



Perelandra
College
Catalog
2009

Perelandra College Catalog: 2009

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WELCOME

Welcome to Perelandra College, from the founders Ken Kuhlken, MFA; Dr. Pam Kuhlken; and Charles Gregg, MFT.

Ken:

In 1975, we moved to Iowa City so I could study at the University of Iowa Writer's Workshop. My stay there was rich and memorable, but it also marked the first time we had let credit card balances go unpaid. The move had cost us our jobs and our home in San Diego. I thought, "There has to be a less disruptive way for apprentice writers and teachers of writing to learn their crafts."

Twenty some years later, Pam and I left our positions at a Christian college largely because Creative Writing and the arts in general ranked near zero among the school's priorities, as we had discovered was the norm in Christian higher education.

We began asking each other the question I later found expressed in an editorial on ChristianityToday.com:

"Those who call on Jesus for salvation are given the Holy Spirit. It's through the spirit's power that we, simple jars of clay, are able to shine golden and do wonderful things beyond our human capacity. So, why do Christians, who claim access to the original creator, so often produce poor art?"

Maybe, I thought, it's because they're not encouraged or mentored to make quality art.

Pam:

We couldn't remember the last time we had found a gripping, thoughtful novel in a Christian bookstore by anyone other than C.S. Lewis, and we felt troubled that those stores didn't offer any poetry of William Blake or Emily Dickenson, Dostoyevski or Graham Greene novels, or story collections by Flannery O'Connor.

We had nowhere to direct our truth-seeking, imaginative undergraduate English majors. Hundreds of secular writing programs existed, we knew, but in our estimation they most often produced creators of admirable, even dazzling style, but shallow, nihilistic, lurid or faddish content.

Our pastor, Charlie Gregg, invited us out to dinner. After the meal, he asked, "So what is your dream?" Surprised, we looked at each other then began to speak of an online writing program where creative people could find kindred spirits, resources, encouragement and direction.

I mentioned Frances and Edith Shaeffer's spiritual retreats and our vision of a similar community, where non-dogmatic truth seekers and people of faith could nurture their

spirits while at the same time earning degrees that would help them make a living and find places from which they could mentor others.

Charlie:

Friendship is often the birthplace of dreams.

Ken and Pam had established the college and I was teaching in another university. This time they invited me to dinner and asked if I would consider developing a counseling program at Perelandra College.

While it is certainly not necessary to be a Christian in order to attend Perelandra College, I have long believed that care-giving and counsel is at the core of our spiritual genetic code. We have been called upon to “Bear one another’s burdens; encourage, consider, edify, comfort, serve and love one another.” The helping professions are full of people who have a spiritual world view that values each individual. To help these people become the most effective counselors and care-givers they can be, we have developed an accessible, affordable and comprehensive program with a strong theoretical foundation designed to further equip people entering or already active in the helping professions.

Ken:

This month we are celebrating our fifth year of offering courses through this labor of love we call Perelandra College. We hope you will read on, contact us with questions, and consider how the college might serve you so that you can serve others by offering them care, counsel, poems or stories.

ACCREDITATION

Perelandra College is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC). The Accrediting Commission of the Distance Education and Training Council is listed by the U.S. Department of Education as a recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation.

The Distance Education and Training Council is located in Washington, D.C. Founded as the National Home Study Council in 1926, DETC’s mission is to promote sound educational standards and ethical business practices within the correspondence field.

With the ever-increasing popularity and acceptance of online education, DETC has emerged as a leader in global distance learning. DETC has accredited members in Canada, Ireland, Japan, South Africa, the United Kingdom, and the United States. With its 75-plus years of history and its highly refined and federally recognized accreditation program, DETC offers distance learning institutions the most current,

relevant and practical services for the 21st Century. Visit their web site at <http://www.detc.org/>.



ABOUT US

Perelandra College

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FACULTY AND ADMINISTRATION

Full Time Faculty

Charlie Gregg, at 19 years of age, opened a coffee house where young people could search for answers to life's deepest questions. Since then, he has earned degrees in Communication and Marriage and Family Therapy, pastored two churches, served in many venues as a Marriage and Family Therapist, and taught at the University of Phoenix. His rich experience provides his counseling students with skills based upon his unique insights. See: <http://www.loveborne.com/> (*needs degrees and colleges*)

Ken Kuhlken earned BA and MA degrees in English at San Diego State University and an MFA degree in Fiction Writing at the University of Iowa. He is the author of novels, short stories, feature stories and book reviews, and has taught in the MFA program at the University of Arizona and in graduate and undergraduate programs at San Diego State University; California State University, Chico; University of San Diego; Christian Heritage College; and Azusa Pacific University. Visit Ken at: www.kenkuhlken.net

Pam Fox Kuhlken graduated with a bachelor's degree in English and a minor in Philosophy from Pepperdine University. She earned a Master in Poetics degree from New College of California and the Master of Theology degree from Bethel Seminary. At the University of California, Riverside, she earned the PhD, graduating with highest honors. She has published poems, articles and reviews in literary magazines, journals and newspapers. Her latest project is a guide to the Dead Sea scrolls. Pam teaches literature and writing.

Adjunct Faculty

Carol Forbes earned the Bachelor of Arts degree in visual arts from Rutgers University and the Master of Fine Arts in Film from Columbia University. She has work in many occupations within the film industry, has written screenplays and television pilots, and has been honored with several screenwriting fellowships. She lives in Los Angeles.

Steven Saint earned a bachelor's degree in Journalism from Northwestern University and has been writing articles for newspapers and magazines for the past 20 years. He has worked as an award-winning daily newspaper reporter in Colorado and editor of five community newspapers in San Diego. His freelance work has appeared in more than 40 publications including Time Magazine, the Denver Post, Contemporary Christian Music and Intervarsity's U Magazine. Steve teaches magazine writing.

Gary Swaim, a playwright, poet, and writer of short fiction, received his A.B. in English from the University of California, Riverside and the Ph. D. in Comparative Literature (with a minor in philosophy) from the University of Redlands in cooperation with the Claremont Graduate University. He also completed a postdoctoral M.Ed. in Counseling Education with the University of North Texas and served as a therapist in private practice for ten years. See: <http://www.garyswaim.com/>

Dr. Brian Bromley, D.O. brings to Perelandra College expertise in clinical diagnosis, a history of substantive research involvement and years of experience working with Dependency, Addictions and Recovery. He received his B.A. in Psychology from the University of California, Riverside, went to medical school at Michigan State University and fulfilled his Psychiatric Residency at the University of California, San Diego. (Chief Resident La Jolla VAMC 1989-90) He has served as staff psychiatrist at Wheeling, WV Ohio Valley Medical Center, St. Luke's Hospital San Francisco CA, San Diego County Mental Health, Sarah Bush-Lincoln Medical Center, Mattoon IL and Southern Indian Health Council's Dual Diagnosis-Youth Regional Treatment Center, Alpine, CA. Dr. Bromley's team approach to assessment and treatment represents a constructive model for Perelandra students.

Kimberley A. DuBeau, MA, MFTI #50291 brings to Perelandra counseling staff years of care-giving leadership and experience formed in the most difficult of settings. She presently serves as key staff program manager of Mourning Star Center for Grieving Children and their Families. Prior to this position she was Social Worker and Bereavement Coordinator for the Visiting Nurse Association in Palm Springs, California.

Kim received her B.S. in Biopsychology from the University of British Columbia, Vancouver, BC and her Masters of Arts in Counseling from the University of Phoenix, Palm Desert, CA. (GPA 4.0) Her awards and scholarships include:

CAMFT Educational Foundation Scholarship, Clinton E. Phillips, 2005
University of Phoenix Alumni Network Foundation Scholarship, May 2005

University of Phoenix Alumni Network Foundation Scholarship, June 2005
Pride Printing Award, October 2005

In addition, Kim serves clients in private practice with Family Enablement's Desert Counseling and Resource Center and is a sought after speaker regarding issues of Grief Recovery and Family System Dynamics.

Administration

Jerry Legerton, Director of Business, was the managing partner of a multi-specialty optometric practice in San Diego with four offices and seven practitioners. During his twenty six years in practice, he was honored as the California Optometric Association *Young Optometrist of the Year* in 1971 and the San Diego Optometric Society *Optometrist of the Year* in 1987. In addition, he is a Fellow of the American Academy of Optometry, member of the American Optometric Association Low Vision and Contact Lens Sections, and a President's Circle and life member of the American Optometric Foundation and life member of the Southern California College of Optometry Alumni Association.

With his extensive clinical experience and two post-doctoral Masters degrees (MBA and MS), he offers a wealth of knowledge in clinical science, research design, and visual function; human behavior, personnel management and team-building; and strategic planning, business development and marketing. Dr. Legerton is an accomplished author and lecturer, as well as consultant to the ophthalmic industry. In addition, he provided management and consulting services to optometrists throughout the United States for *The EPIC Group*, a business he founded in 1988. He served as the 1997-98 Benedict Professor of Practice Management for the University of Houston, College of Optometry.

He served as the Director of Clinical Research for Pilkington Barnes Hind, a multinational manufacturer and distributor of contact lenses and as Vice President, Advanced Technology and Market Development for Paragon Vision Sciences. He was recruited for his multifaceted approach to clinical research and product design. Dr. Legerton is an inventor on thirteen issued patents, three assigned to CibaVision for novel designs for multifocal and aberration correcting contact lenses and two assigned to VISX for refractive surgery for presbyopia. He is also a co-inventor on three patents that are assigned to Paragon Vision Sciences for Corneal Refractive Therapy and five patents for high oxygen permeable hybrid contact lenses assigned to SynergEyes, Inc. Dr. Legerton has twenty additional patents pending including claim sets for myopia progression control.

Dr. Legerton is the co-founder of Quarter Lambda Technologies, Inc., now SynergEyes, Inc. Carlsbad, CA. He currently serves as Chairperson, Perelandra College Board of Governors and as the Director, Business for the College.

Brandie Lamprou, Administrative Assistant, and Registrar came to Perelandra College with over 15 years of customer service management and 7 years of Internet Marketing experience. She was formerly the Director of Integration and

Director of Public Relations for Einstein Industries, Inc., an internet marketing firm working with doctors, dentists, and lawyers. In this position she managed a team of 12 customer care representatives that serviced over 2500 clients in the U.S. and overseas. Her most recent corporate position was as the Director of Practitioner Support for SynergEyes, Inc., a contact lens manufacturing and distribution company. In this position, she managed a team of 18 customer care and technical consultants that serviced over 2000 practitioners across the U.S. and Canada.

Ken Kuhlken, Director of Education; Chair, Creative Writing: (see faculty)

Pam Fox Kuhlken, Director of Student Services

Charles Gregg, Chair, Counseling: (see faculty)**Board of Governors**

Timothy Garfield, is an Attorney/Partner, Stephenson, Worley, Garratt, Schwartz, Garfield & Prairie; Juris Doctor, University of Southern California (1971); B.A. (Psychology) San Diego State University (1968). He has served as: Adjunct Instructor, Legal Research and Writing, California Western School of Law (1983-1984); Co-Author, Preventive Law for Schools and Colleges (2004); Member, Board of Trustees, Cogswell Polytechnical College, Sunnyvale, California (WASC accredited); Compliance Officer, member of the Governing Board, Perelandra College

Peter Vander Werff was born in the Netherlands and grew up in Grand Rapids, Michigan where he pursued his interest in theology and education at Calvin College. His ministry involvement with adolescents led him to Southern California where he took a position as project manager with Johnson Controls. His leadership and business capabilities led him to start his own business.

For the past twenty four years, Peter Vander Werff Construction has been a major design-build constructor of Military facilities in the San Diego area. Peter's experience, leadership, and Christian Core Values have been widely recognized by his Client, the US Navy. His passion for successful team building, cost effective Project Management and his interest in the inter-disciplinary relationship between theology, sociology and psychology bring valued contribution to the Perelandra leadership team.

Robert Hoehn, is President of the Hoehn Company and Vice-President of Hoehn Motors in Carlsbad, California. Bob, a native of Memphis, Tennessee moved with his parents to California after he graduated from Bowdoin College, Maine with a dual bachelor's degree in English and Art History.

Mr. Hoehn brings to Perelandra College a rich understanding of quality education, meaningful involvement in non-profit corporations which are impacting their communities, and an international vision for distance education.

Mr. Hoehn presently serves as Chairman of the Board for the University of San Diego. His term commenced in July, 2004 and will be fulfilled in July of 2007. He has been a member of USD board of Trustees since 1996 and chaired the Presidential Search committee in 2002-2003. He and his wife Karen have two daughters who each excel in academics and the arts at Dartmouth College where Bob currently serves on the Board of the Hood Museum of Art. He has been an active participant and board member helping to further the compassionate work of Catholic Charities.

In addition, Mr. Hoehn is past president of the Board of Directors of Timken Museum of Art and collects prints from the 15th century to the present. Having one of the premier collections on the West Coast, he curated an exhibition of Rembrandt etchings held in the fall of 2004 and authored the catalogue, "The Gospel According to Rembrandt." He is an accomplished free diver and spear fisherman and enjoys time spent in the Scottish Highlands.

Karen Hoehn, joins her husband Bob in bringing to Perelandra College a wealth of experience in education, arts and community involvement. She is a San Diego native and a leading volunteer to her community. Karen presently serves on the Salvation Army Auxiliary Board, the National Charity League Board and the Hanna Fenichel Center for Child Development Fundraising Board. She is an active participant in the Children's Hospital Auxiliary and co-chaired the auxiliary's 1990 Ways and Means Committee. Karen and her husband, Bob are founding members of the San Diego Print and Drawing Club and share a premier collection of prints dating back to the 15th century. Karen was a flight attendant for Pacific Southwest Airlines for ten years before working as a disc jockey for a Lebanese radio and television station located on the border of Israel and Lebanon. Her significant organizational and time management skills allow her to balance a busy family life with her community involvement.

David Karlman has been a successful entrepreneur for nearly 30 years. With innovative business acumen and charismatic, nurturing interpersonal skills, David has proven to be an exceptional leader as Vice President of Marketing for Motorola; President of Continental Compliance Systems; and, most recently, founder and financier of DePrima, an equity investment firm. In each position, he creatively implemented cross-disciplinary business models and formed strong strategic alliances. Through acquisition and aggressive growth, David has been and continues to be the organizing and driving force in reaching ambitious milestones; namely, profitable investments in the broadcasting, aviation, healthcare, and pharmaceutical industries.

Ken Kuhlken (see faculty)

Charles Gregg:(see faculty)

Pamela Kuhlken (see faculty)

Jerry Legerton (see administration)

MISSION

To develop competent writers and counselors for the enrichment and support of individuals, families and communities and culture.

OBJECTIVES

1. To provide, from a Christian worldview, excellence in academic knowledge and skill development that will prepare students to become effective writers and counselors.

Rationale: It is the intent of Perelandra College to present academic knowledge from a Christian worldview, because of the belief that the core values of Christian Thought and Spirituality enrich the lives of individuals, families, communities and cultures. We are further convinced that it is essential to provide excellence in academic knowledge and skill acquisition to accomplishing the goal of developing effective writers and counselors.

Attained through:

Affirmed values:

Providing education from a Christian worldview is accomplished as a result of the Board of Governors considering Christian worldview as a core value at the time of appointing or hiring those who will have influence in program development and implementation. This does not mean that Perelandra College is rigid in its interpretation of Christian theology, nor opposed to hiring or enrolling those who have a different worldview. It is our desire to be inclusive in our relationships while holding to our core values rooted in Christian thought and spirituality.

Curriculum and Faculty:

In order to provide excellence in academic knowledge Perelandra College has developed curriculum that has strong emphasis in theory for both writing and counseling students. To bring the theory to application competent faculty are hired to teach and facilitate student learning and formation. In Creative Writing this is done through the emphasis of the curriculum, written assignments, and instructor feedback. In the Counseling Program it is accomplished through curriculum, faculty feedback and the Practicum course participation.

Effective Student Services:

Effective student services is not an end in itself, but it is an important means to the end of developing competent writers and counselors. Policies and procedures are designed to allow students easy access to curriculum, faculty and administration.

2. To teach, guide and encourage students in the development of creative thinking, critical thinking and interpersonal communication skills that will enhance personal and professional growth.

Rationale: Pressure to get a degree for the sake of obtaining a job that pays well can easily turn the educational process into a “right of passage” viewed simply as getting the work done as soon as possible in order secure the next level of validation. But as seasoned educators, Perelandra faculty is intent on encouraging creative thought and fostering original thinking. Such thinking however, is not careless, nor is it disconnected from classic writers and theorists who have enriched learning and culture.

Attained through:

Curriculum (Coursework, assignments, and evaluation measures

Classic literature and psychological theories are intentionally presented in a way that elicits critical thinking. Curriculum has been created giving consideration to Bloom’s learning dimensions of knowledge, comprehension, application, analysis, synthesis and evaluation, for the purposes of more accurately measuring student learning.

In addition, interpersonal communication skills are emphasized in each curriculum, because they enable the student to clearly articulate ideas that have been developed through creative and critical thought.

The Creative Writing curriculum has been designed by seasoned educators with the intent of stimulating creative thought that is translated into original work. Critical thinking skills are sown into the fabric of each lesson through assignments, lesson quizzes and final exams. Interpersonal Communication Skills are an essential part of the counseling process and are taught in detail in CMA 608, *Counseling Skills and Procedures*.

To insure rigor and vocational opportunity in the Masters of Counseling Program, the board has determined that counseling courses and curriculum will closely follow guidelines established by the American Association of Marriage and Family Therapist (AAMFT) and the California Marriage, Family and Child Therapy Program. (MFT)

Guest Lecturers and inter-session seminars:

Students will be exposed to “Friends of the College,” (Selected guest lecturers) both online and in inter-session seminars that will further enhance student growth and development.

3. To promote the power and value of the written and spoken Word.

Rationale: Perelandra College is committed in philosophy and practice to preserving and promoting oral and written traditions. Such a task becomes difficult in our increasingly technological society, but the benefits of preserving our stories and oral traditions are significant. Societies who hold to oral traditions, (example: Native American) preserve the value and dignity of the elderly. As the “Keepers of the Stories” the elders are esteemed, because they have a contribution to make to the rest of the community. In technological societies where value often peaks with middle-life productivity, the elderly are more easily disenfranchised.

Attained through:

Exposure to master works of literature, classic psychological theories and Narrative Therapy and Discourse

Attainment of this objective is measured through the content of the curriculum that exposes creative writing students to master works of literature and counseling students to the Narrative Therapy Model. The body of written work turned in by each student and evaluation criteria in each course will serve as further assessment tools.

4. To network students with writers groups and counseling organizations in their own communities that will assist them in developing community and translating their theoretical knowledge into practical writing and counseling skills.

Rationale: At Perelandra College we are committed to the ideal that community stimulates creativity, motivation and academic growth. While distance education offers educational advantages of access and affordability it also necessitates that administration be diligent in promoting opportunities for students to network with others. Such opportunities may differ with each individual, but Perelandra leadership is committed to facilitating the development of educational support systems for each student.

Attained through:

Writers groups:

In order for students to translate theoretical knowledge into practical skills, interaction with other learners is essential. Creative Writing students are encouraged to join local writers groups wherever possible. The wealth of experience of the Perelandra Creative Writing faculty and their 3 decades of networking relationships enables students to access writers groups from even the remotest of areas.

Counseling Practicum:

In the counseling program students are required to complete a 3 credit practicum in which they join with a counselor or agency in their community. This process allows for face to face supervision and enables students to develop a counseling and care-giving network that enriches both students and agencies.

5. To develop and use technology in a way that enhances student learning and allows Distance Education to be both personal and interactive.

Rationale: Perelandra Leadership is aware that the medium of exchange between our mission and the student is the computer. Good intentions and academic substance will go unnoticed if the technology is inferior.

Attained through:

Chosen Priority:

The fulfillment of this objective has begun and will continue to evolve over time. The first step has been to post the Perelandra curriculum online so the students can easily access the syllabus, assignments and student services. Those helping with technology advancements for Perelandra have spent many hours looking at highly developed online sites and our long-term goal is to have lectures visually and audibly recorded for easy student access.

6. To create an ongoing feedback system that allows Perelandra College to continually assess the effectiveness of its mission of developing competent writers and counselors.

Rationale: Our experience as students and educators has taught us that student difficulty is more frequently related to student service issues than it is to course work or faculty conflict. Consequently, we have established effective student services as a valued objective

Attained through:

Chosen Priority:

Perelandra Board affirmed the priority of this objective by choosing to prioritize providing salary to the administrator/registrar and the student services director.

7. To nurture a style of leadership at Perelandra College consistent with Christian Thought and Spirituality which promote unity of spirit, unity of purpose, respect for the gifts and diversity of each individual.

Rationale: At the heart of the Perelandra vision is the desire to bring to students quality education in a spirit and attitude that promotes human dignity and value. In our diverse world the accomplishment of this objective requires that understanding and respect is granted to all students, people and cultures, regardless of their worldview.

Attained through:

Conscientious Leadership:

The leadership style of relating at Perelandra College is nurtured at the highest level. The Board of Governors reaffirms at each meeting the Apostles' encouragement that we "Endeavor to keep the unity of the spirit in the bond of peace." While this abstract spiritual objective is difficult to measure it is none-the-less observable. Virtues of patience, kindness, service, humility and a communication style that speaks truthfully without attacking or shaming, are at the core of Christian spirituality. It is our resolve to bring such grace to our students and colleagues.

In addition, guest speakers who promote these values are frequently invited to intercessions and seminars to facilitate the development of these core virtues among staff and interested students.

8. To provide these educational opportunities in a manner that is accessible and affordable.

Rationale: This objective is central to the accomplishment of the Perelandra Mission. At the heart of distance education is the ability of students to access quality education that is affordable and accessible to the adult learner.

Attained through:

Chosen Priority:

This objective is simply stated, but not easily apprehended. To accomplish it over the long-term will require tenacious resolve. Perelandra College has been built on the idea that student tuition is designed to avoid over-taxing student budget demands. Given this reality spending is to be conscientious and according to plan.

LICENSING

Since November 2005, Perelandra College has been licensed by the State of California Bureau of Private Postsecondary and Vocational Education to grant the Master of Arts degrees in Creative Writing and in Counseling.

CONTACT INFORMATION

Perelandra College office hours are Monday – Friday, 9:00 AM – 5:00 PM (PST)
The office will be closed on legal holidays, Thanksgiving, Christmas Day, and New Years Day.

Perelandra College
8697-C La Mesa Blvd., PMB 21
La Mesa, CA 91941

Phone: 619-677-3308
Fax: 619-677-3304

All questions may be e-mailed to: brandie@perelandracollege.com

Perelandra College faculty may be reached via e-mail. All faculty e-mail addresses are located online on the Perelandra College website at www.perelandracollege.com/faculty.

ACADEMIC CALENDAR

Applications for admission and for awarding degrees are accepted year around. Most courses are self-paced and can begin and conclude at the student's discretion.

Any planned dates and locations for conferences and in-residence sessions are posted on the calendar page of our web site.

STUDENT CONFIDENTIALITY POLICY

Perelandra College honors the privacy of our students. In accordance with federal and state law, the college protects the confidentiality of education records and the rights of students to inspect and review these records. Specific student transcript information is not available for general statistical purposes. Information that the college collects may be released only upon written request by the student.

DEGREE PROGRAMS

MASTER OF ARTS IN CREATIVE WRITING

The college's Creative Writing program begins with the proposition that writers should pursue truth and when they find it, pass it along.

Too often, influenced by societal and financial pressures, authors cater to attitudes that may not reflect their beliefs. They may rely upon sex, violence or psychological horror, or deliver simplistic feel-good messages, to interest a publisher or gain a wider readership. We advocate a more honest path.

We seek to inspire students with: an eagerness to learn from great works of literature; a passion for quality; habits that will foster the life-long pursuit of knowledge and self-expression; and a vision that will lead them to places from which they can influence society in spiritually, morally, and practically beneficial ways.

The college offers a community where people support and uplift each other, express and develop the themes to which their spirits and imaginations lead them, and enlarge their ability to function as sophisticated creators of popular and fine art that probes the complexities of spiritual growth and human interaction.

Writers whose goals do not include an academic degree, or those who chose to sample our program before deciding whether it is right for them, are welcome to enroll in any of our classes.

The Degree Program

The Perelandra College 36 credit* Master of Arts program in Creative Writing approaches the field of writing as both art and craft. It offers an intensive study in the process of artistic creation as applied to short fiction, novel-length fiction, magazine features, narrative non-fiction, screenplays, and poetry. Graduates of the program will demonstrate the skills, persistence, and critical expertise required to begin careers or avocations as staff or freelance writers or editors or to teach writing in community colleges.

The program requires students to define their goals and attitudes toward their own work and to apply the knowledge and skills they gain to a book length creative thesis two faculty members judge as having attained publishable quality.

Though the program can be completed at the student's own pace, it generally requires between two and three years of rigorous part-time study.

* The college defines a credit as coursework that should require about 45-50 hours. Most of our classes are worth three credits.

REQUIREMENTS

3 credits from each of:

Story Basics, Writing 501

Poetry Basics, Writing 502

Bible As Stories, Literature 551

Advanced Story, Writing 601

At least two of the following 3 credit courses:

Advanced Poetry, Writing 603

Article Basics, Writing 508

The Novel, Writing 602

Screenwriting, Writing 607

At least 6 credits from:

Independent Study in Literature, Literature 610

Thesis Tutorial, Writing 611

Total, 36 credits required

CREATIVE WRITING COURSE DESCRIPTIONS

Story Basics (Writing 501, 3 credits) asks students to read seminal books on creating stories and to submit assignments that relate to the texts as well as to a story or stories of their own. They are required to write and submit for critique around 7500 words of original fiction or dramatic non-fiction and to revise following the critique. They gain the skills and confidence to begin writing and revising stories. They learn to describe the structure of dramatic stories, to summarize stories by giving the action-idea, to define the purposes and goals they intend for their writing to achieve, and to demonstrate in their writing the principles of clear, concise and compelling prose.

Poetry Basics (Writing 502, 3 credits) approaches poetry emphasizing ways to use the language more effectively in all modes of writing. The course includes readings from exemplary poetic and critical works and the writing and revising of poems. By the end of the course, students will demonstrate, through their poetry and by analysis of their own work as well as that of established poets, their familiarity with a variety of poetic forms and techniques. In addition, they will exhibit competence in writing concise, rhythmically sound poems that surprise and perhaps delight.

Article Basics (Writing 508, 3 credits) is an introduction to modern journalism. Students outline articles, interview sources and research background information. Required reading includes examples of both traditional news features and literary journalism. Required writing includes a journal of responses to the readings and weekly article assignments. By the end of the course, students will have at least one an article suitable for sale to a magazine.

Bible as Stories (Literature 551, 3 credits) approaches the stories of the Old and New Testaments as archetypal models for contemporary fiction and asks students to write one short, short story and one longer short story using these models. Students will create complex character and interesting plot lines and conflicts, and gain strong organizational and editing skills.

Advanced Story (Writing 601, 3 credits) requires that students refine both their craft and their attitudes toward their work. Reading assignments explore the structure of dramatic fiction and encourage students to find, refine, or expand their artistic vision. Writing assignments require them to examine what they discovered. By the end of the course, students will express with clarity why they write and who their target audience is. They will also prove in both the final exam and through their stories that they have grasped the structure of dramatic fiction.

Prerequisite: Writing 501

The Novel (Writing 602, 3 credits) is an in-depth study of the structural and other elements of novels of various types. Required reading includes two novels and two critical works on the form. Required writing includes outlines, a synopsis, and 10,000 words of a novel's beginning. Students gain the theoretical skills required to structure a compelling novel. They learn that different genres present different expectations and that a variety of different methods of structuring the novel can be equally viable. Through the structural analysis of two novels by masters of the form, they learn to outline in at least two ways. They write the beginning of a novel using one of the outlines. Their grasp of the knowledge the course offers will be proven by exercises, their novel beginning, and their performance on a final essay exam.

Prerequisite: Writing 501

Advanced Poetry (Writing 603, 3 credits) assumes previous study of poetry. It places its primary focus on the variety of poetic forms (e.g., free verse, the sonnet, villanelle, and other forms). Key attention is given to writing poetry that "surprises." Students read a large number of poems, and write, have critiqued, and revise, a number of poems in which they demonstrate skill at using several forms and at creating images and exposing ideas with deft and precise use of language.

Prerequisite: Writing 502

Screenwriting (Writing 607, 3 credits) introduces the key elements in writing a feature length screenplay: screenplay structure, plot development, scene development, characterization, and dialog. Books on craft, the professor's guidance, and several writing assignments require students to master the basics while they conceptualize their feature length script. At the conclusion of the course students have a short film script, a beat sheet or treatment for their full-length screenplay, and the first act of their screenplay.

Independent Study in Literature (Literature 610, 1-6 credits) is a student/faculty designed course in which the student, advised by a faculty member, designs a reading list in a genre in which the student's interest lie or in which the faculty member determines the student can benefit from reading. After reading the works assigned, students analyze them from a writer's point of view and according to the faculty member's instruction, and in doing so determine elements they can apply to their own work. Evaluation of student work in the course is based upon the depth and clarity of the student's analysis.

Prerequisite: 12 credits of graduate study in writing or literature

Thesis Tutorial, (Writing 611, 1-6 credits) is the course in which the student receives critical feedback from a faculty member about the thesis project in whole or part and responds by revising. The grade in the course will be the grade awarded the completed thesis project, as judged by two faculty members. The thesis must be of publishable length (as a rule at least 150 manuscript pages for prose or 60 manuscript pages for poetry) and of such quality that two faculty members consider it publishable by a commercial press.

Prerequisite: 18 credits toward the Master of Arts degree

Total credits required for the degree, 36

MASTER OF ARTS IN COUNSELING

Overview and Objectives

Perelandra College's Master's of Counseling Program is designed to benefit the student that is presently involved in some form of helping, care-giving and counseling activity. Program objectives are based on current knowledge of individual, family and community needs in our increasingly diverse society. The program is intentionally divided into two sections. The first six courses have strong emphasis on theory and the second six courses focus on practical application of counseling and care-giving skills.

Program Objectives:

As a result of participation in Perelandra College's Master's of Counseling Program students will:

1. Demonstrate knowledge of the counseling profession and how it benefits clientele in lay settings (churches, some non-profit groups) community settings, (schools, agencies) and/or professional settings.
2. Understand and practice ethical principles in all aspects of their counseling activities.
3. Participate in a practicum experience that includes personal counseling, counseling clients under supervision, and networking with churches, community agencies and/or professional groups, to build a support and referral system to assist their clients.
4. Demonstrate willingness to understand attitudes, beliefs, issues and behaviors of diverse populations and the influence these have in the counseling context.
5. Demonstrate knowledge of counseling theories and competency in applying appropriate interventions and techniques.
6. Demonstrate proficiency in identifying the needs of clients at each developmental season of life and deliver services accordingly.
7. Demonstrate through academics, case study review and experience, master's level competency in assessment and diagnostic skills.
8. Understand and explain the unique dynamics associated with couples, family, child and group counseling.
9. Demonstrate master's level ability to critically analyze research related to the counseling profession.

10. Reflectively integrate counseling theory and principles with their personal spiritual worldview for the purposes of enriching value, meaning and empathetic exchanged with their clients.

REQUIREMENTS

- CMA 601 **Integration of Theology and Psychology**, 3 credits
- CMA 602 **Lifespan and Development**, 3 credits
- CMA 603 **Comparative Personality Theory**, 3 credits
- CMA 604 **Clinical assessment and Diagnosis**, 3 credits
- CMA 605 **Law and Ethics**, 3 credits
- CMA 606 **Multi-Cultural Counseling**, 3 credits
- CMA 607 **Dependency and Addiction**, 3 credits
- CMA 608 **Counseling Skills and Procedures**, 3 credits
- CMA 609 **Family Systems Theory**, 3 credits
- CMA 610 **Child Counseling Theory**, 3 credits
- CMA 611 **Theory of Group Counseling**, 3 credits
- CMA 612 **Counseling Practicum**, 3 credits

COUNSELING PROGRAM COURSE DESCRIPTIONS

CMA 601 Integration of Theology and Psychology, 3 credits

This course provides an overview of prevalent psychological theories and gives the student an understanding of where these theories are congruent or divergent with a Christian Worldview. The student will also explore, in light of their own worldview, what aspects of the person each psychological model emphasizes. Opportunity will be given to develop a language that integrates spiritual and psychological truth.

CMA 602 Lifespan and Development, 3 credits

This course provides students with an understanding of how human beings grow. The entire Life Span is covered from conception to death. It includes the prenatal, infancy and toddler periods; the preschool years, middle childhood and adolescence; early, middle and late adulthood. The student will also be presented theoretical frameworks which place emphasis upon biological, cognitive, psychosocial, socio-cultural and moral development. Critical and controversial developmental issues will be considered along with assessment skills which assist the student in converting theory into practical counsel and care-giving.

CMA 603 Comparative Personality Theory, 3 credits

This course consists of the study of prominent psychological theories and their treatment modalities. Each theorist has a perspective or "Window to the world," that articulates his or her view of the person. This theorist-by-theorist approach explores

how the personal history, conflicts, and intentions of each theorist contributed to their view of the person. Theories are introduced by giving attention to historical, experimental, and clinical research. The student will be called upon to compare and contrast many different perspectives and to identify the theories for which they have the strongest affinity. Because Perelandra College places strong emphasis on the written narrative, the last lesson in this course gives specific attention to Narrative Therapy. Students will also be given opportunity to consider where these theories integrate or conflict with Christian Spirituality and Worldview.

CMA 604 Clinical assessment and Diagnosis, 3 credits

This course provides students with theoretical context and specific tools for master's level assessment and diagnosis of psychological disorders. The objective of the course is for the student to develop competency in evaluation of psychological disorders for the purposes of proficient treatment planning. The student will become familiar with intake assessment techniques, mental status examinations and use of the *Diagnostic and Statistical Manual of Mental Disorders*. (DSM-IV-TR)

CMA 605 Law and Ethics, 3 credits

This course follows AAMFT guidelines and California Law. Professional ethics are presented that help define the counselor's scope of practice. Students will demonstrate knowledge of Standards of Care, Confidentiality and Dual Relationships in the counseling context. Case Studies will be presented to ensure student understanding in this most essential subject matter.

CMA 606 Multi-Cultural Counseling, 3 credits

Relevant ethno-sociocultural factors in our increasingly diverse society are considered. Emphasis is placed on fostering multi-cultural awareness to assist the counselor in understanding of the values and influences that shape their clients development. Specific treatment differences are presented for clients at different stages of enculturation.

CMA 607 Dependency and Addiction, 3 credits

In this course students will explore the etiology of the addictive processes underlying the use and abuse of substances (i.e. alcohol, drugs) and non-substance related compulsive behaviors. (i.e. gambling) In addition student will learn fundamental principles of the recovery movement and other treatment models.

CMA 608 Counseling Skills and Procedures, 3 credits

In this course the student will strengthen interpersonal communication and counseling skills designed to facilitate the well-being and growth of individual clients. The student will develop micro-skill competence based on their own natural style of

helping. Attending, Interviewing, Confronting, Reflecting and Influencing are among the practical care-giving skills the student will have opportunity to integrate with theoretical approaches and Christian Worldview. Consideration will be given to multi-cultural differences and the context in which communication occurs.

CMA 609 Family Systems Theory, 3 credits

In this course the student will learn about Family Systems Theory and many of the therapeutic approaches in this discipline. The student will gain knowledge about the historical development of systems theory and become familiar with the perspective, goals and interventions of classic systems models. In addition, the student will become familiar with more recent integrative models. Consideration will be given to high-risk families, multi-cultural issues and challenges relating to the changing nature of the family in our current culture. Students will be given opportunity to consider Family Systems thinking in light of their own Spiritual World View.

CMA 610 Child Counseling Theory, 3 credits

This course familiarizes students with a variety of models in the treatment of children and adolescents. Developmental variables that effect child behavior are considered, along with parenting approaches and family interventions. Attention is given to the etiology and treatment of chronic illness, child abuse, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, family's in crisis, fire setting, school phobia, and learning problems.

CMA 611 Theory of Group Counseling

In the last 50 years Group Counseling has become a significant medium of therapeutic change. In this course the student will review the historical evolution of the group counseling, look at different types of groups, observe group dynamics and further develop group leadership skills. Specific attention will be given to the stages of the group process and curative factors in group work.

CMA 612 Counseling Practicum

In this practicum course the student will participate in a minimum 12 personal counseling sessions with a counselor approved by the instructor. In addition the student will provide a minimum 100 supervised hours of individual or group counseling in a context approved by the Perelandra Instructor. This practical experience will give the student opportunity to integrate theoretical knowledge and Christian Worldview.

ADMISSION REQUIREMENTS

Prerequisites

Applicants to the Master of Arts program in Creative Writing must have completed a Bachelor of Arts degree from an institution accredited by an agency recognized by the U.S. Department of Education. Official transcripts must be on file before the college will offer any credit for classes. Beyond this minimum requirement, acceptance to our program is competitive and based on the following: college grades (a minimum 2.75 GPA is required except by appeal to the director of education); a letter stating reasons for the applicant's interest in Perelandra College; a biography of about 250 words; two letters of reference regarding the applicant's character and artistic potential; and a writing sample of no more than 6000 words.

Applicants to the Master of Arts program in Counseling must have completed a Bachelor of Arts degree from an institution accredited by an agency recognized by the U.S. Department of Education. Official transcripts must be on file before the college will offer any credit for classes. Beyond this minimum requirement, acceptance to our program is competitive and based on the following: college grades (a minimum 2.75 GPA is required except by appeal to the director of education); a letter stating reasons for the applicant's interest in Perelandra College; a biography of about 250 words; two letters of reference regarding the applicant's character; and a 200 word description of the applicant's counseling or care-giving involvement. For questions regarding these requirements please contact, Charlie Gregg chaslan51@msn.com.

International Students

Applicants with non-U.S. educational credentials must first obtain a foreign credentials evaluation from the Educational Credential Evaluators, Inc. (ECE), Post Office Box 92970, Milwaukee, WI 53202-0970, USA, telephone 414.289.3400, fax 414.289.3411, or another independent U.S. evaluation service approved by the college. Request forms and cost information are available at the ECE website (www.ece.org).

Students whose degrees are from colleges where English is not the principal language of instruction, must present a score of 550 or higher (using the paper version) or 213 or higher (using the computer version) or 80 or higher (using the Internet version) on the Test of English as a Foreign Language (TOEFL), or 6.5 or better on the International English Language Testing System (IELTS).

Transfer of Credits

Courses and credits from other graduate programs may be accepted either to meet requirements or as electives. Students must provide official transcripts, catalog descriptions and rationales as to the acceptability of the classes. The maximum

transfer acceptable toward a Perelandra College Master of Arts degree is nine credits.

The acceptance of transfer credits between institutions lies within the discretion of the receiving college or university. Credits earned at other institutions may or may not be accepted by Perelandra College. Likewise, credits earned at Perelandra College may or may not be accepted by another institution depending upon its own programs, policies, and regulations. Students planning to complete credit elsewhere before applying to Perelandra College are advised to contact the registrar and check on the acceptability of credits from that institution. Likewise, any student relying on Perelandra College credit for transfer to or enrollment in another institution is urged to check with that institution prior to enrollment at Perelandra College.

Credit for Prior Experiential Learning

Perelandra College will consider accepting up to six credits toward the Master of Arts degree in Creative Writing from writing experience that resulted in publication either in book form by an established press or in established periodicals. To earn these credits, students must arrange with an instructor to review the appropriate publications and the instructor must request to the president that the credits be allowed. As a general rule, a novel length book of fiction or non-fiction or a substantial book of poetry may be worth as much as, but no more than, three credits.

Perelandra College will consider accepting up to six credits toward the Master of Arts degree in Counseling based upon one credit for each 50 hours of supervised counseling or care-giving experience in settings such as but not limited to churches, hospice, drug and alcohol rehabilitation programs. The credit must be approved by the college's Counseling department chair in consultation with the student's supervisor in these experiences.

Admission and Enrollment

An applicant is admitted to a specific program of study and cannot change programs or concentrations without first securing the written approval of the Director of Education. Candidates must submit the credentials listed in the section entitled Admission Requirements. Specific questions regarding any program should be directed in writing to the Director of Education.

Open Enrollment

Unless otherwise noted on the summary linked to our web pages, the college's courses are open to students who have not yet been admitted to the degree program or who do not intend to apply to the program but desire the experience and knowledge the course provides. In this case, the course can be taken for a grade or audited. If taken for a grade, the course can be applied to the degree program if the student later becomes admitted.

All students must complete and sign the Perelandra Program Admission Form and the Course Enrollment Contract. Both documents are enclosed on the following pages. These documents are also available on the Perelandra College website under Resources.

Once completed and signed, the documents should be mailed to Brandie Lamprou at:

Perelandra College
8697-C La Mesa Blvd., PMB 21
La Mesa. CA 91941
They may also be faxed to: 619-677-3304



8697-C La Mesa Blvd., PMB 21, La Mesa, CA 91941 - P: 619-677-3308 - F: 619-677-3304

Admissions Information:

First Name: _____ Last Name: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Email: _____

Phone number (s) _____ (Home)

_____ (Work)

_____ (Cell)

Preferred method of contact: Home Phone Cell Phone E-mail Mail

Social Security Number: _____

Date of Birth: _____

College last attended: _____

Degree earned: _____

Program of interest at Perelandra College: _____

How did you hear about Perelandra College: _____

Additional Information: _____

STUDENT CONFIDENTIALITY POLICY

Perelandra College honors the privacy of our students. In accordance with federal and state law, the college protects the confidentiality of personal information and education records.



ENROLLMENT AGREEMENT

Student:

Beginning of term:

End of term:

Class:

Credits: 3

Tuition per credit:

Tuition total:

Enrollment fee:

Total payable:

REFUND POLICY

Perelandra College shall refund all tuition paid if the request for refund is made within 5 days from the date of signing this agreement. If the application for refund is made after 5 days have passed and prior to submitting the first lesson, the refund shall be all tuition paid less a \$50 per class registration charge.

After at least one lesson is submitted and upon application for refund, the college shall refund the tuition paid less the \$50 per class registration and less an amount based on the number of lessons (also called topics) submitted by the student in the respective class. This amount will be considered the per-lesson charge, and the refund shall be calculated as follows:

If the student applies for refund after submitting one lesson of a ten lesson class, a charge of 1/10 (10%) of the tuition less the per class registration shall be assessed. If he or she applies after submitting the second lesson, a charge of 2/10 (20%) shall be assessed. The tuition paid less the registration fee less the lessons charged shall be the amount of refund.

For example: A student pays \$500 to enroll in a three credit class but requests a refund after submitting the third of ten lessons. The college deducts the \$50 registration fee and \$45.00 (10% of \$175) per lesson or \$135.00 (30% of \$450). The refund shall be \$122.50 [$450 - (\$50 + \$135.00)$].

Application for refund should be directed to: brandie@perelandracollege.com

Cancellation is in effect from the day a student's request is received by the college by phone, email, or in any manner. The refund will be processed and mailed within 30 days.

Classes are scheduled to end no later than three months following the registration date. Although time extensions may be allowed should the professor agree, no refund of any kind will be granted after the end date given above.

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.

The above contract discloses all costs and obligations and is legally binding upon Perelandra College and its students.

Student (signature)

Student (print name)

Date

For Perelandra College

Title

Date

ACADEMIC POLICIES

Honor Code

Perelandra College promotes, as part of its mission and purpose, the development of honorable, responsible, self-disciplined men and women. All students at are expected to observe standards of conduct appropriate to a community of scholars.

Plagiarism

If it is determined by a professor, or by any other staff member, that plagiarism has occurred, the student will not receive credit for the course in which the plagiarism occurs. If plagiarism re-occurs, the student's enrollment at Perelandra College may be suspended.

Grievance Procedure

If a student feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, the student must submit a written statement of the grievance to the director of education. The director of education is the final authority on all academic matters. If a student has a grievance on the basis of race, color, gender, religion, age, marital status, national origin, physical disability, veteran's status, any other basis prohibited by applicable federal, state, or local laws or any other matter, the student should contact the director of education. The student's grievance will be assessed within 30 days. If the complaint cannot be resolved after exhausting the college's grievance procedure, the student may file a complaint with the State of California Bureau for Private Postsecondary and Vocational Education. <http://bppve.ca.gov/>

Job Placement Disclaimer

Perelandra College does not guarantee job placement to graduates upon program completion or graduation. The college does not provide any occupational assistance.

Program Term Dates

All degree programs are designed to comply with the college admission policy allowing students to begin their program of study at any time. A student's term begins upon enrollment in a program and culminates with graduation. Term length will vary depending on the program selected and the desire, motivation, and time-availability of the particular student.

Time Limitation

Though students determine their lesson completion goals and set their own study schedules, Perelandra College expects students to actively pursue their studies

and regularly submit coursework. Once registered for any course, students have a 16-week time limit to finish all course requirements.

Degree program students are required to complete 9 credits per calendar year. These may be new courses or course repeats. Students who fall below this standard are put on inactive status and referred to the Director of Student Resources for academic counseling. Readmission to active status will be granted only upon the recommendation of the Director of Student Resources.

Academic Extension

Occasionally students encounter personal challenges or difficulties that prevent them from completing all course requirements within a 12 week period. Under these circumstances, students may submit a request for academic extension indicating their reasons for needing an extension in order to complete all course requirements. Receiving an academic extension in no way suspends any financial obligations students may have to the university. The Academic Extension Request form is available on our website at www.perelandracollege.com/forms . Note to students: The extension may not exceed past the one year from enrollment date as stated on the signed course enrollment contract. **Classes are scheduled to end no later than three months following the registration date. Although time extensions may be allowed should the professor agree, no refund of any kind will be granted after the end date placed on the enrollment agreement.**

Academic Probation and Suspension

When a student's cumulative grade point average falls below 2.00 at the undergraduate level, probation occurs. A student on academic probation has a maximum of six months to raise the cumulative average above the minimum standard, either by completing additional courses or repeating courses bearing inadequate grades. When a course is repeated, the original grade is replaced by the subsequent course grade. The cost for repeating a course is determined by the tuition schedule outlined in the Financial Information section of this brochure. Academic suspension will follow only if a student is unable to return to active status within six months or to raise the grade point average to 2.0 or above within six months. Suspended students may apply for readmission to the university after a period of one year.

Courses with Set Schedules

The college occasionally allows faculty to set a start and end date for a course. In these cases students are required to follow the deadlines set by the professor. Academic extension is not available in these courses, although a grade of Incomplete may be given, at the professor's discretion.

Inactive Status

In the event the college fails to receive any coursework from a student within a six-month period, he or she will be placed on inactive status. To return to active status, the student may submit a letter or email of explanation and a request for reactivation accompanied by a \$25.00 reactivation fee. The college reserves the right to accept or deny the request. If the request is denied, the college will withdraw the student from the program. In order to be re-admitted, the student must follow the application procedure in place at the time of re-application.

Grading System

Perelandra College uses the following system of grading:

- A Outstanding 4.00
- B Commendable 3.00
- C Marginal 2.00
- D Deficient, minimal pass 1.00
- F Failing 0.00
- CR Passing, not applicable to GPA
- NC Failing, not applicable to GPA
- W Withdrawal, not applicable to GPA
- Inc Incomplete (see below)*

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

***Incomplete**

If a student who has completed at least 75% of the lessons in a course encounters circumstances that will prevent him or her from completing the course in the time allowable time, the student may request from the professor a grade of Incomplete. If the professor agrees, the professor and the student must make specific arrangements for the completion of the work and send a letter detailing the arrangements to the department chair, who will approve or disapprove.

Credit/No Credit Option

Two-thirds of the credits (24 of the 36) required for Master of Arts degree should be taken for letter grade. The remaining third (12 credits) can be taken as credit/no credit.

Grade Point Average

The academic standing of a student is expressed in terms of a grade point average (GPA). A grade point average is computed by dividing the total number of grade points earned at Perelandra College by the total number of hours attempted at Perelandra College.

The Master of Arts degree requires a grade point average of 3.0 in all courses used toward the completion of the program.

Course Repeats

Students may repeat courses in which they have earned a final grade below C. Once the course is successfully repeated, the new grade will replace the old. The cost for repeating a course is determined by the tuition schedule outlined in the Financial Information section of this brochure.

Graduation

Graduates are encouraged to attend a graduation ceremony; however, students may receive their diploma in absentia.

Student Records and Transcripts

Each student's record will be made available, upon written request by the student, to employers and other duly authorized persons. Only official written transcripts bearing the school seal will be issued. A \$10.00 transcript fee must accompany each request. A separate fee is required for each transcript. Perelandra College will not honor transcript requests of any student having past due financial obligation to the university. Transcripts from other institutions found in student admission files cannot be reproduced for student use. These transcripts must be obtained directly from the other institutions.

GENERAL INFORMATION

Time Commitment for Degree

The Master of Arts degree requires 36 credits. In accord with traditional higher education standards, each credit should require about 45-50 hours of study. The degree programs generally require between two and three years of rigorous part-time study.

Tax Deductible Educational Expense

While a personal accountant or Certified Public Accountant can best advise regarding tax deductions, it is important to remember that the United States code of Federal Regulations, Title 26, Section 1.162-5, Expenses for Education allows for personal income tax deduction of educational expenses including tuition, cost of travel, meals and lodging, etc., so long as the expense: 1) Maintains or improves skills required by the individual in his employment or other trade or business, or 2) Meets the express requirements of the individual's employer, or the requirements of applicable law or regulations, imposed as a condition to the retention by the individual of an established employment relationship, status, or rate of compensation.

Change of Address

It is the responsibility of the student to notify the college with regard to any change of address. All correspondence will be sent to the last address the university receives from the student.

Statements of Non-Discrimination

Perelandra College does not discriminate on the basis of race, age, color, sex, religion, national or ethnic origin, veteran status, or condition of disability in the admission of students or the administration of its educational policies or programs.

English Language

Course materials are supplied only in English. The programs of the college stress creative, expository and analytical writing. Students are expected to enter the college with strong enough skills in written English so that they can succeed in the courses while continually improving their writing skills. International students are subject to the same admission requirements, fees, academic standards and responsibilities as domestic students.

FINANCIAL INFORMATION

Tuition Payment Policy

Beginning with summer term 2006, we will not allow any debts to accrue, which means that no student shall be considered enrolled in a class until he or she has paid tuition in full for that class. The college prefers checks over credit cards, and will add a 2.5% surcharge to credit card payments, to cover the credit card processing fee.

Financial Aid

Though the primary responsibility for education financing rests with the student, we encourage applicants to explore any of the following avenues of financial assistance:

- a Perelandra College tuition payment plan. Contact brandie@perelandracollege.com for information on what plans are currently available.
- employer tuition reimbursement programs
- private scholarships

The college does not process financial assistance through Pell Grants, government guaranteed student loans, etc.

Application Fee

An application for admission to a Perelandra College degree program must be accompanied by a \$50.00 application fee.

Enrollment Fee

An enrollment agreement for a Perelandra College course must be accompanied by a \$50.00 enrollment fee. This enrollment fee is **included** in the course or program tuition price. If the college does not accept the agreement, the fee will be refunded. If accepted, the enrollment fee is non-refundable.

Tuition

2009 tuition: \$200 per credit (payment due upon enrollment in each class)

Tuition options may be added early in 2009: Please contact brandie@perelandracollege.com for more information.

Tuition must be paid in U.S. currency, by check, or money order.

General Service Fees

Cap and Gown Rental \$50.00
Change in Degree Program Fee \$30.00
Evaluation of Foreign Credentials \$225.00
Graduation Fee \$100.00
Late Fee (On Monthly Payments) \$5.00
Experiential Learning Evaluation (Optional) \$225.00
Reactivation Fee \$25.00
Returned Check Fee \$20.00
Transcript Fee \$10.00

Fees must be paid in U.S. currency, by check, money order, or credit card.

Textbook Cost

The college faculty attempts to minimize the cost to students by using paperback versions of seminal works in the fields, most of which are available through discount retailers. To learn the approximate cost of books for a course, go to www.perelandracollege.com/costs. Under Classes, find the course in which you're interested. The course title is a link that takes you to a summary of the course and lists the texts. Proceed to the Perelandra College Bookstore at www.perelandracollege.com/bookstore, where you'll find the cost of each book on Amazon.com. A complete list of all textbooks for the programs is available at www.perelandracollege.com/textbooks.

Thesis Evaluation Fee

Students in the Creative Writing Program are charged a fee of \$150 for each evaluation of their thesis. Since at least two professors must evaluate the thesis, the minimum cost is \$300.

Financial Probation and Suspension

It is Perelandra College's policy that students' financial accounts must be current. If difficulties arise, appropriate arrangements must be made with the Registrar. Students who fail to complete satisfactory arrangements or who default on their financial arrangement are subject to financial suspension. No transcripts or other documents, including student study materials or grade reports, will be issued to students on financial suspension..

Returned Checks

A charge of \$20.00 will be made for all returned checks. Should a student have checks

dishonored on two or more occasions, the university reserves the right to require payment by cashier's check, money order, or credit card.

Federal Trade Commission Cancellation Notice

The applicant may cancel enrollment and receive a full refund of all monies paid to date if cancellation is made in writing to the director of education and delivered to the institution at the address stated herein within five (5) business days after the date of signature.

Withdrawal from the College

Students seeking to officially withdraw from Perelandra College should notify the school and request any applicable tuition refund. The withdrawal procedure is as follows:

- The student may notify the college in any manner, written or verbal, of his or her intent to withdraw from a degree program and request a refund of applicable tuition.
- Refunds, if any, will be according to the stated university policy as outlined in the Financial Information section.
- All remaining balances, subject to any offset for refund, must be paid in full at the time of withdrawal.
- The withdrawal will become official when the student receives final written notification by the registrar.

Refund Policy

Perelandra College shall refund all tuition paid if the request for refund is made within 5 days from the date of signing this agreement. If the application for refund is made after 5 days have passed and prior to submitting the first lesson, the refund shall be all tuition paid less a \$50 per class registration charge.

After at least one lesson is submitted and upon application for refund, the college shall refund the tuition paid less the \$50 per class registration and less an amount based on the number of lessons (also called topics) submitted by the student in the respective class. This amount will be considered the per-lesson charge, and the refund shall be calculated as follows:

If the student applies for refund after submitting one lesson of a ten lesson class, a charge of 1/10 (10%) of the tuition less the per class registration shall be assessed. If he or she applies after submitting the second lesson, a charge of 2/10 (20%) shall be assessed. The tuition paid less the registration fee less the lessons charged shall be the amount of refund.

For example: A student pays \$500 to enroll in a three credit class but requests a refund after submitting the third of ten lessons. The college deducts the \$50 registration fee and \$45.00 (10% of \$175) per lesson or \$135.00 (30% of \$450). The refund shall be \$122.50 [$\$450 - (\$50 + \$135.00)$].

Cancellation is in effect from the day a student's request is received by the college by phone, email, or in any manner. The refund will be processed and mailed within 30 days.

Classes are scheduled to end no later than three months following the registration date. Although time extensions may be allowed should the professor agree, no refund of any kind will be granted after the end date on the original signed enrollment agreement.

Application for refund should be directed to: brandie@perelandracollege.com