VYRSITY

Learn. Grow. Inspire.

2021-2022 Academic Catalog
v. 1.1

VYRSITY

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FROM THE PRESIDENT

Welcome to Vyrsity!

We are honored that you would consider Vyrsity as a resource for your education and personal growth. We believe that the two go hand in hand, and that the lifelong pursuit of education – formal or informal – is an important part of growing as a person.

Because of that crucial connection between education and personal growth, we believe it is our responsibility to provide high quality education that is sustainable, accessible, and affordable. Our business model and partnerships keep us sustainable, our blended model providing onsite and online students essentially the same experience keeps our programs accessible, and our commitment to remarkably low tuition and overall costs keeps us affordable.

You will not find a greater commitment to quality and lower tuition costs *anywhere.*

We believe that high quality is our imperative, and our leadership and faculty are committed to providing you the very best preparation and qualification to meet your goals. Our team is completely committed to the Biblical worldview, and we believe it provides us the foundation for the highest quality in every field of study. Even if you don't subscribe to that same worldview, we welcome you as a Learner, and we trust that you will discover at Vyrsity a diverse faculty that is focused on helping you learn, grow, and inspire others.

We are honored to serve you, and are privileged to guide you on your path to learning and growth.

Christopher Cone, Th.D, Ph.D, Ph.D
President and CEO
Research Professor of Transformative Learning and Leadership

Christopher Cone, Th.D, Ph.D, Ph.D, serves as President and CEO of Vyrsity. Cone has served as a President (Calvary University, Tyndale Theological Seminary), a Chief Academic Officer (Southern California Seminary), and as a Research Professor (Vyrsity, Colorado Biblical University, Calvary University, Southern California Seminary). He has served in several pastoral roles and has also held teaching positions at the University of North Texas, North Central Texas College, and Southern Bible Institute. His articles are published at www.drcone.com, and he is the author and general editor of more than fifteen books.

ABOUT VYRSITY

Vyrsity, LLC (Missouri) is a private institution comprised of a diverse network of educators spanning the globe. International in scope, Vyrsity delivers innovative and specialized competencies, undergraduate, graduate, and post-graduate programs utilizing emerging pedagogical formats to serve Learners around the world.

MISSION

The mission of Vyrsity, LLC (Missouri) is to excel as an interdisciplinary educational platform with a Biblical worldview, providing innovative and specialized education for character development, intellectual proficiency, and practical aptitude.

VALUES AND DISTINCTIVES

Vyrsity values one-on-one mentoring, individualized and competency-based learning, and innovation and collaboration – all to promote the growth and transformation of each individual Learner. Vyrsity's dedicated Professors and Mentors promote discovery and exploration of knowledge and its application to life-long success through transformative teaching, service, mentoring, creative partnerships, scholarship, and research.

Vyrsity's online degree programs are designed to be affordable, accessible, and achievable catalysts for learning and growth. They are intentionally designed to aid in the stewardship of Learners' personal journeys and the journeys of those who Vyrsity Alumni will serve along the way.

– No App Fee

– 100% Online

– Start Anytime

– 1 on 1 Mentoring

– Competency Based

– From $34/Credit Hour

– Credit Transfer Friendly

– Learn at Your Pace/Schedule

– Excellent, Highly Qualified Faculty

INDIVIDUALIZED LEARNING FOR COMMUNITY IMPACT

Courses are led by Vyrsity Professors, each of whom are highly qualified and experienced real-world professionals. Vyrsity Professors have demonstrated excellence in vocational and academic accomplishment.

Each course includes asynchronous instruction from Vyrsity Professors, along with guided reading and research so you can gain core knowledge in your discipline. The Competency Component adds a capstone project and internship customized by you and your Vyrsity Mentor to ensure you meet your specific learning goals.

COMPETENCY BASED LEARNING AND OUTCOMES

In addition to the Competency Component in every course, Competencies can be completed at your own pace, and include:
(1) The Core Knowledge Components of instruction, reading, and research, and
(2) The Applied Knowledge Components of the capstone and internship, leading to the awarding of the Vyrsity Competency in your area of specialization

INNOVATION MEANS ACCESS

Because of inefficient models, outdated methods, elongated processes, and bloated expense budgets, formal learning is increasingly inaccessible to many people. Continually rising costs have prodded Learners to question the value of long drawn out programs when there are other less costly and more efficient ways to learn and develop needed knowledge and skills. Vyrsity, through its innovative competency-based learning, research-based curriculum design, and collaboration with industry and real-world partners is opening doors to lifelong learning for everyone.

COLLABORATION ENHANCES LEARNING

Vyrsity engages with innovative partners and industry leaders and is an inaugural member of the AgathonEDU Educational Group. AgathonEDU, LLC (Missouri) is a shared-services consortium that enables Vyrsity to keep costs incredibly low so that Vyrsity can spend its resources only on the things that enhance your educational experience and maximize your stewardship.

LOCATIONS AND CONTACT

Online – Global access through Vyrsity's online campus.
Missouri Campus – 10210 E. Truman Road, Independence, Missouri 64052
Phone Contact: 866-VYRSITY (866-897-7489)
Email Contact: admissions@vyrsity.com

LEARNING OUTCOMES

LEARNING OUTCOME #1 – CRITICAL THINKING, PROBLEM SOLVING, AND RESEARCH

Learners will demonstrate ability to think critically, solve problems, and conduct interdisciplinary research at a level appropriate to their program.

LEARNING OUTCOME #2 – PERSONAL GROWTH

Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.

LEARNING OUTCOME #3 – SKILLS DEVELOPMENT

Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.

LEARNING OUTCOME #4 – SOCIAL RESPONSIBILITY

Learners will appreciate the diversity and value of others as designed by our Creator and will grow in willingness and capability to serve others.

LEARNING OUTCOME #5 – WORLDVIEW APPLICATIONS

Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

Admissions and Financial

ADMISSION POLICIES

ADMISSIONS POLICY
Vyrsity welcomes applicants (1) who are academically qualified to study at their chosen level and (2) who have a demonstrated commitment to personal growth.

NON-DISCRIMINATION POLICY
Vyrsity admits students of any race, sex, age, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at this college and this college does not discriminate on the basis of race, sex, age, color, national and ethnic origin in administration of its educational policies, admissions policies, and other college-administered programs.

TRANSFER POLICY
Vyrsity is transfer friendly, and welcomes students transferring from other institutes, colleges, seminaries, and universities. Coursework at other institutions will be assessed based on curriculum fit and academic creditability of the institution from which the credit is being transferred, and credit will be allowed whenever possible for equivalent courses taken elsewhere. No credit is transferable for courses in which the student has scored below the grade of "C." In addition to meeting the requirements of the Vyrsity curriculum, undergraduate students must complete at least 30 hours with Vyrsity, MBE students at least 12 hours with Vyrsity, and other graduate and doctoral students at least 30 hours with Vyrsity.

TUITION AND FINANCIAL

SATISFACTION GUARANTEE AND REFUND POLICY

Vyrsity is committed to the highest level of service for its Learners. All subscriptions and tuition paid are fully refundable within 30 days of start of subscription or course. After 30 days, subscriptions and tuition paid are non-refundable. Conference registrations are fully refundable within 7 days prior to the conference, after which point the registration fee is non-refundable due to Vyrsity's committed costs for conference registrants.

SUBSCRIPTIONS

$9 per month – Member – all access through VyrsityTV, not for credit.
$216 one time – Lifetime Member – all access through VyrsityTV, not for credit.
$179 per month – Learner – all access, for credit, access to tuition-paid enrollment in any program
$6,840 one time – Lifetime Learner – all access, for credit, lifetime access to tuition-paid enrollment in any program.

TUITION AND PAYMENT PLANS (DEGREE SEEKERS)

UNDERGRADUATE
$34.33 per credit hour / $103 per class
$20 tech fee per class (total tuition and fees $123 per class).
$137 per month for 18 months (for Associate of Education, 20 classes)
$137 per month for 36 months (for Bachelor of Education, 40 classes, or 18 months after Associate Degree, 20 classes)
Total Degree Cost: **$4,920** (does not include books or room and board)

GRADUATE
$57.33 per credit hour / $172 per class
$20 tech fee per class (total tuition and fees $192 per class).
$160 per month for 12 months (for Master of Education, 10 classes)
Total Degree Cost: **$1,920** (does not include books or room and board)

DOCTORATE
$84.33 per credit hour / $253 per class
$20 tech fee per class (total tuition and fees $273 per class).
$182 per month for 30 months (for Doctor of Education, 20 classes)
Total Degree Cost: **$5,460** (does not include books or room and board)
*Classes transferred in from other institutions may reduce the monthly payment, the total number of payments, and the total program cost.

TUITION AND PAYMENT PLANS (FOR COMPETENCY SEEKERS)

$99 per Competency course
$695 per Competency Program (10 Competency courses at a 30% program discount) / $135 per month for 5 months.
*Total Program Cost: **$695** (does not include books or room and board)*

Vyrsity Academics

Through Vyrsity, learners participate in **condensed, specialized, and highly practical training at their own pace.** Because Vyrsity is committed to helping Learners recognize where this training fits within the broader context of their disciplines, Learners will be better equipped to make use of their training and implement their enhanced skills right away. Think of Vyrsity as a multivitamin version of higher education – highly condensed and highly potent. Vyrsity also builds into the curriculum tools to help Learners develop a model for their own continuing education, so that continued personal growth can be accessible, affordable, and achievable.

Through Courses and earned Competencies, Vyrsity is committed to helping you develop a path to lifelong learning, growth, and achievement.

Undergraduate Degrees

ASSOCIATE OF EDUCATION (A.ED)
Transformative Learning and Leadership (60 Hours)

Vyrsity's Associates of Education (A.Ed) in Transformative Learning and Leadership (60 Hours) is not a teacher certification program, instead preparing educators to lead in diverse environments, empowering people and building communities. The B.Ed can be achieved with 60 Hours beyond the Associates of Education (A.Ed, 60 hours).

Program Learning Outcomes for the A.Ed:
1. To prepare Learners for specialized undergrad study in transformative education theory and in leadership strategies.
2. To provide Learners key worldview foundations for critical thinking and study.
3. To provide Learners with practical experience germane to their transformative learning and leadership.

GENERAL EDUCATION CORE – (36 HOURS)

Includes any 12 of the following courses (labs do not count toward the 12):
PHIL1101 Intro to Critical Thinking
PHIL1103 Reading Comprehension and Understanding
ENGL1101 English Comp I
ENGL1103 English Comp II
ENGL2101 Speech and Communications

HIST1101 Ancient World History I
HIST1103 Ancient World History II
HIST2101 American Government
PSYC1101 General Psychology
PSYC1301 Systems of Counseling
HUMA1101 Ethics
HUMA2101 Socio Political Thought and Civics
SCIE1101 Biology
SCIE1103 Biology Lab (1 Hour)
SCIE2101 Chemistry
SCIE2103 Chemistry Lab (1 Hour)
MATH2101 College Algebra
LANG1301 Intro to Greek Language
LANG1501 Intro to Hebrew Language

TRANSFORMATIVE LEARNING CORE – (12 HOURS)

Includes any 4 of the following courses:
PSYC1501 Human Growth and Development
EDUC1101 Foundations of Education
EDUC1301 Pedagogy in Ancient Literature
EDUC 2301 Personal Growth
PHIL1407 Systems of Transformative Thought
EDUC3309 Tools and Technology for Instruction
EDUC4507 Special Needs Education
EDUC4701 Diversity and Education
EDUC3101 Practicum in Transformative Learning I
EDUC3105 Practicum in Transformative Learning II
EDUC4101 Practicum in Transformative Learning III
EDUC4105 Practicum in Transformative Learning IV

TRANSFORMATIVE LEADERSHIP CORE – (12 HOURS)

Includes any 4 of the following courses:
EDUC3703 Organizational Leadership
PSYC3501 Conflict Resolution
EDUC3901 Curriculum Design
EDUC3905 Content Measurement and Evaluation
EDUC4307 Intercultural Education
EDUC3103 Practicum in Transformative Leadership I
EDUC3107 Practicum in Transformative Leadership II

EDUC4103 Practicum in Transformative Leadership III
EDUC4107 Practicum in Transformative Leadership IV

BACHELOR OF EDUCATION (B.ED)
Transformative Learning and Leadership (120 Hours)

Vyrsity's Bachelor of Education (B.Ed) in Transformative Learning and Leadership (120 Hours) is not a teacher certification program, instead preparing educators to lead in diverse environments, empowering people and building communities. The B.Ed can be achieved with 60 Hours beyond the Associates of Education (A.Ed, 60 hours).

Program Learning Outcomes for the B.Ed:

1. To prepare Learners for roles in transformative education teaching and service.
2. To provide Learners a foundation for effective individual and organizational leadership in diverse environments.
3. To ensure Learners demonstrate worldview foundation for empowering people and building communities.
4. To help Learners formulate a Biblical approach to transformative learning and leadership.

GENERAL EDUCATION CORE (53 HOURS) (CORE42+)

PHIL1101 Intro to Critical Thinking
PHIL1103 Reading Comprehension and Understanding
ENGL1101 English Comp I
ENGL1103 English Comp II
ENGL2101 Speech and Communications
HIST1101 Ancient World History I
HIST1103 Ancient World History II
HIST2101 American Government
PSYC1101 General Psychology
PSYC1301 Systems of Counseling
HUMA1101 Ethics
HUMA2101 Socio Political Thought and Civics
SCIE1101 Biology
SCIE1103 Biology Lab (1 Hour)
SCIE2101 Chemistry
SCIE2103 Chemistry Lab (1 Hour)
MATH2101 College Algebra

LANG1301 Intro to Greek Language
LANG1501 Intro to Hebrew Language

TRANSFORMATIVE LEARNING CORE (36 HOURS)

PSYC1501 Human Growth and Development
EDUC1101 Foundations of Education
EDUC1301 Pedagogy in Ancient Literature
EDUC 2301 Personal Growth
PHIL1407 Systems of Transformative Thought
EDUC3309 Tools and Technology for Instruction
EDUC4507 Special Needs Education
EDUC4701 Diversity and Education
EDUC3101 Practicum in Transformative Learning I
EDUC3105 Practicum in Transformative Learning II
EDUC4101 Practicum in Transformative Learning III
EDUC4105 Practicum in Transformative Learning IV

TRANSFORMATIVE LEADERSHIP CORE (27 HOURS)

EDUC3703 Organizational Leadership
PSYC3501 Conflict Resolution
EDUC3901 Curriculum Design
EDUC3905 Content Measurement and Evaluation
EDUC4307 Intercultural Education
EDUC3103 Practicum in Transformative Leadership I
EDUC3107 Practicum in Transformative Leadership II
EDUC4103 Practicum in Transformative Leadership III
EDUC4107 Practicum in Transformative Leadership IV

CAPSTONE (4 HOURS)

EDUC4901 Capstone (4 Hours)

Graduate Degree

MASTER OF EDUCATION (M.ED)
Transformative Learning and Leadership (30 Hours)

Vyrsity's Master of Education (M.Ed) in Transformative Learning and Leadership (30 Hours) fosters professional competency in learning theory and practice with a leadership emphasis.

Program Learning Outcomes for the M.Ed:

1. To develop Learners' professional competency and skills in transformative learning theory and leadership practice.
2. To develop Learners competency in research and methods in transformative learning theory and leadership.
3. To integrate Learners' Biblical worldview and perspective on transformative learning and leadership.
4. To prepare Learners for advanced level coursework.

INTERDISCIPLINARY THEORY AND RESEARCH CORE (9 HOURS)

PHIL5101 Worldview and Bases of Critical Thinking
EDUC5501 Research Methods
LANG5101 Languages for Interdisciplinary Research and Learning

TRANSFORMATIVE LEARNING CORE (9 HOURS)

PSYC5101 Learning Theory
PHIL5303 Ancient Pedagogical Literature
PHIL5501 Systems of Thought

TRANSFORMATIVE LEADERSHIP CORE (9 HOURS)

EDUC5103 Leadership Communications
EDUC5303 Instruction and Curriculum Design
EDUC5703 Intro to Organizational Leadership

CAPSTONE/THESIS (3 HOURS)

EDUC6101 Capstone/Thesis

Doctoral Degree

DOCTOR OF EDUCATION (ED.D)
Transformative Learning and Leadership (60 Hours)

Vyrsity's Doctor of Education (Ed.D) in Transformative Learning and Leadership (60 Hours) equips experienced educators and leaders for individual, organizational, and system-level transformative leadership. The Ed.D prepares Learners through intensive, systematic, interdisciplinary worldview-based practice and assessment.

Program Learning Outcomes for the Ed.D:
1. To equip Learners, as experienced educators and leaders, for individual, organizational, and system-level transformative leadership.
2. To enhance Learners' focus on the Biblical worldview-based theory, practice, and assessment.
3. To prepare Learners for various special, diverse, innovative learning and leadership contexts.
4. To produce Learners' aptitude for multidimensional analysis, critical thought, and the synthesizing of transformative learning and leadership principles.

INTERDISCIPLINARY THEORY AND RESEARCH CORE (15 HOURS)

PHIL7101 Comparative Worldview and Systems of Thought
PHIL7301 Hermeneutics and Learning
EDUC7501 Applied Research Concepts and Method
PHIL7303 Interdisciplinary Models in Biblical Literature
LANG7101 Languages for Interdisciplinary Research and Learning

TRANSFORMATIVE LEARNING CORE (18 HOURS)

PSYC7101 Advanced Learning Theory
PHIL7501 Systems of Philosophical and Theological Thought
EDUC7103 Transformational Pedagogy and Communications
EDUC7701 Diversity, Special Needs, and Multicultural Learning
EDUC7707 Learning Technologies
EDUC7901 Specialized Competencies in Transformative Learning

TRANSFORMATIVE LEADERSHIP CORE (15 HOURS)

EDUC7703 Organizational Leadership
PSYC7303 Conflict Resolution and Counseling
EDUC7705 Strategic Planning and Assessment
EDUC7709 Financial Management and Oversight
EDUC7711 Trends in Educational Leadership Disruption
EDUC7903 Specialized Competencies in Transformative Leadership

DISSERTATION (9 HOURS)

DISS8101 Dissertation I
DISS8103 Dissertation II
DISS8105 Dissertation III

COURSE DESCRIPTIONS

UNDERGRADUATE COURSE DESCRIPTIONS
(all courses are 3 hours unless otherwise noted)

EDUC1101 FOUNDATIONS OF EDUCATION – an introduction to principles of teaching and learning, focused on Transformative Learning

EDUC1301 PEDAGOGY IN ANCIENT LITERATURE – an examination of teaching and learning methods in the Bible and other ancient texts

EDUC 2301 PERSONAL GROWTH – an examination of kinds and stages of growth and tools for promoting personal growth

EDUC3101 PRACTICUM IN TRANSFORMATIVE LEARNING I – an intermediate practicum in an area related to application of transformative learning.

EDUC3103 PRACTICUM IN TRANSFORMATIVE LEADERSHIP I – an intermediate practicum in an area related to application of transformative learning.

EDUC3105 PRACTICUM IN TRANSFORMATIVE LEARNING II – an intermediate practicum in an area related to application of transformative learning.

EDUC3703 ORGANIZATIONAL LEADERSHIP – addresses essential elements of leadership including planning, evaluating, supervising, staffing, and elements of management including supervising and financial budgeting and evaluation. Considers comparative systems and evaluates their merits.

EDUC3901 CURRICULUM DESIGN – an introduction to the characteristics and needs of the learner, with an emphasis on techniques, resources, and curriculum development.

EDUC3905 CONTENT MEASUREMENT AND EVALUATION – an introduction to assessment of student achievement through use of teacher-made tests, standardized tests, performance assessments; portfolios, rubrics, and other assessment tools. The student will learn how to conduct formative and summative assessments, collect data, and make data-based decisions regarding curriculum development.

EDUC4101 PRACTICUM IN TRANSFORMATIVE LEARNING I – an advanced practicum in an area related to application of transformative learning.

EDUC4102 PRACTICUM IN TRANSFORMATIVE LEARNING II – an advanced practicum in an area related to application of transformative learning.

EDUC4103 PRACTICUM IN TRANSFORMATIVE LEADERSHIP III – an advanced practicum in an area related to application of transformative leadership concepts.

EDUC4105 PRACTICUM IN TRANSFORMATIVE LEARNING IV – an advanced practicum in an area related to application of transformative learning.

EDUC4307 INTERCULTURAL EDUCATION – provides an introduction to intercultural education in a global context. Topics include an overview of culture, communication and interpersonal relationship, nonverbal codes and cultural space. The implications of the 21st century classroom as a global community will be examined along with the process for getting to know another culture. The challenges that are presented in intercultural education will be discussed from the perspective of nurturing and welcoming the changes.

EDUC4507 SPECIAL NEEDS EDUCATION – an examination of the principles of learning with those who have special needs and the adjustments that can be made in their educational program.

EDUC4701 DIVERSITY AND EDUCATION – an examination of the principles of learning with those who come from various backgrounds and the adjustments that can be made in their educational program.

EDUC4901 CAPSTONE (4 HOURS) – the summative assessment is a project customized for the Learner's program emphasis and is intended to help prepare the Learner for vocational application of the course of study completed.

ENGL1101 ENGLISH GRAMMAR AND COMPOSITION – an introduction to principles of English grammar for the purpose of helping Learners read with comprehension and begin to develop tools for effective written communication.

ENGL1103 ENGLISH COMPOSITION – an introduction to the essential writing techniques, skills, and tools to foster excellent written communication.

ENGL2101 SPEECH AND COMMUNICATIONS – a study of essential principles of speech and related communication aspects with an emphasis on pedagogical communications

HIST1101 ANCIENT WORLD HISTORY I– this course examines the history of the ancient world through the lens of the Hebrew Bible

HIST1103 ANCIENT WORLD HISTORY II ¬– this course examines the history of the ancient world through the lens of the Greek New Testament

HIST2101 AMERICAN GOVERNMENT – explores the history of the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that have shaped politics in the contemporary United States.

HUMA1101 ETHICS – an introduction to various belief systems that constitute worldview with an emphasis on metaphysics and applications in ethics, and a comparison of ethics systems.

HUMA2101 SOCIO POLITICAL THOUGHT AND CIVICS – an introduction to various belief systems that constitute worldview, focusing on issues of civics and sociopraxy.

LANG1301 INTRO TO GREEK LANGUAGE – a study of the basic elements of the language of the New Testament, including translation of selected New Testament texts.

LANG1501 INTRO TO HEBREW LANGUAGE – A study of the basic elements of the Hebrew language, including translation of selected Old Testament texts.

MATH2101 College Algebra – an introduction to the concepts of college algebra, including equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and matrices and determinants from a Biblical worldview.

PHIL1101 INTRO TO CRITICAL THINKING – an introduction into the various belief systems that constitute worldviews with an emphasis on issues of epistemology, logic, and critical thinking.

PHIL1103 READING COMPREHENSION AND UNDERSTANDING –this course briefly surveys the history of interpretive models before focusing on the procedures, tools, and skills necessary for responsible interpretation of written communication.

PHIL1407 SYSTEMS OF TRANSFORMATIVE THOUGHT – A comparison of various systems of worldview, philosophy, and theology, with an emphasis on the development of personal worldviews and systematic thinking.

PSYC1101 GENERAL PSYCHOLOGY – offers an introduction to the interdependent fields of psychology and counseling and compares theories and theorists

PSYC1301 SYSTEMS OF COUNSELING – an evaluative survey of major counseling systems, analyzing the concepts of principles of each system's theory of personality development.

PSYC1501 HUMAN GROWTH AND DEVELOPMENT – focuses on a general overview of the human being from birth to death, considering key developmental factors within the lifespan.

PSYC3501 CONFLICT RESOLUTION – approaches managing and resolving personal, interpersonal, group, and intergroup conflict.

SCIE1101 BIOLOGY – an introduction to cell and molecular biology. Topics include an introduction to chemistry and biochemistry for biological applications, cell structure and function, cell life cycles, cellular reproduction, genetics, stem cells, cancer, and viruses.

SCIE1103 BIOLOGY LAB (1 HOUR) – a lab-based study to complement SCIE1101.

SCIE2101 CHEMISTRY – an introduction to chemistry covering qualitative and quantitative reactions and interactions of atoms and molecules, including topics such as chemical reactions, gases, thermochemistry, quantum mechanics, periodicity, and bonding.

SCIE2103 CHEMISTRY LAB (1 HOUR) – a lab-based study to complement SCIE2101.

GRADUATE COURSE DESCRIPTIONS
(all courses are 3 hours unless otherwise noted)

EDUC5103 LEADERSHIP COMMUNICATIONS – provides a basis for improved pedagogical and professional performance to further develop the graduate student's practices of critical thinking and instructional competence at the advanced level.

EDUC5303 INSTRUCTION AND CURRICULUM DESIGN – considers historical and contemporary pedagogical tools for effective curriculum and assessment design.

EDUC5501 RESEARCH METHODS – introduces the graduate student to various research design methods. The course emphasizes analysis, methodology, and technique that can assist the student to prepare for the master's thesis or research project.

EDUC5703 INTRO TO ORGANIZATIONAL LEADERSHIP – designed to help graduate students to understand, examine, and apply transformative leadership principles.

EDUC6101 CAPSTONE/THESIS – independent research and writing of a thesis on an approved subject in a major area of study under the supervision of a Mentoring Faculty.

LANG5101 LANGUAGES FOR INTERDISCIPLINARY RESEARCH AND LEARNING – A study of the basic elements of Biblical Hebrew and Koine Greek for research in transformative learning models

LANG6105 GREEK I – a graduate level introduction to Koine Greek with a focus on interacting with New Testament passages on transformative learning and leadership

LANG6107 GREEK II – a graduate level introduction to New Testament Greek grammar with a focus on interacting with New Testament passages on transformative learning and leadership

LANG6109 GREEK III – a graduate level introduction to New Testament Greek exegesis with a focus on interacting with New Testament passages on transformative learning and leadership

LANG6305 HEBREW I – a graduate level introduction to Old Testament Hebrew with a focus on interacting with Biblical Hebrew passages on transformative learning and leadership

LANG6307 HEBREW II – a graduate level introduction to Old Testament Hebrew grammar with a focus on interacting with Biblical Hebrew passages on transformative learning and leadership

LANG6309 HEBREW III – a graduate level introduction to Old Testament Hebrew exegesis with a focus on interacting with Biblical Hebrew passages on transformative learning and leadership

PHIL5101 WORLDVIEW AND BASES OF CRITICAL THINKING – a presentation of the literal, grammatical, and historical approach to studying and understanding communication, with an emphasis on special hermeneutical problems, such as figures of speech, typology, and modern criticism

PHIL5303 ANCIENT PEDAGOGICAL LITERATURE – an introduction and synthetic overview of the Biblical literature emphasizing pedagogical practices found within the text

PHIL5501 SYSTEMS OF THOUGHT – a comparative study worldviews, philosophical concepts, and theological systems with a focus on outcomes and implications

PSYC5101 LEARNING THEORY – examines the impact of psychological, social, and theoretical forces that have affected learning development and relating their applications to contemporary educational settings.

DOCTORAL COURSE DESCRIPTIONS
(all courses are 3 hours unless otherwise noted)

DISS8101 DISSERTATION I – supervised development of proposal, literature survey, and first chapter of the Ed.D dissertation

DISS8103 DISSERTATION II – supervised execution of the research plan and development of the body of the Ed.D dissertation

DISS8105 DISSERTATION III – supervised completion of the dissertation and completion of the Ed.D dissertation defense

EDUC7103 TRANSFORMATIONAL CURRICULUM DESIGN AND PEDAGOGY – providing a graduate-level understanding of curriculum and classroom instruction, this course focuses on identification, evaluation, selection, organization, and utilization of instructional materials, resources, and methods that facilitate adaptation, best practices, and assessment.

EDUC7501 APPLIED RESEARCH CONCEPTS AND METHOD – prepares Learners for doctoral level dissertation research.

EDUC7701 DIVERSITY, SPECIAL NEEDS, AND MULTICULTURAL LEARNING – engages Learners to develop an appreciation for and understanding of unique constituencies in transformative learning, providing methods and techniques for diverse contexts.

EDUC7703 ORGANIZATIONAL LEADERSHIP – a graduate level introduction to principles of transformative leadership in an organizational context

EDUC7705 STRATEGIC PLANNING AND ASSESSMENT – preparation for educational leaders to develop strategies and techniques for planning and assessment.

EDUC7707 LEARNING TECHNOLOGIES – evaluates contemporary educational technology and prepares Learners for innovation in pedagogy.

EDUC7709 FINANCIAL MANAGEMENT AND OVERSIGHT – prepares Learners to lead in educational ministry with budgeting, financial evaluation, reporting, and accounting principles.

EDUC7711 TRENDS IN EDUCATIONAL LEADERSHIP DISRUPTION – a course preparing Learners for innovation and disruption in education advancing use of technology and strategic models.

EDUC7901 SPECIALIZED COMPETENCIES IN TRANSFORMATIVE LEARNING – an independent study or elective in transformative learning, focusing on the Learner's chosen area of emphasis and/or dissertation area.

EDUC7903 SPECIALIZED COMPETENCIES IN TRANSFORMATIVE LEADERSHIP – an independent study or elective in transformative leadership, focusing on the Learner's chosen area of emphasis and/or dissertation area.

LANG7101 LANGUAGES FOR TRANSFORMATIVE RESEARCH – provides the Hebrew and Greek language tools necessary for Biblical research in transformative learning and leadership.

PHIL7101 COMPARATIVE WORLDVIEW AND SYSTEMS OF INTERDISCIPLINARY THOUGHT – an advanced comparison of worldview components and interdisciplinary applications and implications

PHIL7301 HERMENEUTICS IN TRANSFORMATIVE LITERATURE – an advanced analysis of hermeneutic concepts and implications in Biblical literature and transformative applications

PHIL7303 MODELS OF LEARNING AND LEADERSHIP IN TRANSFORMATIVE LITERATURE – an evaluation of case studies in transformative learning and leadership to help leaders develop and assess leadership models.

PHIL7501 SYSTEMS OF PHILOSOPHICAL AND THEOLOGICAL THOUGHT – a comparative analysis of the interdisciplinarity of philosophy and theology and implications of theology and worldview on learning and leadership

PSYC7101 ADVANCED LEARNING THEORY – an analysis of transformative learning concepts and pedagogy focusing on assessing and overcoming obstacles to learning.

PSYC7303 CONFLICT RESOLUTION AND COUNSELING – prepares leaders to identify, manage, and resolve conflict through individual and group counseling.

Academic Policies

ACADEMIC CALENDAR AND COURSE DURATION

Learners may register for courses at any time during a semester. Registration will count for the semester in which the course is begun. The Fall semester begins on July 1 and continues through December 31. The Spring semester begins on January 1 and continues through June 30. Learners may complete a course in as little as four weeks and in as much as sixteen.

Spring – January 1-June 30
Fall – July 1-December 31

GRADING POLICY
Letter grades are given, which represent the following percentages:

A – Excellent (94-100%)
B – Above Average (86-93%)
C – Average (78-85%)
D – Inferior (70-77%)
F – (Below 70%)
WP – Withdrew passing
WF – Withdrew failing

GRADE POINT SYSTEM AND ACADEMIC CLASSIFICATION

Grades or Quality Points will be determined as follows:

A+   4.0 grade points per semester hour
A   4.0 grade points per semester hour
A-   3.7 grade points per semester hour
B+   3.3 grade points per semester hour
B   3.0 grade points per semester hour
B-   2.7 grade points per semester hour
C+   2.3 grade points per semester hour
C   2.0 grade points per semester hour
C-   1.7 grade points per semester hour
D+   1.3 grade points per semester hour
D   1.0 grade points per semester hour
D-   0.7 grade points per semester hour
F   0.0 grade points per semester hour

Students Will Be Classified Academically As Follows:

Freshman – 0-30 hours passed or the equivalent.
Sophomore – 30-59 hours passed or the equivalent.
Junior – 60-89 hours passed or the equivalent.
Senior – 90+ hours passed or the equivalent
Special Students – Students who for sufficient reasons are not following a standard curriculum. Only a limited number of special students will be enrolled.
Full-Time Students – Undergraduate students carrying 12 or more hours in a regular course of study, Graduate/Doctoral students carrying 6 or more hours in a regular course of study.
Part-Time Students – Undergraduate students carrying less than 12 semester hours in a regular course of study, Graduate/Doctoral students carrying less than 6 hours in a regular course of study.

GRADUATION REQUIREMENTS

- A minimum of 30 semester hours at Vyrsity for A.Ed, B.Ed, and Ed.D, a minimum of 12 hours at Vyrsity for M.Ed.
- A grade of "C" or better in all courses credited toward the degree.
- A satisfaction of all financial obligations.

ACCREDITATION

Though Vyrsity intends to seek accreditation, currently Vyrsity is not accredited. Vyrsity is currently pursuing authorization from the State of Missouri to grant degrees, and is not currently enrolling students in Vyrsity degree programs.

THE CALENDAR AND THE UNIT OF CREDIT

Vyrsity operates on the semester basis. The academic year consists of two semesters of 15 weeks each. The credit hour is the unit of academic credit.
In order to be considered full time with the Veterans Administration, a veteran must attend 18 clock hours per week – otherwise, that student will be considered 3/4 time or less. (See specific academic programs for required semester or clock hours.)

GOOD STANDING

To continue in good academic standing, a student must maintain a "C" average for all classroom work. Students with a poor average in high school or college who are accepted on academic probation have only one semester to bring their grades up to a "C" average. All students must maintain a "C" average or face academic probation for the semester that follows. Students placed on academic probation for two successive semesters will be given an academic suspension for at least one semester. Readmission to Vyrsity will be by faculty action.

WITHDRAWAL

Withdrawal from a course during the first six weeks of the term will not be recorded even if the student is not doing passing work, if proper withdrawal procedures have been followed. Withdrawals after the eleventh week will be recorded as failure unless exception is made by faculty action. A semester week is any calendar week following the student's enrollment in the class.

INCOMPLETE GRADES

Students receiving an incomplete grade at the end of a course may retake and repay for the course, completing deficient work. At the time of the completion of the course, the grade will then be changed to a proper letter grade; otherwise, it remains a non-punitive incomplete.

ATTENDANCE

Attendance is determined per class by suitable student progress based on course syllabi.

NON-DISCRIMINATION POLICY

Vyrsity admits students of any race, sex, age, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at this college and this college does not discriminate on the basis of race, sex, age, color, national and ethnic origin in administration of its educational policies, admissions policies, and other college-administered programs.

TRANSFER POLICY

Vyrsity is transfer friendly, and welcomes students transferring from other institutes, colleges, seminaries, and universities. Coursework at other institutions will be assessed based on curriculum fit and academic creditability of the institution from which the credit is being transferred, and credit will be allowed whenever possible for equivalent courses taken elsewhere. No credit is transferable for courses in which the student has scored below the grade of "C." In addition to meeting the requirements of the Vyrsity curriculum, undergraduate students must complete at least 30 hours with Vyrsity, MBE students at least 12 hours with Vyrsity, and other graduate and doctoral students at least 30 hours with Vyrsity.

GRIEVANCE POLICY

Vyrsity defines a legitimate grievance as a claim that an academic action or decision involved alleged unfair or irresponsible behavior including violations of Vyrsity policies, relevant to any incident involving a faculty member or administrator. Because assigning a grade or evaluating a student's academic performance involves the faculty's professional judgment and is part of the faculty's teaching responsibilities, disagreement with a faculty member about a grade or evaluation is not a justifiable grievance. A just cause for complaint must include other legitimate grievances, such as arithmetic errors or bias, that the student believes affected the grade or the evaluation.

Procedures Used to Initiate Grievance:

Step 1: Informal Process
Vyrsity encourages students to make every effort to resolve directly with the involved parties. The student must request, in an email, a meeting with the party (ies) involved within 30 days of the event(s) being grieved. The meeting should take place within 10 days from the reception of the student's email. If appropriate or necessary, the Dean of Students shall participate in the informal effort to resolve the grievance.

Step 2: Formal Procedure
If informal discussions do not result in a resolution, the student may initiate the formal grievance procedure by submitting a written complaint using the Vyrsity Grievance Form within 10 days of an informal attempts to resolve the grievance. The Dean of Students will lead an investigation of the grievance (if the Dean of Students is the subject of the grievance, the VP of Learner Success will lead the investigation), report findings to an ad hoc Grievance Committee of at least 3 faculty members or administrators (who are not subjects of the grievance), which committee will rule by majority vote on the grievance. The Dean of Students will notify the student of the decided outcome within 15 days.

Step 3: Appeal Procedure
If after informal and formal steps have not resulted in a satisfactory outcome, the student may within 10 days after notification of the decision by the Grievance Committee appeal that decision by written appeal to the Vice President of Learner Success, who will conduct an investigation and report to the Executive Faculty who will rule by majority vote on the appeal. The VP of Learner Success will notify the student of the decided outcome within 15 days. The ruling of the Executive Faculty shall be final.

TRANSCRIPT POLICY

Students may order official or unofficial transcripts through the Registrar's office. There is no charge for electronic transcripts. A $10 fee for print/mailed transcripts may be applicable.

Leadership and Faculty

EXECUTIVE FACULTY

J. Trent Boyd, MS Ed.
Vice President Learner Success
Associate Professor of Transformative Learning and Leadership
Master of Science, (Education) – Cairn University
Bachelor of Theology – Covington Theological Seminary
Diploma (Advanced Biblical Ministries) – New Brunswick Bible Institute
Diploma (Children's Ministries) – Children's Ministries Institute
Diploma (Biblical and Theological Studies) – New Brunswick Bible Institute

Sarah Buttermore
Registrar
Customer Relations Representative (Insurance Industry)
Church Administration
Charter School Educator

Christopher Cone, Th.D, Ph.D, Ph.D
President and CEO
Research Professor of Transformative Learning and Leadership
Doctor of Philosophy, (Philosophy) – University of North Texas
Doctor of Philosophy (Theology) – Trinity School of Apologetics and Theology
Master of Education (Institutional Leadership) – Regent University
Doctor of Theology (Biblical Studies) – Scofield Graduate School
Master of Biblical Studies – Scofield Graduate School
Bachelor of Biblical Studies – Tyndale Biblical Institute
Undergraduate Studies – Moody Bible Institute

William George
Vice President of Enrollment Management
Teaching Fellow, Transformative Learning and Leadership
Chief Operating Officer (COO), AgathonEDU
Vice President of Business Development, EDUThrift
Vice President of Sales, Exegetica Publishing
Vice President of Business Development, 1024 Marketing

Miranda Lowery, MBA, MA
Director of Admissions
Associate Professor of Transformative Learning and Leadership
Master of Arts (Bible and Theology) – Calvary University
Master of Business Administration (Leadership) – Colorado Christian University
Bachelor of Arts (International Studies and Spanish) – Monmouth University

Mary Odom, MALS, CAE
Executive Vice President, Agathon Research Library
Associate Professor of Transformative Learning and Leadership
Certified Association Executive, American Society of Association Executives
Master of Arts (Library Science), University of Missouri Columbia
Bachelor of Arts (Sociology), Southwestern College
Certificate of Ministry, Midwestern Baptist Theological Seminary
Project Management Certificate, Mid America Regional Council

John Oglesby, M.A
Chief Academic Officer
Associate Professor of Transformative Learning and Leadership
Doctor of Philosophy Studies (Bible and Theology) – Calvary University
Master of Arts (Bible and Theology) – Calvary University
Bachelor of Science (Advanced Biblical Studies) – Calvary University

Ruth Patterson, M.Acc
Chief Financial Officer
Associate Professor of Finance and Leadership
Master of Accountancy – University of West Florida
Bachelor of Accounting – University of West Florida

Cory Trowbridge, MBA
Vice President of Institutional Effectiveness
Associate Professor of Transformative Learning and Leadership
Master of Business Administration – Mid America Nazarene University
Bachelor of Science (Organizational Development) – Calvary University

Ralph Watson, M.A.
Dean of Students
Instructor of Transformative Learning and Leadership
Master of Arts (Ministry) – Carver Baptist Bible College and Theological Seminary
Bachelor of Science (Criminal Justice Administration) – Lincoln University

FACULTY

Josiah Boyd, Th.M, D.Min (Cand.)
Associate Professor of Transformative Learning and Leadership
Doctor of Ministry Candidate – Dallas Theological Seminary
Master of Theology (Exposition of Biblical Books) – Dallas Theological Seminary
Master of Teaching, BEd (Secondary Education) – University of Calgary
Master of Science (Kinesiology) – University of Saskatchewan
Bachelor of Kinesiology – McMaster University

J. Trent Boyd, MS Ed.
Vice President Learner Success
Associate Professor of Transformative Learning and Leadership
Master of Science, (Education) – Cairn University
Bachelor of Theology – Covington Theological Seminary
Diploma (Advanced Biblical Ministries) – New Brunswick Bible Institute
Diploma (Children's Ministries) – Children's Ministries Institute
Diploma (Biblical and Theological Studies) – New Brunswick Bible Institute

Jeff Christianson, Ph.D
Professor of Science and Worldview
Doctor of Philosophy (Physical Chemistry) – University of Wisconsin-Madison
Postdoctoral Research – University of Delaware
Graduate Researcher – University of Wisconsin-Madison
Hirschfelder Fellowship – University of Wisconsin-Madison
Pei Wang Fellowship – University of Wisconsin-Madison
B.S. (Chemistry and Mathematics) – Truman State University

Christopher Cone, Th.D, Ph.D, Ph.D
President and CEO
Research Professor of Transformative Learning and Leadership
Doctor of Philosophy, (Philosophy) – University of North Texas
Doctor of Philosophy (Theology) – Trinity School of Apologetics and Theology
Master of Education (Institutional Leadership) – Regent University
Doctor of Theology (Biblical Studies) – Scofield Graduate School
Master of Biblical Studies – Scofield Graduate School
Bachelor of Biblical Studies – Tyndale Biblical Institute
Undergraduate Studies – Moody Bible Institute

Randall DeVille, Ed.D
Program Director, Ed.D / Professor of Transformative Learning and Leadership
Doctor of Education (Teacher Leadership) – Walden University
Master of Science (Biblical Studies) – Calvary Theological Seminary
Teaching Certification (Secondary Mathematics) – McNeese State
Bachelor of Arts (Pastoral Studies) – Calvary Bible College

Roger Fankhauser, DMin
Professor of Transformative Learning and Leadership
Doctor of Ministry – Phoenix Seminary
Master of Theology – Phoenix Seminary
Bachelor of Science (Chemical Engineering) – Washington State University

Daniel Goepfrich, D.Min
Associate Professor of Greek and Hebrew
Doctor of Ministry – Trinity School of Apologetics and Theology
Master of Theology (Th.M) – Tyndale Theological Seminary
Bachelor of Arts (Pastoral Studies) – Faith Baptist Bible College

William George
Vice President of Enrollment Management
Teaching Fellow, Transformative Learning and Leadership
Chief Operating Officer (COO), AgathonEDU
Vice President of Business Development, EDUThrift
Vice President of Sales, Exegetica Publishing
Vice President of Business Development, 1024 Marketing

S. Jeff Heslop, Th.D
Professor of Transformative Learning and Leadership
Doctor of Theology – Tyndale Theological Seminary
Master of Divinity – Luther Rice Seminary
Master of Science (Statistics) – Miami University
Bachelor of Science (Mechanical Engineering) – Kansas State University

Titus Kennedy, D.Litt et Phil
Professor of Antiquities and History
Doctor of Literature and Philosophy (Biblical Archaeology), University of South Africa
Master of Arts (Biblical Archaeology), University of South Africa Master of Arts (Near Eastern Archaeology), University of Toronto
Bachelor of Arts (Humanities, History, and Biblical Studies), Biola University

Stephen Lewis, Ph.D
Distinguished Professor of Transformative Learning and Leadership
Doctor of Philosophy, (Higher Education Administration) – University of North Texas
Master of Theology (Th.M) – Dallas Theological Seminary
Bachelor of Theology (Th.B) – Multnomah University
Associates of Arts – College of the Desert

Amanda Lowery, MBA, MA
Associate Professor of Transformative Learning and Leadership
Master of Arts (Bible and Theology) – Calvary University
Master of Business Administration – Colorado Christian University
Bachelor of Arts (International Studies and Spanish) – Monmouth

Quentin McCart, M.Div, M.Div, M.Ed
Associate Professor of Transformative Learning and Leadership
Master of Education (Curriculum and Design), Sam Houston State University
Master of Divinity, Tyndale Theological Seminary
Master of Divinity (Military Chaplaincy), Liberty University
Bachelor of Arts (History, English Minor), University of Central Oklahoma

Jimmy Odom
Teaching Fellow (Leadership)
Leadership Certificate – National League of Cities
Former Associate County Commissioner – Cass County, Missouri
Former Mayor – Belton, Missouri
Former Board Chairman – Belton Regional Medical Center
Former Vice Chairman – Policy Cmte. / Economic Dev. – Missouri Municipal League
Former Chairman – Metropolitan Mayor's Caucus

John Oglesby, M.A
Chief Academic Officer
Associate Professor of Transformative Learning and Leadership
Doctor of Philosophy Studies (Bible and Theology) – Calvary University
Master of Arts (Bible and Theology) – Calvary University
Bachelor of Science (Advanced Biblical Studies) – Calvary University

Sierra Oglesby, M.A
Associate Professor of Transformative Learning and Leadership
Master of Arts (Teaching) – University of Central Missouri
Bachelor of Science (Mathematics) – University of West Florida

Ruth Patterson, M.Acc
Chief Financial Officer
Associate Professor of Finance and Leadership
Master of Accountancy – University of West Florida
Bachelor of Accounting – University of West Florida

Mark Perkins, M.Div
Associate Professor of Greek and Hebrew
Master of Divinity – Talbot Seminary
Bachelor of Arts (Biblical Literature) – Asuza Pacific University
Classical Studies – University of Houston

Bryant Poythress, Th.M Studies
Teaching Fellow
Master of Theology (in progress) – Tyndale Theological Seminary
Bachelor of Science (Information Tech) – National American University
Associate of Science (Communications Tech) – Electronics Institute, Kansas City

Steve Spurlin, D.T.S, PH.D
Associate Professor of Transformative Learning and Leadership
Doctor of Philosophy (Theology) – Scofield Graduate School
Doctor of Theological Studies – Trinity School of Apologetics and Theology
Master of Theological Studies – Tyndale Biblical Institute
Bachelor of Arts in Music – Williams Baptist College
Bachelor of Science in Psychology – Williams Baptist College

Dan Starcevich, Th.M., Ph.D
Associate Professor of Transformative Learning and Leadership
Doctor of Philosophy (Bible and Theology) – Tyndale Theological Seminary
Master of Theology (Pastoral Counseling) – Dallas Theological Seminary
Master of Science (Information Systems) – University of Southern California
Bachelor of Science (Business Administration) – Hawaii Pacific University

Michael Thompson, Th.M, M.A.
Associate Professor of Hebrew
Doctor of Philosophy Studies – Baptist Bible Seminary
Master of Arts (Ancient Near East Languages) – Catholic University of America
Master of Theology (Th.M) – Dallas Theological Seminary
Bachelor of Science (Economics) – Georgia Institute of Technology

Don Trest, D.Min
Associate Professor of Transformative Learning and Leadership
Doctor of Ministry – Tyndale Theological Seminary
Master of Biblical Studies – Tyndale Biblical Institute
Bachelor of Science (Biblical Studies – Southeastern Bible College

Cory Trowbridge, MBA
Vice President of Institutional Effectiveness
Associate Professor of Transformative Learning and Leadership
Master of Business Administration – Mid America Nazarene University
Bachelor of Science (Organizational Development) – Calvary University

Charles Dennis Waltemeyer, Ph.D
Associate Professor of Transformative Learning and Leadership
Doctor of Philosophy (Biblical Studies) – Louisiana Baptist University
Master of Arts (Bible and Theology) – Tyndale Theological Seminary
Bachelor of Science (Biblical Studies) – Moody Bible Institute
Bachelor of Science (Criminology) – University of Albuquerque

Jonathan Ward. M.Min, M.Div
Associate Professor of Transformative Learning and Leadership
Master of Divinity – Luther Rice Seminary
Master of Ministry – Baptist Bible Seminary
Diploma in Biblical and Theological Studies – Victoria Corner

Ralph Watson, M.A.
Dean of Students
Instructor of Transformative Learning and Leadership
Master of Arts (Ministry) – Carver Baptist Bible College and Theological Seminary
Bachelor of Science (Criminal Justice Administration) – Lincoln University

Paul Weaver, Th.M, Ph.D
Professor of Transformative Learning and Leadership
Doctor of Philosophy (Bible Exposition) – Baptist Bible Seminary
Master of Theology – Dallas Theological Seminary
Bachelor of Arts – Appalachian Bible College

Learner Success

LEARNING AND LEARNER MANAGEMENT RESOURCES

Vyrsity uses Populi to provide Learners access to Vyrsity's education programs, complemented by AgathonEDU's enrollment management systems.

LIBRARY SERVICES

Vyrsity provides Learners access to the Agathon Research Library for digital and print resources, and to the Earl Radmacher Library (Englewood, CO) in partnership with Colorado Biblical University.

JOB PLACEMENT

Vyrsity provides Learners and Graduates access to job postings through the Vyrsity job board, located on the Vyrsity website.