

**University of Los Angeles
College of Divinity**

**STUDENT HANDBOOK
2019-2020**



GOD FIRST since 1982



I _____, have received a copy of the Student Handbook and fully understand the policies and agree to adhere to them as required.

Print Name _____

Sign _____

Date _____



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“A CHRISTIAN OASIS OF LEARNING”

GOD FIRST since 1982

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SECTION I

INTRODUCTION

You have before you an invitation to an enriching learning experience. This student handbook will tell you about how you can expect to grow spiritually and be better equipped to minister the Word of God with power.

The University of Los Angeles College of Divinity is a school for the busy person who will benefit from a learning system that provides flexibility of scheduling and that emphasizes practical application. Our goals are not only academic, but also spiritual and practical, placing a major emphasis upon helping our students develop their God-given ministry potential.

The union of those factors creates an exciting environment in which you can anticipate real expansion in your grasp of scripture, in your relationship with other Christians, in the vigor of your faith, and in your service for Christ.

We welcome you among our students, and we hope and pray that your expectations will be surpassed. May the Lord bring you to a new level of personal fulfillment and fruitful service, in the local church or the work place?

If you are already one of our students, then we pray that you will find the will and the wisdom to complete well what you have begun, and so prove to be diligent in the Word of God.

HISTORY OF THE COLLEGE

The Vision for the University Of Los Angeles College Of Divinity was birthed in the minds of Dr. Alan Miller, Ph.D. and Dr. Cornelius Welch, M.D. in 1982. United States Ecclesiastical Society and Seminary was founded in Santa Monica, CA as a non-denominational Christian educational institution for non-traditional studies to train Christian leaders. The Seminary was originally focused on training for ministry and ordination for church leaders.

As U.S.E.S.S. grew, several programs were added and the number of students increased. Eventually three Doctorate degrees were added to the already vibrant undergraduate program. The Doctorate program in Practical Theology as well as the Doctorate in Divinity proved to be very popular within the Church community. Eventually several certificate programs were added which allowed for beginning students to attend without making a lengthy commitment.

After the leadership of the school passed on the educational programs became dormant until revived by new directors. After a few years and under the direction of Rick Wardell, the school re-opened and started serving students again. By 2014 U.S.E.S.S. was operating in a newly acquired 15,000 square foot building in Compton, California.

In 2015 Dr. Luther Guynes, Ph.D. was named the third President of U.S.E.S.S. and his leadership led to a name change to the University Of Los Angeles College Of Divinity. While accreditation is not required for a religious institute offering training in the Ministry, the board became aware some students would like to work and minister in a secular setting. With this in mind the board was determined to take new and bold steps to strengthen its educational programs and improve its response to the local community of

Compton, Watts and South Central Los Angeles. It was determined that to best serve and minister to the local educational needs we would pursue accreditation.

In 2017 the University Of Los Angeles College Of Divinity begin the accreditation process by applying to become members in IABCS. International Association of Bible Colleges and Seminaries is the fastest growing, oldest, theological accreditation organization in the United States of America.

Quality Religious Accreditation is the IABCS Passion! The passion for quality religious accreditation began in the early 1950s when Bible college and seminary leaders officially founded the “Southern Accrediting Association of Bible Colleges, Institutes and Seminaries” and chartered under that name in Georgia in 1954. Over the years, the working name emerged to the current name, International Association of Bible Schools and Seminaries (IABCS).

Quality Religious Accreditation Standards

1. Non-Governmental Editorial Control – Bible schools and seminaries welcome appropriate relationships with governmental institutions, such as obtaining 501(c) 3 statuses and such. More and more Bible schools and seminaries want to hold each other accountable for the standards that deliver quality religious accreditation.
2. Peer School Accountability – Accreditation agencies like IABCS have rigorous standards and processes for ensuring that member schools are complying with such things as quality instruction, proper governance, financial stability, accurate record keeping, and much more. Schools in IABCS voluntarily hold each other accountable so that quality religious accreditation is possible for members’ schools.
3. Site Visits – IABCS has implemented site visits where peer leaders actually evaluate member schools to gain a third party opinion on compliance to IABCS rigorous standards.

Utilizing effective educational strategies, IABCS has become a catalyst for many institutions to grow their student body and add credibility to their curriculum. The members promote mutual transferability of academic coursework among all IABCS schools.

In 2018 the University of Los Angeles College of Divinity received full membership and accreditation recognition from IABCS. This successful endeavor prompted the board to undertake the exploration of moving forward with TRACS accreditation. The board, the president and administration, as well as the faculty and staff are fully engaged in taking the bold steps to see accreditation is completed with TRACS.

As part of this process the board has determined it is prudent to focus on the undergraduate mission to best serve our Compton, California community. With the encouragement of many local churches and the support of the surrounding community the several important steps have been taken by in order to best serve God. Firstly, the name of the University has been shortened to the University of Los Angeles College of Divinity and The California College of Divinity was recognized as the arm of the College responsible for certificates and ordination. Secondly, all certificate and ordination courses are countable credit classes that lead to our A.A. and B.A. degrees. This creates the opportunity and encourages students to start small in our programs by earning a certificate in: Bible Studies, Christian Counseling, Christian Education or Religious Studies. These 12 unit certificates then become the first 12 units of an A.A. Degree which in turn can ultimately become a B.A. Degree. Finally as we observe the continued destruction of our society in the major cities in our country, we strive to be a “Christian Oasis of Learning” in the areas of South Central Los Angeles, Watts and Compton locally, while continuing to offer our non-traditional Christian education on-line to the world.

“Blessed are those who hunger and thirst for righteousness, for they will be filled” (Matthew 5:6).

Mission Statement

The University of Los Angeles College of Divinity's mission is to teach and train servant leaders to excel spiritually, intellectually, and practically in the ministry and selected lay vocations. Our Christian College exists to help build the Church, advance the work of God and impact society through embodying excellence in programs of Christian higher education and development in the Christian faith, thought and practice. The University accomplishes this mission through a comprehensive program of biblical, theological, and general education, Christ-centered service and support, and applied scholarship in practical environments.

- We nurture the talents of each other.
- We inspire a sense of responsibility for each other.
- We challenge each other to embrace diversity.
- We motivate each other to respond compassionately to the needs of others, especially the poor.
- We provide exceptional and unparalleled programs to students of all diverse intellectual and academic backgrounds.
- We set high standards for each student through individualized and an advanced curriculum.

Board Approved July 2018
Re-Affirmed August 2019

FOUNDATIONAL UNDERPINNINGS

Before all else be committed to Jesus Christ - accomplishing his will and advancing His kingdom on earth as it is in heaven.

- Teach students to read, think, understand and trust the Bible, by grounding them firmly in the truth through a biblical worldview.
- Be devoted to evangelism, discipleship and to prayer without ceasing.
- Be committed to our loving God with all our heart and soul, mind and strength, by pursuing excellence in spiritual guidance, academics, athletics and extracurricular activities, doing all for the glory of God, which will enhance God's glory.
- Teach students to think critically, speak and write clearly and effectively use technology effectively, develop interpersonal skills, and pursue personal and professional ethics through biblical literacy and integration.

- Provide opportunities for students to serve locally and globally, and promote a culture of lifelong commitment to servant-leadership.
- Influence, engage and transform our culture with truth that promotes biblical values that are foundational to Western Civilization, especially truth telling as follows:
- Support the centrality of family
- Maintain traditional sexual morality and marriage between one man and one woman.
- Support the sanctity of life
- Give compassion for the poor
- Have a biblical understanding of human nature
- Support personal, economic, religious freedom and ethical responsibility
- Support free market compassionate capitalism, and property rights
- Support natural law, the original meaning of the Constitution and Judicial restraint
- Protect International human rights and the advancement of freedom throughout the world.
- Prepare students to be leaders of influence in their families, community, state, nation and world through the church, the family, business, government, education, health care, media, the arts, and every aspect of society.

Adopted by the Board August 29, 2019

STATEMENT OF FAITH

The University of Los Angeles College of Divinity is conservative in its stance regarding the Scriptures, the 66 canonical books as being a historically trustworthy and the authoritative written revelation of God. Its fellowship and discipleship shall be predicated upon the following Declaration of Faith:

1) We believe in the Scriptures of the Old and New Testaments as being verbally inspired by God and therefore as being inerrant in the original writings.

2nd Timothy 3:16-17; Psalm 19:7; Isaiah 8:20; 2nd Peter 1:20-21

2) We believe in one God, eternally existing in three personas: Father, Son, and Holy Spirit.

Isaiah 45:21-22; Jeremiah 10:10; Genesis 1:26; Matthew 28:19; John 1:1-14; Matthew 3:17

- 3) We believe that Jesus Christ was conceived by the Holy Spirit, was born of the Virgin Mary, is the true God and true man, and is the only Mediator between God and man.
Isaiah 7:14; Matthew 1:18-25; Luke 1:26-38; Luke 2:1-7; John 1:1-14; Galatians 4:4-5; 1st Timothy 2:5
- 4) We believe that man was created in the image of God, but that he sinned and thereby incurred physical and spiritual death which is separation from God.
Genesis 1:27; 1:31; 2:7:2:6-17; Genesis 3:1; 1st Corinthians 15:21; Romans 6:23
- 5) We believe in the atoning death of the Lord Jesus Christ as a substitutionary sacrifice for our sins, and that all who believe in Him are considered sinless on the grounds of His shed blood.
1st Peter 1:18-19; 2:24; Acts 16:31; Ephesians 1:7; John 1:7; Ephesians 2:13; Revelation 1:5; 12:11
- 6) We believe that all who receives the Lord Jesus Christ by faith are born again of the Holy Spirit, and baptized by Him into that spiritual body (church) of which Christ is the head.
John 3:3-7; 1:12-13; 14:16-17; 1st Corinthians 12:12-13; Colossians 1:18,24
- 7) We believe in the eternal security of all who trust in our Lord Jesus Christ as personal Savior.
John 3:16; 10:28-29; Romans 8:35-39; 2 Timothy 1:12; Jude 1:14
- 8) We believe in the resurrection of the crucified body of our Lord, in His ascension into Heaven, and in His present life as High Priest and Advocate.
Psalm 16:10; Matthew 28; Mark 16; Luke 24; John 20-21; Acts 2:22-36; 1st Corinthians 15; Acts 1:10-11; Hebrews 5:1-10; 7:23-28; 1st John 2:1
- 9) We believe in "that blessed hope," the personal, pre-millennial, and pretribulational return of our Lord Jesus Christ to rapture the Church (*John 14:1-6; 1st Thessalonians 4:13-18; Titus 2:11-13*) and His visible Second Coming to earth to establish His kingdom. (*Psalm 2:1-9; Isaiah 9:6-7; Daniel 7:13-14; Zechariah 14:1-9; Acts 1:6-11; Revelation 19:11-20:15*).
- 10) We believe in the observance of two ordinances by the church: the baptizing of believers in water and the serving of the Lord's Supper in worship.
Matthew 28:19-20; Acts 8:34-39; Romans 6:1-11; Matthew 26:26-29; 1st Corinthians 11:20-34
- 11) We believe that a local New Testament Church consists of a company of baptized believers who have voluntarily associated themselves for worship, for instruction, and for service to our Lord.
Acts 2:41-47; 1st Corinthians 14:26; 1st Timothy 3:14-15; Titus 1:5; 2:1-10
- 12) We believe that a local New Testament Church is a worshiping body of believers committed to reaching the lost. Moreover, it must be free from interference by any political authority. Therefore, the Church and State must be kept separate as having different functions, each fulfilling its duties free from the dictates or patronage of the other.
Acts 6:3-6; Acts 4:19-20; Acts 5:29; Acts 13:2-4; Acts 15:2; Acts 15:22-31

13) We believe in the bodily resurrection of the saved. The saved shall appear in Heaven at the Judgment Seat of Christ to receive rewards and to dwell with Him for all eternity. The lost shall be judged at the Great White Throne and be cast into eternal hell.

John 5:25-29; 1st Thessalonians 4:13-18; Ephesians 2:8-9; 1st Corinthians 3:11-15; Luke 16:19-31; Revelation 20:11-15; 1st Corinthians 15:35-58; Romans 14:10-12; 2nd Corinthians 5:9-10

14) We believe that every human being is directly responsible to God in matters of faith and life, and that each should be free to worship God according to the dictates of his or her own conscience.

Deuteronomy 24:16; Ezekiel 18:1-4; Matthew 22:21; Mark 9:38-40; Romans 14:10-12; 1st Corinthians 10:23-33

Board Approved and affirmed August 29, 2018

Modified and Approved and re-affirmed August 29, 2019

EDUCATIONAL UNDERSTANDINGS

We believe that all true knowledge emanates from God, who is the creator, controller, and consummator of the Universe. He has revealed truth to man that man cannot discover for himself, because of man's rebellion against God. This rebellion was triggered, since man did not desire to retain the concept of God in their knowledge system, and God gave them over to be controlled by an undisciplined mind.

Even with the revelation of absolute truth as presented in The Word of God (Bible) man could not by himself comprehend truth since his interpretive system was also undisciplined.

Therefore, the Spirit of God, came for special purposes in the Old Testament era, and was given to indwell the believer in the New Testament economy. In both periods, man was dependent upon the Spirit of God to illuminate the revealed truth of God so that man could comprehend its meaning.

Upon these truths, The University of Los Angeles College of Divinity has constructed its Philosophy of Education. We believe Education is a spiritual teaching and learning activity involving cognitive knowledge interpreted by both revelation and illumination to provide a thorough comprehension of humanity.

We believe that the educational design of our curriculum must be to foster true change within the lives of our students based on the biblical concept of renewing the mind. Thus our theories of learning must not be limited to the impartation of knowledge to the student, but developing within the student the abilities and methodologies to become a self-directed learner engaged in life-long learning. Another objective of The University of Los Angeles College of Divinity is to develop within these life-long learners the following Core Competencies as they complete any of our educational programs.

VALUES:

Core values as the basis for setting priorities and making each of life's decisions and choices.

WORLDVIEW:

A biblical worldview which is the basis for interpreting all knowledge.

COMPREHENSION AND COMMUNICATION SKILLS:

The ability to effectively comprehend, analyze, reflect and respond to oral, visual and written information; and to communicate effectively through spoken, written, and other appropriate forms of expression.

PROFESSIONAL Demeanor:

The University Of Los Angeles College Of Divinity will strive to usher prepared students into their vocational enterprises vested with appropriate knowledge, abilities, skills, and leadership acumen to achieve success.

CRITICAL THOUGHT PROCESS AND INFORMATIONAL COMPETENCE:

Students will be able to select, analyze and assess the accuracy, credibility, reasonableness, and relevancy of questions, arguments, or issues, and determine the possibility of a solution.

SOCIAL AWARENESS AND DUTY:

Graduates will enter their social enclave with a keen awareness of the social, moral, cultural, environmental, and biblical perspectives; and demonstrate personal responsibility in relation to each. Personal and Professional Ethics: Graduates of The University of Los Angeles College of Divinity will demonstrate in personal relationships and vocational associations a Biblical standard of ethical conduct.

DEFINING OUR TEACHING-UNDERTAKING

The educational task of The University of Los Angeles College of Divinity is a serious planned endeavor based upon Biblical teaching/learning concepts, precepts, and principles. We are seeking to design a curriculum for a Christian College in a post-modern world. We believe this task has four major components as follows:

1. First, we believe we must provide a balanced foundation of cognitive knowledge, for life and professions, from the multiple disciplines of human knowledge.
2. Second, we believe that we must transform the life of the student by “renewing” or literally “refurbishing” the mind of the student. This “refurbishing of the mind must first reprogram the value system of the student with a biblical value system, since values are the basis for all decisions of life and vocation. Secondly we must make certain that the interpretative system of the student is a biblical worldview, since a person’s worldview is the vehicle by which, he interprets all knowledge. Thirdly, we must make certain that the student’s authority system is a biblical

authority system since this is the basis for all behavior. Transformational education can only be achieved as the Mind of Christ is developed within the student.

3. Third, our educational outcomes must be designed to build the character of the student through a process of Spiritual Formation; co-laboring with the Holy Spirit in his work of conforming each student to the likeness of Jesus Christ.
4. Fourthly, our task must include the development of abilities, skills, and understandings enabling the student to achieve success in his individual vocation, or God calling.
5. Since values are the drivers for decision, and transformation is a result of multiple choices and decisions, we have identified a core of values that must be foundational to biblical, transformational education.

UNIVERSITY of LOS ANGELES COLLEGE of DIVINITY CORE VALUES

Our core values articulate the ideals that guide the operations of The University of Los Angeles College of Divinity College of Divinity in pursuit of providing a Christ-centered education for character. Our values are a conceptual framework by which our institution holds itself accountable.

TRUTH

Acknowledging that God is the source of all truth, we emphasize a balanced application of scripture, reason, tradition and experience. We use our values as the measure through which we test and approve truth as we explore, study and appreciate God's creation.

SPIRITUAL FORMATION

Granting that God has called every individual to full devotion to Christ, we are committed to providing an environment through which each individual can develop and sustain a maturing relationship with God.

COMPREHENSIVE EDUCATION

Realizing that character is a reflection of the whole individual (spiritual, emotional, intellectual, physical, social, environmental and vocational), we are dedicated to providing a personalized and balanced liberal arts education.

EXCELLENCE

Appreciating that excellence provides an opportunity to honor God and inspire people, we promote an environment of innovation, where people are equipped and encouraged to serve with distinction.

PRAYER

Recognizing God's invitation, we continually and consistently utilize prayer as the primary means through which we seek guidance and counsel, articulate our praise and thanksgiving, and ask for God's action and intervention.

COMMUNITY

Understanding that God has uniquely created every individual, we seek to provide an environment where each person is treated with love, respect and dignity.

INTEGRITY

Believing that our actions reflect on the character of Christ, we adhere to the highest moral and professional standards for all personal and corporate interactions.

SERVICE

Knowing that God has challenged every individual to active service, we foster an environment where we can develop our leadership expertise in order to effectively minister.

LEADERSHIP AND FOLLOWERSHIP

Trusting that effective leadership and followership is an outcome of humble service and spiritual gifting, we strategically sustain an environment where each person can excel in response to God's wisdom and leading for their lives.

BENEFITS

We have designed our courses to benefit people who share our spiritual identity and who are serious about obeying the biblical call to be a minister of Christ, whether in part-time or full-time service, in on-line classes and non traditional study or in our in seat program.

As a participant in the University of Los Angeles College of Divinity program, the ministry of outstanding teachers will enrich you. You will share deeply in your community of faith, learning the power of faith and how to live by faith. The University of Los Angeles College of Divinity commits itself to helping you to arouse the supernatural in your life through the gifts of the Holy Spirit. You will learn sound and balanced doctrine, how to handle biblical instruction wisely and well, and how to separate truth from error. The result should be growth in spiritual stature and in your ability to serve Christ successfully.

COMMUNITY SERVICE EMPHASIS

Community service is an essential component of The University of Los Angeles College of Divinity College of Divinity ministry training emphasis. For that reason, the curriculum is designed to help you relate principles to the people and circumstances where you live, and to apply the practices that arise from the principles to making positive changes within your community. This illustrates one of the many ways in which our non-traditional education can benefit you and the world you live in.

CHURCH OF THE LOCALITY

What is a church of the locality? Is this the same as the local church? To best answer this important question, it is necessary to seek the wisdom of the master church builder, Paul the Apostle. When Paul wrote letters to the church, whether Corinth or Ephesus, he sent them to the city where the church was established, not to an individual church within the city. Each city had elders, generally rose up and commissioned for service by an apostle and/or prophet. The elders were responsible for the flock under their care. Buildings were hard to come by, so they generally met in homes or in rented facilities (School of Tyrannus). They were called upon to take leadership in the whole city, and were to be in mutual, loving submission to one another. Of course, Paul had problems with his leadership teams in the first century church; if that were not so he would have never had to send a letter! Though an ideal, it is our philosophy to assist the Body of Christ in the city to develop a unified purpose, which is to train leaders for the 21st century.

GOALS

The primary goal of the University can be expressed in one sentence. "A Christian Oasis of Learning for men and women to minister the Word of God with power."

Our mission is to create a teaching environment integrated with the local church that will maximize the impact of the Word of God upon the students, causing them to learn sound doctrine and responsible practice.

Our expectation is that our students will be deeply taught the fundamentals of the faith in a way that will transform their lives and characters, and truly prepare them to fulfill the call of God in their lives;

- Through local churches
- In part-time ministry
- In full-time ministry
- In the local church or
- In the workplace

We have a special motivation to equip men and women to go out and pioneer new churches, both in this country and abroad. What kind of churches? Churches that emphasize the Word of God, that exercise bold faith, that know the believer's authority and victory in Christ, that operate in the charismata, and demonstrate confidence in the triumph of the Kingdom of God.

To accomplish those aims, we have built our curriculum around four major learning streams.

BIBLE:

To understand better and to handle more wisely the scripture (I THIII. 2:6-16; 6:3-5; II THII. 2:15).

CHARACTER:

Striving toward "the measure of the stature of the fullness of Christ," reaching toward maturity in leadership and in Servant hood (Eph. 4:13-16).

MINISTRY:

To enable each person to discover his or her calling in God, and to serve Christ and the church successfully (Eph. 4:11-12; Romans 12:1-7; I Cor. 12:4-31; Acts 1:8).

FAITH:

Discovering the limitless power of faith and how to "move mountains" in the name of Jesus (Heb.:11-6; Mk. 11:22-24).

Each of those categories contains a number of other key themes, such as concepts of the local church, relationship to the world, basics of Christian life, various major doctrines, pastoral theology, urban missions, and leadership.

University of Los Angeles College of Divinity was founded for education and training on both a local and an international basis. From the beginning of the New Testament era, the Lord has used the local church and its pastoral leadership to teach and train its people for God's service. The University of Los Angeles College of Divinity is an instrument to be used by and for the local church to fulfill its calling.

PHILOSOPHY AND OBJECTIVES

In this day of disappearing moral absolutes, it is imperative that all Christians be reminded that the Bible, as the revelation of God's truth, must determine not only our doctrinal beliefs, but also our lifestyle. In a changing world, the Christian has an unchanging standard, the Word of God.

The University of Los Angeles College of Divinity is based upon teachings and principles of Scripture, seeking to develop personal holiness and discipline exemplified in a lifestyle glorifying to God.

The University of Los Angeles College of Divinity is a Bible based, Christ-centered institution dedicated to the educating and training of Christians for the work of the ministry. The following statement of purposes encompasses the scope of our vision of the University of Los Angeles College of Divinity.

THE PURPOSES OF THE UNIVERSITY OF LOS ANGELES COLLEGE OF DIVINITY

- Our purpose is that a graduate of The University of Los Angeles College of Divinity should be able to communicate the Word of God to others.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should be able to expound the Word of God in systematic fashion. With his/her training in the analytical inductive methods of contemporary biblical scholarship.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should demonstrate genuine concern for missionary work around the world, with a special concern for the urban centers, as a missionary, volunteer, sponsor, or prayer partner.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should demonstrate Christian maturity with his/her commitment to Christ and His Church.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should be able to continue a daily regular study of the Word of God as an autonomous learner, which is characteristic of servants of God.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should be able to present a well- defined, biblically based, intellectually and rationally sound, compassionate apologetic of their faith.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should know how to acquire knowledge.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should know how to apply knowledge that has been acquired and exhibit wisdom and walk in it.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should have an awareness of personal values.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should have a high level of mastery in the skills of communication.

- Our purpose is that a graduate of The University of Los Angeles College of Divinity should have awareness, concern, and a sense of responsibility regarding contemporary events, issues and problems.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity should have a love, loyalty, and responsibility to/for the local church as God's primary method for societal transformation and its development.
- Our purpose is that a graduate of The University of Los Angeles College of Divinity will know the voice of the Lord for his/her generation and articulate God's plan with anointed power and conviction. With this in mind, students who enroll in The University of Los Angeles College of Divinity are in agreement with the Philosophy and Code of Conduct.

BASIC BELIEFS

The curriculum attempts to maintain a non-dogmatic perspective, allowing students to study wide variety of theological issues to formulate their own beliefs in an academic context. The University of Los Angeles College of Divinity maintains an emphasis on church planting, community service, and Christian character development and leadership.

This is not intended to be a comprehensive statement of faith, but rather a guide to the doctrinal boundaries within which The University of Los Angeles College of Divinity functions. Those who share our spiritual identity will be generally familiar with the following terms, and will be able to fill in what is lacking.

WE AFFIRM THE FOLLOWING:

The Bible is the inspired Word of God, given and preserved for all generations. We believe it is accurate in all that it affirms, and is the authoritative standard by which we determine beliefs and conduct.

- That God exists as three persons: The Father, Jesus Christ His only Son our Lord, who offers saving grace to all, and the Holy Spirit who empowers men and women for service, and sanctifies them for God's purpose.
- That nothing can replace the importance of the local church, which is the body of Christ on earth, in the program of God.
- That entrance into the church is through the "new birth," which is brought about by genuine repentance of sin, confession of faith in Christ as Savior, and surrender to Him as Lord.
- That membership in the church is signified by joyful participation in its worship, fellowship, sacraments, witness, and by acceptance of its discipline.
- That the presence and use of the charismata is essential in the local church and in Christian ministry.
- That the victorious Christian life is built upon a proper understanding and exercise of the spiritual authority conveyed to the believer by the gift of righteousness.
- In the resurrection of the dead at Christ's return, in the certainty of God's judgment, and in the inescapable result of that judgment as foretold in the Scriptures for the just and the unjust.

OUR ROLE

Our role is to bring theological education and ministerial training to people who may be unable or unwilling to attend a centralized higher education institution. But, more profoundly, while we admire and endorse the efforts of the traditional Bible colleges and seminaries, we are deeply committed to the concept of training people within the walls of their own local church, and to the provision of excellent teaching material and study options for Christians everywhere. We treat the entire local church environment as part of our educational activity; its worship, its fellowship, its teaching; their ministries--are all reckoned to be part of the training process of equipping men and women to serve Christ.

- ❖ Our function is simply to add a theological and academic resource that few churches can viably provide, while leaving the practical training in ministry to local leaders.
- ❖ Underlying the way in which we present our materials, and the kinds of assessment we employ, there is an educational philosophy based upon the following principles:
 - Christian education must stand upon a strong theological foundation (note the injunctions and warnings about "sound doctrine" in 1 Timothy 1:10; 4:13; 2 Timothy 4:3; 2 Peter 2:1-3; Jeremiah 6:16; 1 Corinthians 3:10-13).
 - Students must be brought to know God, not just to learn about Him, and the curriculum must be consciously structured to achieve that excellent end.

The goal is not just to impart knowledge, but also rather to teach principles of sound interpretation, showing people how to do their own research, and how to apply truth to life. A final goal is the ultimate activation of men and women into effective Christian service, in any environment to which he or she may be called to minister.

CHRISTIAN LIFE

The University of Los Angeles College of Divinity views of Christian life is that it should be loving, joyful, affirmative, inclusive, life- giving and productive. Our curriculum reflects those positive concepts. We also accept that within the Kingdom of God there is room for rich diversity in custom and style, so we welcome students from different backgrounds. Learning to love one another and to appreciate each other's differences is a vital aspect of Christian life at The University of Los Angeles College of Divinity.

SHORT-TERM WHY A SHORT-TERM SCHOOL?

We recognize that good stewardship of one's abilities and the call of God require some people to attend a full-time formal institution; but for many people a full-time institute is not the best alternative for ministry preparation.

For these, the equipping and education offered through The University of Los Angeles College of Divinity can be an effective alternative.

Facilitating learning in our non-traditional/online environment in the evenings, or through weekend seminars, enables our students to continue in their regular employment while they study. This makes our learning experience available to many people for whom a full-time school would not be possible.

INDIGENOUS MISSION

The University of Los Angeles College of Divinity is thoroughly committed to indigenous missionary endeavors. The University of Los Angeles College allowing them to translate, contextualize, and adapt the curriculum to suit their own needs in their immediate ministry environment. The University of Los Angeles College of Divinity is not imperialistic in its education outreach; rather, it seeks to provide curriculum where there is a lack of curriculum, and education where there is a lack of education, allowing the people to benefit from our partnership in every possible way.

The University of Los Angeles College of Divinity does not seek to convert or indoctrinate; rather, the University of Los Angeles College of Divinity cooperates with many international partners. The University of Los Angeles College of Divinity educational outreach does not seek to dogmatically evangelize the Christianity of other cultures to a westernized mindset or the doctrinal standard of a specific denomination. Rather, The University of Los Angeles provides the academic and vocational training tools to open new doors for educational exploration and leadership development in the immediate cultural context, language, and Christian tradition.

SECTION II

ACADEMIC POLICIES

ADMISSIONS REQUIREMENTS

All Students must be committed to the absolute lordship of Christ, giving evidence of that by a continuing relationship with Him, and by a desire to reach greater maturity in Him in full obedience to His will.

We place no restriction on a student because of race, color or national origin.

- Students must be sufficiently proficient in the language of our curriculum to enable them to complete each course and to progress with success at a normal pace.
- An application must be completed, and the non-refundable application fee paid.
- We require all students to be actively involved in a local church.
- All admissions are subject to approval by the Admissions Committee, whose decision is final.

REGISTRATION

Your application and registration fee must be in our office by the date specified for the beginning of the program in which you are enrolling. Late registrations can be accepted at the discretion of the registrar. After this fee is paid, you may enroll in any subject(s) without any further registration charge.

You may enroll in a class whenever a new subject begins. Our online system does not make it necessary for a student to enroll at a particular time, nor to maintain continuous enrollment. Our online program is flexible, and thus able to meet the needs of the greatest number of people.

HOUSING AND EMPLOYMENT

In the event of a limited residency course, students are responsible for their own housing. At this time The University of Los Angeles College of Divinity does not offer any on-campus housing.

The University of Los Angeles College of Divinity is established to serve primarily adults who are already in the work force. The institution does not guarantee employment nor does it offer employment assistance.

PROGRESS

Distance students are required to make every effort to complete their work in a timely manner. The average course can be completed within 8 weeks if the student is diligent. There is no limit to the number of courses a distance student can complete in a year's time.

Student progress is monitored by the faculty and by the Student Services Department, with the aim of guiding, encouraging, and supporting students so that they will reach their goals. It is the desire of all The University of Los Angeles faculty and staff that students achieve a high level of learning and personal development as a result of their engagement with the University.

When students fail to maintain satisfactory progress, an attempt is made to help them solve the problem. Continued unsatisfactory participation will be sufficient grounds for dismissal from the University. Re-admission may be permitted if the student can show that the problem has been overcome.

WORSHIP

It is important for the student to be actively involved in prayer, praise, spiritual gifts, music, or in any other way that they can as a part of participatory worship. Worship in the local church is considered part of the educational experience of our students; and is required.

LEARNING ACTIVITIES

The University of Los Angeles College of Divinity recognizes that people have different styles through which they learn most readily. Thus, a variety of types of activities are used, depending on the course. Activities may take the form of essays, questions to be answered, multiple-choice tests, field work, and local church activities. The mixture makes learning more effective and more enjoyable.

Not all activities are graded. Some are offered to aid learning to help you evaluate how much you have learned. Others are required, and failure to complete satisfactorily any of those assignments may result in a forfeiture of all credits for that particular subject. Other assignments may be optional, or may affect only a stated percentage of the grade for a course.

GRADUATION

To qualify for graduation, a student must:

- Gain the required number of credits for each award
- Complete all assignments with a passing grade
- Satisfactorily complete any field assignments that may be required by a course
- Pay all outstanding fees and penalties

TERMINATION

The University of Los Angeles College of Divinity has the right to terminate a student's enrollment on the following grounds:

- Failing grades in more than 25% of assignments
- Financial delinquency.
- Unsatisfactory level of participation and progress
- Conduct that is inconsistent with the philosophy and goals of The University of Los Angeles College of Divinity.

Every effort will be made to resolve the problem before termination of a student's enrollment takes effect. A refund of fees may be applied (see "Refund" section)

TUITION

Tuition fees are established on an annual basis. See current fee schedule.

- Tuition fees include the provision of notes for some lectures and seminars, but do not include textbooks.

REFUND POLICY

Registration fees are not refundable. The tuition refund policy for all distance education courses is based on the start date of each course. The start date for a single course is determined by the date online students have their class opened and made available to them, and the semester start dates for in-seat classes held at the University.

STUDENT'S RIGHT TO CANCEL

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the receipt of your first course or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

Cancellation may occur when the student provides a written notice of cancellation at the following address: University of Los Angeles College of Divinity, 950 South Central Avenue Compton, CA 90220. This can be done by mail or by hand delivery.

The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

Further, The University of Los Angeles College of Divinity offers a distance education program where the instruction is not offered in real time. The University of Los Angeles College of

Divinity shall transmit the first course and any materials to any student within seven days after this enrollment agreement is signed and the first payment is completed.

The student shall have the right to cancel the agreement and receive a full refund pursuant to items 1-5 above before the first course and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund.

WITHDRAWAL FROM THE PROGRAM

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.

The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.

The student has failed to attend class or complete coursework for 60 days.

The student fails to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn at the end of 60 days. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

The non-refundable application fee of \$50.00 is paid prior to enrollment and is not calculated in the above tuition refund schedule.

SCHOLARSHIP RECIPIENTS

Recipients of scholarships who cancel their enrollment agreement will be refunded paid tuition; scholarship funds will not be refunded.

DISPUTE RESOLUTION WITH STUDENTS

The University of Los Angeles College of Divinity recognizes that disagreements are inevitable. The important thing is not the fact that disagreements exist, but the manner in which staff or faculty express and resolve them. The University of Los Angeles College of Divinity believes that the process for dealing with conflict given by Christ to believers (recorded in Matthew 18:15-20) also applies to managing interpersonal conflict. The University of Los Angeles College of Divinity thus requires faculty and staff with grievances to use the following procedures for dealing with their grievances. The University of Los Angeles College of Divinity will attempt to promptly resolve all disputes that are appropriate for handling under this policy.

All complaints against a faculty or staff member, grades disputes, or disciplinary action taken against a student must be in writing. A formal appeal to the President must have the following information:

- a) Nature of complaint or dispute
- b) Date of the alleged dispute or problem
- c) Names of individuals involved
- d) Copies of all relevant information

The President's office assumes a neutral role in order to resolve the conflict. The office is available for discussion of the matter with the employee. The University of Los Angeles College of Divinity will attempt to promptly resolve all disputes that are appropriate for handling under this policy.

QUESTIONS

Students are encouraged to ask questions from the facilitator or mentor. Common courtesy dictates that a student should consider the level of authority and commitment of the instructor. If time does not allow for extended discussion of problem areas. The facilitators' response should be respected even if the response is in conflict with your personal viewpoint.

GENERAL BEHAVIOR

While it is always true that Christians reflect their faith by the way they live, it is particularly true of Bible students. People rightly expect your conduct to be of a very high standard. Furthermore, how you behave affects the image of Christ and The University of Los Angeles College of Divinity. We are confident that you will strive always to bring honor to your school and to Christ by an example of mature godliness.

NON DISCRIMINATION POLICY

University of Los Angeles College of Divinity admits students of any race, religion, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students. It does not discriminate on the basis of race, religion, color, national or ethnic origin, or sex in administration of its educational policies, admission policies, scholarships and loan programs. The University of Los Angeles College of Divinity does not discriminate in admission or access to or treatment or employment in its programs and activities in respect to those with impaired vision, hearing or physical mobility.

CLASSROOM POLICIES AND PROCEDURES

COURSE SYLLABUS

Each instructor is required to turn in a syllabus for each course taught. The syllabus must be submitted to the Vice President of Academic Affairs at the beginning of each semester. Syllabi are subject to the approval of the administration.

The syllabus must contain the following information:

1. Your contact Information-provide students with your phone number, email address and time to contact you.
2. Course Description –a one paragraph description of your course
3. Prerequisites- list any prerequisites required for your class.
4. Resources-list of all textbooks and materials needed for the class. List textbook information in bibliography format.
5. Measureable Student Learning Outcomes-list all measureable objectives of what the student will be able to do after he/she finishes the course of study.
6. Course Requirements and Assignments- calendar of topics to be covered which includes major assignments and due-dates.
7. Course Grading and Policies-Indicate how the student's grade will be calculated. Include attendance policy, policy for late assignments and policy for academic honesty.

(TRACS 9.10.e)

ATTENDANCE AND GRADE SHEETS

Attendance and grade sheets will be distributed at the beginning of each semester. After registration, a preliminary attendance sheet will be placed in your box. After the drop and add period, all teachers will receive a revised attendance sheets.

(TRACS 9.10.m)

STUDENT EXPECTATIONS

Students must also be notified of attendance, dress, punctuality, class participation or any items that may affect a student's grade.

MIDTERM AND FINAL GRADES

Class grades will need to be turned in to the office of Vice President of Academic Affairs the Friday after midterm and final exams. Report grades on the grade reporting form that is supplied to you from the Vice President of Academic Affairs' office.

GRADE SCALE

Letter Grade	4.0 Scale	Percent Grade	
A	4.0	90-100%	
B	3.0	80-89 %	
C	2.0	70-79 %	
D	1.0	60-69 %	
F	0.0	0-59 %	
W AU	0	0	
	0	0	

(TRACS 9.10.l)

GRADE APPEAL

The grade achievement of the student is based on the discretion of the instructor. Students who wish to appeal their grade must submit the appeal in writing to the instructor who distributed the grade, and to the Vice President of Academic Affairs within sixty days of the last day of the semester.

SECTION III

STUDENT POLICIES

COURSE REGISTRATION PROCEDURES

It is the responsibility of the student to ensure registration of all in-seat courses during the required set times. Failure to complete registration by the due dates may result in not being registered for classes and therefore not being admitted to classes.

CHANGES IN REGISTRATION

Once a student registers for classes, any and all changes involve specific process. See the below for adding a course, dropping a course, change of program, and change of status.

ADDING A COURSE

There are certain dates within a semester in which you may add classes to your schedule. Official forms must be completed in order to drop and add a class from your transcript. For further information, refer to the student handbook and the catalog or call or visit the office of the Vice President of Academic Affairs or the Registrar.

DROPPING A COURSE

Students are expected to successfully complete the courses for which they register. If a class change becomes necessary, the student should schedule an appointment with the Vice President of Academic Affairs. A class may be dropped up to the deadline specified in the official college calendar each semester. Whenever a student stops attending class or is absent excessively and does not complete the necessary forms to drop the class during the drop time frame, a "F" (failing grade) may be recorded by the instructor. Students may add or drop a course within a prescribed time after the college classes have begun without academic penalty. Any such change must be approved by the Vice President of Academic Affairs.

CHANGE OF PROGRAM

A student may choose a different academic program by arranging to meet with the Vice President of Academic Affairs.

CHANGE OF STATUS

A student may choose to change their status from full-time to part-time or vice-versa during the drop/add period. No changes will be made after the drop/add period. Fees may apply if applicable.

WITHDRAWING FROM A COURSE

Students who drop a course after the official add/drop period will be considered either WP (withdrawn passing) or WF (withdrawn failed), depending on their grade at the time of withdrawal.

WITHDRAWAL FROM COLLEGE

Prior to making a decision to withdraw from classes, talk to your instructors and/or a counselor to explore other options. We do understand that there are times you see class withdrawal as your best option. In those cases, you must see the Vice President of Academic Affairs.

CREDITS

The University of Los Angeles College of Divinity defines one credit hour as: Fifteen contact hours of class-time with a minimum of two hours of out-of-class work each equals to one semester credit hour. An equivalent of work is required for all practicums and internships. All University of Los Angeles College of Divinity course earn credits for each class completed.

ATTENDANCE

Students are expected to attend every scheduled class session of the course in which they are enrolled. Attendance and class participation are extremely important components in course and program success. The University of Los Angeles College of Divinity has adopted a rigorous attendance policy. The student is encouraged to arrange doctor, dentist, legal and other appointments during their free time, not during class time. If you must be absent from class, it is your responsibility to contact your instructor and to make up missed course assignments. Students are solely responsible to complete any coursework missed due to an absence.

Excluding administrative absences, students whose total number of absences exceeds twice the amount of days in class per week will lose credit and may receive an "F" grade for the class.

In order for an absence to be considered administrative, it must meet one of the following criteria:

- The Vice President of Academic Affairs approved an absence that was requested by the college administration.
- A funeral in the immediate family
- Personal hospitalization (documentation needed)

It will be the student's sole responsibility to adequately document administrative absences and to secure approval from the Vice President of Academic Affairs.

A student will be considered absent if they have entered the classroom fifteen minutes after the class has begun. A student is considered tardy if they have entered the classroom after the class has begun. Four tardies will equal one absence. Academic penalties will not be

assessed for absences or tardies. Absences may not be taken during the week of final exams.

CLASSIFICATION OF STUDENTS

A student who registers for 12 credit hours per semester will be considered a full-time student. Student athletes must be registered for a minimum of twelve credit hours to be eligible to be involved in the athletic program. No student may register for more than 18 credit hours per semester without permission from the Vice President of Academic Affairs.

Students transferring to The University of Los Angeles College of Divinity from other colleges are required to earn a minimum of thirty University of Los Angeles College of Divinity credit hours in order to qualify for graduation from The University of Los Angeles College of Divinity. All other graduation requirements will be also in effect. This policy may be waived only after consultation with and approval from the Vice President of Academic Affairs.

Students may be allowed to obtain up to twelve correspondence credits toward a University of Los Angeles degree. The school offering the correspondence courses and the courses themselves will need to be approved by the Vice President of Academic Affairs.

ACADEMIC HONESTY

Academic integrity is a vital element of any learning community. The College's faculty is held to the highest standards in this regard and expects their students to do the same. Students who compromise the integrity of academic inquiry are subject to disciplinary action on the part of the college. A violation of academic honesty may include, but is not limited to, the following:

- Cheating on written examinations, quizzes, or other written work
- Plagiarizing-using another's intellectual property (thought, writing, etc.) without proper reference/citation, whether directly quoted or paraphrased
- Giving or receiving unauthorized assistance during a test
- Falsifying, forging, or altering academic records
- Obtaining or attempting to obtain copies of a non-circulating examination

Penalties for breaches of academic integrity may include receiving an F for the assignment in question, receiving an F for the course, and/or dismissal from the course. In extreme cases, the administration reserves the right to suspend the student from all studies at the college.

ACADEMIC PROBATION

A 2.00 cumulative grade-point average (GPA) is required for successful completion of all degree and certificate programs. Any student who falls below a 2.00 cumulative GPA after the first semester will be placed on academic probation by the administration for the next semester. Students must regain a 2.00 to be removed from probation. At the end of the probationary status, if improvement has not been shown, students will be assigned a mentor

and advised to enroll in a reduced number of courses for the following semester.

ACADEMIC APPEAL

The scope of The University of Los Angeles College of Divinity's Academic Appeals Policy includes issues of improper grade assignment, charges of plagiarism, charges of cheating, discriminatory treatment of students, and instructor inconsistency with the written grading criteria. The University of Los Angeles College of Divinity students have the right to appeal the above-mentioned academic issues within nine weeks after the official termination of the course. Students are encouraged to initiate contact with the instructor and try to resolve the academic issue. If the issue cannot be resolved informally then a student can initiate an appeal.

To appeal:

1. A student meets with the Vice President of Academic Affairs, to discuss the issue.
2. The student files a complaint.
3. The Vice President of Academic Affairs will investigate the matter.

Once the matter has been investigated and all parties involved contacted to discuss the issue, the Vice President of Academic Affairs will write a letter stating the outcome of the issue. All records are kept in the students file in the office of the Registrar.

AUDIT A CLASS

You may change from a credit to an audit status at the time indicated on the published schedule of classes each semester. An audit status, though not accepted by universities, gives you the right to benefit from all instructional privileges associated with a course; however, it does not impose any attendance, homework, or testing responsibilities. An audited course will not be included on the student's official transcript.

TRANSFER OF CREDITS

It is the practice of most colleges and universities to accept or reject credits based on their own criteria. The University of Los Angeles College of Divinity will consider for transfer, courses earned at another college. Courses must be similar in content to those replaced in the chosen concentration. The registrar's office is responsible for evaluating transfer credits. The University of Los Angeles does not count grade points earned at other colleges or universities. The University of Los Angeles College of Divinity reserves the right to not accept credits received at any college or university that does not meet reasonable academic standards. Students transferring to The University of Los Angeles from other colleges are required to: 1) Submit official transcripts to the Registrar's office: 2) Earn a minimum of thirty junior or senior University of Los Angeles College of Divinity credit hours in order to qualify for a bachelor's degree: 3) Earn a minimum of fifteen hours in order to qualify for an associate's degree.

All other graduation requirements will be also in effect. This policy may be waived after consultation and approval from the Vice President of Academics. Credit hours

for courses offered by The University of Los Angeles may or may not transfer to other post-secondary institutions. Acceptance of course credits for transfer is at the discretion of the receiving institution.

TEXTBOOKS

It is the responsibility of the student to purchase the required textbook for each class. The student will have two weeks from the first day of class to have the required textbook. Students may not share textbooks.

MAKE-UP TESTS POLICY

Students who miss class on the day of a test will have one week from the scheduled test day to make up the test. The teacher should make individual arrangements for students to make up a test. Students should be instructed to take their tests within one week of their return to class.

GRADES

Grades are used to inform the student of progress in the course and are related to mastery of content. Students with an unpaid account balance will not receive their diploma or official transcripts until the bill has been satisfied.

A grade is used to inform the student of progress in the course and is related to mastery of content. Students with an unpaid account balance will not receive their diploma or official transcripts until the bill has been satisfied.

GRADE POINT AVERAGE (GPA)

Academic achievement will be summarized by the cumulative grade point average (GPA). The grade-point average is computed by adding the total point values for all courses and dividing by the total number of credit hours attempted during the same period of time; in other words, it is an average of grade points weighted by credit hours.

Each letter grade awarded to a student for a course is assigned a point value as noted above. A student may determine the grade points for each course by multiplying the number of points the grade is worth times the number of credit hours the course carries. Thus, a B letter grade (worth three points) in a three-credit-hour course is worth nine points, and an A (worth four points) in the same three-credit-hour course is worth twelve points.

Grades and credits for transfer courses are not used in computing the GPA.

If a student fails to maintain a GPA of at least 2.0, they may be placed on academic probation. Academic probation and the consequences thereof will be decided upon by the college administration.

A student is required to earn a grade of a C or higher in order to receive credit for a class directly tied to their major or other chosen area of emphasis.

Students are required to attain a final GPA of 2.0 or higher in order to satisfy the grade point requirement for graduation.

Students who meet the following GPA criteria may qualify to be named on the college dean's list or president's list for a given semester.

Dean's List-3.5-3.85

President's List- 3.86-4.0

GRADE CHANGES

Grade changes are initiated by the student with consultation of the instructor, and must be approved by the Registrar. Grade changes will be permitted within a year of when the original grade was awarded.

INCOMPLETE GRADES

The following information applies to incomplete grades:

- Instructors submit grades at midterms and finals. The University of Los Angeles College of Divinity does not accept incomplete grades as a grade assign to a student, unless prior approval has been made by the instructor and student and has been approved by the Vice President of Academic Affairs.
- If a student fails to submit all the required work at the assigned time and date set by the instructor, the instructor has the right to accept or decline the work.

MAKE-UP HOMEWORK

It is your responsibility to contact your instructor at his or her office. Instructors provide information on the syllabus, given at the beginning of the course, on how and when to contact them. Faculty hours are also posted outside their office doors.

REPEATING A COURSE

If a student chooses to repeat a course, both grades earned for the course will be reported on the student's transcript. However, only the latter grade shall be used in determining the GPA. Students who fail and/or drop a course may repeat

the course twice. If a third attempt is necessary, the student must seek permission from the Vice President of Academic Affairs prior to re-enrolling in the course

TRANSCRIPTS AND RECORDS

Request forms to obtain official copies of your transcript and/or records are available in the Registrar's office or on the college website:
universityoflosangeles.org

SECTION IV

SPIRITUAL LIFE

PERSONAL DEVOTIONS

Students who attend The University of Los Angeles College of Divinity will gain many opportunities to grow spiritually. One of the best ways to mature as a Christian is to ensure that each student daily take some time to commune daily with the Lord. Developing a habit of daily devotions is vital to growth as a Christian.

CHAPEL

Chapel is a vital aspect in the spiritual growth of each student attending The University of Los Angeles College of Divinity. Chapel is held on Mondays and Wednesdays from 10:00-10:45 a.m. Students:

- must be on time to chapel.
- may not leave before the conclusion of chapel without administrative approval.
- must sign in before chapel to validate attendance. Signature by proxy will not be permitted.
- arriving late to chapel will need to sign in on the late sheet.
- will be considered absent for failing to sign-in.

Students missing chapel more than twice will meet with the Vice President of Student Services. If absences continue to happen, student will then meet with the college President.

Students are to secure permission from the Vice President of Student Services prior to missing chapel. Students will be permitted up to five excused absences from chapel per semester.

ATTENDANCE TO CHURCH

It is required for college students to attend the services of a local church or home church. Students should attend whichever Sunday church service does not interfere with their hours of ministry. Students enrolled at The University of Los Angeles College of Divinity who are members of a nearby church may attend their home church services. Students are expected to be on time to church and ministry responsibilities. Students will submit a weekly activity report (attendances, evangelism, etc.) on Monday for the previous week.

CHURCH/SMALL GROUP RESPONSIBILITIES

All students are required to attend a church service during the week and are encouraged to participate in small group. Students found not in compliance with this policy will meet with the Vice President of Student Services. The Vice President of Student Service will counsel the student and make arrangements to ensure compliance of this policy. If necessary, a mentor will be assigned to the student.

EVANGELISM

Students should spend time each week in all facets of the Great Commission as outlined in Matthew 28:18-20, which would include presenting the Gospel to the lost, explaining the ordinance of baptism to the saved, and connecting the believer to the teaching of the Word through the local church. All students will need to be intentional as well as relational in their efforts to present the Gospel to as many people as possible. Students should set aside times to intentionally present the Gospel as well as be sensitive to speak to those they encounter in the course of daily life.

COMMENCEMENT EXERCISES

Undergraduates are required to attend the college commencement exercises unless prevented by their regular employment. Any other (rare) exceptions will need to be approved in advance by the Vice President of Academic Affairs.

SECTION V

ENROLLMENT AGREEMENT

Transferability Disclosure

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Los Angeles College of Divinity is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn at The University of Los Angeles College of Divinity is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Los Angeles College of Divinity to determine if your credits, degree, or certificate will transfer. (CEC §94911, 94909)

If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language. (CEC §94906)

Prior to signing this enrollment agreement, you will be given a Student Handbook and the Academic Catalog, which you are encouraged to review prior to signing this agreement. These documents contain important policies for this institution. You will also be given a breakdown of all fees required by this institution for this school year.

"I certify that I have received the Student Handbook and Academic catalog, and have signed, initialed, and dated the information provided by the School regarding fees".

Student's Initials _____ **Date** _____

Distance Education

Distance education classes offered by this institution, where the instruction is not offered in real time, shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission. (5 CCR §71716(b) (d)).

Drop Course Policy

Conditions. To withdraw from a class, the student must discuss that withdrawal with the Vice-President of Academic Affairs and fill out the appropriate forms.

Deadline. If a student wishes to drop a course and not have it appear on the student's permanent record, it must be dropped no later than the 5th day of classes. If a student drops a course any time from the 6th day of classes through the last day of classes before the Midterm exams, the student will receive a "W" grade for the course. Withdrawals are not permitted following the 10th week of the semester except in circumstances beyond the student's control that do not allow continuance. If a student drops a course any time from Midterm until the end of the semester, the student will receive a "WP" or a "WF" grade depending upon the actual letter grade at the time the course is dropped. Please be advised a \$10 fee applies for dropping and a \$10 fee applies for adding courses.

Procedure

- ❖ Discuss Withdrawal from course with Vice-President of Academic Affairs
- ❖ Pick up a "drop course form" from the Registrar's office.
- ❖ Have all parties listed on the drop form sign and have the instructor fill out and sign the form.
- ❖ Take the form to the Librarian to be initialed. The Librarian must sign the form.
- ❖ Take the form to the Registrar's office. The Registrar will finalize the form.

Consequences. It is the responsibility of the student to follow the described procedures in dropping a course. Failure to do so will result in an automatic drop and thus failure of the course.

NOTE: If an on-campus student drops a course and, as a result, that student's total number of units drops below the required number to live on campus (10) the student must immediately move off campus.

It is further important to note that, if a student is receiving financial aid, dropping a class will have an effect on the financial aid status of the student. The Financial Aid Director should be notified immediately.

Notification of the Financial Aid Director is the student's responsibility.

For those students who are taking the minimum number of hours to participate in extracurricular activities: music, drama, or sports, this means they must drop out of those activities immediately.

Students dropping any individual course (not withdrawing from enrollment in the program) will be charged on a pro rata basis for the part of the class they have attended (see refund information).

Refund Policy

General Admissions

University of Los Angeles College of Divinity for all students, without penalty or obligation, shall refund 100 percent of the amount paid for institutional charges, less an application/re-enrollment fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later. Any notification of withdrawal or cancellation and any request for a refund must be made in writing. (CEC §94919(d))

The refund policy for students who complete 60 percent or less of the course of instruction shall be a pro rata refund.

The University of Los Angeles College of Divinity shall (1) transmit all lessons and materials to the student if the student has fully paid for the educational program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent. (2) If this institution has transmitted the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services we agreed to provide, but shall not be obligated to pay any refund after all of the lessons and material are transmitted. (5 CCR §71716 (c)(1), (2) (d))

If tuition paid by Pell Grants, money will be refunded according to the Return to Title IV Funds Policy. Refunds due on timely basis are not to exceed 30 days after withdrawal date determined. (CEC §94824)

Veteran Admissions

Maximum portion of registration fee non-refundable to Veteran admissions is \$10.00. Anything above \$10.00 is pro rated as a refund. Tuition and all other fees are 100% pro rated.

Federal or State Loan Policy

The University of Los Angeles has elected not to participate to any Federally funded student loan program

Fees and Charges

The following charges are made for the purpose of providing the agreed program of instruction to the student.

Item (per semester)	Charges	Refund
Application fee (initial enrollment only)	\$50.00	Non-refundable*
Academic Services fee/Deposit	\$275.00	Non-refundable
Tuition	\$458.00/unit	Pro rata refund
Audit	\$40.00/unit	Pro rata refund
Directed Studies (tuition plus additional \$20/unit)	\$40.00/unit	Pro rata refund
Equipment		
Computer (computer course or user)***	\$30.00	Pro rata refund
Textbooks		
Estimated \$350.00 per semester		Non-refundable

Other Fees

Registration Fee	\$50.00	Non-refundable
Student Fee	\$50.00	Non-refundable
Student ID Card	\$20.00	Non-refundable
Library Fee	\$50.00	Non-refundable
Entrance testing fee (mandatory, entering semester)	\$20.00	Non-refundable
Extension/incomplete grade	\$25.00	Non-refundable
Graduation fee	\$80.00	Non-refundable
Late entrance testing fee	\$25.00	Non-refundable
Late final examination fee	\$25.00	Non-refundable
Late registration fee (per case)	\$25.00	Non-refundable
Tech Fee (on-line class)	\$100.00	Non-refundable
Orientation Class (first time on-line students)	\$50.00	Non-refundable
Transcript (per copy)	\$10.00	Non-refundable

Room and Board

Room (shared)	\$1996.00	Non-refundable
Single room (availability only) additional	\$750.00	Non-refundable
Winter Break stay over in dormitory (room only, no meals)	\$450.00	Pro-rata refund
Spring Break stay over in dormitory (room only, no meals)	\$135.00	Pro-rata refund
Thanksgiving Break stay over in dormitory (room only, no meals)	\$75.00	Pro-rata refund
Room Fee Deposit	\$499.00	Non-refundable
Mail box rental	\$15.00	Non-refundable

NOTE: fees and costs are subject to change without prior notice.

*Veteran’s Admissions return \$30.00 of this fee for immediate withdrawal, pro-rated over semester if withdrawal is not immediate.

****Students enrolled in courses requiring this equipment/facility will pay this fee. See refund policy for pro rata formula.*

Special Fees

Special fees will be charged for student use of special equipment, facilities, and/or transportation costs; i.e., computers, biology field trips, etc.

Books

Textbooks may be purchased through University of Los Angeles College of Divinity during the first two weeks of each semester. Textbooks may not be charged or added to the total tuition account. Students may be expected to pay approximately \$350.00 for textbooks and materials at the beginning of each semester. The student should come to college prepared to make these necessary purchases immediately. After the first week, students will not be admitted to class without textbooks unless said textbook is on back-order.

Payment Plan

College tuition, room and board may be paid for in one of three ways:

1. The entire cost of tuition may be paid in full to the ULA Financial officer before or at registration.
2. One half of the entire cost of tuition, room and board, plus \$40.00 bookkeeping fee may be paid to the ULA financial officer before or at registration. The remaining half will be due no later than forty-five (45) days after the beginning of the semester.
3. Deferred Payment: Total cost of attendance will be divided into 4 equal payments, the first being due at registration (in addition to re-enrollment fee, books and test fees). The remaining three payments will be due on the following dates:

Fall Semester	Spring Semester
October 1	March 1
November 1	April 1
December 1	May 1

No service charge or interest on the outstanding balance will be charged each month. (See below).

Note: **The payment plan chosen does not reflect in any way the student's financial obligation upon withdrawal.**

STUDENT’S RIGHT TO CANCEL

The student has the right to cancel the enrollment agreement and obtain a full refund before the first lesson and materials are received. The refund will include charges paid through attendance at the first class

session, or the seventh day after enrollment, whichever is later. In order to obtain the proper form for cancellation of enrollment **before** term of study begins, the student must write the **Registrar's Office** at University of Los Angeles College of Divinity, 2046 Hillhurst Avenue, Room #23, Los Angeles, CA 90027 and specifically **request the Cancellation of Enrollment Agreement Form.** Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund pursuant to section 71750 of the Regulations.

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me. (CEC §94911)

Signature of Student

Date

Signature of Student's Parent/Legal Guardian, if student is not of legal majority

Date

This agreement is not operative until the student makes an initial visit to the institution and receives thorough tour, or attends the first class or session of instruction. This requirement is not applicable to correspondence or other distance learning programs.

Date of Tour/Visit _____ Signature of Student _____

No student will be re-enrolled for another semester without complete payment of the student's indebtedness to ULA, except under special circumstances arranged in conjunction with the President and financial office.

This agreement is accepted by _____

NOTICE

ANY HOLDER OF THIS CONSUMER CREDIT CONTRACT IS SUBJECT TO ALL CLAIMS AND DEFENSE WHICH THE DEBTOR COULD ASSERT AGAINST THE SELLER OF GOODS OR SERVICES OBTAINED PURSUANT HERETO OR WITH THE PROCEEDS HEREOF. RECOVERY HEREUNDER BY THE DEBTOR SHALL NOT EXCEED AMOUNTS PAID BY THE DEBTOR HEREUNDER.

Any questions a student has regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

The University of Los Angeles College of Divinity has exempt status from the Bureau for Private Postsecondary Education.

APPENDIX A

HOW TO SUCCEED IN INDEPENDENT ONLINE STUDY

The emphasis at University of Los Angeles College of Divinity is on the individual within a community. The heart of such an approach to education is the personal relationship between a student and the adviser/coordinator and mentor assigned to him or her. The mentor helps the student plan and coordinates a course of study. Besides providing instruction in their own fields of specialization, mentors advise students about the academic alternatives open to them, assist students in designing their academic programs, identify instructional resources, and evaluate the overall quality of each student's work. As you progress in your program at The University of Los Angeles College of Divinity, keep in contact with your mentor and work closely with them on your writing projects.

INDEPENDENT STUDY IS UNIQUE

Independent study is planned and organized by the University. The learning system allows students to study at convenient times, places, and at a pace suited to student needs. While independent study offers great flexibility and freedom from fixed schedules, it also requires *commitment*, *maturity*, and *motivation* on the part of the student. The student should ask for an honest evaluation of something written early in their program. If weak areas are identified, the necessary steps to correct them can be implemented.

INDEPENDENT STUDY PLANS

The University of Los Angeles College of Divinity is committed to the idea that effective learning is based on purposes and needs that are important to the individual, that learning occurs in varied places, and that different people learn in different ways. Students are encouraged and expected to plan and design studies that help them clarify their purposes and acquire the competence, knowledge, and awareness necessary to pursue those purposes actively and independently. Students choose their courses according to their interests and in the context of general University expectations for academic study. Students may study traditional subjects in a traditional manner, or they may choose an innovative degree program and incorporate various non-traditional modes of study.

ISSUES SPECIFIC TO GRADUATE STUDENTS

For those students enrolled in a graduate program it is wise to have a plan and to know your purpose for seeking the graduate degree of your choice. You should choose the program that is right for your needs. If you plan to do doctoral work, you should choose a Masters program, which requires the writing of a thesis. If you are only interested in the Masters and not a doctorate, a thesis is not as important. Currently the Masters programs at The University of Los Angeles College of Divinity do not require a thesis, however a student may opt to write one. For more Information about this important decision, contact The University of Los Angeles College of Divinity.

SOME PROBLEMS OF INDEPENDENT LEARNING

Not all non-traditional students will have the same kinds of problems. Some of the most common ones are listed here:

- Non-traditional students may lack confidence in their ability to learn, especially if they have little contact with other students working on the same program.
- As a result they may be fearful of not doing well and feel they will lose face if their work is not perfect. This may cause delay in submitting work for comments and guidance.
- They are anxious about how to combine their studies with the demands of family, friends,

neighbors, employers, and working colleagues. They may feel guilty about spending time shut up alone with books.

- They may, quite simply, feel too tired after a hard day's work to make the transition to mental effort.
- They may not possess adequate writing or study skills.

THE NON TRADITIONAL STUDENT HAS SEVERAL ADVANTAGES

Non-traditional students have more experience, more knowledge and, above all, more motivation than most non-adult students. While adult students may find that their memory is not as good as that of younger people, they are likely to be better at grasping and analyzing the underlying principles and relationships among the principles.

This kind of understanding is far more valuable in higher education than mere knowledge of facts. Research on distance education is abundant now, and it clearly shows that adult students learning at a distance can do just as well as younger students who are working in a classroom.

The University of Los Angeles students enjoy advantages that are denied to other students who are doing undergraduate or graduate work by correspondence, as The University of Los Angeles College of Divinity is breaking new

Ground in program planning, in presentation, and in follow-up, with the needs of specific students in mind. The University of Los Angeles College of Divinity offers the following types of courses: traditional in-seat classes, on line classes, teacher taught and led weekend seminars.

The University of Los Angeles College of Divinity students will seldom get a chance to feel forgotten or isolated. With the help of our student services, we provide encouragement, guidance about how to learn, and feedback about student progress.

WORKING EFFECTIVELY

There are really no secrets to success for an adult student learning at a distance. Study is hard and demanding work. There are no tricks or short cuts that can make it easy. But what we must aim to do is ensure that your hard work does produce results-that is, *effective* and *rewarding* work. To be an effective student you will need the following:

1. Clear and realistic goals. Whether you are studying for career advancement, to broaden and illuminate your everyday life, or to equip yourself to cooperate more with others, you must identify both short-term goals and long-term goals that can give urgency to all your work (e.g. completing an assignment, attaining skills, starting on a new career).
2. Support from those close to you. You will no doubt have many roles besides that of student-spouse, parent, friend, employee, etc. When an adult first returns to study, it can be a difficult time for husband or wife and for the children. This needs to be faced beforehand, with a necessary re-allocation of duties and responsibilities being openly discussed and decided. If the others share your goals and progress, the going will be so much easier.
3. A business-like approach. Many successful students would argue that good organization rather than academic brilliance is the key to good progress in their studies. You will be less anxious about your work if you try to:
 - Plan what you want to achieve in the next day, week, and month.
 - Stick to your plans, or modify them only for good reasons.

- Make the best possible use of available spare time.
 - Realize that you must sacrifice something in order to find time for the course.
 - Pray about your plans. "The plans of the diligent lead surely to advantage" (Proverbs 16:3). Time spent planning and praying is very important.
4. A desire to learn. You will enjoy your studies more if you are able to:
- Open your mind and senses to new, perhaps conflicting, ideas and experiences.
 - Read and write about and discuss questions that may or may not have answers.
 - Look for principles and the basic unifying ideas in a subject.
 - Establish links between new subject matter and your own practical experience of the world.
 - Learn to study for a purpose. Be diligent to show thyself approved unto God (II Timothy 2:15).
 - Study for the purpose of renewing your mind toward God's purpose and will for your life (Romans 12:1-2, Ephesians 4:17f).

HOW TO READ BETTER

A useful approach to studying is known as PQ4R, which stands for Preview, Question, Read, Reflect, Recite, Review (Thomas & Robinson, 1972). The process is as follows:

- *Preview* - introduce yourself to the material to obtain a general view of the course or assignment. Using the skill called scanning does this. Scan the table of contents, the introduction, headings, emphasized sections, summaries, exercises, and final paragraphs.
- Think of *Questions* that are related to the purpose of your study and allow yourself to read with anticipation (e.g., "Why does the author divide up his material in this way?")
- *Read* the material. Read at a pace that is appropriate for the type of material being read. Light reading material can be read at a fast pace. Heavy theological discussion should be read carefully and at a pace that allows comprehension. Remember you are reading for comprehension and recall. Do so while paying attention to details which support your purposes. Also, learn to read prayerfully. (This is not part of the PQ4R method but is certainly a good idea!)
- Stop at the end of each section to *Reflect* on what you read, and make notes regarding the main ideas and important details. Reflection is a very important step. It is during this time that you allow the ideas to "roam around" within your mind so that they connect with other ideas, facts, and life experiences. In so doing, you may have new ideas-a synthesis of material-which may help you grasp the inter-relatedness of all of God's creation or may help you find a new solution for an old problem. The stage of Reflection is creative and is extremely valuable.
- After some reflection, go back to your questions and purposes. *Recite* these and attempt to connect them with your reflections in the previous step. This second attempt at making cognitive connections is a very important step, which will greatly facilitate long-term memory (recall). This is the step that seals the learning process and moves one from the memorization stage into learning, and thus the ability to recall at a later date is enhanced.
- *Review* what you have read (and test your notes for accuracy) by quickly reviewing the previous five steps.

DURING THE READ STAGE OF *PQ4R*

- Look for the author's framework of ideas-the plan upon which he/she constructed the material. This is often revealed by the headings, which may also indicate a flow.

- Pick out the main ideas in each paragraph, which are often contained in the first or last sentence.
- Do not ignore the author's diagrams and illustrations. They make things clear where the text may not.
- Think of your own examples. Look for applications in your own experience.
- Be critical. Do not take the author's work on trust. Look for him/her to justify statements he/she makes. (If He/she doesn't, and the point is an important one, check with another book or fellow student.)
- Work out what the results would be if theories other than the ones you are reading about were true.
- Do not be afraid to skip paragraphs and whole sections if you see that they are not relevant to your purpose. (There is no law that says that you must read every page of a book.)
- If, after reflecting for some time, you still find a section difficult to understand, take a break. Try to discuss the difficulty with other students, or find another author's treatment of the topic, and then come back and read it again, two or three times if necessary.

HOW TO MAKE USEFUL NOTES

It helps to make notes, as described earlier in this book. For the moment, consider the usefulness of note cards and notes.

- Note taking will keep you active, and concentrating (so you learn and remember better).
- They provide a written record for review purposes.
- They protect you from the immense frustration that occurs when you recall a quotation or a source of information that fits precisely with what you have to say, but you cannot use it because you have not written it down.

APPENDIX B STUDY GUIDELINES

These guidelines will help you to get the best possible enjoyment and benefit out of studying your textbooks and doing the assignments -

(1) Give a high priority to the program until you have obtained the award you desire, which means (a) you should write the class times into your calendar and keep those times free from other commitments; and (b) you should be prepared to sacrifice other activities, entertainment, etc., for the duration of the course.

(2) Accept the discipline of reading right through your textbook within the month allowed, and of completing your exam before the next subject begins. If you fall behind in your studies you will find it difficult to catch up, and it may lead you to abandon the program. It is not those who **start** that please God, but those who **finish!**

(3) Begin each study period with a simple and brief prayer, yet one that recognizes that only the presence and illumination of the Holy Spirit can turn your study time into a supernatural event. Study with an expectation both that your mind will be instructed and that the Word of God will transform your life. Expect to hear from God! If His voice is not mingled with what you read, then you read in vain.

(4) Set apart a period of time each week when you will be able to make study your top priority. Choose a time when you will have the fewest interruptions, away from other activities and family traffic. Try to keep to the same time each day or each week, so that you develop regular habits of study. Perhaps while you commute to work? For example, one of our students modified a briefcase into a kind of study desk, complete with a small lamp and writing platform, so that he could study while he was a passenger in a car. Bus-time and train-time can be used in the same way.

(5) Turn off the radio and television, so that you can have the quietness you will need to meditate on and to pray about the things you are reading. Find if you can, a reasonably quiet and private spot. At the least, you should try to set up a corner somewhere that you can use consistently as a place of study. Developing a familiar environment, as free as possible from distractions, is a great help to concentration. Use a desk or table without clutter, and a comfortable chair. Avoid lounge chairs. The attitude of the body helps to determine the attitude of the mind. A lethargic body tends toward a slumbering mind.

(6) Let your family know that you are studying so that they will avoid interrupting you. If phone calls come, arrange for a message to be taken, or to return the call later.

HANDLING YOUR TEXTBOOK

(1) Scan through your textbook, to get a general sense of its contents and layout, and how its ideas are developed. Then choose the particular section you are planning to study and read through it quickly, without pausing to look up Bible references or to take notes (unless an important idea occurs to you).

(2) Next, read the same section again, carefully, looking up all the references, making your own notes, working on difficult points until you understand them, making your own outline of the section, and re-writing the key ideas in your own words.

(3) Make sure you understand what you are reading. If something is not clear, ask the Lord to give you understanding. If you come across unfamiliar words in your textbook, look them up in a dictionary. Read the Scripture verses mentioned in your textbook. Use a modern translation of the Bible. It is a good idea to have

Several different translations on hand, all of which you should aim to read at least once from cover to cover.

(4) Close your book and meditate on what you have read. Try to recall the main ideas, and the sequence in which they were developed. Build the arguments again in your own mind. Join prayer with your meditation, for this is the time when the things you are studying can become a revelation of God in your spirit.

(5) Open the book again, and answer the questions on your exam paper that relate to the section you have just studied. Remember, the exams are all "open-book" - indeed, many questions cannot be answered unless you do refer to your textbook. So make full use of the book as you answer each question. You are not expected to work from memory alone.

(6) You can probably pass the exam without doing all the above. *But surely you have a higher goal than merely achieving a passing grade?* If your larger purpose is the glory of God and your personal enrichment, then don't forget that you will get out of your study only what you put into it.

(7) We have striven to achieve two things in the textbooks you will use: a high level of spiritual revelation and (in most of them) a high literary quality. Therefore you may find it useful to have at hand a good English dictionary, along with a Bible Encyclopedia or Bible Dictionary.

(8) And of course you will have a program for reading your Bible right through, over and over again, for the rest of your life. **There is not much point in going to Bible School if the only book you don't read is the Bible!**

APPENDIX C ON WRITING AN ESSAY

This document deals with writing a small essay of around two thousand words. For longer documents, see our guide, *On Writing a Thesis*, Appendix A.

PRESENTATION

Your essay should be typed, if possible, with the lines double-spaced. If this is not possible, then it must be written neatly in ink. Essays that are illegible or unreasonably difficult to read will be returned unmarked. Include a title page, containing your name, the title of the essay, and the date of its completion. Make sure that each page is correctly numbered, and staple or bind the sheets together.

RESEARCH

Even for a short essay you should try to do some research beyond your primary textbook, including the study of sources that give a contrary view. If you find it difficult to come up with a theme of your own for your essay, then read a book of at least 200 pages on the subject you are studying and write an overview of the book, with at least three quotes from it. Ask yourself these questions: *Do I agree with all that this book is saying? Do I disagree with some parts of it? Does it contain information that I did not find in my primary Vision textbook?* Then include the answers to these and other questions in your essay.

STRUCTURE

Your essay should have a clear beginning (an *introduction*), followed by the body of your argument, and then the conclusion. Copy the style of your *Vision* textbooks in the layout and use of headings in your essay. Your introduction should tell what the essay is going to be about, followed by at least two or three main headings in the main argument. This layout will help readers to know what you are trying to teach. Make sure to back up your statements with Scripture. The assessor will be looking for three things in particular:

- Quotes from the book(s) you have read on the subject;
- Supporting quotes from Scripture; and
- Some original ideas of your own.

DOCUMENTATION

A bibliography (list) of the books, magazines, or other sources you have studied or used in writing your essay must be placed at its end. List all your sources of intonation. Each listing must contain the author's name, publisher, and year of publication, page number, and any other relevant information. Also include particulars of any Bible version that you have quoted from. *Endnotes* or *footnotes* must also be used, to identify each particular quote (again, follow the style of your *VISION* textbooks).

ORIGINALITY

We do not expect your work to be entirely original. You are free to draw from other materials (with proper acknowledgment). However, you should include as much original thought or experience as you can. But remember that an essay is not a personal testimony, nor a biography. Use anecdotes about your own life, or about other people, sparingly.

STYLE

Write in a generally formal style, avoiding slang, or colloquial expressions; but don't be too impersonal, abstract, or indirect. Use active sentences as much as possible, not passive. For example, the paragraph just above could have been expressed *passively* thus: "It is not expected that your work will be entirely original." It reads livelier when it is cast *actively*: "We do not expect . . ." But sometimes a passive structure is less obtrusive, as in the first part of the previous two sentences.

METHOD

Follow this procedure. Some of these things may not be applicable to you now, but will be good to know as you progress to higher levels -

- Read all you can about your topic, taking notes as you read, and jot down an outline, or preliminary plan, of your essay.
- Gather primary ideas, based on your own experience and thought.
- Make sure that your notes contain full details of each book, source, or interview, etc., from which you have drawn material.
- If your essay contains quotes from, or passages that closely echo, other writings, make sure to note this in footnotes and/or endnotes (see your textbooks for examples of how this should be done).
- Organize your notes to match your outline (you may find it useful to put each group of notes on separate sheets of paper).
- Write a first draft of your essay.
- Put it aside for two or three days.
- Get someone else to review it for you.
- Revise and correct your first draft.
- If necessary, repeat the previous three steps, once, twice, or three times.
- Type out the final version.
- Type the number of words in your essay on the title page (unless you have a computer, don't count the words individually; but work out the average number of words on one page, then multiply that by the number of pages).
- Send the completed essay to the appropriate office (national, or regional).

APPENDIX D ON WRITING A THESIS

TOPIC

Before starting your essay or thesis a faculty member must approve the theme you have chosen. Please send us the title and a brief summary of what you propose to write (two or three pages). The topic would normally be:

- A biblical theme
- An exposition of some area of Christian doctrine related to some specific aspect of Christian service, ethics, life, or ministry
- The structure, work, worship, history, future, etc., of the church.

PRESENTATION

Your essay must be typed, double-spaced, on one side only of the paper. If you cannot type it yourself, arrange for someone else to do so. Include a title page containing:

- Your name
- The title of the essay
- The date of its completion.

Leave generous margins on all sides of your sheets, so that there is adequate room for comments to be made by the person who grades the paper. Make sure that each page is numbered, and staple or bind all the sheets together.

STRUCTURE

Your essay should be set up as follows -

- Title page, which should contain your name, address, the subject, and the date of completion.
- Table of contents, or outline, which should reflect as closely as possible the headings and subheadings used in the thesis
- Acknowledgements if appropriate (of your typist, illustrator, etc.)
- List of abbreviations (if any have been used)
- Body of the essay, broken up either into chapters, or sections, with appropriate headings and subheadings
- Any appendices that may be needed
- A note on your methods of research

DOCUMENTATION

A complete bibliography should be provided, listing the sources that you drew from and/or researched (see below, under "Research"). An addendum in this document gives further information on how to set up footnotes, endnotes, and bibliographies.

FOOTNOTES

A system of footnotes or endnotes should be included (see Addendum, below). The reference in each note

should be given in the normal manner: *book title, author's name, and publisher, place of publication, date, and page number*. It is important that you clearly identify any part of the essay that does not strictly contain your own ideas or words. Direct quotes from another work must be set in quotation marks, with the source identified in a note. Passages that substantially echo another's person's ideas or words should also be identified in a footnote or endnote. Plagiarism is not permissible within today's literary ethics.

ORIGINALITY

It is not expected that your work will be entirely original. You are free to draw from other materials (with proper acknowledgements). However, you should also introduce as much original research, thought, or experience, as you can. Credit will be given for the following: the *number* of books or sources researched; the manner in which you have *organized* your material; the degree to which you have successfully *analyzed* and *understood* your material; and the extent of your *creative* or *original* thought or presentation.

To gather materials you should use resources like the following:

- Published books
- Unpublished writings
- Interviews
- Journals and magazines
- Leaflets, brochures, etc.
- Government publications.
- Audio and/or videotapes, etc.
- Your local library
- Computer resources, such as CDs and the Internet (which, if you do not have your own computer, are available in most major public libraries).

STYLE

Write in a formal style, but avoid being too impersonal, abstract, or indirect. Give attention to correct spelling. Although The University of Los Angeles College of Divinity's program is not a course in grammar, you can lose marks if your essay indicates carelessness or laziness. After all, spelling help is no farther away than a dictionary. If you find writing difficult, use short and simple sentences. Don't try to be cleverer than you are. Get a more literate friend to check your work and offer suggestions for correcting faulty grammar or wrong spelling.

In all essays the marker will be looking for some measure of original thought, and a good writing style. This is particularly true of essays or theses required for the higher awards. A Master's thesis would be expected to show a substantial measure of creative analysis, and a better-than-average understanding of the subject.

Even more is that true of a doctoral thesis, which would be expected to display superior handling of the subject, and a high level of originality.

QUOTES

The use of direct quotations can add interest to your writing. A short passage-no more than three

or four lines- can be included as part of the paragraph you are writing. Make sure to put it inside quotation marks. However, a longer passage should be separated from your paragraph, indented (as this one is), and, if your equipment will allow it, using a smaller typeface. Since it would not be appropriate for another author's work to be graded or corrected, longer quotes can be typed in single-spacing. You will, of course, acknowledge the source of the quote, either in a footnote or an endnote. Note also that quotation marks are not necessary. The indentation and the smaller typeface are sufficient to show that the passage is a quote.

Poetry should be centered, and set out as follows. Do not use double spacing.

Let me not to the marriage of true
minds Admit impediments. Love is
not love which alters when it
alteration finds, or bends with the
remover to remove.
Oh, no! It is an ever-fixed mark
That looks on tempests, and is never
shaken; it is the star to every wandering
bark,
Whose worth's unknown, although his height is
taken? Love's not Time's fool, though rosy lips
and cheeks within his bending sickle's compass
come.
Love alters not with his brief hours and
weeks, but bears it out even to the edge of
doom.
*If this be error and upon me proved,
I never writ, nor no man ever love 'd.*⁴

The same rules should be followed for scripture citations. Short passages can be included in your paragraph; longer passages should be kept separate and indented; biblical poetry should be laid out as poetry.

METHOD

Follow this procedure -

- Read all you can about your topic, taking notes as you read, and write an outline, or preliminary plan, of your essay.
- Gather primary materials (based on your own experience and thinking).
- Make sure that your notes contain a full record of each book, source, or interview, etc., from which you have drawn material.
- Organize your notes to match your outline (it is a good idea to put each group of notes on a separate sheet).
- Use headings and subheadings, making sure that they follow each other in a logical order, and assist in the development of your argument and the clarity of your presentation.
- Write a first draft of your essay; put the essay aside for two or three days; get someone else to review it for you
- Revise and correct the first draft.
- If necessary, repeat the last step, then type out the final draft, and type the number of words in your essay on the title page.⁵
- Send the completed essay to the College.

⁴William Shakespeare, Sonnet.

⁵Unless you have a computer that will give you an instant total, do not count the words individually. Work out the average number of words on one page, and multiply that by the number of pages.

APPENDIX E

WRITING RUBRIC

Writing RUBRIC

6 = Essay demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.

5 = Essay contains strong composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.

4 = Essay contains above average composition skills, including a clear, insightful thesis, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes the goals of the assignment with an overall effective approach.

3 = Essay demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. Minimally
Accomplishes the goals of the assignment.

2 = Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.

1 = Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.

APPENDIX F

FOOTNOTES AND BIBLIOGRAPHIES

(A) FOOTNOTES

These comments apply both to *Footnotes* and *Endnotes* -

(1) A direct quotation from another work must always be marked either

- By quotation marks, if the quote is short, and part of one of your own paragraphs; or by
- Putting it in a separate indented paragraph (without quote marks), unless it includes a piece of direct speech; and by
- Noting the source of the quote in a footnote or endnote.

(2) A footnote may also be used to make an extra comment, or insert additional material that would be disruptive if it were placed in the body of the essay. You may indicate a footnote by a number, a letter, or some other mark.

(3) For a work that has not previously been quoted in your essay, use the style shown in the footnote below,⁶ and note the following -

- The author's name is given first (unless you have already given the full name in your text)
- Followed by the name of the work (underlined)
- Publishing details (including the date, if known); if required, the details (in quotation marks) of a chapter, title, magazine article, etc.; the page number
- And note the use of commas and semicolons.

(4) For a work that you have quoted before, use either *ibid.* Or *op. cit.* -

- *Ibid.* ("The same") is used when no other work has been quoted between this footnote and the one preceding it (even if several pages have intervened between the two quotations). Here is an example –⁷
- *Op. cit.* ("the work cited") is used when one or more footnotes stand between the original quotation and the present one. The author's last name must be included unless you have mentioned it in the text. Here is an example &

(B) BIBLIOGRAPHIES

Your essay/thesis must contain a bibliography listing all the sources to which you referred while you were preparing it. The bibliography should be the last item in your essay. Vision follows the requirements for writing set forth in the *Publication Manual of the American Psychological Association*. As shown in the examples below: Much more information about this aspect of writing, and helpful guidance about the most efficient methods of academic writing, is found in *Research Writing Made Easy*, available from the Vision Bookstore.

Book

Chant, K. (2000). *Healing in the whole Bible*. Ramona, CA: Vision

Pub. Book with multiple authors

Williams, D. E. & Gangel, K. O. (1993). *Volunteers for today's church: How to recruit and retain workers*.

⁶Browne, J. (ed). (1987). Islamic Prayer. *Dictionary of World Religions*. London: Thompson & Thompson. p. 335.

⁷ Ibid., p. 398.

⁸ Anderson, Op. cit. p. 35.

Grand Rapids: Baker Books.

Article from an edited book

Work, T. (2006). Pentecostal and charismatic worship. In Wainwright, G. & Tucker, K. B. W. *The Oxford history of Christian worship*. Oxford, UK: Oxford University Press. (pp. 574-585).

Article from a periodical

Emerson, M. (1996). Through tinted glasses: Religion, worldviews, and abortion attitudes. *Journal for the Scientific Study of Religion*, 35 (1), 41-45.

APPENDIX G
ON PREPARING A WORD STUDY

(1) Choose the word; e.g., *reconciliation*.

(2) Use a word concordance to list the important occurrences in your Bible of *reconcile* (*d*). *reconciling*, or *Reconciliation*.

(3) Use a topical concordance to list verses or passages, which contain the idea of *reconciliation*.

(4) Look up the meaning of the word in (a) an English dictionary; (b) Greek and/or Hebrew dictionaries; (c) Greek and/or Hebrew word books; (d) Bible dictionaries and/or encyclopedias. Write down these definitions and any other ideas or information that you find, or that come to your mind on the subject.

(5) Summarize the information you have gathered under 4 or 5 different headings; e.g., *What is reconciliation; how are we reconciled; with whom are we reconciled; when are we reconciled; what are the results of reconciliation, both now and in the future; etc.*

(6) Expand your summaries with your own comments, illustrations from scripture or life, and the like.

(7) Write a final version of your study.

Note: Many study Bibles contain examples of word studies that you could use as a guide. Also the word studies in your lecture notes will show how to outline and present your study.

APPENDIX H

STUDENT EVALUATION FORM FOR INSTRUCTIONAL FACULTY



Faculty Evaluation

Student Evaluation for Instructional Faculty

Instructor's Name

Course

Section

Date

This information is confidential and your responses will be anonymous. FILL IN THE ENTIRE CIRCLE FOR THE PHRASE THAT MOST APPROPRIATELY COMPLETES THE SENTENCE or select "Does Not Apply" if you have no information on this item. ERASE MARKS COMPLETELY TO MAKE A CHANGE.

Strongly Agree Disagree Strongly Disagree Does not Apply.

	Strongly	Agree	Disagree	Strongly	Does not
	Agree	Disagree	Disagree	Disagree	Apply.
1. The instructor's syllabus clearly explains course objectives and grading criteria					
2. The instructor's presentations are well prepared and organized.					
3. The instructor clearly communicates due dates and directions for assignments and tests.					
4. The instructor demonstrates a good command of the subject matter.					
5. The instructor is enthusiastic about the subject.					
6. The instructor encourages in-class participation.					
7. The instructor answers questions effectively.					

Strongly Agree Agree Disagree Strongly Disagree Does Not Apply

8. The instructor creates a positive learning environment.					
9. The instructor is respectful of differing viewpoints.					
10. The instructor encourages creative and/or critical thinking.					
11. The instructor's presentations address different learning styles					
12. The instructor utilizes the required course materials and/or texts effectively.					
13. The instructor returns exams and assignments in a timely manner.					
14. The instructor provides useful feedback on exams and assignments.					
15. The instructor's examinations cover course objectives and/or skills emphasized in the class.					
16. The instructor usually starts and ends class on time.					
17. The instructor is available during office hours.					
18. I would take another class with this instructor.					

If the class has a laboratory component, please respond to items 19 through 23

19. The laboratory experiences contribute to my overall understanding of the subject.					
20. The instructor clearly explains or demonstrates laboratory techniques, procedures, and equipment.					
21. The instructor's assigned readings and exercises contribute to my understanding and ability to perform laboratory experiments or activities.					
22. The instructor effectively plans and organizes laboratory activities.					
23. The instructor clearly explains, models, and enforces safety procedures and protocols in the laboratory.					

COMMENTS SECTION - Please print neatly in the space provided.

1. What do you believe your instructor has done especially well in conducting this course?

2. What might the instructor do to enhance your learning experience?

3. Is there anything else you would like to add?

APPENDIX I
STUDENT EVALUATION FORM FOR LIBRARY FACULTY



Faculty Evaluation
Student Evaluation for Library Faculty

Librarian's Name	Date
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This information is confidential and your responses will be anonymous. Please reflect on your interaction with the librarian named above then complete the form below.

FILL IN THE SQUARE FOR THE PHRASE THAT MOST APPROPRIATELY COMPLETES THE SENTENCE or select "Does Not Apply" if you have no information on this item. ERASE MARKS COMPLETELY TO MAKE A CHANGE.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. I was comfortable approaching this librarian for help.					
2. The librarian answered my questions effectively.					
3. The librarian presented information in a way I could understand.					
4. The librarian was knowledgeable about appropriate resources for satisfying my information needs.					

Strongly Agree Agree Disagree Strongly Disagree Does Not Apply

5. The librarian was enthusiastic about the library's services and resources.					
6. As a result of my interaction with this librarian, I am more comfortable using the library's services.					
7. The librarian taught me to find what I needed independently.					
8. The librarian remained focused on me and my information needs throughout our interaction.					
9. I was treated respectfully and professionally by this librarian.					
10. I would ask this librarian for help in the future.					

COMMENTS SECTION - Please print neatly in the space provided.

1. What do you believe the librarian did especially well in your interaction?

2. What might the librarian have done to enhance your library experience?

3-. Is there anything else you would like to add?

APPENDIX J

HOW TO SUCCEED IN INDEPENDENT ONLINE STUDY

The emphasis at University of Los Angeles College of Divinity is on the individual within a community. The heart of such an approach to education is the personal relationship between a student and the adviser/coordinator and mentor assigned to him or her. The mentor helps the student plan and coordinate a course of study. Besides providing instruction in their own fields of specialization, mentors advise students about the academic alternatives open to them, assist students in designing their academic programs, identify instructional resources, and evaluate the overall quality of each student's work. As you progress in your program at The University of Los Angeles, keep in contact with your mentor and work closely with them on your writing projects.

INDEPENDENT STUDY IS UNIQUE

Independent study is planned and organized by the University. The learning system allows students to study at convenient times, places, and at a pace suited to student needs. While independent study offers great flexibility and freedom from fixed schedules, it also requires *commitment*, *maturity*, and *motivation* on the part of the student. The student should ask for an honest evaluation of something written early in their program. If weak areas are identified, the necessary steps to correct them can be implemented.

INDEPENDENT STUDY PLANS

The University of Los Angeles College of Divinity is committed to the idea that effective learning is based on purposes and needs that are important to the individual, that learning occurs in varied places, and that different people learn in different ways. Students are encouraged and expected to plan and design studies that help them clarify their purposes and acquire the competence, knowledge, and awareness necessary to pursue those purposes actively and independently. Students choose their courses according to their interests and in the context of general University expectations for academic study. Students may study traditional subjects in a traditional manner, or they may choose an innovative degree program and incorporate various non-traditional modes of study.

ISSUES SPECIFIC TO GRADUATE STUDENTS

For those students enrolled in a graduate program it is wise to have a plan and to know your purpose for seeking the graduate degree of your choice. You should choose the program that is right for your needs. If you plan to do doctoral work, you should choose a Masters program, which requires the writing of a thesis. If you are only interested in the Masters and not a doctorate, a thesis is not as important. Currently the Masters programs at The University of Los Angeles College of Divinity do not require a thesis, however a student may opt to write one. For more

Information about this important decision, contact The University of Los Angeles College of Divinity.

SOME PROBLEMS OF INDEPENDENT LEARNING

Not all non-traditional students will have the same kinds of problems. Some of the most common ones are listed here:

- Nontraditional students may lack confidence in their ability to learn, especially if they have little contact with other students working on the same program.
- As a result they may be fearful of not doing well and feel they will lose face if their work is not perfect. This may cause delay in submitting work for comments and guidance.

- They are anxious about how to combine their studies with the demands of family, friends, neighbors, employers, and working colleagues. They may feel guilty about spending time shut up alone with books.
- They may, quite simply, feel too tired after a hard day's work to make the transition to mental effort.
- They may not possess adequate writing or study skills.

THE NON TRADITIONAL STUDENT HAS SEVERAL ADVANTAGES

Non-traditional students have more experience, more knowledge and, above all, more motivation than most non-adult students. While adult students may find that their memory is not as good as that of younger people, they are likely to be better at grasping and analyzing the underlying principles and relationships among the principles. This kind of understanding is far more valuable in higher education than mere knowledge of facts. Research on distance education is abundant now, and it clearly shows that adult students learning at a distance can do just as well as younger students who are working in a classroom.

The University of Los Angeles students enjoy advantages that are denied to other students who are doing undergraduate or graduate work by correspondence, as The University of Los Angeles College of Divinity is. Breaking new ground in program planning, in presentation, and in follow-up, with the needs of specific students in mind. The University of Los Angeles College of Divinity offers the following types of courses: traditional in-seat classes, on line classes, teacher taught and led weekend seminars.

The University of Los Angeles College of Divinity students will seldom get a chance to feel forgotten or isolated. With the help of our student services, we provide encouragement, guidance about how to learn, and feedback about student progress.

WORKING EFFECTIVELY

There are really no secrets to success for an adult student learning at a distance. Study is hard and demanding work. There are no tricks or short cuts that can make it easy. But what we must aim to do is ensure that your hard work does produce results-that is, *effective* and *rewarding* work. To be an effective student you will need the following:

1. Clear and realistic goals. Whether you are studying for career advancement, to broaden and illuminate your everyday life, or to equip yourself to cooperate more with others, you must identify both short-term goals and long- term goals that can give urgency to all your work (e.g. completing an assignment, attaining skills, starting on a new career).
2. Support from those close to you. You will no doubt have many roles besides that of student-spouse, parent, friend, employee, etc. When an adult first returns to study, it can be a difficult time for husband or wife and for the children. This needs to be faced beforehand, with a necessary re-allocation of duties and responsibilities being openly discussed and decided. If the others share your goals and progress, the going will be so much easier.
3. A business-like approach. Many successful students would argue that good organization rather than academic brilliance is the key to good progress in their studies. You will be less anxious about your work if you try to:
 - Plan what you want to achieve in the next day, week, and month.

- Stick to your plans, or modify them only for good reasons.
 - Make the best possible use of available spare time.
 - Realize that you must sacrifice something in order to find time for the course.
 - Pray about your plans. "The plans of the diligent lead surely to advantage" (Proverbs 16:3). Time spent planning and praying is very important.
4. A desire to learn. You will enjoy your studies more if you are able to:
- Open your mind and senses to new, perhaps conflicting, ideas and experiences.
 - Read and write about and discuss questions that may or may not have answers.
 - Look for principles and the basic unifying ideas in a subject.
 - Establish links between new subject matter and your own practical experience of the world.
 - Learn to study for a purpose. Be diligent to show thyself approved unto God (II Timothy 2:15).
 - Study for the purpose of renewing your mind toward God's purpose and will for your life (Romans 12:1-2, Ephesians 4:17f).

HOW TO READ BETTER

A useful approach to studying is known as PQ4R, which stands for Preview, Question, Read, Reflect, Recite, Review (Thomas & Robinson, 1972). The process is as follows:

- *Preview* - introduce yourself to the material to obtain a general view of the course or assignment. Using the skill called scanning does this. Scan the table of contents, the introduction, headings, emphasized sections, summaries, exercises, and final paragraphs.
- Think of *Questions* that are related to the purpose of your study and allow yourself to read with anticipation (e.g., "Why does the author divide up his material in this way?")
- *Read* the material. Read at a pace that is appropriate for the type of material being read. Light reading material can be read at a fast pace. Heavy theological discussion should be read carefully and at a pace that allows comprehension. Remember you are reading for comprehension and recall. Do so while paying attention to details which support your purposes. Also, learn to read prayerfully. (This is not part of the PQ4R method but is certainly a good idea!)
- Stop at the end of each section to *Reflect* on what you read, and make notes regarding the main ideas and important details. Reflection is a very important step. This is during this time that you allow the ideas to "roam around" within your mind so that they connect with other ideas, facts, and life experiences. In so doing, you may have new ideas- a synthesis of material-, which may help you grasp the inter-relatedness of all of God's creation or may help you find a new solution for an old problem. The stage of Reflection is creative and is extremely valuable.
- After some reflection, go back to your questions and purposes. *Recite* these and attempt to connect them with your reflections in the previous step. This second attempt at making cognitive connections is a very important step, which will greatly facilitate long-term memory (recall). This is the step that seals the learning process and moves one from the memorization stage into learning, and thus the ability to recall at a later date is enhanced.
- *Review* what you have read (and test your notes for accuracy) by quickly reviewing the previous five steps.

DURING THE READ STAGE OF *PQ4R*

- Look for the author's framework of ideas- the plan upon which he/she constructed the material. This is often Revealed by the headings, which may also indicate a flow.
- Pick out the main ideas in each paragraph, which are often contained in the first or last sentence.
- Do not ignore the author's diagrams and illustrations. They make things clear where the text may not.
- Think of your own examples. Look for applications in your own experience.
- Be critical. Do not take the author's work on trust. Look for him/her to justify statements he/she makes. (If he/she doesn't, and the point is an important one, check with another book or fellow student.)
- Work out what the results would be if theories other than the ones you are reading about were true.

APPENDIX K

STUDENT EVALUATION FORM FOR FACULTY TEACHING



Faculty Evaluation

Student Evaluation for Faculty Teaching Online

Instructor's name

Course	Section	Date
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This information is confidential and your responses will be anonymous. CHECK THE BOX FOR THE PHRASE THAT MOST APPROPRIATELY COMPLETES THE SENTENCE or Select "Not Applicable" if you have no information on this item.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The instructor's syllabus explains course objectives and grading criteria.					
2. The instructor's presentation of the course material is clear and well organized.					
3-. The instructor clearly communicates due dates and directions for assignments and tests.					
4. The instructor demonstrates a good command of the subject matter.					
5. The instructor is enthusiastic about the subject.					
6. The instructor creates a sense of community in the online course.					

	Strongly Agree	Agree Disagree	Disagree	Strongly	Not Applicable
7. The instructor encourages active participation in the online community					
8. The instructor answers questions effectively and in a timely manner.					
9. The instructor is respectful of differing viewpoints.					
10. The instructor encourages creative and/or critical thinking.					
11. The instructor's presentations address different learning styles.					
12. The instructor utilizes the required course materials and/or texts effectively.					
13. The instructor returns exams and assignments in a timely manner.					
14. The instructor provides useful feedback on exams and assignments.					
15. The instructor creates challenging Online assignments.					
16. The instructor's examinations cover information and/or skills emphasized within the online course.					
17. The instructor allows adequate time to complete online exams.					
18. The instructor's directions and questions for online examinations are phrased clearly.					
19. The online instructor provides multiple options for effective student-faculty contact.					
20. I would take another online course from this instructor.					

If the class has a laboratory component, please respond to items 21 through 25.

	Strongly	Agree	Disagree	Strongly Disagree	Not Acceptable
21. The laboratory experiences contribute to my overall understanding of the subject.					
22. The instructor clearly explains or demonstrates laboratory techniques, procedures, and equipment.					
23. The instructor's assigned readings and exercises contribute to my understanding and ability to perform laboratory experiments or activities.					
24. The instructor effectively plans and organizes laboratory activities.					
25. The instructor clearly explains, models, and enforces safety procedures and protocols in the laboratory.					

COMMENTS SECTION - Please print neatly in the space provided.

1. What do you believe your instructor has done especially well in conducting this course?

2. What might the instructor do to enhance the course?

3. Is there anything else you would like to add?