designed specifically for earth and life science majors. Hands-on laboratory experiments and exercises include data analysis on topics such as electricity, magnetism, optics, and nuclear physics.

MED 210 Anatomy and Physiology (3 credits)

A study of human anatomy and the relationship between structure and function. The course provides preparation in systemic physiology with concentration on major body functions and their controls. Topics include cytology, mitosis, meiosis, heredity, histology, organology and the following systems: integumentary, skeletal, muscular, and nervous. Emphasis is given to case study problems with clinical applications relevant to students pursuing careers in the medical field.

MED 210L Anatomy and Physiology Lab (1 credit)

This course provides students with laboratory exercises relating to anatomy and physiology with related, illustrative pathology and microbiology.

MED 220 General Microbiology (3 credits)

This course provides science majors with a comprehensive study of the field of microbiology including detailed insights into five major themes: Structure and function of microbes (cellular structures, metabolism, and growth), microbial genetics, microbial ecology, microbial diversity (prokaryotes, eukaryotes, viruses) and clinical microbiology (immunity, pathogenicity, epidemiology, control of microbes, and diseases).

MED 220L General Microbiology Lab (1 credit)

This course complements the concepts covered in Microbiology. Students will conduct hands-on experiments to help further their understanding of microscopy and the growth of microbes.

MED 240 Organic Chemistry (3 credits)

An introduction to the fundamental concepts of organic chemistry. Focus areas include intermolecular forces and solution dynamics, VESPR and molecular geometry, organic structure, naming, and basic chemical reactions. This course is offered in a traditional onsite format with three hours of lecture and one two-hour laboratory section per week, or in a hybrid format with online lectures and one onsite two-hour laboratory section per week. *Prerequisites: A passing grade of C or better in CH104.*

MED 240L Organic Chemistry Lab (1 credit)

This lab course includes preparing stained smears, culturing micro-organisms, conducting immunology experiments, performing tests to identify bacteria and fungi, and studying microbial growth control methods.

RSCH 250 Research Methods & Design (3 credits)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their career field.

COM Fundamentals of Human Communication (3 credits)

This course is designed to introduce students to the basic concepts of human communication, processes, and environments. Students survey communication topics related to culture, identity, organizations, and relationships with the end goal of developing a fuller understanding of appropriate and effective communication based on knowledge of both theoretical concepts and their application.

Upper Division (40 units)

MED 300 Medical Terminology (3 credits)

This course examines medical terminology and vocabulary used by a variety of professionals in the healthcare field. The focus of this course is on medical and clinical terminology broadly relating to human anatomy and physiology and the basic body systems as well as an added emphasis placed on those terms pertaining to diagnosis and pathophysiology. Acronyms, abbreviations, and the bases of medical terms will be examined, including prefixes, suffixes, roots, and combined forms.

MED 310 Ethics in Medicine (3 credits)

In this course, students examine common ethical issues they may face in their career field, including doctor/nurse-patient relationships and the importance of privacy. Students will also

examine the major ethical issues facing the field and consider biblically grounded responses and approaches they might use in their own practices.

MED 320 History of Medicine (3 credits)

This course focuses on the key turning points in the history of western medicine, offering insights into medicine's past that have shaped its contemporary study. Readings and discussions chart the shape and content of the history of western medicine from the Greeks to the present day, analyzing the role of doctors, patients, diseases and society's reaction to them over time. Students are encouraged to think critically about differing historical interpretations as well as their own personal experiences.

MED 330 Inorganic Chemistry (3 credits)

This course is an introduction to modern inorganic chemistry. Topics include principles of structure, bonding, and chemical reactivity with application to compounds of the main group and transition elements, including organometallic chemistry.

MED 330L Inorganic Chemistry Lab (1 credit)

Students will learn a variety of practical techniques in the synthesis, characterization, and handling of a variety of inorganic and organometallic compounds. Students will also learn about writing technical papers or reports of publishable quality.

MED 340 Molecular and Cellular Biology (3 credits)

This course is designed as an introduction to the physical and chemical organization of living organisms; cell structure, function, and metabolism; classical and molecular genetics; gene regulation; genetic engineering; molecular aspects of development; and reproduction.

MED 400 Modern Pharmacology (4 credits)

This course introduces students to pharmacological principles as well as the ethical challenges represented by pharmaceutical companies and research. Topics include pharmacokinetic principles (e.g., absorption, distribution, metabolism, excretion, drug dosing); receptor theory and drug-receptor interactions; non-receptor targets (e.g., enzymes, biologics RNA-based therapy); pharmacogenetics; drug safety; quantifying drug effects; and target engagement and validation.

MED 420 Pathophysiology (4 credits)

This course examines how alterations in homeostasis and in cellular function lead to diseases of various systems which may include immune, muscular, skeletal, integument, nervous, cardiovascular, respiratory, digestive, endocrine, urinary, and reproductive systems.

MED 430 Advanced Biochemistry (3 credits)

This course includes the detailed study of enzyme mechanisms, the role of cofactors, enzyme kinetics and metabolism focusing on recent advances in the field of biochemistry. Students will learn techniques in protein purification, enzyme assays, and molecular biology in the laboratory portion of the class.

MED 430L Advanced Biochemistry Lab (1 credit)

Hands on experience with the techniques of molecular biology and protein purification. Cloning and expression of a eukaryotic gene in bacteria will be performed followed by purification of the eukaryotic gene product. Microanalysis of DNA, RNA and protein.

MED 440 Epigenetics (4 credits)

This course is designed to introduce students to the concept of epigenetics and how it regulates gene expression and heritable phenotypes without changes in the underlying DNA sequence. Students learn molecular techniques and model organisms used commonly in epigenetics research.

MED 450 Directed Research in Medicine (3 credits)

Directed Research is student-proposed, faculty supervised research. Students must conduct research under the tutelage of a professor and must present their work publicly as either a paper, a formal publication, or a demonstration/performance. Directed research gives the student an opportunity to pursue a research interest outside the scope of the undergraduate degree.

MED 495 Senior Pre-med Capstone Project Total (3 credits)

The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the medical field.

MED 499 Senior Pre-med Internship (4 credits)

As the culminating course in the program, students will serve 100 hours in the career-related location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.



CHULA VISTA CHRISTIAN UNIVERSITY

Transformative Education for the Next Generation

2020-2024 ACADEMIC DEGREE PLAN

Communication Studies

The Dickens Institute for Communication Studies

The Mission of the Dickens Institute for Communication Studies is to help students become not only consumers of culture, but producers of culture, creating strategic methodology for excellence in written and spoken English communication, giving students a foundational approach to excellence in traditional communication studies, in journalistic studies, and in computer mediated communication methodology. The Institute finds in namesake in the great British author Charles Dickens, whose communication skills have transcended time to speak to the heart and soul of modern communicators. Though many may know Dickens for his great works of literature, he was also a passionate advocate for the oppressed and voiceless people of his day. After being forced to abandon his dreams and work in a shoe-blackening factory as a child, he developed a compassion for the poor and underserved members of his community. His literary masterpiece *Great Expectations* was both a work of social justice and PR genius: He published it by weekly chapter in the daily newspaper so that the poor could extract it from the trash, read, and be inspired by the flash of hope that embeds his memorable style and vision of hope.

Degrees of Study:

Bachelors Degree in Entrepreneurship and Biblical Studies

Bachelors Degree in Communication and Biblical Studies

*Bachelors Degree in Business Communication and Biblical Studies

Dickens Institute: Bachelor of Arts in Entrepreneurship

In addition to the general education and Bible courses listed in the degree plan, this academic major requires 30 lower division and 40 upper division credits as follows:

Lower Division (30 credits)

ENT 100 Introduction to Entrepreneurship (3 credits)

This course provides a general introduction to the student's specific major. The history, challenges and innovations of the past and present of the student's selected major / field will be studied and presented including its journals, history, traditions, ethical dilemmas, and potential for national or global impact. Students will assess the ethical or practical issues of the field and consider how these challenges have impacted the workplace or social sphere, developing a number of real-world strategies and innovations with the potential to change the future trajectory of the field for the better.

COM 120 Business and Organizational Communication (3 credits)

This course covers interpersonal relationships, productivity, and innovative practices specifically geared to today's workplace.

BUS 130 Introduction to Sales (3 credits)

This course provides an Introduction to multiple sales models, processes, fundamentals of organization, planning, researching, and following up.

ENT140 Developing Creativity and Innovation (3 credits)

This course covers the critical role of creativity and innovation in the development of new products or services to solve problems through creative and innovative methods.

BUS 150 Principles of Marketing (3 credits)

This course presents basic marketing concepts, consumer decision-making, target marketing, and marketing research.

BUS 200 Business Administration (3 credits)

The course equips with the application of the basic tools in accounting, marketing, economics, management, finance, and quantitative methods.

ENT 210 Pathways to Entrepreneurship

This course equips students with an introduction to the entrepreneurial mindset, and knowledge of the entrepreneurial process with starting a business.

COM 220 Intercultural Communication (3 credits)

This course considers such topics as cross-cultural communication, management and adaptation, intercultural negotiation, and how culture impacts conflict between individuals, cultures, and nations.

BUS 240 Principles of Management (3 credits)

This course provides basics to understand the major functions of management, including planning, organizing, leading, and the significance of each function in relationship to the company.

BUS 300 Business Ethics (3 credits)

The course objective is to provide an introduction to business ethics, including the exploration of responsibilities of employees, leadership and decision-making, morality, discrimination, diversity, ethics in marketing

COM 310 Organizational Leadership (3 credits)

This course equips students with the skills, strategies, and tools to rise to expanded leadership responsibilities and to guide organizations effectively.

BUS 320 Introduction to Microeconomics (3 credits)

This course covers introduction to supply and demand, price controls, public policy, cost and revenue concepts, market structures, and consumer theory.

BUS 340 Principles of Business Finance (3 credits)

This course covers introduction to financial statements, cash flow, time value of money, capital budgeting, stocks and bonds, ratio analysis, and long-term financing in business.

BUS 350 Introduction to Business Law (3 credits)

This course equips students with learning the legal principles pertinent to making business decisions. This course uses the Socratic method with its goal of participatory learning and the development of reasoning skills.

BUS 360 Social Media Marketing (3 credits)

This course has students explore current examples of how marketing professionals embrace online social networks in content sharing to create brand awareness and buzz, user-generated content, and explore future opportunities for marketing.

BUS 400 Introduction to Macroeconomics (3 credits)

This course aims to help students understand focus topics such the determination of national income, general equilibrium, the determinants of long run growth, the monetary system, inflation, unemployment, the open economy.

ENT 410 Global Lessons in Entrepreneurship (3 credits)

In this course students will compare and contrast U.S. and other cultures while examining the critical role that entrepreneurship plays in driving the international economy forward.

ENT 420 Running a Family Business (3 credits)

This course will explore and analyze the functions, issues, operations, and dynamics of family businesses from a strategic management perspective in business practices for family-owned businesses.

PSY 430 Conflict Negotiation and Resolution (3 credits)

In this course students will utilize critical thinking and analytical skills to begin an in-depth examination of the major theories of conflict analysis and resolution. Theories and case studies will include root causes and dynamics of conflict and methods of conflict analysis and resolution.

ENT 440 Applied Research in Entrepreneurship (3 credits)

This course investigates the techniques of the research process as applied to business and economics. Research on new ventures and their founding entrepreneurs; analysis of the entrepreneurial process and issues with start-up and managing growth are explored topics.

ENT 450 Senior Entrepreneurship Capstone Project (3 credits)

The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the field of entrepreneurship or small business.

ENT 499 Senior Entrepreneurship Internship (4 credits)

As the culminating course in the program, students will serve 100 hours in the career-related location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.



CHULA VISTA CHRISTIAN UNIVERSITY

Transformative Education for the Next Generation

2020-2024 ACADEMIC DEGREE PLAN

Bachelor of Arts in Communication with a Minor in Biblical Studies

In addition to the general education and Bible courses listed in the degree plan, this academic major requires 30 lower division, 40 upper division credits, and 15 emphasis credits as follows

Lower Division (30 units)

COM 110 History of Communication (3 units)

This course provides a general introduction to the student's specific major. The history, challenges and innovations of the past and present of the student's selected major / field will be studied and presented including its journals, history, traditions, ethical dilemmas, and potential for national or global impact. Students will assess the ethical or practical issues of the field and consider how these challenges have impacted the workplace or social sphere, developing a number of real-world strategies and innovations with the potential to change the future trajectory of the field for the better.

COM 150 Fundamentals of Human Communication (3 credits)

This course is designed to introduce students to the basic concepts of human communication, processes, and environments. Students survey communication topics related to culture, identity, organizations, and relationships with the end goal of developing a fuller understanding of appropriate and effective communication based on knowledge of both theoretical concepts and their application.

COM 150 Writing for Journalism (3 Credits)

An application of course work that engages the student in a responsible role as a worker in the journalism profession. This experience will receive a letter grade based on a portfolio of work, journal entries, summative essay, and site supervisor evaluation.

COM 190 Narrative Storytelling (3 units)

A skills-based course in non-linear editing, advanced techniques of media production, sound design, and directing. Students will make a narrative or documentary visual production, utilizing lighting, sound, and directing.

COM 200 Media and Worldview (3 Credits)

An introduction to approaches and practices used to examine and evaluate the media environment. Special focus is given to the persuadability of teens and young adults.

COM 215 Ethics in Communication (3 units)

In this course, the student is introduced to ethical dilemmas in the field of communication and how to work through these according to a biblical lens.

COM 220 Communication in Film and Media (3 units)

What media messages infiltrate and change our culture, whether for better or for worse? This course helps students assess and analyze the impact of movies, film, and other mass communication on cultural thought and

COM 230 Advertising and Persuasive Communication (3 units)

An examination of theories of attitude and behavior change, specific techniques of persuasion, and analysis of contemporary practitioners. Students will gain experience in attitude creating their own persuasive strategy.

COM 245 Motivational Speaking (3 units)

In this course, students learn how to utilize the foundations of persuasive communication to build solid motivational techniques. Prerequisite: COM 230.

RSCH 250 Research Methods & Design (3 credits)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their career field.

Upper Division (40 units)

COM 310 Interpersonal Communication (3 units)

An examination of face-to-face interactions using cognitive learning, skills training, and experiential techniques to better understand and interact with others. Topics include verbal messages, nonverbal communication, listening, self-disclosure, conflict, gender roles, and intercultural communication.

COM 320 Small Group Communication (3 units)

This course integrates theory and practice in small task groups. Topics include roles and leadership, discussion, decision making and problem-solving, social influence, conflict, power, and interaction in peer groups.

PSY 430 Conflict Negotiation and Resolution (3 credits)

In this course students will utilize critical thinking and analytical skills to begin an in-depth examination of the major theories of conflict analysis and resolution. Theories and case studies will include root causes and dynamics of conflict and methods of conflict analysis and resolution.

COM 350 Argumentation and Debate (3 units)

A performance-based course in which students learn argument design, reason, evidence, and practice in competitive debate.

PSY 330 Personality Psychology (3 units)

In this study of the main theories of personality, students learn how they and others process information through the lens of personality.

COM 340 Intercultural Communication (3 credits)

COM 350 Theories of Communication (3 units)

An overview and integration of current approaches to understanding interpersonal, small group, organizational, mass, and intercultural communication through the lens of theoretical practice.

COM 400 Organizational Communication and Leadership (3 units)

An application of communication theory and research in work contexts. Both corporations and non-profits will be examined through case studies, site visits, interviews, applied research, and team work projects.

COM 410 Gender Communication (3 units)

An overview of how perceived gender difference shapes and influences our interaction with others. Discussion covers the impact of gender diversity on language, nonverbal communication, mediated messages, relationships, and conflict.

COM 420 Crisis Communication (3 units)

In this special course taught by a former White House staff member, students learn how not only to survive but also to thrive in times of crisis.

PSY 430 Conflict Negotiation and Resolution (3 credits)

In this course students will utilize critical thinking and analytical skills to begin an in-depth examination of the major theories of conflict analysis and resolution. Theories and case studies will include root causes and dynamics of conflict and methods of conflict analysis and resolution.

COM 450 Communication Capstone (3 units) The Senior Capstone Project is the culminating effort of research and performance in the student's undergraduate academic career. Students will research, analyze, and present a thesis-level paper addressing an ethical dilemma facing the communication field.

COM 499 Communication Internship (4 units)

As the culminating course in the program, students will serve 100 hours in the career-related location of their choice. Students will gain hands-on experience in the practical aspects of the field that will help prepare them for the world of work. The course also provides students with the core elements needed to prepare for an apply for entry into their career field, including resume-building, interviewing, and job-searching.

Additional Choice of Emphasis in Music

Emphasis in Music (15 units). Other emphases available.

MUS 100 Applied Voice/Instrument (3 units)

Students learn professional foundations of either the human voice or an instrument of their choosing.

MUS 200 Beginning Keyboard (3 units)

Practical application of beginning piano skills, including hand positions and basic chord structure.

MUS 250 Music Theory (3 units)

Students learn the basics of music theory in this 3-unit course.

MUS 300 Survey of World Music (3 units)

In this "music of the world" course, students learn the st

MUS 410 Psychology of Music (3 units)

How does music impact our mental state of being? This course is designed to provide a basic analysis of the impact of music on mood and brain health.

MUS 450 Music Recital/Performance/Practicum (3 units)

In this final capstone class, students will present the songs of their choosing before a live audience for feedback and evaluation.

CVCU Student Services

Student services traditionally provide support outside of the classroom environment as an appendage to curricular programming. However, in CVCU's mentor-driven model, these services are naturally embedded in our approach to higher education. To this end, CVCU provides the following traditional and above-and-beyond student services:

Technical Support: CVCU's faculty coach and student support specialist provide CVCU students with access to their Learning Management System, answer questions and trouble shoot technological challenges, and assist with the setup of any audio visual or recording production needs in the classroom.

Mentorship and Internship Support: In the CVCU model, each major has at least one accessible mentor on staff in his or her career field. The mentor model is woven throughout the DNA of the University, and once they reach their junior and senior year, students are presented with opportunities to apply for direct internship opportunities through CVCU staff and friends of the University. This mentor-to-intern model gives students a pipeline for on-the-job training rather than simply a textbook learning experience. Additionally, it opens ongoing opportunities for direct personal mentorship as well as career mentorship through the internship program. Internships are a required component of the degree program for every major at CVCU.

Host Home Support: CVCU provides host homes for out-of-town and out-of-state students. These host home families serve as a "home away from home" for students who live out of town or state, are attending CVCU, and do not have relatives in the area. Host homes provide room and board as well as family support for students. CVCU does not believe that dormitory housing is in the best developmental interests of students, especially freshmen. Instead, CVCU utilizes a three-fold model of support from the church, the family (or, in this case, host home), and the University to ensure that students have the socio-emotional support they need to succeed in a rigorous university program.

Career Planning: CVCU employs field-specific professionals who help coach and guide students through the process of planning their career, including a specialized course geared toward career development. Students begin their CVCU journey with a Career Forecasting class that requires them to research and reflect on the vital aspects of their chosen career: education required, internships required, certifications required, average salary, job duties, workload,

workplace environment, and expected career growth/job availability. This career planning process helps students identify any weaknesses they may need to address to prepare for their journey the chosen career field.

Tutoring and Academic Support: Through a unique mentor-driven model, CVCU provides core and general education support from professors in each given field. Mentoring hours are built into the professors' contracts, and students have immediate access to their professors both in and out of the classroom.

Spiritual Support: CVCU provides chapel services, prayer support, personal and academic mentorships, as well as a chaplain committed to students' socio-spiritual success. The CVCU model keeps students in the center of their community, their church, and their family, so they are less likely to experience the "isolation bubble" many college students find themselves struggling with as their lives are absorbed by the college system. Instead, CVCU requires students to remain in church and connected to their family and community during their college career.

Opportunities for Community Engagement: Throughout the year, CVCU students participate in a number of community engagement opportunities from serving our fire and police departments to helping with campaign or service needs for local public officials. These community activities are intended to set a course for civic engagement, showing hospitality to our service personnel, and develop lifelong habits of serving others.

Opportunities for Serving in the Local Church: CVCU students are required to attend and serve regularly in a local church. This connection to the local church provides a much-needed avenue for ongoing spiritual development. Instead of replacing the local church with chapel and school services, as many colleges tend to do (hence the dramatic drop of Christian college students attending local church). The local church needs this generation, and this generation needs the local church.

Opportunity for Experiencing Missions Trips: CVCU offers several missions opportunities throughout the year, including local and international options. Students join with faculty in serving as the hands and feet of Jesus in a variety of environments: local homeless missions, orphanages and safe houses for trafficking victims in Mexico, and villages in Peru where CVCU partners with Compassion International. These missions trips offer students an opportunity to step outside of the normal American 9-5 world and develop the other-centric skills of servitude, compassion, and empathy.

Job Placement Assistance Before and After Graduation: Job placement assistance is woven into the DNA of CVCU. Due to the unique nature of CVCU's internship-driven modality, students are expected to serve in an internship location that approximates their desired area of career choice. Students will receive practical, hands-on training in that internship location, and the goal is for them to serve with such excellence that they will be seen as a viable hire when a position comes available. Once students graduate, they will have lifelong access to career placement assistance and networking events as members of the Alumni Stakeholders Club.

CVCU Emergency Action Plan

Created by San Diego Firefighter and Inaugural Board Member Tony Rivera

The Emergency Action Plan is for the protection and safety of all members of the Chula Vista Christian University community, including students, faculty, staff, and campus visitors. During any emergency, proper action saves lives and helps prevent injuries. The plan applies to fires, explosions, earthquakes, civil disturbances, and any other emergency on campus. For your safety and the safety of others on campus, please familiarize yourself with this plan.

As a basic principle of emergency response on campus, **all calls for emergency response should be made first to 911, and immediately thereafter the Campus Safety Team Member shall be notified.** It is essential that Campus Safety Team Member be notified in addition to 911 so that campus safety team member is able to direct emergency responders to the location of the emergency.

PURPOSE

This plan is for the protection and safety of all members of the Chula Vista Christian University community, including students, faculty, staff, and campus visitors. During any emergency, proper action saves lives and helps prevent injuries. The plan applies to fires, explosions, earthquakes, civil disturbances, and any other emergency on campus. For your safety and the safety of others on campus, please familiarize yourself with this plan. In addition, all employees should familiarize themselves with the Campus Emergency Procedures Guide, which includes instructions for responding to particular emergencies, as well as emergency phone numbers. This should be posted in all work areas. If you need additional Campus Emergency Procedures Guides, contact the Director of Safety.

EVACUATION EMERGENCIES

Evacuation emergencies include fires, hazmat and explosion emergencies, natural gas leaks, unplanned utility outages, bomb threats and other situations in which emergency personnel direct evacuation of a building. In the event of fire or other evacuation emergencies at CVCU, all persons in the affected premises must evacuate. You will be notified of a fire or other evacuation emergency by a fire alarm signal, which may be an audible siren, initial emergency notifications may also be followed by a safety team member.

If you discover a fire or smell smoke, or discover any other hazardous emergency condition, immediately activate the building fire alarm and call 911 first, and then advise a faculty member. Calmly alert others in the affected area that they must leave and may take only important

personal possessions that are in their immediate vicinity, if they can carry such items without risk to themselves or others. Items you may take include coats, valuables, medicines, purses, wallets and keys. You should also take any pets with you. You should never try to retrieve items in another location in the building.

Building occupants are not required to fight fires. Only individuals who are trained and are comfortable using a fire extinguisher may use one in the event that the fire is smaller than a wastebasket AND the fire is not between the individual and an exit. The PASS method should be used (Pull the pin, Aim the hose, Squeeze the handle, Sweep back and forth towards the base of the fire). Any such efforts must be terminated when it becomes obvious that there is risk of harm from smoke, heat, or flames.

Upon hearing a building fire alarm signal, evacuate immediately unless you have specific emergency responsibilities designated in the Additional Duties section of this plan. Close windows and the doors behind you. Use the nearest safe exit, but DO NOT use any elevators. If you are caught in smoke or heat, stay low where the air is better, and attempt to reach a safe exit or area of refuge. If the door or doorknob to the hallway is hot, do not open it, as fire may be on the other side. If you are unable to leave your room or office due to heat or heavy smoke in the hallway, other obstructions, or physical disability, try to put a cloth or towel under the door to help prevent the entry of smoke. Call 911 and give your exact location so that emergency personnel can be directed to you.

Assist individuals who are blind, visually impaired, deaf, hard of hearing or mobility impaired as needed and immediately inform the nearest emergency responder of the individual's location. Individuals who have a disability that may impede their exit from a building in an emergency are encouraged to inform their supervisor of the nature of their disability in advance so that emergency evacuation procedures can be developed that will ensure their safe evacuation from the workplace.

Know the location of all exits from your building. All exits in college facilities are marked with EXIT signs and directional arrows, where applicable.

Leave the building and assemble at least fifty (50) feet from the building and in an area where you will not hinder the approaching emergency response personnel and apparatus. Students and employees should attempt to account for individuals that are known to be in the building, including all visitors. Any missing individuals should be reported to Faculty and/or emergency personnel. In addition, safety team members will conduct a sweep of all floors if sufficient personnel are available and it is safe to do so.

Wait for faculty or emergency personnel to tell you when it is safe to return to the affected building. Even though the alarm may stop, the building may not be safe to re-enter.

If re-entry to the building is not imminent, occupants will be directed to proceed to another location. Depending on the severity and scale of the event that triggered the evacuation, Faculty will implement procedures to account for all college employees and residents known to have been in the building, and all are expected to cooperate in the effort. To the extent possible, telephones and computers will be provided to allow employees and residents to contact family members.

EMERGENCY SHELTERING

For some emergencies, the best course of action is to retire indoors into protected areas, or to “shelter in place.” For example, the evacuation of a building following a bomb threat may place people at risk rather than remove them from it.

Reasons for sheltering in place or going to a sheltered place in the building include:

1. Earthquakes/severe weather conditions
2. Certain hazmat emergencies
3. Some civil disorders
4. Hostage/terrorism incidents

In these cases, individuals will be notified by faculty and/or other emergency personnel by voice, phone, loudspeaker, e-mail, to shelter in place or will be directed to an appropriate shelter. Because buildings alarms are intended to facilitate the evacuation of an unsafe building, you should not enter an alarmed building when seeking a place to shelter. Any missing individuals should be reported to faculty or other emergency personnel with an identification of their last known location. Employees sheltering in place should use cell phones to contact their personal emergency contacts to let them know about their condition and location. Emergency response personnel will decide when it is safe to leave a building. This message will be delivered to individuals sheltering in place through voice, the college website, phone, loudspeaker, e-mail and/or text.

LOCKDOWN PROCEDURES

For some emergencies, evacuation or simple sheltering in place isn't a good option. When armed intruders are near or in a building, a lockdown procedure may be a suitable response. Doors and windows are locked to restrict an intruder's mobility, and no one is allowed into or out of a building or particular room.

If lockdown is appropriate, the campus will be notified by one, some or all of the following: text message, voice mail, the college website, door-to-door contact by faculty or appropriate personnel in other areas of campus. Individuals should go to the nearest room or office and, if safe, allow others to seek refuge with them. Close and lock doors if possible. If safe to do so, you should barricade the door with items available, such as desks, chairs, bookshelves, etc. Cover the windows in doors, pull shades and turn off lights. Keep quiet and act as if no one is in the room. Silence cell phones. Do not answer the door. Notify 911 and give the following information:

1. Your name
2. Your location (be as specific as possible)
3. Number of shooters
4. Identification or description of intruder
5. Number of persons sheltering with you

Wait for police officers to assist you out of the building. Early in an incident, officers may not be able to rescue people because their main goal is to get to the intruder(s). Remain calm so as not to interfere with police operations and follow all directions of officers at the scene.

EMERGENCY EQUIPMENT

Fire Fighting Equipment

Portable fire extinguishers are located throughout the campus. They are well marked, easily accessible and compatible with the types of fires that could occur. Fire extinguishers are serviced and/or replaced annually.

Fire Detection and Suppression Systems

The campus is equipped with a notifier addressable fire alarm system, and standard smoke detector units, as well as a wet sprinkler system in select buildings.

Emergency Medical Equipment

First aid kits are maintained in various locations throughout the campus for immediate use in the case of a medical emergency.

The college also maintains automated external defibrillators (AEDs) on campus to effectively address ventricular fibrillation incidents that occur on campus. The locations of the AEDs are included in the AED policy.

ADDITIONAL DUTIES

Rescue and First Aid

Medical and military faculty are trained to provide first aid services in the event of an emergency. These individuals shall assist in the evacuation of employees and the provision of first aid services as required to the extent they can do so without jeopardizing their own safety. They shall be responsible for directing emergency personnel to the location of an emergency, shall conduct sweeps of floors during evacuation emergencies if they can do so without jeopardizing their own safety and shall provide assistance as requested by emergency personnel. Faculty may also be designated to prevent employees from re-entering buildings until an all-clear signal is given.

Fire extinguishers

Only individuals who have been trained to use a fire extinguisher may use one, but only in the event that the fire is smaller than a wastebasket AND the fire is not between the individual and an exit. The PASS method should be used (Pull the pin, Aim the hose, Squeeze the handle, Sweep back and forth towards the base of the fire).

TRAINING

All students will be provided with access to electronic copies of this plan, which is available on the CVCU website. Students will be trained on fire safety procedures at the start of the academic year by a CVCU-appointed Director of Safety. Fire/evacuation drills are conducted under the direction of the Director of Safety.

All new employees or other regular building occupants, including full and part-time, permanent and temporary staff and faculty, will be provided with copies of this plan and will receive training on its contents either online or in person. Drills will be conducted on a regular basis by the Director of Safety.

LOCAL EMERGENCY CONTACT LIST

Primary Emergency Coordinator: Director of Campus Safety Tony Rivera: 619-534-3586

Secondary Emergency: CVCU President Dr. Lisa Dunne: 619-888-5761

LOCAL RESPONSE & EMERGENCY ORGANIZATIONS

Chula Vista Fire Department: 911

Chula Vista Police Department: 911

AMR Ambulance: 911

Hospital Main Number (Sharp Chula Vista): 619-502-5800

Hospital Main Number (Scripps Mercy Chula Vista): 619-691-7000

Poison Control Center 800.222.1222

CVCU's Student Grievance Policy

Student Grievance Guidelines

As a Christian institution of higher education, CVCU encourages a biblical manner of addressing and resolving complaints. Our end goal is always restoration and healing in the event of an interpersonal offense. Students, staff, and faculty will follow the Matthew 18 model of interpersonal healing by addressing the person who committed the infraction directly when possible. If the individual does not feel safe or is otherwise unable to follow this procedure, whether with or without a mediator, the individual may submit complaints in writing to the chaplain. CVCU will record the complaints, store them in a secure database, and address the complaints personally (where individual names are provided). CVCU also provides every student with an anonymous option for voicing complaints or concerns at the end of each semester. Student grievances will be addressed as explained below.

I. Preamble

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the faculty, staff, or administrator of CVCU. The purpose of the grievance procedures is to provide a process for an impartial review of student-initiated concerns and to ensure that the rights of university students are properly recognized and protected.

II. Purpose and Scope

Any CVCU student may file a grievance under this policy. The grievance can arise from any official faculty or staff action or decision deemed to be unjust or discriminatory by the student and is based upon violation of an institutional policy or written standard that protects every student. The goal of this process is to insure fair and equitable treatment of all students, to hold administrators, faculty and staff accountable for compliance with institutional policies and procedures. Resolution of student complaints, regardless of the outcome, also can improve a student's progress toward completion of a course or degree and ultimately success at the institution.

III. Definition of Grievable Actions

- A. A grievable action is an action that:
 - 1. *Is in violation of biblical principles, statement of beliefs, or code of conduct*
 - 2. *Constitutes misapplication or misinterpretation of University policies, regulations, rules, or procedures. Grievances may not be used to challenge policies or procedures of general applicability.*
- B. Complaints between students, disciplinary decisions administered, and decisions made by persons not employed by CVCU are not grievable under these procedures.
- C. A biblical guideline is necessary to help determine what is grievable and what is not grievable action. The CVCU statement of faith, a founding document that guides our beliefs and behaviors, should serve as the basis of this understanding.

IV. Informal Procedures

- A. A party or parties to a dispute or grievance are defined as the grievant and/or the respondent(s). The student(s) initiating a grievance must be the student(s) who alleged he/she was unfairly treated or discriminated against; a grievance cannot be filed on behalf of another student.
- B. The Student Grievance Procedures rely on the good faith of all involved to achieve a reasonable resolution of grievable actions.
- C. Any student who believes he/she has grounds for a grievance shall make an attempt in good faith to resolve the problem through early informal discussion of the matter with the academic, administrative, or staff member directly involved. A timely response to the student's complaint should occur within fifteen (15) days of initial contact. Flexibility should be given or considered during times when school is not in session, during summer breaks, and if extenuating circumstances exist (e.g. medical emergencies, sabbaticals).
- D. If the student is not satisfied with the early informal discussion of the matter with the academic, administrative, or staff member directly involved, the student shall attempt to resolve the grievance through either of the following channels:
 - 1. *In the case of faculty, through the lead professor of that department or program that offers the course, and if resolution still cannot be attained, the President.*
 - 2. *In the case of professional or support staff or administrative personnel, through the employee's supervisor, and if resolution still cannot be attained, through that person's immediate supervisor (or President), if feasible.*
- E. The chaplain, a professor, or a staff member may be consulted for assistance at any point in these informal discussions if the grievant so desires.

V. Alternate Avenues for Non-Grievable Actions

- A. Student(s) can file a grievance against another student through the chaplain. These include the following issues:
 - A. Facilities

- B. Computer-related issues
 - C. Course grades (must first be addressed with the professor, then the President)
 - D. Allegations of discrimination
- B. Non-grievable concerns can also be brought to the chaplain. The chaplain is available as an informal, independent, impartial, and confidential conflict management resource.

VI. Standing to File A Grievance

A student has standing to file a grievance under these procedures if he/she is enrolled in a course or was a student during the semester (or summer/intersession) prior to the time of filing, provided that person has attempted to resolve his or her complaint informally through those procedures discussed above.

VII. Initiation of Formal Grievance Procedures

- A. If a resolution of the problem is not achieved through the informal procedures, the student may request an official examination of the facts by presenting a completed grievance form to the CEO. To complete the form, the student must prepare a specific written statement of how the decision or action is unfair and harmful to the grievant and list the University policies, regulations, or rules that have been violated. A brief narrative (including the names of individuals and/or departments and how they are involved, specific dates, times, and other relevant information) is required to support the allegations made. The student should also specify the remedies requested. Remedies under these procedures are generally limited to restoring losses suffered by a student or making changes in University policy, practice, procedures or training. Monetary damages, fines or penalties, or disciplinary action against an individual who is the subject of the grievance are not remedies available to the student under these guidelines.
- B. If the grievance is a resubmission of a previously decided grievance, the student will be informed that the matter is not grievable.
- C. The chaplain shall forward a copy of the completed Student Grievance Form submitted by the student to each member of the faculty, administration, or staff named in the grievance, along with a copy of the Student Grievance Procedures.
- D. Within fifteen business days (not including weekends or holidays) of receipt of the completed form, the chaplain shall verify on the Grievance Form confirming that informal efforts have been made to resolve the issue from the immediate supervisor and higher administrative authority. The completed form will be submitted by the Student Grievance Coordinator to the Chair of the Student Grievance Board.

VIII. Time Limit on Filing A Grievance

A grievance must be filed with the Student Grievance Coordinator no later than the end of the following semester after the occurrence of the action on which it is based. For example, an alleged grievance that occurred during the Spring semester can be filed before the end of the following Fall semester.

IX. Protection Against Retaliation

Under no circumstances will the filing of a grievance result in retaliation by the party being grieved against or his/her department. Any student who believes he or she has been retaliated against should contact the chaplain immediately.

X. Determination of Grievability

- A. The chaplain will determine whether the grievant has standing to file and whether a grievable act, as defined in these procedures, is alleged in the grievance filing.
- B. All parties involved in the grievance will be notified in writing to the determination of grievability. A finding that no grievable action is alleged or that the grievant lacks standing to file will conclude the proceedings. This determination by the chaplain will be final. If the chaplain finds that a grievable action is alleged and that the grievant has standing to file, the chaplain will schedule a hearing to be held by the Board of Directors within ten (10) academic days.

XII. Hearing Procedures

- A. All hearings will be closed to the public. Witnesses are to be present only during the time in which they are introduced at the beginning of the hearing or give their statement and will remain outside the hearing room until called. In a closed hearing, only the grievant and respondent, the advisors, and members of the Board may be present. The grievant and respondent will be provided with the dates and times of the hearing and given the opportunity to hear any information presented. Should the respondent elect not to appear, it shall be held in the absence of the respondent. In such instances, all information in support of the grievance will be presented and considered in the absence of the respondent. If the grievant does not appear within a half hour of the scheduled hearing, the hearing proceedings will conclude. The complaint will be dismissed unless a valid excuse (as determined by the chaplain) is presented within 48 hours.
- B. An advisor may accompany either party to the dispute provided that the advisor is a member of the campus community. A member of the campus community is defined as faculty or staff currently employed or full-time students currently enrolled in the University. The grievant and the respondent are each responsible for presenting their own information and therefore, advisors are not permitted to speak or to participate directly in the hearing. Advisors may confer with the grievant/respondent only when there is not a question on the table or a response pending from either party. Failure of an advisor to appear for either party shall not constitute grounds for a continuance of the hearing.
- C. Either party to the grievance may bring witnesses to a hearing. The names of the witnesses will be provided to all parties prior to their appearance, but the unavailability of a witness shall not constitute grounds for a continuance of the hearing. Written or video statements may be permitted from witnesses unable to attend the hearing. Such statements must be made available in advance of the hearing.
- D. Prior to the hearing, both parties will have the right to inspect and review all information pertinent to the grievance.

- E. The chaplain will determine whether the respondent is responsible for a grievable action as defined in these guidelines. The determination shall be made on the basis of whether it is more likely than not (preponderance of the evidence) that the respondent violated published policies, rules, or procedures, and if so, will make recommendations or offer remedies. The chaplain will then prepare its written report, which will consist of the chaplain's findings and recommendations.
- F. Within ten (10) academic days of the conclusion of the hearing, the chaplain will ensure that the report is completed, and shall send copies to the parties involved in the grievance, as well as to the CEO.

XIII. Disciplinary Action

Although disciplinary action against an employee is not a remedy available to a student who files a grievance under these guidelines, the University reserves the right to impose discipline on its employees as a result of determinations made through the grievance process. Any such discipline will be imposed only after the chaplain has completed his or her report and the appeal period has expired. Such discipline, if imposed, will be handled by the employee's supervisor, and may not be appealed by the employee under these grievance procedures. Such appeals will be made in accordance with appropriate staff or faculty procedures or guidelines. Such information is confidential and will not be shared with the student grievant at any time.

XIV. Appeals

- A. Within ten working days after receipt of the decision, either party to the grievance may appeal the decision to the President. The chaplain's decision may be appealed on the grounds that:
 - 1. *the hearing was not conducted fairly and in conformity with prescribed procedures which made it unfair. However, deviations from designated procedures will not be a basis for submitting an appeal unless significant unfairness results,*
 - 2. *the decision was not supported by substantial information; that is, the facts of the case were or were not sufficient to establish that a grievable action occurred, and/or the recommended remedies to the student were insufficient or excessive.*
- B. The appeal must be submitted in writing, must indicate the grounds in which he/she is appealing, and provide a clear rationale for appealing. The chaplain will share relevant information and records of the hearing to the President. There is no requirement that the person handling the appeal meet with the grievant or the respondent. The President and/or Board of Directors will make a final decision on the grievance within 15 working days of receiving the appeal. This decision will be put forth in writing.

XV. Confidentiality of Grievances

- A. All information in the grievance process is confidential and protected.
- B. All materials developed in the course of the grievance investigation and hearing will be placed in a confidential, non-personnel file, to be maintained by the chaplain. None of these materials may be removed from the file or copied unless needed for compliance

with appropriate administrative or legal requirements. These materials will not include any records of actions taken against an employee by the University as a result of the determination(s) made through the grievance process.

XVI. False Grievances

The purpose of these guidelines is to provide a mechanism to address legitimate student complaints and grievances. However, false grievances undermine the purpose and effectiveness of these guidelines/this policy. Accordingly, persons who knowingly bring false grievances may be subject to disciplinary action through the Board of Directors. Allegations of false grievances must be reported within 30 working days after the grievance was resolved. The fact that a grievance may not result in a finding that an employee has violated a University policy, rule, Code of Conduct, or procedure, or has otherwise acted in a manner resulting in unfair treatment of a student is not alone sufficient information that the grievance was knowingly false.

CVCU's Transfer Policy

With rare exceptions where coursework, methodology, and reading material are closely aligned with CVCU's mission and method, CVCU does not typically accept transfer credits from incoming students. However, students who have successfully completed a course at another institution can petition to audit the course and prove their knowledge base through passage of the final exam. That said, the student's presence will still be required in the classroom, and the student must still demonstrate the appropriate knowledge for the course during the FOR at the end of the semester.

Students cohorts begin as traditional freshmen and complete the prescribed work with the other students. CVCU is a unique methodology that provides a deeper learning experience from the traditional college system. Both the professor-to-student and student-to-student interactions shape the ultimate formation of the student graduate. Thus, we expect our students to achieve a certain level of educational excellence that must be demonstrated in the Final Oral Review at the end of each semester.

CVCU's Student Application Process

Step 1: Complete two character references

Choose two professionals (at least one should be a leader in your church) who can provide an extensive character reference for you. These should be people who know you well but are not related to you. The character reference assesses the student's emotional intelligence, church involvement, resilience, teachability, aptitude, and related markers of academic potential for this educational model. Forward [this link](#) to each applicant, and then move on to Step 2.

Step 2: Write your application essay

In 400 to 500 words, write an essay telling us about your faith journey, your academic background, your desired degree/career focus, and why you think you can succeed in a faith-based, dialogue-driven environment. This written assessment evaluates the incoming student's academic strengths, interests, determination, career goals, written communication skills, and rationale for applying to CVCU. Send your completed essay to admin@cvcu.us, and then move on to Step 3.

Step 3: Complete the introductory form and interview

Once you have completed the first two steps, you'll **complete this student information form**, and you'll receive a list of readings to prepare for the personal interview invitation, which will include a Socratic assessment. If you live out of state, your interview can be held via Zoom. You are a name, not a number, and we value your time. You will be notified within 24 hours if you are accepted to CVCU!

SAT, ACT, and interview formats:

Like a growing number of academic institutions, CVCU holds a "test-optional" admissions format. This means that SAT/ACT scores may be submitted if desired, but these assessments are neither a required component of nor a determining factor in the application process. CVCU understands that a student is more than the sum of his or her test scores.

The full application process and interview includes the following assessments:

- Completion of steps 1-3 above
- Evidence of high school or GED completion
- Acceptance of CVCU's statement of beliefs and community expectations
- Evidence of the intrinsic motivation and dedication necessary to excel in CVCU's format
- Demonstrated mastery of written and oral communication skills