PRESIDENT’S WELCOME

Welcome to Fresno Pacific University! We are a leading Christian university, known for our academic excellence, innovative programming and spiritual vitality. We offer outstanding educational programs rooted in Christ-centered values that lay a strong foundation for teaching and learning. Our exemplary faculty remains committed to quality instruction and student mentoring within a community of learners that recognizes the dignity and worth of each of its members.

FPU is organized into five schools: the School of Business; the School of Education; the School of Humanities, Religion and Social Sciences; the School of Natural Sciences; and Fresno Pacific Biblical Seminary. This academic course catalog will assist you in navigating your educational journey as you examine the various undergraduate programs of the university.

Taken together, our curricular and co-curricular programs contribute to the development of the whole person by providing a broad range of educational opportunities. In this academically rich context, you will be challenged with an intellectually rigorous and experientially meaningful course of study, a transformational experience that prepares you for leadership and service in church and society and helps you become a lifelong learner known for integrity and high ethical standards.

What I have detailed here is the kind of education that I believe distinguishes Fresno Pacific University and enriches student learning. I invite you, therefore, to join our learning community and to pursue academic excellence in a meaningful, innovative and spiritually vital environment.

Pete C. Menjares, Ph.D.
BACCALAUREATE PROGRAMS

SCHOOL OF BUSINESS

MAJORS
Business Administration

MINORS
Business Administration
Economics
Leadership

DEGREE COMPLETION
Business Management—Offered in Blended Format
Organizational Leadership—Offered in Blended Format

SCHOOL OF HUMANITIES, RELIGION & SOCIAL SCIENCES

MAJORS
Art
Biblical and Religious Studies
Christian Ministries
Communication
Contemporary Christian Ministries
Criminal Justice
English
History
Intercultural Studies
Liberal Studies
Music
Philosophy
Political Science
Pre-Health Science
Pre-Law
Psychology
Social Science Secondary Teaching

Social Work
Sociology
Spanish Language and Culture

MINORS
Art
Biblical and Religious Studies
Classics
Coaching
Communication
Conflict and Peacemaking Studies
Contemporary Christian Ministries
Economics
English
English Literature
History
Intercultural Studies
Intercultural/Domestic Studies
International Studies
Language Studies
Liberal Studies
Ministry
Music
Peacemaking and Conflict Studies
Philosophy
Physical Education
Physical Education Teaching
Political Science
Psychology
Social Work
Sociology
Spanish
Theater

DEGREE COMPLETION
Christian Ministry and Leadership—Offered in Blended Format
Criminology and Restorative Justice Studies—Offered in Blended Format

SCHOOL OF EDUCATION

DEGREE COMPLETION
Early Childhood Development—Offered in Blended Format and Fully Online
Liberal Arts—Offered in Blended Format

DESIGNATED SUBJECTS EDUCATION
Adult Education Preliminary Credential
Career Technical Education Credential
Special Subjects Preliminary Credential
Supervision and Coordination Credential

SCHOOL OF NATURAL SCIENCES

MAJORS
Applied Mathematics
Biology
Chemistry
Environmental Science
Environmental Studies
Kinesiology
Mathematics
Pre-Health Sciences

MINORS
Biology
Chemistry
Environmental Studies
Kinesiology
Mathematics

DEGREE COMPLETION
Nursing—Offered in Blended Format
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GENERAL INFORMATION

MISSION
Fresno Pacific University develops students for leadership and service through excellence in Christian higher education.

As an institution of the Pacific District Conference of the Mennonite Brethren Churches, the university communicates a distinctively biblical, Christ-centered vision of interdisciplinary and liberal arts based baccalaureate, graduate and continuing education to strengthen the church and improve society.

VISION
Fresno Pacific is a leading Christian university known for academic excellence, innovative programming and spiritual vitality.

VALUES
Fresno Pacific University embodies Christ-centered values: Christian community, service to others, academic excellence, professional excellence, student focus, innovation and responsiveness.

UNIVERSITY STUDENT LEARNING OUTCOMES

The University Student Learning Outcomes (USLO) are the shared academic commitments of the university to all students who earn a degree.

- **Oral Communication**: Students will exhibit clear, engaging and confident oral communication — in both individual and group settings — and will critically evaluate content and delivery components.
- **Written Communication**: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments and using standard formats in order to inform and persuade others.
- **Content Knowledge**: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional or societal contexts.
- **Reflection**: Students will reflect on their personal and professional growth and provide evidence of how such reflection is used to manage personal and vocational improvement.
- **Critical Thinking**: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information and applying their understandings to new situations.
- **Moral Reasoning**: Students will identify and apply moral reasoning and ethical decision-making skills and articulate the norms and principles underlying a Christian worldview.
- **Service**: Students will demonstrate service and reconciliation as a way of leadership.
- **Cultural and Global Perspective**: Students will identify personal, cultural and global perspectives and will employ these perspectives to evaluate complex systems.
- **Quantitative Reasoning**: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.
- **Information Literacy**: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources and accurately and effectively share that information.

ACCREDITATION

Fresno Pacific University is accredited by:

- Western Association of Schools and Colleges (WASC)
  985 Atlantic Avenue, Suite 100
  Alameda, CA 94501
  510-748-9001, wascsenior.org

The Bachelor of Science in Nursing is accredited by

- The Commission on Collegiate Nursing Education (CCNE)
  One DuPont Circle, NW
  Suite 530
  Washington, DC 20036

MAIN CAMPUS AND REGIONAL CENTERS

Fresno Pacific University’s main campus is located on 42 acres in Fresno, between the mountains of the Sierra Nevada and the beaches of the Pacific Ocean. National parks, including Yosemite, beach resorts and forests are all within a few hours’ drive. The main campus is in the southeastern section of Fresno, a growing metropolitan community with a population of more than 500,000. The area presents an unusually rich mosaic of peoples and cultures. Fresno offers museums, a philharmonic orchestra, professional sports, parks and other cultural and social amenities.

Working adults learn close to home and career thanks to academic centers in Visalia, Bakersfield, North Fresno and
Merced. A variety of educational options—including accelerated programs, evening classes and a focus on group learning—are designed to meet their needs.

**Academic Facilities**

Academic facilities on the main campus include 29 classrooms, 11 science labs, four computer labs, seven music practice rooms, five studio arts rooms and a theatre lab. Hiebert Library holds over 137,000 printed and audio-visual titles, as well as over 142,000 full-text online book and journal titles that are available to students and faculty from computers anywhere in the world. The library also provides computer access and study areas. The Bakersfield Center has 13 classrooms and a computer lab. The Visalia Center has 22 classrooms and two computer labs. The North Fresno Center has 18 classrooms and a traveling computer lab.

**Athletic Facilities**

Athletic facilities on the main campus include the FPU Diamond for baseball, the Special Events Center for basketball and volleyball, Ramirez Field for soccer, the Harold and Betty Haak Tennis Center and the FPU Oval for track and field. Water polo, swimming and diving events are held at nearby Sunnyside High School and cross country events take place at Woodward Park.

**Housing**

A variety of housing options are available on the main campus: modules, villages, suites, houses and apartments.

**Social Facilities**

Gathering places include the Steinert Campus Center, with a cafeteria, lounge, game room; Alumni Hall, with Pacific Bookshop, the mailroom, Charlotte’s Corner coffee/snack shop and the Cecil and Janet Hill Lounge; swimming pool; racquetball courts; Warkentin Prayer Chapel; Encore Amphitheater; Commuter House, with kitchen, game room and study lab; as well as dorm lobbies and various campus greens.

**HISTORY**

The university began as Pacific Bible Institute in 1944. After a transitional junior college phase, Fresno Pacific College received Western Association of Schools and Colleges accreditation in 1965, and awarded its first bachelor of arts degrees the same year. A fully accredited graduate program in education was initiated in 1976. The growth and development of baccalaureate, graduate and professional studies programs led to renaming the college Fresno Pacific University in 1997.

**COMMUNITY ENVIRONMENT**

Students who come to Fresno Pacific University become members of a community of fellow students, faculty and staff. While they often begin as strangers, a dynamic community of learners emerges, open to introspection, dialogue and commitment.

Freedom and responsibility are preserved in the community through self-discipline and self-regulation. Most of the guidelines governing community life are reflections of traditional biblical values. Thus, members of the community are to demonstrate honesty; respect the rights, opinions and property of others; respect the laws of the state; and be wise stewards of their resources. Members of the university community are to refrain from alcohol or tobacco on campus or at university-sponsored events and to refrain from illegal drugs at all times.

The governance of the community is the concern not only of the board of trustees, administration and faculty, but also of students. Undergraduate students are represented on most major committees.

**ACADEMIC PROGRAMS**

The academic programs described in this catalog reflect the fundamental values of the institution. Given the liberal arts and Christian values orientation of the university, professional programs are concentrated in areas that offer preparation for service in church and society. Strong and growing programs are available in teacher education, social services, business administration and Christian ministries. Programs lead to the associate of arts, bachelor of arts and bachelor of science degrees. Courses taken at Fresno Pacific University are transferable for credit at other accredited colleges and universities.

**CAREER PREPARATION**

The academic programs of the university reflect the confidence that commitment to Christian values, a quality liberal arts education and sound professional preparation are complementary. Fresno Pacific University alumni have successfully gained entrance into fine graduate schools in the United States and abroad. Alumni are leaders in education, business, the social services and medicine, as well as in a broad variety of church-related ministries. Many baccalaureate majors and graduate programs include internships. The university offers a variety of career development services, such as career counseling, assessment, assistance with internships and job search and assistance with graduate school admissions. This combination of a Christian liberal arts education, practical experiences and thorough career planning provides students a firm foundation of life.
PREPROFESSIONAL PROGRAMS
Preparatory programs are available for students who plan to enter a professional program at another institution after completing bachelor’s degree requirements. Students interested in transferring to a professional school should consult a program director or mentor/advisor early in their college career. Certain courses may be used in preparation for admission to professional institutions throughout the country, especially in the areas of medicine, dentistry, nursing, medical technology, veterinary medicine, pharmacy, physical therapy, law and theology. Program directors or mentors/advisors help students select suitable pre-professional courses and assist in their applications to the professional schools.

ENGAGED FACULTY
Faculty members at FPU are experts in their fields. Most hold doctorates and participate in their academic fields through speaking and publishing. They receive academic honors, including Fulbright scholarships. They share their talent through music and other artistic performances and their expertise as business and professional consultants. They are also dedicated to teaching and building relationships with students that contribute to personal achievement.

INTEGRATION OF FAITH AND LEARNING
The university embraces the world and its peoples as the creation of God and therefore as the proper province of study and service. Through the pursuit of the knowledge of God and His creation, using the tools of theology, science and the arts, the university seeks to shape the thought, character and lifestyles of its students and prepare them for meaningful vocations, graduate school and service to the world.

The university relates Christian faith to academic disciplines and career preparation in a variety of ways. Faculty are encouraged to connect their academic work to the faith and life of the church and to be available to students for personal conversation and counseling.

THEOLOGICAL STATEMENT OF THE UNIVERSITY
Fresno Pacific University is sponsored by the Pacific District Conference of Mennonite Brethren Churches. The school is deeply and intentionally rooted in the Anabaptist Mennonite movement. As such, it is committed to Anabaptist and evangelical ideals, including the reconciling power of God’s Spirit, an emphasis on voluntary discipleship, obedience to Jesus as Lord, the global mission of the church, the church as the community of the new covenant, mutual care and holistic concern for members of Christ’s body and the call to address, in pastoral and prophetic fashion, the peace and justice concerns of the world.

The theological position of the university is represented in the following tenets, compiled from the Confession of Faith of the General Conference of Mennonite Brethren Churches. Whereas Fresno Pacific University enthusiastically embraces this theological tradition, it seeks to do so with charity and humility. In keeping with an expressed desire of its sponsoring body in the early 1980s to "broaden the base" of the institution, the university has deliberately chosen to include students, faculty, staff, administrators and board members from diverse Christian traditions, who at the same time are supportive of its distinctive and goals. This represents an attempt to embody the New Testament notion of ecumenicity, rooted in a personal relationship with God through Jesus Christ as Lord and Savior and marked by a fervent commitment to a particular core of beliefs and behaviors by people from greatly diverse races, ethnicities and nationalities. Accordingly, Fresno Pacific University stresses the following convictions in guiding and shaping the educational community.

1. God
We believe in the one true God, the source of all life, who reigns over all things as Father, Son and Holy Spirit, and who lovingly cares for all creation. God the Father planned the redemption of humanity and sent Jesus Christ the Son to be the Savior of the world. Jesus proclaimed the reign of God, bringing good news to the poor and triumphing over sin through His obedient life, death and resurrection. God the Holy Spirit empowers believers with new life, indwells them and unites them in one body.

2. Revelation of God
We believe God has made Himself known to all people. Beginning with creation and culminating in Jesus Christ, God has revealed Himself in the Old and New Testaments. All Scripture is inspired by God, and is the authoritative guide for faith and practice. We interpret the Scripture in the church community as guided by the Holy Spirit.

3. Creation and Humanity
We believe God created the heavens and the earth, and they were good. Humans, God’s crowning act, were created in the image of God. Sin has alienated humanity from the Creator and creation, but God offers redemption and reconciliation through Jesus Christ.

4. Sin and Evil
We believe sin is individual and corporate opposition to God’s good purposes and leads to physical and spiritual death.
5. Salvation
We believe God saves all people who put their faith in Jesus Christ. By His obedient life, sacrificial death and victorious resurrection, Christ delivers people from the tyranny of sin and death and redeems them for eternal life in the age to come. All creation eagerly awaits its liberation from bondage into the freedom of the glory of God's children.

6. Nature of the Church
We believe the church is the covenant community called by God through Jesus Christ to live a life of discipleship and witness as empowered by the Holy Spirit. The local church gathers regularly for worship, fellowship and accountability and to discern, develop and exercise gifts for ministry.

7. Mission of the Church
We believe the mission of the church is to make disciples of all nations by calling people to repent, to be baptized and to love God and neighbor by sharing the good news and doing acts of love and compassion.

8. Christian Baptism
We believe baptism by water is a public sign that a person has repented of sin, received forgiveness, died with Christ and been raised to new life through the power of the Holy Spirit. Baptism is also a public declaration of a believer’s incorporation into the body of Christ as expressed in the local church.

9. Lord’s Supper
We believe that in obedience to Christ, the church observes the Lord’s Supper as a remembrance of His atoning death and to celebrate forgiveness, new life and the fellowship and unity of all believers.

10. Discipleship
We believe Jesus calls people who have experienced the new birth to follow Him in a costly life of service to God. The power of the Holy Spirit transforms believers from the unrighteous pattern of the present age into a life of joyful obedience with God’s people.

11. Marriage, Singleness and Family
We believe that singleness and marriage are honored by God and should be blessed by the church. God instituted marriage as a lifelong covenant between a man and a woman for the purpose of companionship, encouragement, sexual intimacy and procreation. Children are a gift from God and should be nurtured by parents in the ways of God.

12. Society and State
We believe that God instituted the state to promote justice and to maintain law and order. Christians’ primary allegiance is to Christ’s Kingdom. Believers are called to witness against injustice, exercise social responsibility and obey all laws that do not conflict with the Word of God.

13. Love and Nonresistance
We believe that God in Christ reconciles people to Himself and to one another, making peace through the cross. We seek to be agents of reconciliation, to practice love of enemies and to express Christ’s love by alleviating suffering, reducing strife and promoting justice. Because violence and warfare are contrary to the gospel of Christ, we believe that we are called to give alternative service in times of war.

14. The Sanctity of Human Life
We believe that God is creator and giver of life, and highly values each person. Procedures designed to take human life are wrong. We oppose all attitudes that devalue human life, especially the defenseless lives of the unborn, disabled, poor, aging and dying.

15. Stewardship
We believe the universe and everything in it belong to God the Creator and that we have been entrusted by God to manage its resources. All God’s gifts, including money, time, abilities and influence, are to be received with thanksgiving, used responsibly and shared generously.

16. The Lord’s Day, Work and Rest
We believe God’s act of creation provides the model for work and rest. In work, we use our abilities to glorify God and serve others. In rest, we express thanks for God’s provision and trust in God’s sustaining grace. In worship, we gather to commemorate the resurrection through worship, instruction, fellowship and service.

17. Christianity and Other Faiths
We believe God’s atoning work in Jesus is the only means of reconciling people with God. God has not left any without a witness to the Creator’s goodness and power. Christians treat people of other faiths with respect, but urgently proclaim Christ as the only way of salvation.

18. Christ’s Final Triumph
We believe that the Lord Jesus Christ will return triumphant at the end of this age to destroy all evil powers, condemn all who have rejected Christ to eternal punishment and unite believers with Christ to reign forever with God in glory.
THE FRESNO PACIFIC IDEA

The Fresno Pacific Idea reflects the university’s interpretation of what it means to be a community of learners committed to a distinctive vision of Christian higher education. The Idea serves as a center for reflection and action and as a guide for forming a vision of the future. Rooted in the past and continuously re-shaped by the present, the Idea provides a foundation for the university’s understanding of itself and of the mission to which it is called.

In pursuing this mission, the university affirms the significance of knowledge, which is a foundation for wisdom and virtue. As a Christian liberal arts community, Fresno Pacific University is an integral part of the mission of the church. From this Christian and liberal arts center, the university seeks to engage members of its community in a collaborative search for knowledge and experience that leads toward a perceptive and creative relationship with God, humanity and the natural world. On this foundation, the university seeks to build and to extend the Kingdom of God by enabling people to serve church and society.

The Fresno Pacific Idea articulates the university’s primary identity, its vision of community and its relation to the larger world. The parts of the Idea are not mutually exclusive, but complementary. Together, they form an organic whole.

FRESNO PACIFIC IS A CHRISTIAN UNIVERSITY

Fresno Pacific University seeks to be a collegium centered upon Christ and His church. It is committed to the ideals of God’s Kingdom and to the perspective of the liberal arts in which integration of faith, learning and action is a primary goal.

With others in the Anabaptist-Mennonite and believers’ church tradition, the university encourages voluntary acknowledgment of the sovereignty of God, of the triumph of God’s Kingdom, of the presence of God’s Spirit in the life of the church and of the Lordship of Christ in all of life.

As an extension of the educational mission of the Mennonite Brethren Church, the university affirms the authority of the Bible over all matters of faith and life; the church as a community of redeemed people; a life of discipleship leading to holiness, witness and service; the call to serve Jesus by ministering to human need and alleviating suffering; the practice of reconciliation and love in settings of violence, oppression and injustice; and the development of spiritual maturity through disciplines such as prayer, study and meditation.

All authentic knowledge and experience are unified under God. All aspects of reality are understood to be parts of a larger whole. There is no contradiction then between the truth of revelation, of scholarly investigation and of action. The university encourages members of the Fresno Pacific University community toward a reflective and critical perspective on the nature of humanity and its relation to the world. Thus, the liberal arts enlarge the foundation for lifelong learning and for advanced study in a discipline or profession. The university affirms that wisdom grows out of commitment to Christian faith and the integrative perspective of the liberal arts. Both are essential to developing a holistic view of God, self and the world.

Since education is understood to be a lifelong process, university programs include a variety of academic and professional baccalaureate, graduate and nondegree programs. Each program builds on the integrative foundation of the liberal arts, encouraging thoughtful reflection on those beliefs and values that contribute to personal and societal wholeness. The intersection of Christian belief, the liberal arts and an ethic of service provides an educational perspective that leads to an examined understanding of God, self and the world that unites theory with practice.

FRESNO PACIFIC UNIVERSITY IS A COMMUNITY OF LEARNERS

Fresno Pacific University recognizes the importance of the interpersonal dimension of the learning process. The university believes that community grows out of common commitments and that learning is the result of interaction between persons, ideas and experiences. Thus, the university seeks to provide settings in which individuals can achieve such interaction within a community committed to learning and service. It believes that as individuals become more responsible with and accountable to one another, they are better able to understand themselves and to make thoughtful commitments to God, the church and the world.

The university seeks to accept each member of the community as unique, with purpose and value. Ethnic and religious identity is affirmed as a basis for respectful pluralism. While acknowledging individual differences, the university also holds to the believers’ church expression of community as a body that transcends individualism and those cultural, national and ethnic boundaries which separate and alienate.

Believing that the Gospel transcends the limitations of all cultures and ideologies and that inclusiveness enriches community, Fresno Pacific University welcomes those of different cultural, national, ethnic and religious backgrounds to participate in its educational experience. The university invites those from other church traditions, both as faculty and students, to enter into dialogue and faithful practice with those in the Anabaptist-Mennonite and believers’ church tradition in following Christ and in sharing the university’s mission. In keeping with its voluntaristic church tradition, the university affirms the community formed as individuals relate to God and does not discriminate against students who cannot freely and honestly make such a commitment. The university encourages persons to serve across cultures and
throughout the world as compassionate disciples of Christ and as constructive members of society.

The university believes that knowledge and understanding are formed in community; that learning takes place through dialogue and discourse between people who have different experiences and perspectives and that such wisdom begins with humility. These understandings join teachers and students as partners in a mutual search for truth and wholeness.

The university's belief in community expresses itself in patterns of leadership and governance that are servant-oriented and participatory and which lead toward consensual decision making.

The university seeks to carry out its educational mission through faculty, students, staff and board members who participate in church and society, share a mutual respect for educational goals and community standards and are committed to enhancing the quality of the educational experience for all its members.

FRESNO PACIFIC UNIVERSITY IS PROPHETIC

Fresno Pacific University believes that to be prophetic is to serve the church and society by engaging in dialogue with and critique of contemporary culture and practice. The university encourages informed reflection on personal, institutional and societal values which contribute to developing a vision for wholeness, justice and reconciliation. It offers leadership to the church and the world by enabling persons to extend perceptive, creative and skillful responses to current issues; to illuminate darkness with light and dispel ignorance with wisdom and understanding. It seeks to bring an integrative, Christian ethic and perspective to present day thought and experience and to a common search for the better way.

Fresno Pacific University understands learning to be a journey; a journey of exploration, reflection and transformation; a journey toward deepened meaning and faith growing out of creative encounter with Christ and the world. The university believes that such learning may be nurtured through many different modalities and in many different settings and that it should be encouraged to continue throughout life. Thus, the university values imaginative, experimental and innovative ways of engaging students and faculty in the process of learning even as it seeks to remain faithful to its core values and identity.

Fresno Pacific University is a deliberate and continuing attempt to realize the vision expressed in the Fresno Pacific Idea. The Idea gives the university reason for existence, courage for growth and stimulus for adventure.

STATEMENTS OF COMPLIANCE

UNIVERSITY CATALOG STUDENT RESPONSIBILITY

Students are responsible for becoming familiar with the information presented in this catalog and subsequent catalogs, and for knowing and observing all policies, procedures, requirements and deadlines related to their participation in the university community.

This responsibility includes, but is not limited to, academic requirements and general rules listed in this catalog. Regulations will not be waived or exceptions granted based on a student’s lack of knowledge regarding Fresno Pacific University’s policies or procedures. Additional policies and procedures can be found in the student handbooks and in published school/center policies.

Policies may change in subsequent catalogs. Degree and program requirements will not change unless students interrupt their studies or exceed the time limitations noted elsewhere in the catalog.

In addition to this catalog the university has posted policies and course descriptions for the Biblical Seminary and the Center for Professional Development at those websites.

INFORMATION SUBJECT TO CHANGE WITHOUT NOTICE

The requirements, programs, course offerings, fees, policies and all other subjects covered in this publication may be changed without notice.

Users of this publication should contact Fresno Pacific University representatives to learn the current status of matters covered herein. Fresno Pacific University assumes no responsibility for any damages that may be claimed to have resulted from such changes.

LIMITS OF LIABILITY

The university assumes no liability, and hereby expressly negates the same, for failure to provide or delay in providing educational or related services or facilities, or for any other failure or delay in performance arising out of or due to causes beyond the reasonable control of the university, which causes include, without limitation, power failure, fire, strikes by university employees or others, damage by the elements and acts of public authorities. The university will, however, exert reasonable efforts, when in its judgment it is appropriate to do so, to provide comparable or substantially equivalent services, facilities or performance; but its inability or failure to do so shall not subject it to liability.
NON-DISCRIMINATION AND TITLE IX COMPLIANCE

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Fresno Pacific University does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in the recruitment or admission of students or in any of its policies, practices, or procedures.

Fresno Pacific University’s Title IX Coordinator is the designated agent of the University with primary responsibility for coordinating University Title IX compliance efforts. The Title IX Coordinator’s responsibilities are critical to the development, implementation, and monitoring of meaningful efforts to comply with Title IX legislation, regulation, and case law. In broad terms, the Title IX Coordinator oversees monitoring of University policy in relation to Title IX law developments; implementation of grievance procedures, including notification, investigation and disposition of complaints; provision of educational materials and training for the campus community; conducting and/or coordinating investigations of complaints received pursuant to Title IX; ensuring a fair and neutral process for all parties; and monitoring all other aspects of the University’s Title IX compliance.

The following person has been designated to handle inquiries regarding the University’s non-discrimination policies and Title IX, to receive discrimination/harassment complaints from members of the university community, and to monitor the institution’s compliance with state and federal non-discrimination laws and regulations:

Marylou Miller
Title IX Compliance Coordinator
McDonald Hall, Room 136
1717 S. Chestnut Avenue
Fresno, CA 93702
Telephone: 559-453-2245
Fax: 559-453-5514
fresno.edu

SOLOMON AMENDMENT

The university has a long-standing policy of pacifism in its affiliation with the Pacific District Conference of Mennonite Brethren churches and thus is not required to comply with the Solomon Amendment.

EQUITY IN ATHLETICS

A report is available to students, potential students and the public, upon request, which includes information regarding the number of males and females enrolled and the male and female athletic participation rates, expenditures and benefits.

SECURITY AND FIRE SAFETY REPORT

Each year a report that contains three years worth of campus crime and fire statistics and campus security policy statements is published on the university website. A 60-day crime log and a fire log are open to the public and available from the campus safety department.

DRUG-FREE POLICY

The unlawful manufacture, possession, use or distribution of alcohol and illegal drugs by students or employees on university property or at university activities is prohibited. Rules are spelled out in faculty, staff and student handbooks.

VOTER REGISTRATION

The university encourages all students and employees to register to vote. Voter registration links are given on the university website and California registration forms are available in the Registrar’s Office, the Student Life Office and at each regional center.

PRIVACY AND ACCESS TO RECORDS

Fresno Pacific University complies with FERPA, as amended, and its implementing regulations issued, which provide students with safeguards for the accuracy, completeness and privacy of educational records. Annual notice is given to students summarizing their rights under this law. Copies of Fresno Pacific University’s Statement of Policies and Procedures under the FERPA are available on the Registrar’s Office website at fresno.edu.
ACADEMIC CALENDARS

The traditional undergraduate programs operate on a two-semester plus 12-week summer academic calendar. The academic year consists of an early fall semester that ends before the Christmas holidays and a spring semester that concludes in early May. Summer courses may be used to lighten the course load during the regular academic semesters, to enrich and broaden the educational experience or to accelerate the student’s progress toward graduation.

Degree completion programs operate on a two-semester system. The fall semester runs from August through January. The spring semester runs from February through July. Groups of students begin in February and August and occasionally at other times of the year.

TRADITIONAL UNDERGRADUATE CALENDAR: FALL and SPRING

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions application priority filing</td>
<td>Nov. 15, 2012 (Early Action) and</td>
</tr>
<tr>
<td></td>
<td>March 1</td>
</tr>
<tr>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>Online registration opens</td>
<td>March 18</td>
</tr>
<tr>
<td>Add courses without late fee: last day</td>
<td>September 8</td>
</tr>
<tr>
<td>Add courses with late fee</td>
<td>September 9-22</td>
</tr>
<tr>
<td>Drop full-term courses without grade penalty</td>
<td>November 3</td>
</tr>
<tr>
<td>and with partial refunds: last day of</td>
<td></td>
</tr>
<tr>
<td>attendance</td>
<td></td>
</tr>
<tr>
<td>Student check-in</td>
<td>August 26-30</td>
</tr>
<tr>
<td>Classes begin</td>
<td>August 26</td>
</tr>
<tr>
<td>Grading</td>
<td></td>
</tr>
<tr>
<td>Last day to request grading option</td>
<td>September 6</td>
</tr>
<tr>
<td>Grades due</td>
<td>December 17</td>
</tr>
<tr>
<td>Incomplete, last day to apply for</td>
<td>December 6</td>
</tr>
<tr>
<td>Withdrawal from university without grade penalty</td>
<td>November 1</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 6</td>
</tr>
<tr>
<td>Final exams</td>
<td>December 9-12</td>
</tr>
<tr>
<td>Last day to accept student assignments</td>
<td>December 13</td>
</tr>
<tr>
<td>Commencement</td>
<td></td>
</tr>
<tr>
<td>Last day to apply for participation</td>
<td>September 30</td>
</tr>
<tr>
<td>Clearance documentation due</td>
<td>November 1</td>
</tr>
<tr>
<td>Evaluation of honors eligibility</td>
<td>November 15</td>
</tr>
<tr>
<td>Ceremony</td>
<td>December 14</td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
</tr>
<tr>
<td>Mid-term break (no classes)</td>
<td>October 17-18</td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 2</td>
</tr>
<tr>
<td></td>
<td>November 28-29</td>
</tr>
<tr>
<td></td>
<td>December 24-January 1, 2014</td>
</tr>
</tbody>
</table>
## TRADITIONAL UNDERGRADUATE CALENDAR: SUMMER 2014

### Registration

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online registration opens</td>
<td>March 17</td>
</tr>
<tr>
<td>Add courses without late fee: last day</td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>May 25</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 6</td>
</tr>
<tr>
<td>Add courses with late fee</td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>May 26-June 8</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 7-20</td>
</tr>
<tr>
<td>Drop courses without grade penalty and with partial refund: last day of attendance</td>
<td></td>
</tr>
<tr>
<td>Session 1 courses</td>
<td>June 8</td>
</tr>
<tr>
<td>Full-term courses</td>
<td>June 29</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>July 20</td>
</tr>
</tbody>
</table>

### Classes begin

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-term and Session 1</td>
<td>May 12</td>
</tr>
<tr>
<td>Session 2</td>
<td>June 23</td>
</tr>
</tbody>
</table>

### Grading

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to request grading option</td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>May 23</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 3</td>
</tr>
<tr>
<td>Grades due</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>June 24</td>
</tr>
<tr>
<td>Full-term and Session 2 courses</td>
<td>August 5</td>
</tr>
<tr>
<td>Incomplete, last day to apply for</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>June 20</td>
</tr>
<tr>
<td>Full-term and Session 2</td>
<td>Aug 1</td>
</tr>
</tbody>
</table>

### Last day of classes

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>June 20</td>
</tr>
<tr>
<td>Full-term and Session 2</td>
<td>August 1</td>
</tr>
</tbody>
</table>

### Last day to accept student assignments

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>June 20</td>
</tr>
<tr>
<td>Full-term and Session 2</td>
<td>August 1</td>
</tr>
</tbody>
</table>

### Holidays

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices closed; no classes</td>
<td>May 26, July 4</td>
</tr>
</tbody>
</table>
DEGREE COMPLETION ACADEMIC CALENDAR: FALL AND SPRING
Degree completion programs operate on a two semester system. The fall semester runs from August through January. The spring semester runs from February through July. Groups of students begin in February and August.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 12</td>
<td>December 11, 2013</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>July 25</td>
<td>January 25</td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First day of class</td>
<td>First day of class</td>
</tr>
<tr>
<td>Last day to petition registration</td>
<td>Third class session</td>
<td>Third class session</td>
</tr>
<tr>
<td><strong>General Education and Elective Courses (6 Weeks) and DSE Courses Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 12</td>
<td>December 11, 2013</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>Seven days prior to first day of class</td>
<td></td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First day of class</td>
<td>First day of class</td>
</tr>
<tr>
<td>Last day to petition registration</td>
<td>Second class session</td>
<td>Second class session</td>
</tr>
<tr>
<td><strong>Elective Courses (Weekend) Course Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 12</td>
<td>December 11, 2013</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>Seven days prior to first day of class</td>
<td></td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First class session</td>
<td>First class session</td>
</tr>
<tr>
<td><strong>Term begins</strong></td>
<td>August 1</td>
<td>February 1</td>
</tr>
<tr>
<td><strong>Term ends</strong></td>
<td>January 31, 2014</td>
<td>July 31</td>
</tr>
<tr>
<td><strong>Short Term Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1 begins</td>
<td>August 1</td>
<td>February 1</td>
</tr>
<tr>
<td>Session 2 begins</td>
<td>mid-September</td>
<td>mid-March</td>
</tr>
<tr>
<td>Session 3 begins</td>
<td>November 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Session 4 begins</td>
<td>mid-December</td>
<td>mid-June</td>
</tr>
<tr>
<td><strong>Last day to accept student assignments</strong></td>
<td>Seven days after last day of class</td>
<td>Seven days after last day of class</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to apply for participation</td>
<td>September 30</td>
<td>January 31</td>
</tr>
<tr>
<td>Eligibility documentation due</td>
<td>October 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Evaluation of honors eligibility</td>
<td>November 15</td>
<td>April 10</td>
</tr>
<tr>
<td>Ceremony</td>
<td>December 14</td>
<td>May 10</td>
</tr>
<tr>
<td><strong>University holidays</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 2</td>
<td>February 17</td>
</tr>
<tr>
<td></td>
<td>November 28-29</td>
<td>April 18</td>
</tr>
<tr>
<td></td>
<td>December 24-January 1, 2014</td>
<td>May 26</td>
</tr>
<tr>
<td></td>
<td>January 20</td>
<td>July 4</td>
</tr>
</tbody>
</table>
GENERAL EDUCATION

TRADITIONAL UNDERGRADUATE PROGRAMS

Degree Completion general education requirements are listed separately at the end of this section.

INTRODUCTION

The academic curriculum is a primary vehicle for achieving the ideals of the Fresno Pacific Idea and mission of the university.

The general education program is intended to provide a foundation for wise, faithful living and service in the world. Four blocks complete this foundation:

1. **The Stories of Peoples and Cultures**
   
   Seeks to place learners in dialogue with the central Christian story—the Bible and the church—as well as other formative stories of world civilizations and cultures, particularly in reference to fundamental human questions: Who are we? Why are we here? Who are our people? Where have we been? Where are we going?

2. **The Tools of Human Inquiry and Communication**
   
   Intended to build foundational concepts and skills in oral and written communication, mathematics and a foreign language.

3. **The Modes of Human Inquiry and Thought**
   
   Intended to build foundational understanding of selected contents and methodologies in the humanities, natural sciences and social sciences. Similar concerns in biblical studies and theology are addressed in the sequence outlined as part of the first block.

4. **The Stewardship of the Body**
   
   Intended to provide a foundation for wellness and physical well-being.

The minor program, which is optional, has two primary purposes. The first is to provide learners with the opportunity to deepen their understanding and experience of values central to the tradition of the university. The second is to provide learners with the opportunity to pursue secondary personal or career interests.

Together these programs are intended to stimulate learners to grow toward maturity centered in Jesus Christ, committed to the church, virtuous in character, faithful in vocation and service and active in peacemaking, building community and transforming culture.

Programs may require that students select specific general education courses. See program requirements for details.

THE ASSOCIATE OF ARTS DEGREE

60 Units

The general education associate of arts degree provides the foundation for informed, wise living as well as the foundation for advanced study. Electives and activities (e.g., drama, music, athletics, etc.) provide continuing opportunities to explore and develop interests and skills. The College Hour convocation series provides the opportunity to join with the larger undergraduate community to worship, to consider contemporary issues, to share experiences and to enjoy the arts.

**College Hour**

To learn, celebrate and worship through music, the arts and public discourse in the company of the gathered university community. See the Office of Spiritual Formation section of this catalog for a detailed description.

**REQUIRED COURSES**

CHR-240 College Hour (0.5) *(required each semester of full-time attendance)*

**The Stories of Peoples and Cultures**

My life is a story. Your life is a story. The lives of families, tribes, cultures and nations are stories. All began with God, the original story maker, whose words and deeds too are a story.

Among the stories of peoples and cultures are big stories, like creation stories, birth stories, crisis stories, passage stories, suffering stories, death stories. All persons, peoples and cultures have these stories. Remembering them gives shape and meaning to our lives. They help us answer the big questions: Where do we come from? Why are we here? Where do we belong? How should we live? Where are we going? These questions inspire this first set of stones of our general education foundation.

The chief cornerstone, which anchors the general education foundation, is the beginning course, Jesus and the Christian Community. It reflects our conviction that the
central story of history is the story of God and the fullness of his revelation in Jesus. We begin with this story.

The footstones of three sequential courses, Ancient, Medieval and Early Modern, and Modern Civilizations, continue the story motif by providing the historical base for understanding the peoples and cultures of both the Western and non-Western worlds. The progressive unveiling of the story of God is continued in these courses, but now in the context of other stories of competing gods. Living, as we do, in a world that has shrunk to become a global village, we do well to understand not only our story, but also the stories that shape other peoples and cultures who have become our very close neighbors.

Ancient Civilization includes an introduction to the Old Testament. Medieval and Early Modern Civilizations includes a study of the church history, especially the Reformation movements of the sixteenth century. Modern Civilization considers the place and shape of Christian faith in the modern world. These together continue the story begun and developed in Jesus and the Christian Community.

**PURPOSES**

1. To understand and enter into dialogue with the Christian story, beginning with the central story of Jesus.
2. To discover our own story and enter into dialogue with mature understandings of our own place and time in history.
3. To understand and enter into dialogue about the particular story begun by those Reformation reformers called Anabaptists, who sought to live in faithful obedience to the example and teachings of Jesus and whose story represents the particular heritage and commitment of the university.
4. To discover and understand the stories that are dissimilar to our own, but that have shaped and continue to shape peoples and cultures with whom we share our communities and world.
5. To learn from those special moments in our larger human history in which the nature of the universe—including God, the individual and society—have been particularly clear.

**REQUIRED COURSES**

**Stories from the Ancient World**

BIB-100/300 Jesus and the Christian Community- Freshman/Transfer Student (4)  
†HIST-120 Ancient Civilizations (4)

**Stories from the Modern World**

†HIST-130 Medieval and Early Modern Civilizations (4)  
†HIST-140 Modern Civilizations (4)

---

**The Tools of Human Inquiry and Communication**

Toolstones consist of mathematics; communication, both oral and written; and a foreign language.

Mathematics has been called the language of the universe. To inquire into the nature of the universe obviously requires understanding its language. Each day we humans engage in transactions that require us to count, to measure and to compute food, water, fuels and other essential material substances of the universe. Sometimes we are fooled because of our ignorance. We fail to see patterns or correctly judge probabilities. Mathematics understanding is designed to equip us to reason mathematically and thus to live more wisely in this world.

Communication is the most basic social act in which we humans engage. Without communication we would be alone in the world. Community, even of the first two potential partners, would be impossible. The quality of our lives, both as individuals and as communities, is directly related to the quality of our communication. Hence, for our own well being as well as that of truth in the world, we do well to work at becoming articulate people in both our oral and written communication. The Oral Communication and Written Communication courses are designed to help achieve such competency.

A final toolstone is a foreign language. All undergraduate students are expected to have a beginning acquaintance with a second language, either through a minimum of two years of language study in high school or one year of college study. Language opens the door into another way of thought and life. It creates the possibility for building more significant relationships across language and cultural boundaries. It is an important tool in our global village communities and world.

**PURPOSES**

1. To understand the philosophical and conceptual foundations underlying mathematical and communication processes.
2. To understand and become skillful in using mathematical symbols and creating clear and responsible communications.
3. To understand and become skillful in analysis, synthesis, reasoning, problem solving and creative, imaginative processes.
4. To develop a basic understanding of the language and culture of another language group with whom we share this earth.

**REQUIRED COURSES**

COM-110 Written Communication (3) (alternative, COM-110A and 110B)  
COM-120 Oral Communication (3)
**MATH-120** Principles of Mathematics (4) *(alternative, MATH-110A and 110B)*  
or **MATH-140** Pre-Calculus (4)  
or **MATH-210** Calculus I (4)  

Foreign language requirement may be met by one of the following:  
1. A grade of C- or better in the final semester of level III high school language study.  
2. A passing grade in elementary, level II, college language study.  
3. Examination (CLEP, local examination or TOEFL)

**The Modes of Human Inquiry and Thought**

Modestones describe ways of seeing and being in the world. As an artist, musician, writer or philosopher in the humanities; natural or social scientist; or theologian, we view the world through different lenses. Each lens unveils a piece of the whole.

A gorgeous sunset may inspire the artist within and spur on paintbrush or pen. It may unleash the natural scientist within and stimulate inquiry into the natural causes of this beauty. It may stir the social scientist within and prompt research into the structure of sun worshiping societies. It may inspire the theologian within and incite contemplation of the very nature of the eternal being who created this sun and the universe in which it is housed. Whereas each of us may identify more quickly with some of these than others, we are all capable of putting on each lens. Life is most fully lived when our abilities and sensitivities, at least to some degree, include all.

Coursework is required in each of the mode areas: the humanities, natural sciences and social sciences (though technically a mode, theology is covered in the "Stories..." area of the general education program, so it is not included here). Options for coursework are provided in each mode area. In choosing particular courses, consider what would be most beneficial, and perhaps stretching, for you. What would serve to most broaden your view of the world and its peoples? Be wary of easy or familiar choices. Choose courses that give you the strongest foundation possible.

**PURPOSES**

1. To understand the specialized methods of inquiry and thought of the modern world.  
2. To understand how Christian faith shapes our understanding and use of these methods.

**REQUIRED COURSES**

**Humanities (select two courses)**  
**ART-110** Art Appreciation (3)  
**LIT-180** Introduction to Literature (3)  
**MUS-102** Music Appreciation (3)  
or **MUS-103** Introduction to American Popular Music (3)  
**PHIL-100** Introduction to Philosophy (3)

**Natural Science (select two courses)**  
**BIOL-100** Principles of Biology (4)  
or **BIOL-111** General Biology: Cells and Physiology (4)  
or **BIOL-121** General Biology: Diversity and Ecology (4)  
**CHEM-103** General Chemistry I (4)  
**PHYS-106** Physical Science (4)  
**PHYS-120** General Physics I (4)  
**PHYS-130** University Physics I (4)  
**PHYS-150** Earth Science (3)  
or **PHYS-160** Space Science (3)

**Social Science (select two courses)**  
**ECON-105** Principles of Economics (4)  
**GEOG-220** Cultural Geography (3)  
**HIST-150** American Civilization (4)  
**PS-120** American Politics and Society (4)  
**PSY-120** Introduction to Psychology (3)  
**SOC-120** Introduction to Sociology (3)  
**SOC-205** Introduction to Cultural Anthropology (3)

**The Stewardship of the Body**

Our bodies are a gift to be valued and cared for. Neglect and even abuse of this gift are common today. This stewardship stone provides a foundation for understanding the principles and practices of body care and exercise. Two courses are required to establish this foundation: Concepts of Wellness and a physical education activity course of your choice.

**PURPOSE**

To understand the nature of wellness and become skillful in the physical care of oneself.

**REQUIRED COURSES**

**KIN-120** Concepts of Wellness (3)  
**PE-100-154** Activity Course *(see physical education eligible courses)* (1)  

*Select additional courses as needed in consultation with your mentor to meet the minimum unit requirement for the degree.*

**BACHELOR’S DEGREES**

124 Units  
The university is a portico to the larger temple of life. The general education program provides the foundation for informed, wise living as well as the foundation for advanced study. Major and minor programs allow for specialization in pursuit of particular interests and in preparation for careers and for further graduate or professional studies. Electives and activities (e.g., drama, music, athletics, etc.) provide continuing opportunities to explore and develop interests.
and skills. The College Hour convocation series provides the opportunity to join with the larger undergraduate community for worship and in the consideration of contemporary issues, the sharing of experiences and enjoyment of the arts. A culminating capstone course provides a final opportunity to sharpen how Christian faith may infuse our thought and living. The general education program includes 57-63 units, not including the language requirement.

College Hour
To learn, celebrate and worship through music, the arts and public discourse in the company of the gathered university community. See the Office of Spiritual Formation section of this catalog for a detailed description.

REQUIRED COURSES
CHR-240 College Hour (0.5) *(required each semester of full-time attendance)*

The Stories of Peoples and Cultures
My life is a story. Your life is a story. The lives of families, tribes, cultures and nations are stories. All began with God, the original story maker, whose words and deeds too are a story.

Among the stories of peoples and cultures are big stories, like creation stories, birth stories, crisis stories, passage stories, suffering stories, death stories. All persons, peoples and cultures have these stories. Remembering them gives shape and meaning to our lives. They help us answer the big questions: Where do we come from? Why are we here? Where do we belong? How should we live? Where are we going? These questions inspire this first set of stones of our general education foundation.

The chief cornerstone, which anchors the general education foundation, is the beginning course, Jesus and the Christian Community, and the later Biblical Literature course. These reflect our conviction that the central story of history is the story of God and the fullness of his revelation in Jesus. We begin with this story.

The footstones of three sequential courses, Ancient, Medieval and Early Modern, and Modern Civilizations, continue the story motif by providing the historical base for understanding the peoples and cultures of both the Western and non-Western worlds. The progressive unveiling of the story of God is continued in these courses, but now in the context of other stories of competing gods. Living, as we do, in a world that has shrunken to become a global village, we do well to understand not only our story, but also the stories that shape other peoples and cultures who have become our very close neighbors.

Ancient Civilization includes an introduction to the Old Testament. Medieval and Early Modern Civilizations includes a study of the church history, especially the Reformation movements of the sixteenth century. Modern Civilization considers the place and shape of Christian faith in the modern world. These together continue the story begun and developed in Jesus and the Christian Community.

The second cornerstone continues the story motif into the present. The focus series provides the opportunity to explore in some depth biblical and contemporary thought on one aspect or theme of our contemporary story.

PURPOSES
1. To understand and enter into dialogue with the Christian story, beginning with the central story of Jesus.
2. To discover our own story and enter into dialogue with mature understandings of our own place and time in history.
3. To understand and enter into dialogue about the particular story begun by those Reformation reformers called Anabaptists, who sought to live in faithful obedience to the example and teachings of Jesus and whose story represents the particular heritage and commitment of the university.
4. To discover and understand the stories that are dissimilar to our own, but that have shaped and continue to shape peoples and cultures with whom we share our communities and world.
5. To learn from those special moments in our larger human history in which the nature of the universe—including God, the individual and society—have been particularly clear.

REQUIRED COURSES
Stories from the Ancient World
BIB-100/300 Jesus and the Christian Community-Freshman/Transfer Student (4)
BLIT-310-349 Biblical Literature Course (3)
†HIST-120 Ancient Civilizations (4)

Stories from the Modern World
†HIST-130 Medieval and Early Modern Civilizations (4)
†HIST-140 Modern Civilizations (4)

Biblical Studies Requirement
The general education program includes four courses in biblical studies and religion. Students should attempt to take one of the four required biblical studies courses during each year of attendance. The courses are:
- Jesus and the Christian Community (freshmen must take during their first semester, transfers within the first two semesters of attendance)
- Medieval and Early Modern Civilizations (church history)
- Biblical literature course
• Biblical studies course as part of the chosen focus series

Focus Series - The Contemporary World
Each focus series is designed to combine the theological and ethical study of a topic with the study of that topic from a disciplinary or interdisciplinary perspective. Each course offers a unique perspective on contemporary life and culture and expresses values central to the ethos of the university. Each provides an opportunity to step out beyond major fields of study and consider topics of special interest at a higher level than other general education requirements and with greater freedom of choice. Courses are generally upper-division study, recommended for the junior year. Select one series from the Focus Series section of this catalog.

The Tools of Human Inquiry and Communication
Toolstones consist of mathematics; communication, both oral and written; and a foreign language.

Mathematics has been called the language of the universe. To inquire into the nature of the universe obviously requires understanding its language. Each day we humans engage in transactions that require us to count, to measure and to compute food, water, fuels and other essential material substances of the universe. Sometimes we are fooled because of our ignorance. We fail to see patterns or correctly judge probabilities. Mathematics understanding is designed to equip us to reason mathematically and thus to live more wisely in this world.

Communication is the most basic social act in which we humans engage. Without communication we would be alone in the world. Community, even of the first two potential partners, would be impossible. You and I could never truly meet. The quality of our lives, both as individuals and as communities, is directly related to the quality of our communication. Hence, for our own well being as well as that of truth in the world, we do well to work at becoming articulate people in both our oral and written communication. The Oral Communication and Written Communication courses are designed to help achieve such competency.

A final toolstone is a foreign language. All undergraduate students are expected to have a beginning acquaintance with a second language, either through a minimum of three years of language study in high school or elementary, level II, college language study. Language opens the door into another way of thought and life. It creates the possibility for building more significant relationships across language and cultural boundaries. It is an important tool in our global village communities and world.

PURPOSES
1. To understand the philosophical and conceptual foundations underlying mathematical and communication processes.
2. To understand and become skillful in using mathematical symbols and creating clear and responsible communications.
3. To understand and become skillful in analysis, synthesis, reasoning, problem solving and creative, imaginative processes.
4. To develop a basic understanding of the language and culture of another language group with whom we share this earth.

REQUIRED COURSES
COM-110 Written Communication (3) (alternative, COM-110A and 110B)
COM-120 Oral Communication (3)
MATH-120 Principles of Mathematics (4) (alternative, MATH-110A and 110B)
or MATH-140 Pre-Calculus (4)
or MATH-210 Calculus I (4)
Foreign language requirement may be met by one of the following:
1. Three years of high school study in a single language with grades of C- or better.
2. A passing grade in elementary, level II, college language study.
3. Examination (CLEP, local examination or TOEFL)

The Modes of Human Inquiry and Thought
Modestones describe ways of seeing and being in the world. As an artist, musician, writer or philosopher in the humanities; natural or social scientist; or theologian, we view the world through different lenses. Each lens unveils a piece of the whole. A gorgeous sunset may inspire the artist within and spur on paintbrush or pen. It may unleash the natural scientist within and stimulate inquiry into the natural causes of this beauty.

It may stir the social scientist within and prompt research into the structure of sun worshipping societies. It may inspire the theologian within and incite contemplation of the very nature of the eternal being who created this sun and the universe in which it is housed. Whereas each of us may identify more quickly with some of these than others, we are all capable of putting on each lens. Life is most fully lived when our abilities and sensitivities, at least to some degree, include all.

Coursework is required in each of the mode areas: the humanities, natural sciences and social sciences (though technically a mode, theology is covered in the "Stories..." area of the general education program, so it is not included here). Options for coursework are provided in each mode area. In choosing particular courses, consider what would be most
beneficial, and perhaps stretching, for you. What would serve to most broaden your view of the world and its peoples? Be wary of easy or familiar choices. Choose courses that give you the strongest foundation possible.

PURPOSES
1. To understand the specialized methods of inquiry and thought of the modern world.
2. To understand how Christian faith shapes our understanding and use of these methods.

REQUIRED COURSES

**Humanities (select two courses)**
- ART-110 Art Appreciation (3)
- LIT-180 Introduction to Literature (3)
- MUS-102 Music Appreciation (3)
  or MUS-103 Introduction to American Popular Music (3)
- PHIL-100 Introduction to Philosophy (3)

**Natural Science (select two courses)**
- BIOL-100 Principles of Biology (4)
  or BIOL-111 General Biology: Cells and Physiology (4)
  or BIOL-121 General Biology: Diversity and Ecology (4)
- CHEM-103 General Chemistry I (4)
- PHYS-106 Physical Science (4)
- PHYS-120 General Physics I (4)
  or PHYS-130 University Physics I (4)
- PHYS-150 Earth Science (3)
  or PHYS-160 Space Science (3)

**Social Science (select two courses)**
- ECON-105 Principles of Economics (4)
- GEOG-220 Cultural Geography (3)
- HIST-150 American Civilization (4)
- PS-120 American Politics and Society (4)
- PSY-120 General Psychology (3)
- SOC-120 Introduction to Sociology (3)
- SOC-205 Introduction to Cultural Anthropology (3)

**The Stewardship of the Body**
Our bodies are a gift to be valued and cared for. Neglect and even abuse of this gift are common today. This stewardship stone provides a foundation for understanding the principles and practices of body care and exercise. Two courses are required to establish this foundation: Concepts of Wellness and a physical education activity course of your choice.

**PURPOSE**
To understand the nature of wellness and become skillful in the physical care of oneself.

**REQUIRED COURSES**
- KIN-120 Concepts of Wellness (3)
- PE-100-154 Activity Course (see physical education eligible courses) (1)

**Majors**
A major, which is required for each student, provides the opportunity for focused disciplinary or interdisciplinary study in relation to personal and career interests.

**PURPOSES**
1. To understand in depth a particular area of human reflection and activity including its contents, methodologies, history and traditions, impact on society and culture and philosophical orientations.
2. To enter into a dialogue on Christian faith and the major, including attention to ethical and moral issues involved.

**Minors**
Minors, which are optional and recommended, provide the opportunity to pursue more intensive exploration of secondary fields of interest.

**PURPOSES**
1. To deepen understanding of Christian faith and mission.
2. To deepen understanding of a central Christian concern in the contemporary world by building on one of the themes of the general education focus series.
3. To engage in the exploration of secondary personal or career interests.

**Focus Series Descriptions and Course Requirements**
To make arrangements and verify approval for their focus series, students are to meet together and document agreements with the named coordinator.

**1. ANABAPTIST-MENNONITE STUDIES**
*Coordinator: Laura Schmidt Roberts, Ph.D.*
This series focuses on the basic story and themes of the Anabaptist-Mennonite story from its inception in the sixteenth century to the present. It is this tradition in which the university is rooted. The question of how one lives as a faithful follower of Jesus in the context of the church and world has been central to this tradition. This quest has given rise to such central themes as the building of Christian community, visible discipleship that practices ethical faithfulness and integrity, service to humanity and working...
for justice and reconciliation, which are explored in this series.

**REQUIRED COURSES**

THEO-434 Theologies of Radical Discipleship (3)

*Select one of the following:*

HIST-321 Anabaptist/Mennonite History and Thought (3)
HIST-380 Reformation History and Theology (4)

2. **PEACEMAKING AND CONFLICT STUDIES**
   *Coordinator: Larry Dunn, Ph.D.*

The compelling need for people skilled in peacemaking is self-evident in our present world. Interpersonal, family, neighborhood, work and other conflicts abound in our communities, nation and world. The purpose of this series is to explore the biblical, theological and ethical foundations of conflict, peacemaking and justice, as well as the dynamics of conflict and the possibilities for interpersonal, intragroup, intergroup, intercultural and international peacemaking.

**REQUIRED COURSES**

THEO-465 Theological Ethics of Conflict and Peacemaking (3)

*Select one of the following:*

COM-420/SOC-430 Conflict Management and Resolution (3)
PACS-350/VICT-350 Victims, Trauma and Recovery (4)

3. **ENVIRONMENTAL STUDIES**
   *Coordinator: Michael Kunz, Ph.D.*

Questions of the human role within the environment, the value of wilderness, the destruction of the diversity of life, global hunger and poverty, the sustainability of modern agriculture and industry and the alteration of global climate are examples of critical issues that face humans today. The purpose of this series is to explore these issues from the theological and ethical commitments to the environment.

**REQUIRED COURSES**

ENV-150 Introduction to Environmental Studies (4)
THEO-425 Theological Ethics and the Environment (3)

4. **STUDIES IN LEADERSHIP AND COMMUNITY**
   *Coordinator: Quentin Kinnison, Ph.D.*

Leadership and followership are practiced in a variety of contexts. This focus series offers the combination of pursuing thought about the practice of leadership from the perspectives of biblical and theological reflection and the practice of management and administration in voluntary, collegial and bureaucratic contexts. It offers an opportunity to glimpse various ways we can and might lead or be led in the various communities of which we are a part. It attempts to open up our understanding of how we shape and are shaped by others through these experiences.

**REQUIRED COURSES**

MIN-357 Christian Leadership and Administration (4)

*Select one of the following:*

COM-400/SOC-420 Intercultural Communication (3)
COM-430 Group Dynamics and Leadership (3)
FIN-455 Personal Finance (3)
MGT-352 Organizational Communication (3)
MGT-355 Organizational Behavior (3)
SW-410 Working with Groups (3)

5. **STUDIES IN POSTMODERNITY**
   *Coordinator: Richard Wiebe, M.A.*

This series examines twentieth century theology and philosophy, illuminating the context and trajectory of intellectual life in the twentieth century.

**REQUIRED COURSES**

PHIL-393 Twentieth Century Western Thought (3)
THEO-430 Contemporary Theologies (3)

6. **INTERCULTURAL STUDIES**
   *Coordinator: Ken Martens Friesen, Ph.D.*

We live in a world, indeed a valley, which has become a global village. Many cultures abound within our own neighborhood. Intercultural understanding, respect and dialogue have become essential to creating some semblance of larger community in our classrooms, workplaces, churches and geographic communities. The purpose of this series is to develop an interdisciplinary understanding and appreciation of other cultures, as well as an understanding of the interaction between culture, religion and the church. This series is rooted in the fundamental belief expressed in the Fresno Pacific Idea, “that the Gospel transcends the limitations of all cultures and ideologies” and the commitment to encourage “people to serve throughout the world as compassionate Christian disciples and constructive members of society.”

A. **Domestic Option**

**REQUIRED COURSES**

REL-418 Culture, Religion and the Church (3)
SOC-410 American Ethnicity and Pluralism (3)
SOC-482 Intercultural Practicum (1)
B. International Option

REQUIRED COURSES

Select one of the following:
REL-452 Christianity in the Non-Western World (3)
REL-460 Religions of the World (3)

Select one of the following:
GEOG-220 Cultural Geography (3)
HIST-400 Modern Africa: History, Politics and Culture (3)
HIST-406 Modern Asia: History, Politics and Culture (3)
HIST-410 Modern Latin America: History, Politics and Culture (4)
HIST-412 History of Mexico (3)
HIST-418 Modern Middle East: History, Politics and Culture (3)
INTB-370 International Business (3)
PS-400 Comparative Politics (3)
PS-420 International Politics and Organizations (3)
PS-425 Global Economics and Sustainable Development (3)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)

7. STUDIES IN MISSION
Coordinator: Darren Duerksen, Ph.D.

Mission, sharing the Gospel in service and in evangelism, has been a prominent part of Christian expansion and interaction with other peoples in the world throughout the church’s history. The mission focus series provides an opportunity for students to pursue the practice of mission and the study of that practice through biblical and theological understanding.

REQUIRED COURSES

Select one of the following:
THEO-365 Current Perspectives on Missions (3)
THEO-445 Biblical Theologies of Mission (3)

Select one of the following:
THEO-370 Expansion of the Christian Faith (3)
THEO-482 Mission Practicum (1) [Taken while participating in a short-term mission in an urban, international or local context that is different than one’s own. This may be a church or agency mission trip (with approval from the focus series director), or an approved FPU mission trip.]

Note: to meet the focus series requirement any practicum must last a minimum of three weeks.

8. STUDIES IN CHRISTIANITY AND THE ARTS
Coordinator: Eleanor Nickel, Ph.D.

Humans are endlessly creative. Since we are made in the image of God, the creator of all things, it comes naturally for people in every culture to honor God and express the divine spark of the Holy Spirit within us by painting a landscape, writing a poem, singing a hymn or performing a play. Yet artistic expression also raises many questions for Christians. Does making a sculpture of Jesus create an idol to worship? Does performing with a secular dance troupe bring us into a worldly atmosphere filled with temptations? Does creating art make us proud? This focus series examines such questions, beginning with an interdisciplinary course on the Christian imagination and allowing students to choose a particular art form to study in more depth.

REQUIRED COURSES

THEO-400 Theologies of the Christian Imagination (3)

Select one of the following:
ART-330 Art and Religion (3)
COM-440 Performance and Culture (3)
LIT-426 English Literature: C.S. Lewis (3)
LIT-380 World Theater: Roots to 1800 (3)
MUS-400 Music in the Church (3)

9. OFF-CAMPUS GLOBAL EDUCATION PROGRAMS
Coordinator: Arnie Prieb, M.A.

Students may complete all or part of the focus series requirement by studying and/or working in an intercultural or international setting. Fresno Pacific University sponsors or participates in a number of programs administered through the International Programs and Services Office. Special scholarships are available for some of these offerings and generally include 6-8 units of focus series coursework.

A. Summer Global Education

Fresno Pacific University faculty periodically organize and lead month-long study tours to a variety of countries worldwide. For a current schedule of global education programs, contact the International Programs and Services Office. As not all programs offer theology or biblical studies courses, a theology course must be taken to complete the focus series requirement.

B. Semester-Long Global Education

Students can also participate in semester-long global education programs as listed below. As not all programs offer theology or biblical studies courses, a theology course must be taken to complete the focus series requirement. See the program coordinator for details.
- Brethren Colleges Abroad (many venues)
• Council for Christian Colleges and Universities (many venues)
• Jerusalem University College
• Lithuania Christian College

10. PERSONALIZED FOCUS SERIES
Coordinator: Greg Camp, Ph.D.
Students may choose to create their own focus series from existing courses or through specially created independent studies that take advantage of the unique opportunities and resources the university has to offer. These must meet the following requirements:
1. A series of two courses, either independent study or an existing course (6 units minimum). One should be a theology course or have strong theological content. The other should be related thematically to the theology course.
2. These should be worked out in consultation with a faculty mentor/advisor, not necessarily the major or minor program director or mentor/advisor, in a topic or field of interest to the mentor/advisor and student.
3. The student will draw up a proposal in consultation with a faculty member who consents to work with him/her. The proposal should include a rationale for and description of the series. It must receive approval from the faculty member and the chair of the general education program. Coursework completed for a personalized focus series may not overlap with courses completed for a major.
Examples of personalized focus series developed in the recent past are: Politics and the Church, Reformation Studies, Amish History and Life (with experience living with the Amish), African Studies, Theology and Psychology.

11. OCCASIONAL OFFERINGS
From time to time additional focus series may be offered to allow students to gain the benefit of special work being done by faculty on campus, to take advantage of one-time offerings or events or to meet timely topical needs. Check with the registrar and deans’ offices, or the chair of the general education program for current offerings.

ADDITIONAL NOTES
International students at Fresno Pacific University have met half of the focus series requirements in intercultural studies simply by being in the United States and living in a culture other than their native one. International students need simply take a theology course to complete the series. Those who wish may take another focus series to further benefit from their FPU experience. (International students from English-speaking regions of Canada are not eligible for this waiver.)
Transfer students often bring unique courses from other institutions that do not fit into the regular curricular offerings of Fresno Pacific University. These may occasionally be used to meet half of a focus series requirement when added to a theology course to fulfill the entire requirement for an existing series or for a personalized one. Examples of these kinds of courses might be ethnic studies, women's studies, topical fields in ethics, (e.g., medical ethics or issues in science and society) or international studies. Students should discuss their past work with their program directors/mentors/advisors to determine the possibility of taking advantage of this work to meet the requirements of the focus series.

Liberal studies majors must complete a concentration as part of the major. Several focus series are incorporated within these concentrations. Each concentration is equally advantageous for the major. But not all focus series offerings are currently part of concentrations that have been approved by the California Commission on Teacher Credentialing for liberal studies majors. There are also concentrations that do not incorporate any of the focus series available in various academic fields. Liberal studies majors should consult with their mentors/advisors before choosing a focus series concentration.

GENERAL EDUCATION SUMMARY: UNDERGRADUATE
Programs may require that students select specific general education courses. See program requirements for details.

STORIES OF PEOPLES AND CULTURES

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<td>BIB-100/300</td>
<td>Jesus and the Christian Community- Freshmen/Transfer Student</td>
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<td>HIST-120</td>
<td>Ancient Civilizations</td>
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<td>HIST-130</td>
<td>Medieval and Early Modern Civilizations</td>
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<td>Modern Civilizations</td>
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<td>Focus Series</td>
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See the General Education Program section
## TOOLS OF HUMAN INQUIRY AND COMMUNICATION

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<td>MATH-120</td>
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<td>MATH-140</td>
<td>Pre-Calculus</td>
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<td>MATH-210</td>
<td>Calculus I</td>
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<td>COM-110</td>
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<td>Oral Communication</td>
<td>COM-120</td>
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<td>Elementary, level II, college language study</td>
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## MODES OF HUMAN INQUIRY AND THOUGHT

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<td>DRA-105</td>
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<td>PHIL-100</td>
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<td>American Civilization</td>
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<td>PS-120</td>
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<td>SOC-205</td>
<td>Introduction to Cultural Anthropology</td>
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## STEWARDSHIP OF THE BODY

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**Key for General Education Summary: Undergraduate**

1 Transfer students: Students who transfer to Fresno Pacific University with a minimum of 50 transferable units received prior to attendance at FPU may meet the general education history requirement (courses marked with a one) in one of the following ways:

- a. Two semesters at a prior institution of world history or Western civilization.
- b. Two of the following at FPU: Ancient Civilizations, Medieval/Early Modern Civilizations or Modern Civilizations.
- c. One semester at a prior institution and one semester at FPU of the following:
• If ancient civilization at a previous institution, then at FPU either Medieval/Early Modern Civilizations or Modern Civilizations.
• If modern civilizations at a previous institution, then at FPU either Ancient Civilizations or Medieval/Early Modern Civilizations.

Refer to the course overlap policy.
2 Specific requirement for liberal studies major.
3 For liberal studies major: PE-120 Dance Movement

GENERAL EDUCATION: DEGREE COMPLETION

Overview
General education requirements for Degree Completion students adhere to the following subject pattern areas: English communication, mathematical concepts and quantitative reasoning, arts and humanities, social and behavioral sciences, physical and biological sciences and biblical studies. General education transfer agreements list courses students may complete at community colleges in the San Joaquin Valley (California) to satisfy general education requirements. These transfer agreements, listed by institution, are found on the FPU website in the Registrar’s Office section. The biblical studies requirements are considered FPU distinctive general education courses and may not be transferred in from other institutions. Information and guidance is available from admissions counselors at each FPU regional center.

Admissions Requirements
In addition to the regular admissions requirements, four years post-secondary experience (two years if applying for the Early Childhood Development Program) are required for admission to FPU general education courses.

Program Student Learning Outcomes
1. Students will demonstrate comprehension of the Christian story, beginning with the central story of Jesus and continuing with the story of the church, with particular attention to the Anabaptists.
2. Students will demonstrate comprehension of their own and other people’s stories in relation to personal, cultural and historical contexts.
3. Students will demonstrate comprehension of disciplinary narratives and methodologies and their interaction with Christian faith traditions.
4. Students will demonstrate competency in oral communication
5. Students will demonstrate competency in written communication
6. Students will demonstrate competency in mediated communication
7. Students will demonstrate competency in quantitative communication
8. Students will demonstrate the comprehensive exploration of issues, ideas, artifacts, events, contexts, ethical perspectives and ramifications, demonstrating inductive and deductive reasoning and disciplinary methodology, and utilizing quantitative and qualitative information, before accepting or formulating an opinion or pursuing a course of action.
9. Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.
10. Students will demonstrate the combination of knowledge, skills, values and motivation to make a difference in the life of communities.

Locations Offered
FPU classes are offered online, as well as at the regional centers and main campus. Regional centers are located in Merced, North Fresno, Visalia and Bakersfield.

Program Length/Semester Starts
FPU classes begin eight times during the year. Most courses are six weeks long. Some one-unit weekend courses (Friday night and Saturday) are also offered.

English Placement Test
All admitted DC students, both general education and cohort students, must take the English Placement Test by the end of their first semester, either as part of their CP-150 University Success course or (for those not enrolled in CP-150) at the regional center. Students enrolled in completely online programs will be given an online option. Students who score below the determined threshold will be required to take one of three courses during their first six months of attendance: LANG-170 English for Academic Purposes, COM-109 Critical Thinking and Composition, or COM-111 Academic Writing. A specific course will be chosen in consultation with the student’s advisor, allowing consideration of the student’s current transcript.
## GENERAL EDUCATION SUMMARY: DEGREE COMPLETION (42 UNITS)

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>REQUIRED COURSES</th>
<th>FPU COURSES* THAT MEET REQUIREMENT</th>
<th>UNITS</th>
<th>UNITS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English Communication</td>
<td>1 Written Communication</td>
<td>COM-111</td>
<td>3</td>
<td>9 semester units or 12-15 quarter units</td>
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<td></td>
<td>Critical Thinking</td>
<td>COM-109</td>
<td>3</td>
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<td></td>
<td>PHIL-104</td>
<td>3</td>
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<tr>
<td></td>
<td>Oral communication</td>
<td>COM-121</td>
<td>3</td>
<td></td>
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<tr>
<td>2 Mathematical Concepts and Quantitative Reasoning</td>
<td>1</td>
<td>BUS-435**</td>
<td>3</td>
<td>3 semester units or 4-5 quarter units</td>
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<td></td>
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<td>CRIM-420**</td>
<td>3</td>
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<td>MATH-121</td>
<td>3</td>
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<td>MATH-250</td>
<td>3</td>
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<tr>
<td>3 Arts and Humanities</td>
<td>1 Arts</td>
<td>ART-111</td>
<td>3</td>
<td>9 semester units or 12-15 quarter units</td>
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<td>MUS-104</td>
<td>3</td>
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<td></td>
<td>Humanities</td>
<td>LIT-181</td>
<td>3</td>
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<td>HIST-122</td>
<td>3</td>
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<td>HIST-142</td>
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<td>HIST-151</td>
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<td>HIST-152</td>
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<td></td>
<td>Arts or Humanities</td>
<td>See above</td>
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<tr>
<td>4 Social and Behavioral Sciences</td>
<td>Choose 3 courses from at least two disciplines, or an interdisciplinary sequence.</td>
<td>HIST-122</td>
<td>3</td>
<td>9 semester units or 12-15 quarter units</td>
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<td>HIST-142</td>
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<td>HIST-151</td>
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<td>HIST-152</td>
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<td>PS-121</td>
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<td>PSY-121</td>
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<td>PSY-351</td>
<td>3</td>
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<tr>
<td>5 Physical and Biological Sciences</td>
<td>3 Physical Science</td>
<td>CHEM-100</td>
<td>3</td>
<td>6-9 semester units or 9-12 quarter units</td>
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<td>PHYS-151</td>
<td>3</td>
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<td></td>
<td>Biological Science</td>
<td>BIOL-125</td>
<td>3</td>
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<td></td>
<td></td>
<td>ENV-151</td>
<td>3</td>
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<tr>
<td>6 Distinctive FPU GE Courses Biblical Studies</td>
<td>6 Distinctive FPU GE Courses Biblical Studies</td>
<td>BIB-314</td>
<td>3</td>
<td>6 semester units</td>
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<td>Jesus and the Christian Community</td>
<td>BIB-436**</td>
<td>3</td>
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<td>BIB-438**</td>
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<td>BIB-446**</td>
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<td>BIB-449**</td>
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<td></td>
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<td>BIB-451**</td>
<td>3</td>
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</tr>
</tbody>
</table>

*Individual courses may not be used to meet more than one requirement.

**Taken as part of a cohort program.
UNIVERSITY SCHOLARS PROGRAM

Program Director: W. Marshall Johnston, Ph.D.

Overview
The University Scholars Program (USP) offers traditional undergraduate students of outstanding academic ability and motivation an opportunity to nurture their gifts for leadership and service to God, their communities and the world at large. Scholars develop research and critical reasoning skills based on in-depth knowledge in the following areas: community engagement, human communication, global/cross-cultural studies, health/wellness and environment/economic ethics.

USP courses are not merely intensive general education or more strenuous major courses, but rather offer students an enriched and expanded educational experience in small classes. USP courses are honors courses, offered in several general education disciplines that fulfill general education requirements and in several academic majors as determined by program faculty. USP courses are designated with an H in the course number (e.g., HIST-120H.) University Scholar graduation status is awarded to students who successfully complete a minimum of 15 units of USP courses and graduate with a 3.5 FPU GPA.

Admissions Requirements
USP courses are open to all FPU undergraduate students. New and returning Paragon, President’s, Transfer and Dean’s Scholars or students with a GPA of 3.4 and above have immediate access to honors courses. Other current FPU students wishing to enroll in honors courses will be required to submit a letter of recommendation from an FPU professor or, if a transfer student, from a professor from their previous college/university. The letter should be submitted to the instructor of the USP course or the USP director.
SCHOOL OF BUSINESS
Dean: John Kilroy, Ph.D.

UNDERGRADUATE PROGRAMS

BUSINESS ADMINISTRATION MAJOR
Program Director: Roy Vasquez, M.B.A.
Accounting Mentor/Advisor: Sylvia Kim, C.P.A.
Finance Mentor/Advisor: Peng Wen, Ph.D.
Management/Organizational Studies, Nonprofit Administration, Marketing Mentor/Advisor: Roy Vasquez, M.B.A.
Academic Advisor: Peter Wasemiller, J.D.

Overview
The business administration major prepares students for careers in accounting, business, administration and nonprofit and church-related agencies. Students complete a set of foundational and advanced courses and an emphasis in a specific area—accounting, finance, management/organizational studies, marketing and nonprofit administration.

In preparing students for a career, the major integrates theory and practice, instills an understanding of the relationship between business administration and Christian faith, and encourages a commitment to ethical behavior and service. It does so in the context of a liberal arts education.

Students interested in majoring in business administration should complete their prerequisite and foundational courses during their freshmen and sophomore years. An emphasis should be selected in consultation with the major advisor. Upon completion of the major, students will be prepared to seek employment or pursue advanced study in the field.

Program Student Learning Outcomes
1. Students will demonstrate their ability to utilize their basic multidisciplinary knowledge and comprehension in order to solve problems using quantitative and qualitative methods.
2. Students will demonstrate their ability to present and discuss views in an effective manner utilized through spoken and written language.
3. Students will demonstrate their capacity for inquiry, logical reasoning and critical analysis to develop and implement concepts and theories.
4. Students will demonstrate their ability to sense, reason and create resolutions to ethical issues.
5. Students will demonstrate their understanding of the practical applications of theories, principles and studies through working with applied business problems, projects and case studies.
6. Students will demonstrate knowledge and comprehension in identifying, evaluating and synthesizing information by utilizing the most appropriate tools, devices and modalities for effective decision-making.

Locations Offered
Offered on the main campus in Fresno.

GENERAL EDUCATION OR OTHER PREREQUISITES
ECON-105 Principles of Economics (4)
MATH-140 Pre-Calculus (4)

REQUIRED COURSES (42 UNITS)

Foundational Courses
ACCT-220 Principles of Accounting I (4)
ACCT-230 Principles of Accounting II (4)
ECON-140 Managerial Economics (3)

Advanced Courses
BUS-365 Business Ethics (3)
BUS-465 Statistics (3)
BUS-475 Law and the Business Environment (3)
FIN-450 Financial Management (3)
INTB-370 International Business (3)
INTB-460 International Finance and Economics (3)
MGT-350 Organizational Theory (3)
MKT-300 Principles of Marketing (3)

Capstone Courses
BUS-480 Strategic Management (3)
BUS-482 Seminar in Business Strategy (4)

SELECT ONE OF THE FOLLOWING EMPHASES

Accounting Emphasis

REQUIRED COURSES (19 UNITS)
ACCT-400 Intermediate Accounting I (4)
ACCT-405 Intermediate Accounting II (4)
ACCT-410 Cost Accounting (4)
ACCT-415 Tax Accounting (4)

Select one of the following:
ACCT-418 Nonprofit Accounting (3)
ACCT-420 Auditing (3)
ACCT-425 Advanced Accounting (3)
FIN-451 Financial Statement Analysis (3)
Finance Emphasis

REQUIRED COURSES (15-16 UNITS)

Select five of the following:
ACCT-415 Tax Accounting (4)
BUS-486 Topics in Business (3)
FIN-451 Financial Statement Analysis (3)
FIN-452 Public Finance (3)
FIN-453 Capital Markets and Money (3)
FIN-470 Investment (3)
MGT-457 Risk Management (3)

Management/Organizational Studies Emphasis

REQUIRED COURSES (15 UNITS)

Select five of the following:
BUS-486 Topics in Business (3)
FIN-455 Personal Finance (3)
MGT-352 Organizational Communication (3)
MGT-355 Organizational Behavior (3)
MGT-360 Human Resource Management (3)
MGT-362 Nonprofit Management (3)
MGT-368 Operations Research (3)
MGT-430 Business Information Systems (3)
MKT-314 Logistics (3)
LEAD-405 Leadership Concepts and Practice (3)

Marketing Emphasis

REQUIRED COURSES (15 UNITS)

Select five of the following:
BUS-486 Topics in Business (3)
MKT-303 Market Research (3)
MKT-305 Consumer Behavior (3)
MKT-307 Advertising and Promotion (3)
MKT-311 Nonprofit Marketing (3)
MKT-314 Logistics (3)
MKT-316 Sales Management (3)
MKT-439 Database Management Systems (3)

Nonprofit Administration Emphasis

REQUIRED COURSES (15-16 UNITS)

Select five of the following:
BUS-486 Topics in Business (3)
FIN-452 Public Finance (3)
MGT-355 Organizational Behavior (3)
MGT-360 Human Resource Management (3)
MGT-362 Nonprofit Management (3)
MKT-311 Nonprofit Marketing (3)
MIN-357 Christian Leadership and Administration (4)
MKT-311 Nonprofit Marketing (3)

BUSINESS ADMINISTRATION MINOR

Program Director: Roy Vasquez, M.B.A.
The business administration minor is for students who desire exposure to the field. They obtain a desirable background for a variety of career choices in business, missions, churches and other nonprofit organizations.

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105 Principles of Economics (4)

REQUIRED COURSES (19 UNITS)

Foundational Course
ACCT 220 Principles of Accounting I (4)

Advanced Courses
MGT-350 Organizational Theory (3)
MGT-355 Organizational Behavior (3)
MKT-300 Principles of Marketing (3)
Select two other advanced business administration courses (6 units).

ECONOMICS MINOR

Program Director: Peng Wen, Ph.D.

Overview
The economics minor is for students who desire exposure to the field through an introduction to its major functional areas. They obtain an enhanced understanding of economics that can be useful to accompany a variety of other majors.

Program Student Learning Outcomes
1. Students will demonstrate their ability to utilize their basic multidisciplinary knowledge and comprehension in order to solve problems using quantitative and qualitative methods.
2. Students will demonstrate their ability to present and discuss views in an effective manner utilized through spoken and written language.
3. Students will demonstrate their capacity for inquiry, logical reasoning and critical analysis to develop and implement concepts and theories.
4. Students will demonstrate their ability to sense, reason and create resolutions to ethical issues.
5. Students will demonstrate their understanding of the practical applications of theories, principles
and studies through working with applied business problems, projects and case studies.

6. Students will demonstrate knowledge and comprehension in identifying, evaluating and synthesizing information by utilizing the most appropriate tools, devices and modalities for effective decision-making.

**Locations Offered**
Offered on the main campus in Fresno.

**GENERAL EDUCATION OR OTHER PREREQUISITES**
ECON-105 Principles of Economics (4)

**REQUIRED COURSES (18 UNITS)**

**Foundational Course**
ECON-140 Managerial Economics (3)

**Advanced Courses**
BUS-465 Statistics (3)
FIN-452 Public Finance (3)
FIN-453 Capital Markets and Money (3)
INTB-460 International Finance and Economics (3)
MKT-303 Market Research (3)

**LEADERSHIP MINOR**
*Program Director: Roy Vasquez, M.B.A.*

**Overview**
The leadership minor is designed around whole-person development that fosters critical thinking, building communication skills and promoting high ethical standards. Students are challenged to expand their critical thinking skills in ways that facilitate effective collaboration. The program will provide students with knowledge of leadership theories with hands-on practical applications.

Students will be able to:

1. Describe the major leadership theories.
2. Apply critical thinking and ethical principles as a leader.
3. Lead change within an organization through effective collaboration.

**Program Student Learning Outcomes**

1. Students will demonstrate their ability to utilize their basic multidisciplinary knowledge and comprehension in order to solve problems, using quantitative and qualitative methods.
2. Students will demonstrate their ability to present and discuss views in an effective manner utilized through spoken and written language.

3. Students will demonstrate their capacity for inquiry, logical reasoning and critical analysis to develop and implement concepts and theories.
4. Students will demonstrate their ability to sense, reason and create resolutions to ethical issues.
5. Students will demonstrate their understanding of the practical applications of theories, principles and studies through working with applied business problems, projects and case studies.
6. Students will demonstrate knowledge and comprehension in identifying, evaluating and synthesizing information by utilizing the most appropriate tools, devices and modalities for effective decision-making.

**Locations Offered**
Offered on the main campus in Fresno.

**REQUIRED COURSES (9 COURSES, 19-27 UNITS)**
LEAD-120 Perspectives in Leadership (1)
LEAD-200 Theories of Leadership (3)
LEAD-405 Leadership Concepts and Practice (3)
BUS-365 Business Ethics (3)
MGT-352 Organizational Communication (3)
MGT-355 Organizational Behavior (3)

**Field Experience**
LEAD-476 Internship (1-3)

**SELECT ONE OF THE FOLLOWING EMPHASES**

**Business Emphasis**

**REQUIRED COURSES**

*Choose, at minimum, two classes:*
FIN-455 Personal Finance (3)
INTB-460 International Finance and Economics (3)
INTB-370 International Business (3)
MGT-360 Human Resource Management (3)
MKT-300 Principles of Marketing (3)

**Christian Ministries Emphasis**

**REQUIRED COURSES**

*Choose, at minimum, two classes:*
MIN-357 Christian Leadership and Administration (4)
MIN-360 The Church in an Urban World (3)
MIN-379 Spiritual Formation (3)
MIN-383 Introduction to Youth Ministries (3)
Civic Engagement Emphasis

REQUIRED COURSES

Choose, at minimum, two classes:
COM-368/HIST-368 Ancient and Medieval Rhetoric (3)
FIN-452 Public Finance (3)
PS-120 American Politics and Society (4)
PS-371 American Law and Legal System (3)
PS-375 Criminal Justice in America (4)
PS-380 Social Problems and Public Policy (4)
PS-385 Urban Society and the Welfare State (3)
PS-390 Religion and Politics in America (4)

Communication and Conflict Studies Emphasis

REQUIRED COURSES

COM-420 Conflict Management and Resolution (3)

Choose one of the following:
COM-368/HIST-368 Ancient and Medieval Rhetoric (3)
COM-400 Intercultural Communication (3)
COM-430 Group Dynamics and Leadership (3)
COM-450 Communication Theory (3)

Global Engagement Emphasis

REQUIRED COURSES

Choose, at minimum, two classes:

Choose one:
INTB-370 International Business (3)
INTB-460 International Finance and Economics (3)

Choose one:
PS-400 Comparative Politics (3)
PS-420 International Relations (3)
PS-425 Global Economics and Sustainable Development (3)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)
SOC-301 Anthropology for Christian Witness (3)

Social Relations Emphasis

REQUIRED COURSES

Choose, at minimum, two classes:
COM-368/HIST-368 Ancient and Medieval Rhetoric (3)
SOC-350 Marriage and Family (3)
SOC-440 Lifecourse Development (3)

SW-410 Working with Groups (3)

DEGREE COMPLETION PROGRAMS

BUSINESS MANAGEMENT (BLENDED PROGRAM)

Overview
This major is designed to provide expansive knowledge of the business environment from a systems perspective. Classes such as economics and accounting provide the foundation for advanced classes in finance, management, organizational behavior, small groups and teams, marketing, research and analysis, computer applications and business strategy. A major project is assigned to help students focus on practical information that benefits the organization and the community. Together, all of the courses provide a practical guide to business operations in a variety of organizations, from entrepreneurial to well-established. Threaded throughout the major is an ethical perspective. The major is designed to provide a solid background for graduates to use in seeking responsible employment or promotion.

Admissions Requirements
Admissions requirements include a minimum 2.4 GPA and four years postsecondary work experience.

Program Student Learning Outcomes
1. Identify and understand business concepts that enable them to interpret quantitative data and make informed decisions about the operating performance and financial position of the company.
2. Identify and understand business concepts that enable them to interpret qualitative data and make informed decisions about the operating performance and financial position of the company.
3. Develop oral communication skills that bring added value to their organizations.
4. Understand and articulate Christian perspective in management.
5. Develop written communication skills that bring added value to their organizations.
6. Apply management theories and skills in the decision making process.
7. Develop critical thinking that engages in analysis, inference and explanation.
8. Use appropriate technology to support decision-making process.
Locations Offered
Offered in North Fresno, Visalia, Bakersfield and Merced.

Program Length/Semester Starts
Eighteen-month cohort program, starting in February and August.

REQUIRED COURSES (39 UNITS)
The following units must be earned at Fresno Pacific University:
ACCT-301 Accounting for Management (3)
BIB-314 Jesus and the Christian Community (3)
BIB-451 Biblical Perspectives for Leaders (3)
BUS-466 Statistics for Management (3)
BUS-441 Ethics and Values (3)
BUS-471 Business Policy and Strategy (3)
BUS-476 Business Law (3)
ECON-301 Economics in Business (3)
FIN-460 Business Finance (3)
MGT-315 Principles of Management (3)
MGT-443 Organizational Project (3)
MGT-450 Management and Organizational Behavior (3)
MKT-320 World of Marketing (3)

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework, Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment.

ORGANIZATIONAL LEADERSHIP (BLENDED PROGRAM)
Program Director: Breck Harris, Ed.D.

Overview
The bachelor of arts in organizational leadership provides an overview of the fields of organizations and environments, leadership and organizational development.

The major consists of courses that explain issues and ideas related to successfully working in organizations. Class sessions are facilitated to use experiential learning applicable to the workplace. Classes meet one evening per week during the program. Up to 22 adults compose a cohort group, which provides a community that supports the learning environment. Students complete an applied research project, ideally within their own organization.

Admissions Requirements
Admissions requirements include a minimum 2.4 GPA and four years postsecondary work experience.

Program Student Learning Outcomes
1. Understand organization design from a micro perspective.
2. Articulate key leadership practices within the context of a Christian perspective.
3. Demonstrate analytical skills required in an organization.
4. Demonstrate effective verbal and nonverbal communication skills in group settings.

Locations Offered
Offered in North Fresno, Merced, Visalia, and Bakersfield.

Program Length/Semester Starts
Eighteen-month cohort program, starting in February and August.

REQUIRED COURSES (39 UNITS)
The following units must be earned at Fresno Pacific University:
BIB-314 Jesus and the Christian Community (3)
BIB-451 Biblical Perspectives for Leaders (3)
BUS-431 Organization Behavior (3)
BUS-432 Dynamics of Group Behavior (3)
BUS-434 Individual in the Organization (3)
BUS-438 Human Resources (3)
BUS-440 Leadership and Change (3)
BUS-442 Ethics and Values in Organizations (3)
BUS-444 Diversity in the Workplace (3)
BUS-446 Leadership Skills Development (3)
BUS-471 Business Policy and Strategy (3)
MGT-353 Organizational Communication (3)
MGT-443 Organizational Project (3)

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework, Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment).
SCHOOL OF EDUCATION

Dean: Gary Gramenz, Ph.D.

DEGREE COMPLETION PROGRAMS

EARLY CHILDHOOD DEVELOPMENT

Program Director: Carol Gossett, M.A.

Overview

Mission Statement. It is the mission of the early childhood development program to prepare students with the knowledge, theory and practical experience necessary to plan, implement and evaluate developmentally appropriate experiences for young children and their families in a variety of settings while nurturing Christian commitment through integration of faith, values and ethics.

Benefits/Careers. This degree prepares graduates to pursue a career in early childhood education, including positions in public and private preschools, churches and businesses that offer preschool for the children of their employees. Graduates are also prepared to pursue additional credentials and certificates to become educators in elementary schools and special education programs or as career counselors with child and family service organizations.

Special Features. Threaded throughout the ECD program are topics which address the needs of children with exceptionalities, the application of technology for best practices in the classroom and beyond and the application of various guiding documents within the field of early childhood education, including Preschool Learning Foundations and framework from the California Department of Education, the Desired Results Developmental Profile (DRDP), The Classroom Assessment Scoring System (CLASS) and others.

Description. The bachelor of arts degree in early childhood development is interdisciplinary and designed to help students better understand the growth and development of children from birth through age eight years. Courses focus on the total environment of the child as part of the learning experience by incorporating a strong foundation in theory and practice through a holistic approach which addresses the diversity and special needs of the young child. Coursework also prepares students to work with children with exceptionalities/special needs. Curriculum is aligned with the learning foundations published by the California State Department of Education and the NCATE standards for baccalaureate degrees. Students meet subject matter competence in the seven categories identified by the California Commission on Teacher Credentialing.

Admissions Requirements

- Completed application form and $40 fee (fee waived if you attend an information meeting)
- All application pieces, official transcripts, recommendation form and admissions essay
- 60 transferable baccalaureate level units
- Minimum 2.4 GPA
- Two years post-secondary experience

Program Student Learning Outcomes

FPU early childhood development baccalaureate degree core program SLO’s are based on NCATE national standards for initial licensure/baccalaureate degrees found at naeyc.org/files/ncate/file/initiallicensure.pdf

1. Promoting Child Development and Learning. Students demonstrate their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, by designing plans for environments that are healthy, respectful, supportive and challenging for all children.

2. Building Family and Community Relationships. Students demonstrate their knowledge, understanding and value of the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

3. Observing, Documenting and Assessing to Support Young Children and Families. Students demonstrate knowledge and understanding about the goals, benefits and uses of assessment. Students show evidence of how to use systematic observations, documentation and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

4. Teaching and Learning. Students integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning.

5. Becoming a Professional. Students identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that
integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6. APA Formatting/ECD Writing Skills. Students will submit assignments following APA Format and ECD Writing Skills Guidelines as instructed in course materials.

Locations Offered
Offered online, as well as in North Fresno, Merced, Visalia, Lemoore and Bakersfield.

Program Length/Semester Starts
Eighteen-month program, starting in February and August.

REQUIRED COURSES (42 UNITS)
The following units must be earned at Fresno Pacific University. Each course is six weeks long.

Semester One (12 units, 24 weeks)
- ECD-305 Early Child Growth and Development (3)
- ECD 300 Child, Family and Community (3)
- ECD 310 Human Diversity and Relations (3)
- ECD 483 Child Observation Practicum (3)

Semester Two (12 units, 24 weeks)
- ECD 400 Child’s Play and Learning Theory (3)
- ECD 420 Guidance in Social and Emotional Behaviors (3)
- ECD 430 Early Childhood Physical Education Methods (3)
- ECD 440 Students with Exceptionalities in School and Community (3)

Semester Three (12 units, 24 weeks)
- BIB 438 Biblical Perspectives for Educators (3)
- ECD 450 Children’s Art and Literature (3)
- ECD 460 Math and Science for Young Children (3)
- ECD 470 Curriculum Development for Early Childhood Ed (3)

General Education
* BIB-314 Jesus and the Christian Community (3)
** MATH-121 Mathematical Problem Solving (3)
*To be completed prior to BIB 438
** To be completed at any time prior to graduation

ADDITIONAL GENERAL EDUCATION REQUIREMENTS
See General Education Summary: Degree Completion

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework, Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment.

LIBERAL ARTS
Program Director: Peggy Diane Avakian, Ph.D.

Overview
The bachelor of arts in liberal arts is an 18-month degree completion major designed for adult learners interested in a broad, multi-disciplinary education. This major prepares students in the subject matter requirements of the California multiple subject teaching credential and is aligned with CSET requirements. Accordingly, the program is recommended for those interested in teaching at the elementary school level, as well as those desiring a liberal arts education relevant to many other careers in education, government, non-profits and health care service among others. Core courses are blended and meet one evening per week for four hours in a cohort setting.

Admissions Requirements
Admissions requirements include a minimum 2.4 GPA, four years postsecondary experience and 60 transferable units of credit.

Program Student Learning Outcomes
The liberal arts program strives to develop a culture where collaboration, creativity and respect are modeled, and a setting that encourages transformative experiences. With a focus on four student learning outcomes, Fresno Pacific University graduates should develop skills in these areas:

1. Communication and Information Literacy. Students will use a variety of communication and information literacy skills to convey information; dialogue and engage over thoughts, ideas and discovery; influence others through the oral and written word; and inspire lifelong learning and inquiry in self and others.

2. Content Knowledge. Students will demonstrate applicable, foundational content knowledge and scholarship in the disciplines of the natural, social and applied sciences, the humanities and education.

3. Values, Ethics and Diversity. Students will embrace moral and ethical values in personal behavior; express an understanding of the values and beliefs of diverse individuals and groups; and develop a personal worldview that reflects the interconnectedness of life, learning and faith.

4. Personal and Professional Development. Students will use critical thinking skills to solve problems, change environments, promote social justice and self-manage; develop the servant leadership perspective and self-directedness of a professional who contributes to one’s community; demonstrate a personal transformation and conduct professional relationships in a civil and collegial manner.
Locations Offered
Offered in North Fresno, Merced, Visalia, Lemoore and Bakersfield.

Program Length/Semester Starts
Eighteen-month cohort program, starting in February and August.

LOWER-DIVISION MAJOR REQUIREMENTS
KIN-121 Concepts of Wellness (3)
MATH-136 Mathematical Concepts I (3)
MATH-137 Mathematical Concepts II (3)

REQUIRED COURSES (42 UNITS)
All of the following courses must be completed at FPU:

Semester 1
HIST 421 American Ethnicity and Pluralism (3)
LANG 331 Linguistics and Modern Grammar (3)
HIST 441 California History and Politics (3)
LANG 311 Principles of Language Acquisition (3)

Semester 2
LA 381 Introduction to Teaching (3)
ART 301 Art Fundamentals (3)
LIT-467 Literature for Children and Young Adults (3)
GEOG 321 Cultural Geography of the Central Valley (3)
BIB 438 Biblical Perspectives for Educators (3)

Semester 3
PSY 352 Advanced Child Growth and Development (3)
DRA 357 Creative Drama (3)
KIN 321 Theory of Physical Education (3)
LA 415 Senior Research Seminar (3)

General Education
BIB 314 Jesus and the Christian Community (3) Should be taken prior to the Biblical Perspectives course, either concurrently with cohort courses or prior to cohort start.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS
See General Education Summary: Degree Completion

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework, Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment.

DESIGNATED SUBJECTS EDUCATION
Program Director: Jo Ellen Misakian, M.L.S.

Overview
The mission of the designated subjects education program is to instill in the teacher candidate the appropriate pedagogical practices to connect to the languages, skills and abilities of career technical and adult education students to increase learning.

The program embraces the goals set forth by Gary Borich, Ph.D., for meeting teaching challenges and discovering opportunities for professional growth in our culturally and economically diverse learning environments.

1. Effective teaching practices empirically derived and related to positive outcomes in learners.
2. Informal language to get points across quickly and in a user-friendly manner.
3. Practical techniques for engaging students in classroom, managing the classroom and increasing student achievement.
4. Training practices that are realistic and successful, not theoretical and speculative.

The following courses are offered in the designated subjects education program. Candidates may earn a credential in one or more of the following programs:
- Adult education (clear only)
- Career technical education (CTE)
- Special subjects
- Supervision and coordination

Accreditation
The program is accredited by the California Commission on Teacher Credentialing (CTC). Upon completion of coursework, candidates may apply to the CTC for the clear designated subjects credential.

Program Student Learning Outcomes

1. Curriculum
   1.1. Develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.
   1.2. Teach students how to use the most current and appropriate technology to perform the skills needed for the career area.
   1.3. Balance the focus of instruction between technical information, concepts, principles, and applications.
   1.4. Motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.
   1.5. Promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.
1.6. Organize, coordinate, and use a program advisory committee to maintain curricular currency.
1.7. Integrate critical thinking skills and problem solving abilities into curriculum
1.8. Develop, maintain, and nurture partnerships for work-based learning activities
1.9. Relate child labor laws to classroom assignments and job placements.

2. Learning and Instruction
2.1. Integrate instruction of related academic skills into their courses.
2.2. Teach the state-adopted CTE content standards appropriate for the pathway named on the credential in grades 7-12, including classes organized primarily for adults.
2.3. Differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.
2.4. Pace and adjust instruction based on student assessment.
2.5. Actively engage students with strategies, activities, and materials that are based on different learning theories.
2.6. Use instructional strategies appropriate to students of varying abilities in small and large group instruction.
2.7. Allocate instructional time to maximize student achievement.
2.8. Model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.
2.9. Apply language development strategies, including specially designed academic instruction delivered in English (SDAIE/CTEL).
2.10. Provide individualized instruction when needed for student success.
2.11. Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.
2.12. Plan a unit of instruction consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.

3. Assessing Student Learning
3.1. Determine students’ prior knowledge and skills in the subject(s)/occupation.
3.2. Monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.
3.3. Develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.
3.4. Evaluate the effectiveness of instruction based on student assessment data.
3.5. Keep accurate records of student achievement.
3.6. Provide specific and timely feedback on achievement to students, families, and school administration.
3.7. Integrate assessment data into a plan for self-improvement.

4. Technology in Classroom
4.1. Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
4.2. Perform basic operations of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices.
4.3. Use computer applications to manage records and communicate through printed media.
4.4. Interact with students using electronic communication and a variety of computer-based collaborative tools.
4.5. Convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.

5. Classroom and Laboratory Management
5.1. Design and provide a safe, positive instructional environment conducive to learning.
5.2. Maintain good housekeeping practices and records of the classroom.
5.3. Develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
5.4. Demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.
5.5. Manage a class budget, including selection and ordering of supplies and materials.
5.6. Communicate clear performance, learning, and behavior expectations to students, parents and school administration.
5.7. Establish procedures for routine tasks and manage transitions.
5.8. Encourage responsible and independent work habits in students.
5.9. Appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.
5.10. Assess and monitor safe and appropriate workplace environments for students.

6. Foundations of CT Education
6.1. Describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.

6.2. Demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.

6.3. Describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.

6.4. Identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.

6.5. Demonstrate the ability to establish, supervise and advise career technical student leadership organizations.

6.6. Assist students to identify career pathway options and associated workplace skills.

7. Professional, Legal, and Ethical Responsibility

7.1. Act in accordance with professional standards and model ethical behaviors.

7.2. Develop and maintain student competency and attendance records.

7.3. Identify and report suspected cases of child abuse, neglect, or sexual harassment.

7.4. Carry out laws and district guidelines for reporting discrimination.

7.5. Implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

8. Teaching English Learners

8.1. Select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.

8.2. Use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.

8.3. Employ strategies, techniques and materials that are free of bias and foster learning among EL students.

8.4. Exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.

8.5. Encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.

8.6. Plan and deliver appropriate instruction based on formal and informal language proficiency assessment data.

8.7. Communicate effectively with parents and families.

9. Teaching Students with Special Needs

9.1. Describe and provide examples of the major categories of disabilities.

9.2. Describe the CTE teacher’s role in state and federal laws pertaining to the education of students with special needs.

9.3. Describe the teacher’s role and responsibilities in the IEP/ITP process for all students as appropriate, including identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.

9.4. Describe the CTE teacher’s role regarding Section 504 as it pertains to the education of students with special needs.

9.5. Select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.

9.6. Plan and deliver instruction that provides special needs students with access to CTE curriculum.

9.7. Promote social integration for students with special needs in the CTE classroom.

9.8. Engage students with diverse needs in all classroom activities.

9.9. Describe the various programs and resources available for students with special needs.

Locations Offered

Offered in Fresno and Visalia.

ADULT EDUCATION CLEAR CREDENTIAL

Overview

The adult education program consists of three courses in Level I and two courses in Level II for a total of 10 semester units. These courses meet the teacher preparation course requirements for the designated subjects adult education credential. Level I courses should be completed prior to enrolling in Level II courses. Final issuance of clear credential is 1/31/16.

REQUIRED COURSES

Level I

DSE-311 Computer Technology in the Classroom (1)
DSE-325 Instructional Strategies and Evaluation (2)
DSE-335 Perspectives on the Adult Learner (2)

Level II

DSE-312 Curriculum, Instructional Technology Community Legislation and Occupational Relations (3)
DSE-340 Adult Learning through Interpersonal Relations, Counseling and Guidance (2)
CAREER TECHNICAL EDUCATION: 400 SERIES CREDENTIAL

Overview
This program is grounded in rationale based on sound theory of adolescent and adult teaching and learning, incorporating a variety of effective teaching strategies and behaviors, including integrating the use of technology. Coursework is sequenced to reflect the principles of teacher development and form a cohesive set of learning experiences to prepare the CTE teacher in appropriate pedagogical practices relating to the languages, skills and abilities of all students. The program includes processes for comprehensive assessment of CTE teacher candidate competencies.

The career technical education credential requires 15 units of coursework. Following completion of the following courses, candidates may apply to the California Commission on Teacher Credentialing for the clear designated subject credential (SB 1104). English language learner authorization is embedded in this program. Candidates must take all 15 units in the program to qualify for this authorization.

Admissions Requirements
- Three years work experience directly related to subject area
- High school graduation or equivalent
- Fingerprint clearance through California Commission on Teacher Credentialing
- Recommendation from DSE program sponsor authorized signatory
- CTC Application Form 41-4
- Appropriate fees

REQUIRED COURSES
DSE-400 Early Orientation for Designated Subjects Teachers (2) online course
DSE-405 Educational Technology (1)
DSE-410 Foundations of Career Technical Education (1)
DSE-415 Curriculum Development (3)
DSE-420 Special Needs (2)
DSE-425 Learning and Instruction (3)
DSE-430 Assessing Student Learning (2)
DSE-435 Classroom and Laboratory Management (1)

SPECIAL SUBJECTS PRELIMINARY CREDENTIAL

Overview
Those designated subjects teacher candidates possessing a preliminary special subjects teaching credential are required to take 9 units of the career technical education series 400. Courses must be completed within the first two years of credential issuance. Recommended courses are DSE-400, DSE-405, DSE-410, DSE-415 and DSE-420.

Admissions Requirements
- Five years work experience in the subject area or a single subject credential
- Appropriate license or recommendation from appropriate agency
- High school graduation or equivalent
- U.S. Constitution requirement
- Fingerprint clearance through Department of Justice
- CTC Application Form 41-4
- Recommendation from DSE program sponsor authorized signatory
- Appropriate fees

SUPERVISION AND COORDINATION CREDENTIAL
Candidates may earn a supervision and coordination credential by successfully completing 6 units of coursework following completion of the career technical education, vocational education or adult education program. This credential allows candidates to become supervisors at their place of employment. It is the designated subjects equivalent credential to the administrative (third tier) credential.

Admissions Requirements
- A valid designated subjects full-time teaching credential
- Three years full-time teaching experience in subject area
- Passing score on the CBEST exam
- CTC Application Form 41-4

REQUIRED COURSES
DSE-365 Supervisor’s Role in the Administration of Vocational Education Programs (3)
DSE-370 Leadership and Program Development (3)
SCHOOL OF
HUMANITIES,
RELIGION AND SOCIAL
SCIENCES

UNDERGRADUATE PROGRAMS

ART MAJOR

Program Director: Rebecca McMillen, M.A.

Overview

The Fresno Pacific University Art Department seeks to prepare art students for a life of creative and artistic expression. Through the study of the history, technique, presentation and social engagement of art in a variety of mediums, art students are encouraged to be creative thinkers who are prepared to solve the problems of tomorrow. It is through this engagement with art that the transformative nature of God may be reflected in all parts of life.

Art is a vast field with a broad selection of careers to choose from. A few examples include: graphic designer, art studio manager, art gallery curator, art therapist, art teacher and museum educator. For a list of exciting art careers and a copy of our art careers guide, visit the art department’s website at fresno.edu/program/art-major.

The art program at FPU offers an innovative collection of courses that allows students to specialize in three different emphases. Students may also consider completing a personalized art major tailored to the creative field that they are most interested in. For those students who want to broaden their career options, double majoring in art and another field is also possible. Art major students will have multiple opportunities for internships and experiences within the local art community in order to gain valuable knowledge and real-world experience.

Program Student Learning Outcomes

1. Students will know basic art historical and theoretical principles and concepts.
2. Students will articulate artistic perception.
3. Students will be able to use appropriate artistic tools and mediums.
4. Students will create and construct visual artwork relating to artistic concepts learned.
5. Students will demonstrate awareness of Christian beliefs and practices.
6. Students will value professionalism and learn how to make connections in the art industry.

Locations Offered

Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITE

ART-110 Art Appreciation (3)

REQUIRED COURSES (18 UNITS)

ART-140 Drawing I (3)
ART-150 Principles of Design (3)
ART-350 History of Western Art I (3)
ART-355 History of Western Art II (3)
ART-460 World Art (3)

Select one of the following:
ART-115 Introduction to the Art Industry (3)
ART-120 Painting I (3)
ART-330 Art and Religion (3)
ART-440 Exhibition and Gallery Design (3)

SELECT ONE OF THE FOLLOWING EMPHASES

Art Administration Emphasis

REQUIRED COURSES (30 UNITS)

ART-325 Modern and Contemporary Art (3)
ART-435 Museum Studies (3)
MGT-350 Organizational Theory (3)
MGT-352 Organizational Communication (3)
MGT-355 Organizational Behavior (3)
MKT-300 Principles of Marketing (3)

Select three of the following:
ART-300 Art for Elementary Teachers (3)
ART-315 Digital Photography (3)
ART-475 Art Careers (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-390 Creating on the Web (3)
MKT-362 Nonprofit Management (3)
MKT-303 Market Research (3)
MKT-307 Advertising and Promotion (3)
MKT-311 Nonprofit Marketing (3)
MKT-316 Sales Management (3)
Study abroad (3)

Select one of the following:
ART-450 Project in Art (3)
ART-482 Internship in Art (3)
Graphic Arts Emphasis

REQUIRED COURSES (30 UNITS)
ART-230  Basic Graphic Design (3)
ART-325  Modern and Contemporary Art (3)
ART-430  Advanced Graphic Design (3)
COM-390  Creating on the Web (3)
MKT-300  Principles of Marketing (3)

Select four of the following:
ART-315  Digital Photography (3)
ART-435  Museum Studies (3)
ART-475  Art Careers (3)
COM-350  Visual Rhetoric (3)
COM-355  Media Aesthetics (3)
COM-360  Digital Video Production (3)
COM-380  Film Studies (3)
COM-400  Intercultural Communication (3)
COM-410  Media and Society (3)
MKT-307  Advertising and Promotion (3)
MKT-316  Sales Management (3)
Study abroad

Select one of the following:
ART-450  Project in Art (3)
ART-482  Internship in Art (3)

Studio Art Emphasis

REQUIRED COURSES (30 UNITS)
ART-170  Sculpture I (3)
ART-180  Ceramics I (3)
ART-320  Painting II (3)
ART-340  Drawing II (3)
ART-380  Ceramics II (3)

Select four of the following:
ART-300  Art for Elementary Teachers (3)
ART-305  Life Drawing (3)
ART-315  Digital Photography (3)
ART-325  Modern and Contemporary Art (3)
ART-435  Museum Studies (3)
ART-475  Art Careers (3)
COM-390  Creating on the Web (3)
COM-440  Performance and Culture (3)
MKT-300  Principles of Marketing (3)
MKT-307  Advertising and Promotion (3)
Study abroad (3)

Select one of the following:
ART-450  Project in Art (3)
ART-482  Internship in Art (3)

ART MINOR

GENERAL EDUCATION PREREQUISITE
ART-110  Art Appreciation (3)

REQUIRED COURSES (18 UNITS)
ART-140  Drawing I (3)
ART-150  Principles of Design (3)
ART-350  History of Western Art I (3)
ART-355  History of Western Art II (3)
ART-460  World Art (3)

Select one of the following:
ART-120  Painting I (3)
ART-330  Art and Religion (3)
ART-440  Exhibition and Gallery Design (3)

BIBLICAL AND RELIGIOUS STUDIES MAJOR

Program Director: Greg Camp, Ph.D.

Overview
The biblical and religious studies major builds directly upon foundations established in the general education program, particularly the Stories of Peoples and Cultures sequence. The major program exists in a classical sense, in which students are exposed to the usual variety of studies under this rubric: biblical studies, theology and ethics, church history and religion. In part, this is designed to help liberate students from parochial confines. This intent is consonant with the character of the university as a liberal arts institution. Students interested in the study of mission/service possibilities are encouraged to consider the intercultural studies program, which includes this emphasis.

Program Student Learning Outcomes
1. Developing academic skills:
   1.1. Students will demonstrate effective oral communication skills.
   1.2. Students will demonstrate effective written communication skills.
   1.3. Students will apply information literacy and undertake effective research.
   1.4. Students will practice critical thinking.
   1.5. Students will integrate learning from across academic disciplines.
2. Acquiring exegetical competence:
   2.1. Students will be able to summarize the contents of a selection of biblical texts.
2.2. Students will describe basic elements of the literary and historical contexts of the Old and New Testament.

2.3. Students will use the tools and the methods of academic biblical exegesis.

3. **Thinking theologically:**
   3.1. Students will be able to generate theological syntheses from biblical texts.
   3.2. Students will formulate coherent perspectives on moral and ethical issues.

4. **Understanding church and religion:**
   4.1. Students will be able to articulate Anabaptist theological and ethical principles for faith and life.
   4.2. Students will be able to summarize major issues and events in the history of the church.
   4.3. Students will demonstrate understanding of and respect for different cultural and religious traditions.

5. **Integrating theory and practice:**
   5.1. Students will express the role of the Bible and theological tradition in their own experience of faith.
   5.2. Students will describe the integration of their faith commitments and their lived practice.

**Locations Offered**

Offered on the main campus in Fresno

**REQUIRED COURSES (37-39 UNITS)**

**CORE**

BIB-428  Biblical Theology (3)
BIB-483  Projects in Biblical and Religious Studies (1-3)
REL-460  Religions of the World (3)
THEO-170  Introduction to Theology and Ethics (3)

**SELECT ONE OF THE FOLLOWING EMPHASES**

**Biblical Literature Emphasis**

**REQUIRED COURSES**

BLIT-310-349  OT Biblical Literature (3)
BLIT-310-349  NT Biblical Literature (3)
BLIT-310-349  Biblical Literature (OT or NT) (3)
BIB-304  Paul and His Teaching (3)
BIB-441  Biblical Interpretation: to 18th Century (3)
or BIB-442  Biblical Interpretation: 19th-21st Centuries (3)
LIT-395  Text and Performance (3)
LIT-480  Narrative (3)

**ELECTIVES**

Select six units from the following:

MIN, any course with this prefix
REL, any course with this prefix
THEO, any course with this prefix
COM/HIST-368  Ancient and Medieval Rhetoric (3)
HIST-360  Greece: Drama and Paideia in the Polis (4)
HIST-365  Rome: Politics, Pagans and Patristics (4)
LIT-460  Critical Approaches to Literature (3)

**Religious Studies Emphasis**

**REQUIRED COURSES**

REL-405  Philosophy of Religion (3)
REL-418  Culture, Religion and the Church (3)
REL-452  Christianity in the Non-Western World (3)

Select 18 units from the following with at least one course each in BIB, PHIL and THEO:

BIB-106  Classical Greek I (3)
BIB-107  Classical Greek II (3)
BIB-115  Hebrew I (3)
BIB-116  Hebrew II (3)
BIB-304  Paul and His Teaching (3)
BIB-441  Biblical Interpretation: to 18th Century (3)
BIB-442  Biblical Interpretation: 19th-21st Centuries (3)
BLIT-310-349 Biblical Literature (OT or NT) (3)
COM-380 Film Studies (3)
HIST-321 Anabaptist/Mennonite History and Thought (3)
HIST-350 American Religious History (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-370 Medieval Life, Thought and Literature (4)
HIST-380 Reformation History and Theology (4)
HIST-410 Modern Latin America: History, Politics and Culture (4)
LIT-460 Critical Approaches to Literature (3)
LIT-480 Narrative (3)
MIN-379 Spiritual Formation (2)
PHIL-100 Introduction to Philosophy (3)
PHIL-103 Logic and Critical Thinking (3)
PHIL-110 Introduction to Philosophical Ethics (3)
PHIL-330 Ancient Philosophy and Rhetoric (4)
PHIL-333 Medieval Philosophy (3)
PHIL-335 Modern Philosophy (4)
PHIL-393 Twentieth Century Western Thought (3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PHIL-450 History of Political Theory and Ideas (3)
PHIL-455 Philosophy of Language (3)
PHIL-460 Philosophy of History (3)
PS-390 Religion and Politics in America (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)
THEO-365 Current Perspectives on Mission (3)
THEO-425 Theological Ethics and the Environment (3)
THEO-430 Contemporary Theologies (3)
THEO-434 Theologies of Radical Discipleship (3)
THEO-445 Biblical Theologies of Mission (3)
THEO-482 Mission Practicum (1-3)

**ELECTIVES**

Choose two courses (6 units minimum) from BIB, BLIT and/or MIN.

Note: Students may cross over no more than one focus series course with coursework in the major.

**Theology and Ethics Emphasis**

**REQUIRED COURSES**

THEO-430 Contemporary Theologies (3)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

Select a minimum of 12 units from the following:

HIST-350 American Religious History (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-370 Medieval Life, Thought and Literature (4)
HIST-380 Reformation History and Theology (4)
HIST-410 Modern Latin America: History, Politics and Culture (4)
MIN-360 The Church in an Urban World (3)

PHIL-110 Introduction to Philosophical Ethics (3)
REL-418 Culture, Religion and the Church (3)
REL-452 Christianity in the Non-Western World (3)
THEO-365 Current Perspectives on Missions (3)
THEO-425 Theological Ethics and the Environment (3)
THEO-434 Theologies of Radical Discipleship (3)
THEO-445 Biblical Theologies of Mission (3)
THEO-482 Mission Practicum (1-3)

**PROGRAM DIRECTOR:** Greg Camp, Ph.D.

**OVERVIEW**

A minor in biblical and religious studies exposes the student to a wide range of courses in Bible, theology and church history. Courses may not overlap with general education courses.

**PROGRAM STUDENT LEARNING OUTCOMES**

1. Developing academic skills:
   1.1. Students will demonstrate effective oral communication skills.
   1.2. Students will demonstrate effective written communication skills.
   1.3. Students will apply information literacy and undertake effective research.
   1.4. Students will practice critical thinking.
   1.5. Students will integrate learning from across academic disciplines.

2. Acquiring exegetical competence:
   2.1. Students will be able to summarize the contents of a selection of biblical texts.
   2.2. Students will describe basic elements of the literary and historical contexts of the Old and New Testament.
   2.3. Students will use the tools and the methods of academic biblical exegesis.

3. Thinking theologically:
   3.1. Students will be able to generate theological syntheses from biblical texts.
   3.2. Students will formulate coherent perspectives on moral and ethical issues.

4. Understanding church and religion:
4.1. Students will be able to articulate Anabaptist theological and ethical principles for faith and life.
4.2. Students will be able to summarize major issues and events in the history of the church.
4.3. Students will demonstrate understanding of and respect for different cultural and religious traditions.

5. Integrating theory and practice:
5.1. Students will express the role of the Bible and theological tradition in their own experience of faith.
5.2. Students will describe the integration of their faith commitments and their lived practice.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (21 UNITS)
At least one course from three areas within the division (BIB, BLIT, MIN, REL or THEO). Remaining coursework from within the division or from relevant courses in other disciplines (HIST, PHIL, SOC, etc.)

CLASSICS MINOR

Overview
The classics minor introduces students to the language and thought of the ancient world from which many of the foundations of the modern world are derived (Judaism, Christianity, politics, philosophy, history, etc.). It prepares students for advanced study in biblical and religious studies, literature, history, law, philosophy, languages, the classics or other related areas.

Program Student Learning Outcomes
The successful classics student will:
1. Display mastery of the basics of at least one classical language.
2. Enumerate ways the language of a people characterize their thought and worldview.
3. Explicate the context of at least two epochs in which the classical languages were spoken.
4. Read significant monuments of prose and poetry in at least one of the classical languages.
5. Analyze the use of a classical language by an author or in an epoch through an extended philological study.

Locations Offered
Offered on the main campus in Fresno

SELECT ONE OF THE FOLLOWING EMPHASES

Greek Emphasis
Program Director: Greg Camp, Ph.D.

GENERAL EDUCATION PREREQUISITES
HIST-120 Ancient Civilizations (4)

REQUIRED COURSES (6 COURSES, 18-21 UNITS)
BIB-106 Classical Greek I (3)
BIB-107 Classical Greek II (3)
BLIT-310-349 Biblical Literature (3)
or BIB-488 Directed Study (3-4)
or HIST-488 Directed Study (with Greek exegesis involved) (3-4)
HIST-110 Introductory Latin (3)

Select two of the following:
BIB-488 Directed Study (New Testament Apocryphal Writings) (3-4)
BLIT-310-349 Biblical Literature (by permission) (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-368 Ancient and Medieval Rhetoric (3)
PHIL-330 Ancient Philosophy and Rhetoric (4)
REL-460 Religions of the World (by permission) (4)

Latin Emphasis
Program Director: W. Marshall Johnston, Ph.D.

GENERAL EDUCATION PREREQUISITES
HIST-120 Ancient Civilizations (4)

REQUIRED COURSES (6 COURSES, 18-20 UNITS)
BIB-106 Classical Greek I (3)
HIST-110 Introductory Latin (3)
HIST-115 Intermediate Latin (3)
HIST-310 Advanced Latin: Grammar (3)

Select two of the following:
HIST-315 Advanced Latin: Prose and Poetry (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-367 The Ancient Near East (3)
HIST-368 Ancient and Medieval Rhetoric (3)
PHIL-330 Ancient Philosophy and Rhetoric (4)
REL-460 Religions of the World (by permission) (4)
COMMUNICATION MAJOR

Program Director: Billie Jean Wiebe, Ph.D.

Overview
The communication major provides courses that explore models of communication theory and application of theory in specific communication contexts. The major approaches the study of communication from a broad, liberal arts perspective that includes the historical, philosophical and theoretical roots of communication. Courses provide necessary background for successful work and service in the public, private and religious sectors, as well as future graduate studies.

Program Student Learning Outcomes and Assessment
1. Students will demonstrate their ability to communicate through the production of multimodal messages.
2. Students will demonstrate comprehension of historic and current communication theory and its application in context.
3. Students will critically interpret language, images and other signs.
4. Students will understand the ways in which messages are mediated and shaped by media.
5. Students will critically interpret voice, power and discourse in personal, local and global contexts.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
COM-110 Written Communication (3)
or COM-110A/B Written Communication I and II (1.5/1.5)
COM-120 Oral Communication (3)

REQUIRED COURSES (7 COURSES, 18-21 UNITS)

Core
COM-368 Ancient and Medieval Rhetoric (3)
COM-400 Intercultural Communication (3)
COM-450 Communication Theory (3)
COM-455 Philosophy of Language (3)
COM-496 Communication Internship (1-3)
LIT-480 Narrative (3)

Select one of the following:
COM-460 Projects in Communication (3)
DRA-470 Senior Thesis Performance (2)

SELECT ONE OF THE FOLLOWING EMPHASES

Communication Studies Emphasis

REQUIRED COURSES (18 UNITS)
COM-410 Media and Society (3)
COM-430 Group Dynamics and Leadership (3)
LIT-395 Text and Performance (3)

Select three of the following:
COM-330 Writing and Reading Journalism (3)
COM-345 Composition Theory and Writing (3)
COM-346 Scriptwriting (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-360 Digital Video Production (3)
COM-370 Audio Production (3)
COM-380 Film Studies (3)
COM-385 Cinematography: Visual Story Telling (3)
COM-390 Creating on the Web (3)
COM-420 Conflict Management and Resolution (3)
COM-440 Performance and Culture (3)
LIT-449 Literature and Film (3)
MGT-350 Organizational Theory (3)
MGT-352 Organizational Communication (3)
MKT-307 Advertising and Promotion (3)
SOC-350 Marriage and Family (3)

Media and Film Studies Emphasis

REQUIRED COURSES (18 UNITS)
COM-330 Writing and Reading Journalism (3)
COM-350 Visual Rhetoric (3)
COM-360 Digital Video Production (3)
COM-380 Film Studies (3)
COM-410 Media and Society (3)
LIT-449 Literature and Film (3)
The Los Angeles Film Studies Center Program (CCCU) may be taken in place of COM-360, COM-380 and COM-410.

Multimedia Production Emphasis

REQUIRED COURSES (18 UNITS)
Select six of the following:
ART-230 Basic Graphic Design (3)
COM-346 Scriptwriting (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-360 Digital Video Production (3)
COM-370 Audio Production (3)
COM-385 Cinematography: Visual Story Telling (3)
COM-390 Creating on the Web (3)
Theater/Performance Emphasis

REQUIRED COURSES (18 UNITS)

Select six of the following:
COM-440 Performance and Culture (3)
DRA-350 Acting (3)
DRA-360 Directing and Staging Texts (3)
LIT-380 World Theater: Roots to 1800 (3)
LIT-385 World Theater: 1800 to Present (3)
LIT-395 Text and Performance (3)
SOC-301 Anthropology for Christian Witness (3)

COMMUNICATION MINOR

Program Director: Billie Jean Wiebe, Ph.D.

Overview
Communication is a generic skill critical to most roles people fill in both the workplace and the church. Hence, students who wish to maximize their influence and impact in these places should seriously consider further study in communication.

The communication minor has been designed to complement study in another major program. Students in career-oriented majors or who plan to be involved in career and/or church service should find this cluster of courses helpful in their preparation.

The purpose of the communication minor is to develop an understanding of communication processes and to develop the basic communication skills required for working with people in the workplace and the church.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (18 UNITS)

COM-400 Intercultural Communication (3)
COM-410 Media and Society (3)

Select one of the following:
COM-368 Ancient and Medieval Rhetoric (3)
COM-455 Philosophy of Language (3)

Select one of the following:
COM-420 Conflict Management and Resolution (3)
COM-430 Group Dynamics and Leadership (3)

Select two of the following:
COM-330 Writing and Reading Journalism (3)
COM-346 Scriptwriting (3)
COM-355 Media Aesthetics (3)
COM-360 Digital Video Production (3)
COM-370 Audio Production (3)
COM-380 Film Studies (3)
COM-385 Cinematography: Visual Story Telling (3)
COM-390 Creating on the Web (3)
COM-440 Performance and Culture (3)
DRA-360 Directing and Staging Texts (3)
LIT-395 Text and Performance (3)
LIT-449 Literature and Film (3)
MGT-352 Organizational Communication (3)

CONTEMPORARY CHRISTIAN MINISTRIES MAJOR

Program Director: Tim Neufeld, D.Min.

Overview
The contemporary Christian ministries major is designed for students who have an interest in practical forms of service in church and para-church ministries. The major prepares for ministry in three ways: it equips students to enter specific areas of ministry (e.g., youth ministry) in church and para-church organizations, it provides knowledgeable lay leaders for the church and it provides a basis for further graduate work in seminary or other fields of study.

The distinctive feature of the contemporary Christian ministries major is its experiential learning component: the practicum. Practica (internships) are structured so that the student will be participating in a practical ministry that integrates theory with real-life application. This provides an ongoing interface of faith and learning and of theory and practice.

It is important for those considering ministry that their character and conduct reflect principles consistent with the life and teachings of Jesus Christ as noted in Scripture, and the lifestyle requirements of the university. Therefore the university reserves the right to refuse acceptance or continuance in the major of those students who do not meet those requirements. To aid in clarifying God’s call to ministry and student readiness, this major will include a discernment process to be completed in or by the junior year.

In addition to the 40-unit major, the student is required to complete one of the following:

1. A second major. This is a popular option for students who intend to pursue a career in another field but desire to become informed participants in church ministry or to pursue seminary training and then full-time ministry.

2. A minor. This option allows the student who wants to focus on preparation for ministry to develop knowledge and skills in another area of interest.

The contemporary Christian ministries major consists of:
1. A section of required core courses totaling 23 units. This section addresses three different areas: biblical studies and theology, ministry skills and personal nurture. Courses in biblical studies and theology center on the authority and primacy of the Bible and the nature and mission of the New Testament church in an urban context. Courses in ministry skills will explore leadership issues and ministry foundations, and involve the student in an internship. Courses in personal nurture will help discern calling and spiritual formation.

2. A section of ministry electives totaling 17 units. These courses are designed to meet the specific interests and needs of the student by providing a broad range of topics.

Note: All students in the major are required to take the necessary general education courses in addition to those outlined in the major below.

**Program Student Learning Outcomes**

Upon completion of the CCM program, students will be prepared and equipped with the following capacities for ministry leadership with special attention given to the theory/praxis loop:

1. Theological Content: Demonstrate a basic knowledge of biblical theology, including foundational principles of biblical interpretation and a relevant, contemporary theology of the church.

2. Christian Leadership Skills: Perform skills in Christian leadership, practical programming, communication (written and oral), pastoral ministries and the practice of hospitality as a Christian imperative.

3. Personal Awareness: Interpret issues of personal nurture, calling and formation.

4. Praxis Activity: Develop proficiency and explore calling through an internship experience ministry such as youth, worship or children’s ministry.

**Locations Offered**

Offered on the main campus in Fresno

**REQUIRED COURSES (23 UNITS)**

- BIB-428 Biblical Theology (3)
- MIN-200 Perspectives on Contemporary Christian Ministries (1)
- MIN-357 Christian Leadership and Administration (4) (Not allowed to overlap with focus series.)
- MIN-360 The Church in an Urban World (3)
- MIN-379 Spiritual Formation (2)
- MIN-383 Introduction to Youth Ministries (3)
- MIN-396 Ministry Discernment (to be taken spring semester of sophomore or junior year) (1)
- MIN-482 Contemporary Ministries Practicum (2) (2) (2)

**ELECTIVES (17 UNITS)**

Select a minimum of 17 units from the following:

- BLIT-310-349 Biblical Literature (3-4)
- COM-360 Digital Video Production (3)
- COM-400 Intercultural Communication (3)
- COM-420 Conflict Management and Resolution (3)
- COM-430 Group Dynamics and Leadership (3)
- DRA-355 Creative Drama (3)
- MGT-355 Organizational Behavior (3)
- MGT-362 Nonprofit Management (3)
- MIN-340 Theology, Culture and U2 (2)
- MIN-358 Creative Communication in Ministry (2)
- MIN-375 Discipleship and Evangelism (2)
- MIN-378 Introduction to Worship Ministries (3)
- MIN-382 Introduction to Children’s Ministries (3)
- MIN-386 Youth Ministries Methods (3)
- MIN-390 Introduction to Preaching (2)
- MIN-470 Pastoral Ministries (3)
- MIN-475 Urban Los Angeles Immersion (1)
- MUS-400 Music in the Church (3)
- PSY-350 Child Development (3)
- PSY-355 Adolescent Development (3)
- PSY-440 Counseling (4)
- REL-418 Culture, Religion and the Church (3)
- REL-452 Christianity in the Non-Western World (3)
- REL-460 Religions of the World (3)
- SOC-350 Marriage and Family (3)
- THEO-365 Current Perspectives on Missions (3)
- THEO-425 Theological Ethics and the Environment (3)
- THEO-430 Contemporary Theologies (3)
- THEO-445 Biblical Theologies of Mission (3)
- THEO-465 Theological Ethics of Conflict and Peacemaking (3)

Other courses may be chosen in consultation with the program director.

**CONTEMPORARY CHRISTIAN MINISTRIES MINOR**

**Program Director: Tim Neufeld, D.Min.**

**Overview**

A minor in contemporary Christian ministries exposes the student to a representation of the core courses offered in the major (biblical studies and theology, ministry skills, personal nurture). Also, the minor underscores the importance of practical involvement in ministry and requires that the student be engaged in experiential learning/service. Students in the minor are required to take the general education requirements outlined above (see major).
Program Student Learning Outcomes

Upon completion of the CCM program, students will be prepared and equipped with the following capacities for ministry leadership with special attention given to the theory/praxis loop:

1. **Theological Content:** Demonstrate a basic knowledge of biblical theology, including foundational principles of biblical interpretation and a relevant, contemporary theology of the church.

2. **Christian Leadership Skills:** Perform skills in Christian leadership, practical programming, communication (written and oral), pastoral ministries and the practice of hospitality as a Christian imperative.

3. **Personal Awareness:** Interpret issues of personal nurture, calling and formation.

4. **Praxis Activity:** Develop proficiency and explore calling through an internship experience ministry such as youth, worship, or children’s ministry.

Locations Offered

Offered on the main campus in Fresno

**REQUIRED COURSES (13 UNITS)**

- MIN-200 Perspectives on Contemporary Christian Ministries (1)
- MIN-360 The Church in an Urban World (3)
- MIN-379 Spiritual Formation (2)
- MIN-383 Introduction to Youth Ministry (3)
- MIN-482 Contemporary Ministries Practicum (2) (2)

**ELECTIVES**

Select a minimum of 7 units from the electives provided in the major.

CRIMINAL JUSTICE MAJOR

*Program Director: Bret Kincaid, Ph.D.*

**Overview**

The criminal justice major equips prospective criminal justice personnel to be knowledgeable about the criminal justice system in the United States, to be understanding of alternative approaches to conflict resolution and the pursuit of justice and to be prepared to pursue a value-based career in a criminal justice-related area. It does so through a program of study that is interdisciplinary in approach, historical and contemporary in perspective and informed by a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to seek employment or pursue advanced study and will be able to provide service to society reflective of the values expressed in the Fresno Pacific Idea.

Program Student Learning Outcomes

1. Outline and explain the core ingredients of the American legal and criminal justice systems, and the history and political system which influence them.

2. Identify the diversity of cultures and individuals in American society, and how the legal and criminal justice systems are impacted by them.

3. Differentiate the varied forms of conflict resolution and understandings of justice.

4. Be able to analyze information and communicate ideas effectively in both written and oral form.

Locations Offered

Offered on the main campus in Fresno

**GENERAL EDUCATION PREREQUISITES**

- HIST-150 American Civilization (4)
- PS-120 American Politics and Society (3)
- PSY-120 General Psychology (3)
- SOC-120 Introduction to Sociology (3)

**GENERAL EDUCATION FOCUS SERIES**

- THEO-465 Theological Ethics of Conflict and Peacemaking (3)
- VICT-350 Victims, Trauma and Recovery (4)

**REQUIRED COURSES (14 COURSES, 42-46 UNITS)**

**Core Program (8 courses, 26 units)**

- CJ-352 Criminology (3)
- CJ-362 Criminal Procedure (3)
- PS-371 American Law and Legal System (3)
- PS-375 Criminal Justice in America (4)
- *PS-380 Social Problems and Public Policy (4)
- PS-476 Internship (3)
- SOC-410 American Ethnicity and Pluralism (3)
- SOC-430 Conflict Management and Resolution (3)

*American Studies Program (15-16 units)*

*The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS-476. If the Public Policy Track is taken, it also replaces PS-380.*

**Breadth Program (6 courses, 16-20 units)**

*Select a minimum of 6 courses from the following:*

- CJ-382 Juvenile Delinquency and Justice (3)
- CJ-392 Corrections (3)
- PS-372 Introduction to Alternative Dispute Resolution (1)  
- PS-374 Legal Research and Writing (3)
- PSY-350 Child Development (3)
- PSY-355 Adolescent Development (3)
- PSY-395 Social Psychology (3)
- PSY-410 Abnormal Psychology (4)
ENGLISH MAJOR
Program Director: Eleanor Nickel, Ph.D.

Overview
The English major is designed to provide students with a broad background in the communicative arts. It is an ideal major for people interested in understanding the significant issues of human existence as they are expressed in literature and in learning to communicate their insights through effective writing and speech.

Students who wish to teach at the secondary level will choose the English secondary teaching emphasis.

Program Student Learning Outcomes
After completing the English major, students will be able to:

1. Read, interpret and critique a variety of literary and non-literary texts that reflect a range of styles, historical periods and cultural perspectives.
2. Create a variety of literary and non-literary texts, demonstrating effective communication in multiple modes for multiple audiences and purposes.
3. Articulate the diverse ethical, cultural, political and religious contexts of literary texts.
4. Analyze the oral and written language of native speakers of English and English language learners.
5. Write a research paper, Using current disciplinary discourse, terminology and research conventions.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES (9 UNITS)
COM-110 Written Communication (3)
COM-120 Oral Communication (3)
LIT-180 Introduction to Literature (3)

REQUIRED COURSES (MINIMUM UNITS: 49)

Core Courses
COM-345 Composition Theory and Writing (3)
LANG-340 Introduction to Linguistics (3)
LIT-395 Text and Performance (3)
LIT-415 Shakespeare (3)
LIT-460 Critical Approaches to Literature (3)
LIT-480 Narrative (3)

Literature Courses
Select one of the following:
LIT-350 American Wilderness Literature and Philosophy (3)
LIT-355 American Literature: Beginnings to 19th Century (3)
LIT-360 American Literature: 20th Century (3)

Select one of the following:
LIT-400 Medieval Life, Thought and Literature (4)
LIT-420 English Literature: Romantic and Victorian Literature (3)
LIT-425 English Literature: 20th Century Literature (3)

Select two of the following:
LIT-370 The Novel (3)
LIT-380 World Theater: Roots to 1800 (3)
LIT-385 World Theater: 1800 to Present (3)
LIT-445 Latin American Literature (3)
LIT-448 Multicultural Literature (3)

Language Courses
Select one of the following:
COM-350 Visual Rhetoric (3)
COM-455 Philosophy of Language (3)
LANG-350 Modern English Grammar (3)

Writing Courses
Select two from the following:
COM-300 Creative Writing: Fiction (3)
COM-310 Creative Writing: Poetry (3)
COM-320 Creative Writing: Nonfiction (3)
COM-330 Writing and Reading Journalism (3)

Internships and Practica
Select one of the following:
COM-155 Journalism Practicum (1-2)
COM-340 Composition Practicum (1)
COM-365 Video Practicum (1-2)
COM-496 Communication Internship (1-3)
DRA-315 Drama Practicum: The Company (2)
DRA-496 Drama Internship (1-3)
LIT-496 Literature Internship (1-3)

Students may write in another internship or practicum with program mentor approval.

ELECTIVES

In consultation with a program mentor select three additional courses from those listed above under Literature Courses, Language Courses and Writing Courses or from the following list:
English Secondary Teaching Emphasis

GENERAL EDUCATION PREREQUISITES (9 UNITS)

COM-110 Written Communication (3)
COM-120 Oral Communication (3)
LIT-180 Introduction to Literature (3)

REQUIRED COURSES (MINIMUM UNITS: 57)

CORE

Literature and Textual Analysis
LIT-415 Shakespeare (3)
LIT-460 Critical Approaches to Literature (3)

Select one of the following:
LIT-350 American Wilderness Literature and Philosophy (3)
LIT-355 American Literature: Beginnings to 19th Century (3)
LIT-360 American Literature: 20th Century (3)

Select one of the following:
LIT-400 Medieval Life, Thought and Literature (4)
LIT-420 English Literature: Romantic and Victorian Literature (3)
LIT-425 English Literature: 20th Century Literature (3)

Select one of the following:
LIT-370 The Novel (3)
LIT-380 World Theater: Roots to 1800 (3)
LIT-385 World Theater: 1800 to Present (3)
LIT-445 Latin American Literature (3)
LIT-448 Multicultural Literature (3)

Language, Linguistics and Literacy
LANG-310 First and Second Language Acquisition (3)
LANG-340 Introduction to Linguistics (3)

Composition and Rhetoric
COM-345 Composition Theory and Writing (3)
LANG-350 Modern English Grammar (3)

Communications: Speech, Media and Creative Performance
COM-410 Media and Society (3)
LIT-395 Text and Performance (3)

Select one of the following:
DRA-350 Acting (3)
DRA-360 Directing and Staging Texts (3)

Select two of the following:
COM-300 Creative Writing: Fiction (3)
COM-310 Creative Writing: Poetry (3)
COM-320 Creative Writing: Nonfiction (3)

CAPSTONE
LA 385 Critical Approaches to Teaching (3)

EXTENDED STUDIES

SOC-410 American Ethnicity and Pluralism (3)

Select one of the following:
COM-330 Writing and Reading Journalism (3)
COM-355 Media Aesthetics (3)

Select one of the following:
COM-380 Film Studies (3)
LIT-449 Literature and Film (3)

Select one of the following:
COM-350 Visual Rhetoric (3)
COM-455 Philosophy of Language (3)
ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program
Students must meet the following requirements in addition to the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:

• Pass the CSET Examination to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program
Students must meet the following requirements to enter the teacher education program at FPU:

• Earn a 2.75 overall grade point average in their college coursework.
• Earn a 3.0 grade point average in the secondary teaching emphasis of their major.

To Complete the Fresno Pacific University Teacher Education Program
Students must complete the following courses (with a grade of C or better) in order to complete the teacher education program at FPU and receive a teaching credential. Students are advised, but not required, to take these courses as undergraduates.

REQUIRED COURSES
LANG-340  Introduction to Linguistics (3)
PS-120  American Politics and Society (4)
or HIST-150  American Civilization (4)
PSY-355  Adolescent Development (3)

RECOMMENDED COURSES
It is recommended that students complete the following course as well:
HIST-420  American Ethnicity and Pluralism (3)

ENGLISH MINOR
Program Director: Eleanor Nickel, Ph.D.

Overview
The English minor is designed for students who wish to augment other majors with a study of literature and composition. In addition to the development of the skills of reading, literary analysis and writing, it offers students the opportunity to explore a variety of experiences in English, American and multicultural literature.

Program Student Learning Outcomes
After completing the English minor, students will be able to:

1. Read, interpret and critique a variety of literary and non-literary texts that reflect a range of styles, historical periods and cultural perspectives.
2. Create a variety of literary and non-literary texts, demonstrating effective communication in multiple modes for multiple audiences and purposes.
3. Articulate the diverse ethical, cultural, political and religious contexts of literary texts.
4. Analyze the oral and written language of native speakers of English and English language learners.
5. Write a research paper, using current disciplinary discourse, terminology and research conventions.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (MINIMUM UNITS: 18)
LIT-180  Introduction to Literature (3)

Select one of the following:
LIT-350  American Wilderness Literature and Philosophy (3)
LIT-355  American Literature: Beginnings to 19th Century (3)
LIT-360  American Literature: 20th Century (3)

Select one of the following:
LIT-400  Medieval Life, Thought and Literature (4)
LIT-405  The Renaissance and English Literature (4)
LIT-415  Shakespeare (3)
LIT-420  English Literature: Romantic and Victorian Literature (3)
LIT-425  English Literature: 20th Century Literature (3)
LIT-426  English Literature: C.S. Lewis (3)

Select one of the following:
LIT-370  The Novel (3)
LIT-380  World Theater: Roots to 1800 (3)
LIT-385  World Theater: 1800 to Present (3)
LIT-445  Latin American Literature (3)
LIT-448  Multicultural Literature (3)

Select one of the following:
COM-300  Creative Writing: Fiction (3)
COM-310  Creative Writing: Poetry (3)
COM-320  Creative Writing: Nonfiction (3)
COM-330  Writing and Reading Journalism (3)

In consultation with your program mentor select one elective course for a minimum of 3 units from literature, language, communication or drama.
HISTORY MAJOR
Program Director: W. Marshall Johnston, Ph.D.

Overview
The history major gives students a broad familiarity with human history, both Western and world, as a means of developing critical understanding and insight into how they might live now and in the future. The program engages students in deliberately rigorous intellectual development, and particularly focuses on the influence of religion in history. The exploration and discovery of lived human experience in the past (of church and world) is informed by a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to pursue advanced study in the disciplines of history, theology and philosophy, and in fields such as secondary teaching, law, library science, archival management and public history.

Students interested in majoring in history should complete their prerequisite courses during their freshman and sophomore years. Courses in their major should be selected in consultation with their major advisor. Personalized majors in specialized areas of history may be presented to the history faculty for consideration and approval.

Program Student Learning Outcomes
1. Recognize and explicate significant ideas, people and events in a variety of historical epochs throughout human history and in a global context.
2. Formulate, carry out and critically evaluate a focused research project, involving the use of various forms of primary historical evidence (e.g., texts, archival data, first-person accounts, archeology, etc.), and showing an understanding of relevant theoretical approaches to the problem, as well as the most significant secondary research on it.
3. Communicate effectively and appropriately in both oral and written forms, especially through the use of critical analysis in articulation and support of historical theses.
4. Synthesize important historical phenomena, based on the understanding of primary material, across millennia, cultures and interpretive modes.
5. Interpret and effectively describe the contribution of Christianity, particularly the Anabaptist-Mennonite tradition and the Judeo-Christian legacy, in the development of human history.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
HIST-120 Ancient Civilizations (4)
HIST-130 Medieval and Early Modern Civilizations (4)
HIST-140 Modern Civilizations (4)
HIST-150 American Civilization (4)

REQUIRED COURSES (32 UNITS MINIMUM)
At least one upper-division course in five of the following areas:
- Ancient history
- Medieval, Renaissance or Reformation history
- Modern European history
- World history
- American history
- Religious or topical history

Sufficient additional courses to complete the number of units required for the major.

A capstone series:
HIST-460 Philosophy of History (3)
OR
HIST-462 Historiography (3), and
HIST-483 Projects in History (4-usually 2 units per semester in two consecutive semesters)
Both parts focus attention on the various ways of interpreting historical subjects, the role of Christian faith and religious experience in history and historical interpretation, the philosophical and theological implications of historical work and the development of a historical habit and practice in the student.

Notes
It is recommended that history majors complete a minor in another field of study or a deliberately chosen set of courses to prepare for anticipated work in a particular area.

Students interested in teaching high school history should consult the requirements of the social science secondary teaching major.

One course from another discipline may be substituted for one course in the major upon approval of the major program director or one’s advisor.

HISTORY MINOR
Program Director: W. Marshall Johnston, Ph.D.

Overview
The discipline of historical thinking and the breadth of horizon encouraged by the study of historical periods and events provide a complementary study for those pursuing majors related to and anticipating careers in journalism,
management, public relations, publishing, government service, church ministries, etc.

Program Student Learning Outcomes

1. Recognize and explicate significant ideas, people and events in a variety of historical epochs throughout human history and in a global context.
2. Formulate, carry out and critically evaluate a focused research project, involving the use of various forms of primary historical evidence (e.g., texts, archival data, first-person accounts, archeology, etc.), and showing an understanding of relevant theoretical approaches to the problem, as well as the most significant secondary research on it.
3. Communicate effectively and appropriately in both oral and written forms, especially through the use of critical analysis in articulation and support of historical theses.
4. Synthesize important historical phenomena, based on the understanding of primary material, across millennia, cultures and interpretive modes.
5. Interpret and effectively describe the contribution of Christianity, particularly the Anabaptist-Mennonite tradition and the Judeo-Christian legacy, in the development of human history.

Locations Offered

Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES

HIST-120  Ancient Civilizations (4)
HIST-130  Medieval and Early Modern Civilizations (4)
HIST-140  Modern Civilizations (4)
HIST-150  American Civilization (4)

REQUIRED COURSES (5 COURSES, 16-20 UNITS)

At least one upper-division course in five of the following areas:

- Ancient history
- Medieval, Renaissance or Reformation history
- Modern European history
- World history
- American history
- Religious or topical history

Note: The minor may be constructed to fulfill the concentration requirement within the liberal studies major, or the history requirements of the social science secondary teaching major.

INTENSIVE ENGLISH LANGUAGE PROGRAM (IELP)

Program Director: Chandra Friesen Johnson, M.A.

Mission Statement

The Intensive English Language Program (IELP) is designed for second language learners, both international and domestic, seeking to improve their English abilities, particularly to meet language requirements for college and university admission. Along with English language development, the IELP seeks to assist students in their transition to life in the United States. Providing such services is an expression of the Fresno Pacific University Idea in “inviting persons from various cultural, national, ethnic, and religious settings and backgrounds to participate in the educational experience.” Whether these students come only to study English, or to complete an undergraduate degree, they are provided with numerous opportunities to be challenged by the actions and words of students and faculty.

Program Student Learning Outcomes

1. Students will have sufficient oral English language skills to engage in academic or professional tasks in both individual and group settings.
2. Students will analyze cultural differences between the U.S. and their own cultural heritage.
3. Students will have sufficient written English language skills to inform and persuade others.
4. Students will demonstrate effective critical thinking and classroom behaviors in an academic environment in the U.S.

Locations Offered

Offered on the main campus in Fresno.

English as a Second Language (ESL)

REQUIRED COURSES

Select from the following in consultation with the program director:

ESL-005  TOEFL Preparation Course I (0)
ESL-006  TOEFL Preparation Course II (0)
ESL-007 Summer Intensive English (0)
ESL-115  Writing and Grammar I (5)
ESL-125  Writing and Grammar II (5)
ESL-135  Writing and Grammar III (5)
ESL-116  Listening and Pronunciation Skills I (2)
ESL-126  Listening and Pronunciation Skills II (2)
ESL-136  Listening and Pronunciation Skills III (2)
ESL-117  Reading, Vocabulary and Critical Thinking I (5)
ESL-127  Reading, Vocabulary and Critical Thinking II (5)
ESL-137 Reading, Vocabulary and Critical Thinking III (5)

IELP Language and Culture Studies (LCS)

Overview
Students who only want to develop English language proficiency and learn about American culture and who have completed high school may enroll in language and culture studies in the Intensive English Language Program. This is a non-credit, 20-23 hour per week course of study in language and culture. Students will participate in skills- and content-based classes to develop listening, speaking, reading and writing proficiency and to learn about American culture. A three-hour per week TOEFL preparation course is optional. Three levels of instruction offered. A placement exam is given to determine which level the student should enroll in. Students may enroll for a 16-week semester course or an eight-week course.

INTERCULTURAL STUDIES MAJOR
Program Director: Darren Duerksen, Ph.D.

Overview
The intercultural studies major equips students with tools for understanding, entering, working and ministering in cultures different from their own. The program combines a broad interdisciplinary core of courses with specialized research of particular subjects and cultures. The choice of two emphases (mission/service and topics) provides the opportunity to focus on aspects of cross-cultural ministry, international community development and cultural studies. Majors typically find employment in fields such as international missions, international business, non-profit and international community development, domestic Christian community development, human resources, human services and social work, intercultural consulting, education, justice and reconciliation work, and refugee services.

Program Student Learning Outcomes and Assessment

1. **Disciplinary Integration**: Students will be able to synthesize concepts from Anabaptist and other theological traditions, biblical studies, humanities and social sciences into holistic views of Christian mission.
2. **Cultural Analysis**: Students will be able to empathetically analyze diverse religious traditions and cultures.
3. **Reflexive Awareness**: Students will be able to examine their own cultural and theological presuppositions in light of other traditions and cultures.

4. **Missional Engagement**: Students will be able to demonstrate skills (including social science research, teaching, evangelism, intercultural communication and/or leadership) that facilitate holistic mission and transformational development in cross-cultural contexts.

Locations Offered
Offered on the main campus in Fresno

PREREQUISITES (10 UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>BLIT-336</td>
<td>(3)</td>
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<tr>
<td>ECON-105</td>
<td>(4)</td>
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<tr>
<td>SOC-205</td>
<td>(3)</td>
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</tbody>
</table>

INTERCULTURAL EXPERIENCE REQUIREMENT

Students have an opportunity to experience a culture other than that with which they are already familiar. This requirement may be satisfied by participating in one of the study abroad programs offered by the university, by completing an intercultural focus series or through an equivalent experience approved by the program director.

LANGUAGE REQUIREMENT

Two semesters of language, or equivalent, in addition to general education requirements.

REQUIRED MAJOR CORE (18 UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>COM-400</td>
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<tr>
<td>GEOG-220</td>
<td>(3)</td>
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<tr>
<td>PS-420</td>
<td>(3)</td>
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<tr>
<td>SOC-301</td>
<td>(3)</td>
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<tr>
<td>SOC-410</td>
<td>(3)</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>REL-418</td>
<td>(3)</td>
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<tr>
<td>REL-452</td>
<td>(3)</td>
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<tr>
<td>REL-460</td>
<td>(3)</td>
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</tbody>
</table>

SELECT ONE OF THE FOLLOWING EMPHASES

Mission/Service Emphasis

This emphasis is particularly suited for students who want to focus on cross-cultural mission and Christian development or to pursue graduate studies in intercultural studies. Core courses provide students with theological and economic frameworks for working across cultures and the electives provide opportunities to focus on particular regions and aspects of ministry.

REQUIRED COURSES (12 UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>INTB-370</td>
<td>(3)</td>
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</table>
ELECTIVES (9-12 UNITS)

Select three courses in consultation with the program director to meet individual needs and interests. COM-420 and REL-452 are recommended.
BLIT-310-349 Choose in consultation with the program director (3)
BIOL-310L Ecology (4)
BUS-365 Business Ethics (3)
COM-420 Conflict Management and Resolution (3)
HIST-410 Modern Latin America: History, Politics and Culture (4)
MIN-357 Christian Leadership and Administration (4)
MIN-360 The Church in an Urban World (3)
MIN-375 Discipleship and Evangelism (2)
MIN-379 Spiritual Formation (2)
PS-412 Modern Africa: History, Politics and Culture (3)
PS-414 Modern Asia: History, Politics and Culture (3)
PS-416 Modern Middle East: History, Politics and Culture (3)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)
REL-452 Christianity in the Non-Western World (3)
SW-410 Working with Groups (3)
SW-420 Becoming a Change Agent (3)
THEO-370 Expansion of the Christian Faith (3)
THEO-425 Theological Ethics and the Environment (3)
THEO-430 Contemporary Theologies (3)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

Topics Emphasis

Students investigate various cultures from a number of perspectives and disciplines. Within the electives, students focus on subjects such as literature, church, mission, theology and Latin America.

REQUIRED COURSES (3 UNITS)

THEO-430 Contemporary Theologies (3)
THEO-445 Biblical Theologies of Mission (3)

ELECTIVES (15-18 UNITS)

Select five courses in consultation with the program director to meet individual needs and interests.
HIST-410 Modern Latin America: History, Politics and Culture (4)
INTB-370 International Business (3)
or ECON-390 Global Economics and Sustainable Development (3)
LIT-440 Spanish Literature (3)
LIT-445 Latin American Literature (3)
LIT-448 Multicultural Literature (3)
MUS-352 Music History and World Music Since 1900 (4)
PS-412 Modern Africa: History, Politics and Culture (3)
PS-414 Modern Asia: History, Politics and Culture (3)
PS-416 Modern Middle East: History, Politics and Culture (3)
REL-320 Introduction to Mennonite Arts (4)
SOC-410 American Ethnicity and Pluralism (3)
SPAN-310 Literary Spanish: Prose (3)
SPAN-315 Literary Spanish: Poetry (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)
THEO-365 Current Perspectives on Missions (3)
THEO-425 Theological Ethics and the Environment (3)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

INTERCULTURAL STUDIES MINOR

Program Director: Darren Duerksen, Ph.D.

Overview

The intercultural studies minor exposes students to central elements of understanding and working in cultural contexts other than their own. It supplements professional, social science and humanities majors.

Program Student Learning Outcomes and Assessment

1. Disciplinary Integration: Students will be able to synthesize concepts from Anabaptist and other theological traditions, biblical studies, humanities and social sciences into holistic views of Christian mission.
2. Cultural Analysis: Students will be able to empathetically analyze diverse religious traditions and cultures.
3. Reflexive Awareness: Students will be able to examine their own cultural and theological presuppositions in light of other traditions and cultures.
4. Missional Engagement: Students will be able to demonstrate skills (including social science research, teaching, evangelism, intercultural communication and/or leadership) that facilitate holistic mission and transformational development in cross-cultural contexts.

Locations Offered

Offered on the main campus in Fresno
REQUIRED COURSES (21 UNITS)

GEOG-220 Cultural Geography (3)  
PS-420 International Relations (3)  
REL-418 Culture, Religion and the Church (3)  
or REL-460 Religions of the World (3)  
SOC-301 Anthropology for Christian Witness (3)  

Select one of the following:

REL-452 Christianity in the Non-Western World (3)  
THEO-365 Current Perspectives on Missions (3)  
THEO-445 Biblical Theologies of Mission (3)  

Select two of the following:

COM-400 Intercultural Communication (3)  
SOC-310 Cultural Communities of California (3)  
SOC-410 American Ethnicity and Pluralism (3)  

INTERNATIONAL STUDIES MINOR
Program Director: Kenneth Friesen, Ph.D.

Overview

This minor is an introduction to the global community in which we live—its geography, diverse cultures and varied economic and political systems—and our increasing interdependence with it. This minor is desirable as an experience in cross-cultural education and as preparation for international service.

Program Student Learning Outcomes and Assessment

The student of international studies at Fresno Pacific University will be able to:

1. Recognize and describe the major issues and debates within the discipline of international studies.
2. Explain the role and impact of government entities in contemporary national and international settings.
3. Communicate effectively and appropriately in both oral and written forms, especially through the use of critical analysis in articulation and support of political ideas.
4. Judge the impact of historical and contemporary social, political and economic movements on the shape of international policies.
5. Evaluate political issues in the light of biblical principles, use ethical values to appraise political behavior and governmental policies and participate discerningly in the international political process.

Locations Offered

Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES

GEOG-220 Cultural Geography (3)  
HIST-120 Ancient Civilizations (4)  
HIST-130 Medieval and Early Modern Civilizations (4)  
HIST-140 Modern Civilizations (4)

REQUIRED COURSES (5 COURSES, 17-20 UNITS)

Core Program

PS-400 Comparative Politics (3)  
PS-420 International Relations (3)

Breadth Program*

Select a minimum of three of the following:

HIST-410 Modern Latin America: History, Politics and Culture (4)  
HIST-412 History of Mexico (3)  
INTB-370 International Business (3)  
PS-412 Modern Africa: History, Politics and Culture (3)  
PS-414 Modern Asia: History, Politics and Culture (3)  
PS-416 Modern Middle East: History, Politics and Culture (3)  
PS-425 Global Economics and Sustainable Development (3)  
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)  
REL-452 Christianity in the Non-Western World (3)  
REL-460 Religions of the World (3)  
SOC-301 Anthropology for Christian Witness (3)  

*Participation in one of the following CCCU or FPU programs replaces the three breadth courses:

- Australia Studies Centre
- Chinese Studies Program
- Latin American Studies Program
- Middle East Studies Program
- Uganda Studies Program
- Costa Rica Study Abroad

LANGUAGE STUDIES MINOR
Program Director: Eleanor Nickel, Ph.D.

Overview

This minor offers an introduction to the field of linguistics with a particular emphasis in the development of first and second languages, and the teaching of language learners. Linguistics is concerned with the study of human language as a universal feature of human behavior and thinking. Linguists seek to understand the common properties of human language, the place of language in human life and society, and the ways in which language is organized to fulfill the needs of the people it serves and the functions it performs. This minor will provide the necessary background to pursue further studies in linguistics and
applied linguistics, as well as prepare students to work with language learners in a variety of contexts.

**GENERAL EDUCATION PREREQUISITES**

Foreign language study

**REQUIRED COURSES (6 COURSES, 18 UNITS)**

- LANG-310 First and Second Language Acquisition (3)
- LANG-340 Introduction to Linguistics (3)
- LANG-350 Modern English Grammar (3)
- LANG-420 Teaching English as an Additional Language (3)
- LANG-496 Language Studies Internship (3)

*Select one of the following:*

- LANG-320 Teaching English Language Learners (3)
- LANG-462 Literacy Development for Adult English Learners (3)
- PHIL-455 Philosophy of Language (3)
- SOC-420 Intercultural Communication (3)

**LIBERAL STUDIES MAJOR**

*Program Director: R. Sandie Woods, Ed.D.*

**Overview**

Within the context of the Fresno Pacific Idea, the liberal studies major at Fresno Pacific University exists to prepare people with a foundation of knowledge needed to become community builders, peacemakers and change agents in roles requiring broad liberal arts scholarship. The major seeks to build:

- The ability and desire to understand, evaluate and communicate ideas.
- The ability and desire to discover ideas through disciplinary processes.
- The ability and desire to engage in intensive study and service.
- A sense of interrelatedness among knowledge, experience, responsibility and values.
- A respect for diversity.

The liberal studies major is an interdisciplinary major that provides the content background for multiple subject candidates wishing to enter teacher education programs for teaching at the elementary level in the state of California. Additionally, the liberal studies major provides a rounded course of study in the liberal arts appropriate for preparation in numerous vocations.

Students must prepare a portfolio in their last semester prior to graduation that is reviewed by undergraduate faculty and professional educators. In addition, students planning to enter the FPU teacher education program must maintain a GPA of 2.75 or better during their baccalaureate program. Grades of D+ or below are not accepted in general education, major courses or concentration courses. In addition to general education courses, major courses and concentration courses, students are encouraged to take coursework leading to the BCLAD credential emphasis.

The state of California requires that all students admitted to multiple subject credential programs pass the CBEST to prove basic skills and the CSET to prove subject matter competency.

**Program Student Learning Outcomes**

1. To understand, evaluate and communicate ideas.
2. To discover ideas through disciplinary processes.
3. To engage in intensive study.
4. To interrelate knowledge, experience, responsibility and values.
5. To respect diversity.

**Locations Offered**

Offered on the main campus in Fresno

**Fast-Track Program**

Liberal studies students who are planning to become elementary teachers are invited to apply by the end of their junior year for a fast-track program that allows them to complete their bachelor’s degree with a block semester of teacher education preparation. This program prepares students to enter the job market as fully credentialed teachers a semester earlier than other candidates.

Applications are available from the liberal studies director. Criteria for acceptance into the program include:

1. Cumulative GPA of 3.0 at the time of entry into the program and at the time of entry into the teacher education semester.
2. At least one semester at FPU of at least 15 or more units with a GPA of 3.0.
3. Personal interview with the program director of liberal studies and with the professor of selected concentration.
4. Filing and completing a plan for early experiences with children.
5. Filing and completing an academic plan that completes all general education and major requirements before the teacher education semester with less than 124 units.

**GENERAL EDUCATION REQUIREMENTS**

When choosing general education courses (see General Education Program section), liberal studies students should select the following:

- BIOL-100 Principles of Biology (4)
- HIST-150 American Civilization (4)
- LIT-180 Introduction to Literature (3)
- PE-120 Dance Movement (1)
- PHYS-106 Physical Science (4)
PHYS-150 Earth Science (3)
PSY-120 General Psychology (3)

REQUIRED COURSES (47 UNITS)
ART-300 Art for Elementary Teachers (3)
DRA-355 Creative Drama (3)
HIST-440 California History and Politics (4)
ENV-150 Introduction to Environmental Studies (4)
KIN-320 Theory of Physical Education (3)
LA-180 Paths to Teaching (3)
LA-380 Learning Communities (3)
LANG-310 First and Second Language Acquisition (3)
LANG-340 Introduction to Linguistics (3)
LIT-150 Literature for Children and Young Adults (3)
MATH-132 Arithmetic and Data Analysis (3)
MATH-134 Algebraic Thinking and Geometry (3)
MUS-305 Music in the Classroom (3)
PSY-350 Child Development (3)
SOC-410 American Ethnicity and Pluralism (3)

SELECT ONE OF THE FOLLOWING CONCENTRATIONS/MINORS

Concentrations permit the candidate to specialize in areas of interest and depth. All students must complete a concentration of 12 or more units in one discipline or area of study. Concentration requirements may overlap with a minor.

American Civilization and Culture Concentration (Contemporary Focus)

GENERAL EDUCATION REQUIREMENTS
PS-120 American Politics and Society (4)

REQUIRED COURSES
American Civilization: Its Social Institutions
Select one of the following:
COM-410 Media and Society (3)
PS-371 American Law and Legal System (3)
PS-375 Criminal Justice in America (4)
PS-385 Urban Society and the Welfare State (4)
SOC-350 Marriage and Family (3)

American Civilization: Social Dynamics
Select one of the following:
HIST-430 American Wilderness Literature and Philosophy (3)
LIT-360 American Literature: 20th Century (3)
LIT-448 Multicultural Literature (3)
PS-373 Nature, Law and Policy (3)

American Civilization: Its Changing Character
PS-390 Religion and Politics in America (4)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)
SOC-442 Social Gerontology (3)
SOC-446 Sociology of Gender (3)

American Civilization and Culture Concentration (Historical Focus)

GENERAL EDUCATION REQUIREMENTS
HIST-150 American Civilization (4)

REQUIRED COURSES
American Civilization: Intellectual History
Select one of the following:
HIST-350 American Religious History (3)
HIST-430 American Wilderness Literature and Philosophy (3)
LIT-355 American Literature: Beginnings to 19th Century (3)
LIT-360 American Literature: 20th Century (3)

American Civilization: Social/Political History
Select one of the following:
PS-385 Urban Society and the Welfare State (4)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)

American Civilization: Its Changing Character
HIST-425 Twentieth Century America (4)

Art Concentration

REQUIRED COURSES
ART-140 Drawing I (3)
ART-150 Principles of Design (3)
ART-350 History of Western Art I (3)
ART-355 History of Western Art II (3)

FOR A MINOR ADD
ART-460 World Art (3)

Select one of the following
ART-120 Painting I (3)
ART-330 Art and Religion (3)
ART-440 Exhibition and Gallery Design (3)
Biblical Studies Concentration

REQUIRED COURSES

BIB-304 Paul and His Teachings (3)
BIB-428 Biblical Theology (3)
BLIT-310-349 Biblical Literature (3)

Select one of the following:

BIB-441 Biblical Interpretation: to 18th Century (3)
BIB-442 Biblical Interpretation: 19th to 21st Centuries (3)
LIT-460 Critical Approaches to Literature (3)

Biology Concentration

REQUIRED COURSES

BIOL-111 General Biology: Cells and Physiology (4)
BIOL-121 General Biology: Diversity and Ecology (4)
Eight additional upper-division units in biology
Either BIOL-111 or BIOL-121 may be used to meet a general education science requirement.

FOR A MINOR ADD

Four additional units of upper-division biology

Coaching Concentration

REQUIRED COURSES

KIN-275 Sport First Aid (3)
KIN-316 Coaching Methods (3)
KIN-385 Kinesiology Practicum (1)

Select one of the following:

KIN-251 Foundations of Kinesiology (3)
KIN-270 Nutrition (4)
KIN-331 Fundamentals of Motor Behavior (4)
KIN-395 Sport and Exercise Psychology (3)

Select 2 units from the following:

KIN-345 Analysis of Individual and Dual Sports (2)
KIN-351 Analysis of Team Sports (2)
KIN-368 Analysis of Aquatics (1)
KIN-369 Analysis of Fitness Activities (1)
KIN-375 Analysis of Dance (2)

FOR A MINOR ADD

Two additional courses, one from each of the above categories

Communication Concentration

REQUIRED COURSES

COM-420 Conflict Management and Resolution (3)
COM-483 Mediation Practicum (1)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

Select one of the following:

COM-155 Journalism Practicum (1)
COM-320 Creative Writing: Nonfiction (3)
*COM-330 Writing and Reading Journalism (3)

Select one of the following:

*COM-400 Intercultural Communication (3)
*COM-410 Media and Society (3)
COM-430 Group Dynamics and Leadership (3)
*Choose from these courses if planning to complete a minor.

FOR A MINOR ADD

COM-400 Intercultural Communication (3)
or COM-410 Media and Society (3) (not taken for concentration above)

Select one of the following:

COM-368 Ancient and Medieval Rhetoric (3)
COM-455 Philosophy of Language (3)

Select one of the following:

COM-346 Scriptwriting (3)
COM-355 Media Aesthetics (3)
COM-360 Digital Video Production (3)
COM-370 Audio Production (3)
COM-380 Film Studies (3)
COM-385 Cinematography: Visual Story Telling (3)
COM-390 Creating on the Web (3)
COM-440 Performance and Culture (3)
DRA-360 Directing and Staging Texts (3)
LIT-395 Text and Performance (3)
LIT-449 Literature and Film (3)
MGT-352 Organizational Communication (3)

Conflict and Peacemaking Studies Concentration

REQUIRED COURSES

COM-420/SOC-430 Conflict Management and Resolution (3)
COM/PSY/SOC/SW-483 Mediation Practicum (1)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)
Select two of the following:

COM-400  Intercultural Communication (3)
*COM-430  Group Dynamics and Leadership (3)
*HIST-455  Historical Peacemakers (3)
LIT-448  Multicultural Literature (3)
PACS-350/VICT-350  Victims, Trauma and Recovery (4)
PS-375  Criminal Justice in America (4)
*PS-430  History and Contemporary Issues in U.S. Foreign Policy (4)
*PSY-395  Social Psychology (3)
SOC-301  Anthropology for Christian Witness (3)
*SOC 350  Marriage and Family (3)
SOC-450  Social Problems and Public Policy (4)
*Choose from these courses if planning to complete a minor.

FOR A MINOR ADD

A third course from among those with an asterisk above. One of the three must be HIST-455.

**English Concentration**

**REQUIRED COURSES**

Select one of the following:

LIT-400  Medieval Life, Thought and Literature (4)
LIT-405  The Renaissance and English Literature (4)
LIT-415  Shakespeare (3)
LIT-420  English Literature: Romantic and Victorian Literature (3)
LIT-425  English Literature: 20th Century Literature (3)
LIT-426  English Literature: C.S. Lewis (3)

Select one of the following:

LIT-350  American Wilderness Literature and Philosophy (3)
LIT-355  American Literature: Beginnings to 19th Century (3)
LIT-360  American Literature: 20th Century (3)

Select one of the following:

COM-300  Creative Writing: Fiction (3)
COM-310  Creative Writing: Poetry (3)
COM-320  Creative Writing: Nonfiction (3)
COM-330  Writing and Reading Journalism (3)

Select one of the following:

LIT-370  The Novel (3)
LIT-380  World Theater: Roots to 1800 (3)
LIT-385  World Theater: 1800 to Present (3)
LIT-445  Latin American Literature (3)
LIT-448  Multicultural Literature (3)

FOR A MINOR ADD

One elective course for a minimum of 3 units from literature, language, communication or drama.

**Environmental Studies Concentration**

**REQUIRED COURSES**

THEO-425  Theological Ethics and the Environment (3)

Select two of the following:

BIOL-310L  Ecology (4)
PHIL-430  American Wilderness Literature and Philosophy (3)
PS-373  Nature, Law and Policy (3)
or PS-425  Global Economics and Sustainable Development (3)

Select one of the following:

ENV-460  Environmental Issues Analysis (1-3)
ENV-482  Environmental Studies Practicum (1-3)

FOR A MINOR ADD

The third course from the category “Select two of the following” above

**Intercultural/Domestic Studies Concentration**

**REQUIRED COURSES**

REL-418  Culture, Religion and the Church (3)
SOC-482  Intercultural Practicum (1)

Select three of the following (at least one from each area):

**World**

COM-400  Intercultural Communication (3)
*GEOG-220  Cultural Geography (3)
LIT-440  Spanish Literature (3)
*SOC-301  Anthropology for Christian Witness (3)
*Choose from these courses if planning to complete a minor.

**Domestic**

LIT-445  Latin American Literature (3)
LIT-448  Multicultural Literature (3)

FOR A MINOR ADD

PS-400  Comparative Politics (3)
Select one of the following:
REL-452 Christianity in the Non-Western World (3)
THEO-430 Contemporary Theologies (3)

**Intercultural/International Studies Concentration**

This concentration requires an international travel/study experience through CCCU, BCA or FPU. All or some of the course requirements listed below may be fulfilled as part of the travel/study experience. Credit is arranged through the options available within the program chosen by the student.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-410</td>
<td>Modern Latin America: History, Politics and Culture (4)</td>
<td></td>
</tr>
<tr>
<td>SOC-364</td>
<td>Christianity in the Non-Western World (3)</td>
<td></td>
</tr>
<tr>
<td>or SOC-366</td>
<td>Religions of the World (3)</td>
<td></td>
</tr>
<tr>
<td>SOC-482</td>
<td>International Practicum (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-220</td>
<td>Cultural Geography (3)</td>
<td></td>
</tr>
<tr>
<td>INTB-370</td>
<td>International Business (3)</td>
<td></td>
</tr>
<tr>
<td>PS-400</td>
<td>Comparative Politics (3)</td>
<td></td>
</tr>
<tr>
<td>PS-425</td>
<td>Global Economics and Sustainable Development (3)</td>
<td></td>
</tr>
<tr>
<td>PS-430</td>
<td>History and Contemporary Issues in U.S. Foreign Policy (4)</td>
<td></td>
</tr>
</tbody>
</table>

**Language Studies Concentration**

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG-350</td>
<td>Modern English Grammar (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-420</td>
<td>Teaching English as an Additional Language (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-496</td>
<td>Language Studies Internship (3)</td>
<td></td>
</tr>
<tr>
<td>SOC-420</td>
<td>Intercultural Communication (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics Concentration**

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-140</td>
<td>Pre-Calculus (4)</td>
<td></td>
</tr>
<tr>
<td>MATH-210</td>
<td>Calculus I (4)</td>
<td></td>
</tr>
<tr>
<td>MATH-320</td>
<td>Principles of Geometry (3)</td>
<td></td>
</tr>
<tr>
<td>MATH-480</td>
<td>History of Mathematics (3)</td>
<td></td>
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</tbody>
</table>

**FOR A MINOR ADD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-220</td>
<td>Calculus II (4)</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

**Ministry Concentration**

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIN-200</td>
<td>Perspectives on Contemporary Christian Ministries (1)</td>
<td></td>
</tr>
<tr>
<td>MIN-357</td>
<td>Christian Leadership and Administration (4)</td>
<td></td>
</tr>
<tr>
<td>MIN-358</td>
<td>Creative Communication in Ministry (2)</td>
<td></td>
</tr>
<tr>
<td>*MIN-360</td>
<td>The Church in an Urban World (3)</td>
<td></td>
</tr>
<tr>
<td>*MIN-383</td>
<td>Introduction to Youth Ministries (3)</td>
<td></td>
</tr>
<tr>
<td>MIN-386</td>
<td>Youth Ministries Methods (3)</td>
<td></td>
</tr>
</tbody>
</table>
| *Include these courses if planning to complete a minor.

**FOR A MINOR ADD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIN-379</td>
<td>Spiritual Formation (2)</td>
<td></td>
</tr>
<tr>
<td>MIN-482</td>
<td>Contemporary Ministries Practicum (2, 2)</td>
<td></td>
</tr>
</tbody>
</table>

Select enough units from CCM electives in the CCM major to total 20 units in the concentration and minor combined.

**Music Concentration**

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUS-102</td>
<td>Music Appreciation (3)</td>
<td></td>
</tr>
<tr>
<td>or MUS-103</td>
<td>Introduction to American Popular Music (3)</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-101</td>
<td>Elements of Musicianship (3)</td>
<td></td>
</tr>
<tr>
<td>MUS-110L</td>
<td>Music Theory and Aural Skills (4)</td>
<td></td>
</tr>
</tbody>
</table>

Two semesters of music ensemble participation:

Vocal music (2)

or Instrumental music (2)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-350</td>
<td>Early Music History (3)</td>
<td></td>
</tr>
<tr>
<td>MUS-351</td>
<td>Music History: 1725-1900 (3)</td>
<td></td>
</tr>
<tr>
<td>MUS-352</td>
<td>Music History and World Music Since 1900 (4)</td>
<td></td>
</tr>
</tbody>
</table>

**FOR A MINOR ADD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-210L</td>
<td>Music Theory and Counterpoint (4)</td>
<td></td>
</tr>
<tr>
<td>MUS-400</td>
<td>Music in the Church (3)</td>
<td></td>
</tr>
</tbody>
</table>

Four semesters of private music instruction (4 units)
Four semesters of music ensemble participation (8 units)
Successful completion of the Level 1 jury examination

Physical Education Concentration

REQUIRED COURSES
KIN-340 Measurement Evaluation (3)
KIN-385 Kinesiology Practicum (1)

Select two of the following:
KIN-251 Foundations of Kinesiology (3)
KIN-270 Nutrition (3)
KIN-331 Fundamentals of Motor Behavior (4)
KIN-395 Sport and Exercise Psychology (3)

Select 2 units from the following:
KIN-357 Analysis of Outdoor Activities (1)
KIN-359 Analysis of Fundamental Movements (1)
KIN-368 Analysis of Aquatics (1)
KIN-369 Analysis of Fitness Activities (1)
KIN-370 Analysis of Non-Traditional Sports (1)
KIN-375 Analysis of Dance (2)

FOR A MINOR ADD
Select two additional courses, one from each of the above categories.

Psychology Concentration

GENERAL EDUCATION REQUIREMENTS
PSY-120/120H General Psychology (3/4)

REQUIRED COURSES
PSY-310 Research Methods (3)

Development

Select one course:
PSY-355 Adolescent Development (3)
PSY-360 Life-Span Development (3)
PSY-365 Gerontology (3)

Clinical

Select one course:
PSY-410 Abnormal Psychology (4)
PSY-420 Childhood Disabilities and Psychopathology (4)
PSY-440 Counseling (4)

Sociocultural

Select one course:
PSY-395 Social Psychology (3)
PSY-397 Community Psychology (4)
PSY-400 Psychology of Personality (3)
PSY-460 Psychology of Religion (3)
PSY-471 Cross-cultural Psychology (4)

FOR A MINOR ADD
One additional upper-division psychology elective (3 or 4 units), excluding PSY-350.

Religious Studies Concentration

REQUIRED COURSES

Development

Select one course:
PHIL-405 Philosophy of Religion (3)
PS-390 Religion and Politics in America (4)
PSY-460 Psychology of Religion (3)
REL-418 Culture, Religion and the Church (3)
REL-452 Christianity in the Non-Western World (3)
REL-460 Religions of the World (3)

Clinical

Select one course:
PHIL-405 Philosophy of Religion (3)
PS-390 Religion and Politics in America (4)
PSY-460 Psychology of Religion (3)
REL-418 Culture, Religion and the Church (3)
REL-452 Christianity in the Non-Western World (3)
REL-460 Religions of the World (3)

Science Concentration

GENERAL EDUCATION REQUIREMENTS
CHEM-103 General Chemistry I (4)
Replacing PHYS-106 Physical Science as liberal studies general education requirement.

REQUIRED COURSES
CHEM-104 General Chemistry II (4)
PHYS-120 General Physics I (4)
PHYS-121 General Physics II (3)

Spanish Concentration

GENERAL EDUCATION REQUIREMENTS
SPAN-100 Elementary Spanish I (4)
SPAN-105 Elementary Spanish II (4)
SPAN-200 Intermediate Spanish I (4)

REQUIRED COURSES
SPAN-205 Intermediate Spanish II (4)
SPAN-300 Advanced Spanish (3)
SPAN-305 Composition and Conversation in Spanish (3)
SPAN-320 History of Spanish Language (3)
SPAN-328 Latin American Civilization and Culture (3)
FOR A MINOR ADD

Any additional upper-division Spanish course.

Theater Concentration

REQUIRED COURSES

DRA-350 Acting (3)
DRA-360 Directing and Staging Texts (3)
LIT-395 Text and Performance (3)

Select one of the following:

LIT-380 World Theater: Roots to 1800 (3)
*LIT-385 World Theater: 1800 to Present (3)

FOR A MINOR ADD

DRA-115/315 Drama Practicum: The Company (2)
DRA-370 Auditioning (1)
DRA-380 Stage Make-Up (1)
DRA-470 Senior Thesis Performance (2)

Select one of the following:

LIT-380 World Theater: Roots to 1800 (3)
LIT-415 Shakespeare (3)

Western Civilization and Culture Concentration

GENERAL EDUCATION REQUIREMENTS

PHIL-100 Introduction to Philosophy (3)

REQUIRED COURSES

Western Civilization: Ancient

Select one of the following:

*HIST-360 Greece: Drama and Paideia in the Polis (4)
*HIST-365 Rome: Politics, Pagans, Patristics (4)
HIST-367 The Ancient Near East (3)
*HIST-450 History of Political Theory and Ideas (3)
PHIL-330 Ancient Philosophy and Rhetoric (4)

Western Civilization: Medieval/Early Modern

Select one of the following:

*HIST-370 Medieval Life, Thought and Literature (4)
*HIST-375 The Renaissance and English Literature (4)
*HIST-380 Reformation History and Theology (4)
LIT-415 Shakespeare (3)
PHIL-333 Medieval Philosophy (3)

Western Civilization: Modern

Select one of the following:

*HIST-385 Early Modern Europe (4)
HIST-393 Twentieth Century Western Thought (3)
*HIST-395 Modern Europe (4)
LIT-420 English Literature: Romantic and Victorian Literature (3)
LIT-425 English Literature: 20th Century Literature (3)
LIT-426 English Literature: C.S. Lewis (3)
PHIL-335 Modern Philosophy (4)

*Choose from these courses if planning to complete a minor (a minimum of 20 units).

World Civilization and Culture Concentration

GENERAL EDUCATION REQUIREMENTS

GEOG-220 Cultural Geography (3)

REQUIRED COURSES

World Civilization: A Cross-National Economic Perspective

Select one of the following:

ECON-390 Global Economics and Sustainable Development (3)
HIST-400 Modern Africa: History, Politics and Culture (3)
HIST-406 Modern Asia: History, Politics and Culture (3)
HIST-410 Modern Latin America: History, Politics and Culture (4)
HIST-412 History of Mexico (3)
HIST-418 Modern Middle East: History, Politics and Culture (3)
INTB-370 International Business (3)
INTB-460 International Finance and Economics (3)

World Civilization: A Cultural Perspective

Select one of the following:

LIT-380 World Theater: Roots to 1800 (3)
LIT-385 World Theater: 1800 to Present (3)
LIT-440 Spanish Literature (3)
LIT-445 Latin American Literature (3)
MUS-352 Music History and World Music since 1900 (4)
SOC-301 Anthropology for Christian Witness (3)
SOC-364 Christianity in the Non-Western World (3)
SOC-366 Religions of the World (4)
SPAN-310 Literary Spanish: Prose (3)
SPAN-315 Literary Spanish: Poetry (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)
World Civilization: A Global Perspective
PS-400  Comparative Politics y (3)

LIBERAL STUDIES MINOR
Program Director: R. Sandie Woods, Ed.D.

Overview
The liberal studies minor is designed for use with a discipline-focused major for students who wish to keep career options open at graduation. The discipline-focused major offers options of teaching at a junior high or high school level, entering a career that requires a focused major or entering graduate school in a discipline. The minor provides key courses for the preparation of future elementary teachers, including courses with content important for passing CSET.

Program Student Learning Outcomes
1. To understand, evaluate and communicate ideas.
2. To discover ideas through disciplinary processes.
3. To engage in intensive study.
4. To interrelate knowledge, experience, responsibility and values.
5. To respect diversity.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION RECOMMENDATIONS
ART-110  Art Appreciation (3)
or MUS-102  Music Appreciation (3)
HIST-150  American Civilization (4)
LIT-180  Introduction to Literature (3)
PE-120  Dance Movement (1)

Select two of the following:
BIOL-100  Principles of Biology (4)
PHYS-106  Physical Science (4)
PHYS-150  Earth Science (3)

REQUIRED COURSES (24 MINIMUM UNITS)
HIST-440  California History and Politics (4)
LA-380  Learning Communities (3)
LANG-340  Introduction to Linguistics (3)
PSY-350  Child Development (3)
Select a science course in consultation with your mentor/advisor (3).

Mathematics
Select one of the following:
MATH-134  Algebraic Thinking and Geometry (3)

Movement and the Arts

Select one of the following:
ART-300  Art for Elementary Teachers (3)
DRA-355  Creative Drama (3)
KIN-320  Theory of Physical Education (3)
MUS-305  Music in the Classroom (3)

Cultural Studies
SOC-410  American Ethnicity and Pluralism (3)

MUSIC MAJOR
Program Director: Wayne Huber, M.A.

Overview
The music major prepares students for professional careers and/or graduate study in the discipline of music. The major combines music theory and history with practical participation in a variety of musical activities, including performance ensembles. Students graduating with the music major can find employment in public school teaching, private studio instruction, performance, church ministries, the recording industry and many other music business enterprises. Some professions require additional music training and students are encouraged to continue studies at the graduate level or in specialized schools.

Music majors choose from three areas of emphasis: 1) music performance and/or composition, 2) church music and 3) music education. Students are officially admitted into the music major once the Level 1 Performance Jury has been passed.

Program Student Learning Outcomes
1. Music performance
   1.1 Mastery of primary instrument
   1.2 Piano proficiency
   1.3 Producing music corporately
   1.4 Recital preparation
2. Music scholarship
   2.1 Music history and literature
   2.2 Music research and scholarly writing
   2.3 World music
   2.4 Recital programs
   2.5 Musical discourse
3. Musicianship
   3.1 Sight-singing and aural skills
   3.2 Music theory
   3.3 Critical listening
4. Music and Christian worship
   4.1 Music and the Bible
   4.2 History of Christian worship music
4.3 Contemporary practices and debates in Christian music
5. Music and technology
5.1 Music notation software

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION OR OTHER PREREQUISITES (6 UNITS)
MUS-101 Elements of Musicianship (3) (Prerequisite for MUS 110L Music Theory and Aural Skills. Requirement may be waived by passing the theory placement exam.)
MUS-103 Introduction to American Popular Music (3) or ART 110 Art Appreciation (3)

Students who demonstrate sufficient background (by exam) may waive MUS-101 Elements of Musicianship and proceed directly to MUS-110L Music Theory and Aural Skills. For students who require foundation studies in preparation for the theory course sequence, music faculty recommends MUS-131 Piano Class or MUS-135 Private Instruction in Piano, followed by MUS-101 Elements of Musicianship.

REQUIRED COURSES (31-33 UNITS)
MUS-110L Music Theory and Aural Skills (4)
MUS-210L Music Theory and Counterpoint (4)
MUS-310 Music Theory and Analysis (4)
MUS-410 Music Theory Since Debussy (4)
MUS-349 Music Research (1)
MUS-350 Early Music History (3)
MUS-351 Music History: 1725-1900 (3)
MUS-352 Music History and World Music Since 1900 (4)
MUS-400 Music in the Church (3)
MUS-495 Senior Project (1-3)
or MUS-497 Senior Project in Composition (1-3)

Music history courses should be preceded by MUS-110L Music Theory and Aural Skills.

Applied Music (Private Instruction) (8 Units)
Enrollment in private music instruction in the student’s primary instrument is required each semester of attendance, totaling at least 8 units (including at least 4 units in upper division).

Ensemble (12 units minimum)
Participation in a performance ensemble is required each semester of attendance. This requirement includes all music students regardless of primary instrument. All ensemble participation units may be taken in any of these ensembles:
MUS-115/315 Vocal Performance Workshop (2)
MUS-116/316 Concert Choir (2)

MUS-122/322 Baroque Orchestra (2)
MUS-123/323 Community Wind Ensemble (2)

Up to 50 percent of all required ensemble units may be taken in any of these ensembles:
MUS-114/314 Crosswind (2)
MUS-117/317 San Joaquin Chorale (2)
MUS-118/318 Vocal Ensemble (2) (women’s chorale, men’s chorus or other approved vocal ensemble)
MUS-119/319 Pacific Chamber Singers (2)
MUS-120/320 Instrumental Ensemble (2) (brass choir, handbell choir or other approved instrumental ensemble)
MUS-121/321 Jazz Band (2)
MUS-125/325 University String Quartet (2)
MUS-127/327 Woodwind Choir (2) (flute choir, sax quartet)

ADDITIONAL REQUIREMENTS
• Students must pass a piano proficiency exam. Enrollment in Piano Proficiency Class (MUS-132) or Private Piano Instruction (MUS-135) is required until the exam is passed. Transfer students who have passed the piano proficiency test at another institution are required to pass the FPU piano proficiency exam as well.
• Performance Jury Level Exams: Passing the Level 1 exam signals official admittance into the music department as a music major. The Level 2 exam must be passed at least one semester prior to the senior recital (MUS-495 Senior Project, MUS-497 Senior Project in Composition).
• During the final year of study, graduating music majors are required to present a senior performance recital. Students will register for MUS-495 Senior Project or MUS-497 Senior Project in Composition during the semester of the scheduled recital.
• A portfolio chronicling the student’s activities in music is due the semester of graduation. The portfolio is especially important for music education majors.
• Voice performance majors are required to complete the equivalent of one year of study in a second language—Italian, French or German—as determined by the faculty mentor or private music instructor. Also for voice performance majors, four semesters of participation in MUS-115/315 Vocal Performance Workshop is required (two semesters for music education majors whose primary instrument is voice.)
• Keyboard majors and church music majors are encouraged to take one semester of organ instruction during their years of college study.
Keyboard majors may be asked to accompany voice or instrumental students for rehearsals and student recitals.

SELECT ONE OF THE FOLLOWING EMPHASES

**Church Music Emphasis**

**REQUIRED COURSES (12-14 UNITS)**

MUS-411 Scoring and Arranging (3)  
MUS-450 Conducting I (3)  
MUS-451 Conducting II (3)  
MUS-460 Vocal Pedagogy (2)  
MUS-493 Church Music Internship (1-3)

*Church music majors are required to pass Level 2 of the performance jury exam on their primary instrument. Church music majors should consider one academic year of participation in Handbell Choir.*

**Music Education Emphasis**

**REQUIRED COURSES (22-26 UNITS)**

MUS-340 Brass Techniques (2)  
MUS-341 String Techniques (2)  
MUS-342 Woodwind Techniques (2)  
MUS-343 Percussion Techniques (2)  
MUS-411 Scoring and Arranging (3)  
MUS-412 Studies in Music Education (3)  
MUS-450 Conducting I (3)  
MUS-451 Conducting II (3)  
MUS-460 Vocal Pedagogy (2)

Two semesters of MUS-115/315 Vocal Performance Workshop is required for music education students whose primary instrument is voice.

**ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES**

**To Enter a Teacher Education Program**

Students must meet the following requirements in addition to the specific course requirements outlined above to enter a teacher education program and become credentialled to teach in a California public school:

1. Complete LA-385 Critical Approaches to Teaching with a grade of C or better.
2. Complete the FPU-approved teacher education program.

**To Enter the Fresno Pacific University Teacher Education Program**

Students must meet the following requirements to enter the teacher education program at FPU:

1. Earn a 2.75 overall grade point average in their college coursework.
2. Earn a 3.0 grade point average in the secondary teaching emphasis of their major.

**To Complete the Fresno Pacific University Teacher Education Program**

Students must complete the following courses (with a grade of C or better) in order to complete the teacher education program at FPU and receive a teaching credential. Students are advised, but not required, to take these courses as undergraduates.

**REQUIRED COURSES**

LANG-340 Introduction to Linguistics (3)  
PS-120 American Politics and Society (4)  
or HIST-150 American Civilization (4)  
PSY-355 Adolescent Development (3)

**Performance/Composition Emphasis**

**REQUIRED COURSES**

Select two of the following in consultation with the program director:

MUS-230/231 Lyric Diction I/II (2, 2) (two semester course, required for voice majors)  
MUS-411 Scoring and Arranging (3)  
MUS-450 Conducting I (3)  
MUS-451 Conducting II (3)  
MUS-460 Vocal Pedagogy (2)  
MUS-461 Piano Pedagogy (2)

Voice performance majors are required to complete the equivalent of one year of study in a second language, particularly Italian, French or German. Participation in MUS-115/315 Vocal Performance is required: four semesters for voice performance emphasis. Composition emphasis students must pass the Level 2 performance jury exam in composition, as well as the Level 1 exam on their primary instrument.

**MUSIC MINOR**

*Program Director: Wayne Huber, M.A.*

**Overview**

The music minor is designed to give students the basic skills to understand and appreciate music and participate in music performance.

**Program Student Learning Outcomes**

1. Music performance
   1.1. Mastery of primary instrument
   1.2. Piano proficiency
1.3. Producing music corporately
1.4. Recital preparation

2. Music scholarship
2.1. Music history and literature
2.2. Music research and scholarly writing
2.3. World music
2.4. Recital programs

3. Musicianship
3.1. Sight-singing and aural skills
3.2. Music theory
3.3. Critical listening

4. Music and Christian worship
4.1. Music and the Bible
4.2. History of Christian worship music
4.3. Contemporary practices and debates in Christian music

5. Music and technology
5.1. Music notation software

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION OR OTHER PREREQUISITES (6 UNITS)

MUS-101  Elements of Musicianship (3) *(Prerequisite for MUS-100L. Requirement may be waived by passing the theory placement exam.)*
MUS-102  Music Appreciation (3)
  or MUS-103  Introduction to American Popular Music (3)

Students who demonstrate sufficient background (by exam) may waive MUS-101 Elements of Musicianship and proceed directly to MUS-110L Music Theory and Aural Skills. For students who require foundation studies in preparation for the theory course sequence, music faculty recommends MUS-131 Piano Class or MUS-135 Private Instruction in Piano, followed by MUS-101 Elements of Musicianship.

REQUIRED COURSES (14-15 UNITS)

MUS-110L Music Theory and Aural Skills (4)
MUS-210L Music Theory and Counterpoint (4)
MUS-400  Music in the Church (3)

Select one of the following:
MUS-350  Early Music History (3)
MUS-351  Music History: 1725-1900 (3)
MUS-352  Music History and World Music Since 1900 (4)

Music history courses should be preceded by MUS-110L Music Theory and Aural Skills.

Applied Music (Private Instruction) (4 units)
Four semesters of private instruction and successful completion of the Level 1 jury examination.

Ensemble (8 units)
Four semesters of participation in a performing ensemble. All ensemble participation units may be taken in any of these ensembles:
MUS-115/315  Vocal Performance Workshop (2)
MUS-116/316  Concert Choir (2)
MUS-122/322  Baroque Orchestra (2)
MUS-123/323  Community Wind Ensemble (2)

Up to 50% of all required ensemble units may be taken in any of these ensembles:
MUS-114/314  Crosswind (2)
MUS-117/317  San Joaquin Chorale (2)
MUS-118/318  Vocal Ensemble (2) *(women’s chorale, men’s chorus or other approved vocal ensemble)*
MUS-119/319  Pacific Chamber Singers (2)
MUS-120/320  Instrumental Ensemble (2) *(brass choir, handbell choir or other approved instrumental ensemble)*
MUS-121/321  Jazz Band (2)
MUS-125/325  University String Quartet (2)
MUS-127/327  Woodwind Choir (2) *(flute choir, sax quartet)*

PEACEMAKING AND CONFLICT STUDIES MINOR

Program Director: Peter Smith, Ph.D.

Overview
Conflict within and between people, groups and nations well describes the human situation. Peacemaking describes a bias toward exploring peaceful means of resolving conflict. Thus, this minor is intended to help students understand the nature of human conflict and move toward becoming informed and active peacemakers in interpersonal, intergroup and international relationships.

The minor in peacemaking and conflict studies is designed to complement study in another major. While all can benefit from this study, it is especially relevant for students preparing for careers that involve working intensely with people, such as business, church and para-church ministries, counseling, education, public service and social work.

The minor consists of four courses designed to provide an integrated understanding of conflict and peacemaking based on biblical teaching, historical insights and contemporary understanding and practices, and two electives.

Locations Offered
Offered on the main campus in Fresno
REQUIRED COURSES (16-18 UNITS)

Core Program
COM-420/SOC-430 Conflict Management and Resolution (3)
COM/PSY/SOC/SW-483 Mediation Practicum (1)
HIST-455 Historical Peacemakers (3)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

Breadth Program
Select two of the following:
BIOL-312 Ecology (4)
COM-430/PSY-390 Group Dynamics and Leadership (3)
HIST-321 Anabaptist/Mennonite History and Thought (3)
MGT-350 Organizational Theory (3)
MGT-355 Organizational Behavior (3)
MGT-360 Human Resource Management (3)
*PACS-350/VICT-350 Victims, Trauma and Recovery (4)
PS-380/SOC-450 Social Problems and Public Policy (4)
PS-390 Religion and Politics in America (3)
PS-400 Comparative Politics (3)
PS-420 International Relations (3)
PS-425 Global Economics and Sustainable Development (3)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)
PSY-395/SOC-400 Social Psychology (3)
SOC-350 Marriage and Family (3)
SW-410 Working With Groups (3)
SW-420 Becoming a Change Agent (3)
THEO-434 Theologies of Radical Discipleship (3)

*This course includes a lab that also meets the 1-unit mediation practicum requirement.

PHILOSOPHY MAJOR

Program Contact: Marshall Johnston, Ph.D.

Overview
Students may take either a major or a minor in philosophy. Both the major and the minor are understood to be essential elements of a liberal arts education through their articulation of a self-reflective and critical mode of thinking.

Many students take a major or minor in philosophy as a value-added course of study to supplement their professional, career major.

The philosophy major is intended to acquaint students with some of the classic texts of the discipline and with its different areas of inquiry. The major is interdisciplinary in scope, drawing upon faculty and courses in all schools of the university. A philosophical core exists to familiarize and equip students with the tools of the philosopher.

Program Student Learning Outcomes
The student will demonstrate the ability to:
1. Read and comprehend philosophical texts through knowledge of philosophical vocabulary, and explicate the texts and the thinking of important philosophers.
2. Recognize and categorize philosophers and philosophical schools, and differentiate kinds of arguments and schools of philosophy.
3. Use logic and rhetoric to make philosophical arguments.
4. Engage and articulate fundamental philosophical problems, and describe the ways philosophy has grappled with questions of understanding humanity, from spiritual, religious and cultural perspectives.
5. Communicate verbally and in writing critiques of ancient and modern thought.
6. Demonstrate and document how philosophy is foundational to, relates to and augments other fields of thought.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES (3 UNITS)
PHIL-100 Introduction to Philosophy (3)

REQUIRED COURSES (10 COURSES, 32-35 UNITS)
PHIL-103 Logic and Critical Thinking (3)
PHIL-110 Introduction to Philosophical Ethics (3)
PHIL-330 Ancient Philosophy and Rhetoric (4)
PHIL-335 Modern Philosophy (4)
PHIL-405 Philosophy of Religion (3)
PHIL-450 History of Political Theory and Ideas (3)
PHIL-460 Philosophy of History (3)

Select three of the following:
BIB-441 Biblical Interpretation: to 18th Century (3)
BIB-442 Biblical Interpretation: 19th—21st Centuries (3)
BUS-365 Business Ethics (3)
HIST-435 American Intellectual History (4)
LIT-460 Critical Approaches to Literature (3)
MATH-480 History of Mathematics (3)
PHIL-333 Medieval Philosophy (3)
PHIL-393 Twentieth Century Western Thought (3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PHIL-455 Philosophy of Language (3)
PHIL-470 History and Philosophy of Science (4)
PHIL-481 Navajo Philosophy and Ethics (3)
PSY-450 History and Systems of Psychology (4)
THEO-430 Contemporary Theologies (3)
PHILOSOPHY MINOR

Program Contact: Marshall Johnston, Ph.D.

Overview
The minor provides students with a basic understanding of the history of Western philosophy. It complements majors in religion, literature, the arts, history and sciences. The minor is often chosen as a value-added supplement to a student’s career major.

Program Student Learning Outcomes
The student will demonstrate the ability to:
1. Read and comprehend philosophical texts through knowledge of philosophical vocabulary, and explicate the texts and the thinking of important philosophers.
2. Recognize and categorize philosophers and philosophical schools, and differentiate kinds of arguments and schools of philosophy.
3. Use logic and rhetoric to make philosophical arguments.
4. Engage and articulate fundamental philosophical problems, and describe the ways philosophy has grappled with questions of understanding humanity, from spiritual, religious and cultural perspectives.
5. Communicate verbally and in writing critiques of ancient and modern thought.
6. Demonstrate and document how philosophy is foundational to, relates to and augments other fields of thought.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
PHIL-100 Introduction to Philosophy (3)

REQUIRED COURSES (20-21 UNITS)
PHIL-103 Logic and Critical Thinking (3)
PHIL-110 Introduction to Philosophical Ethics (3)
PHIL-330 Ancient Philosophy and Rhetoric (4)
PHIL-335 Modern Philosophy (4)

Select two of the following:
PHIL-333 Medieval Philosophy (3)
BUS-365 Business Ethics (3)
PHIL-393 Twentieth Century Western Thought (3)
PHIL-405 Philosophy of Religion (3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PHIL-450 History of Political Theory and Ideas (3)
PHIL-455 Philosophy of Language (3)
PHIL-460 Philosophy of History (3)
PHIL-470 History and Philosophy of Science (4)
PHIL-481 Navajo Philosophy and Ethics (3)

POLITICAL SCIENCE MAJOR

Program Director: Bret Kincaid, Ph.D.

Overview
The political science major provides students with an increased understanding of the political world—both inside and outside of the United States. It does so through a program of study that introduces them to the discipline of political science, engages them in political analysis and enables them to develop a critical understanding of politics and its place in human society. The exploration of things political is rigorously engaged in and informed by a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to pursue advanced study or a career for which political science is an appropriate background, and to provide service to society reflective of the values expressed in the Fresno Pacific Idea.

Program Student Learning Outcomes
The student of political science at Fresno Pacific University will be able to:
1. Recognize and describe the major issues and debates within the discipline of political science.
2. Explain the role and impact of governmental entities in contemporary state, national and international settings.
3. Communicate effectively and appropriately in both oral and written forms, especially through the use of critical analysis in articulation and support of political ideas.
4. Judge the impact of historical and contemporary social, political and economic movements on the shape of state, national or international policies.
5. Evaluate political issues in the light of biblical principles, use ethical values to appraise political behavior and governmental policies, and participate discerningly in the political process.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
ECON-105 Principles of Economics (4)
HIST-150 American Civilization (4)
PHIL-100 Introduction to Philosophy (3)
SOC-120 Introduction to Sociology (3)
REQUIRED COURSES (10 COURSES, 31-34 UNITS)

Core Program (5 courses, 16 units)
PS-120 American Politics and Society (3)
*PS-390 Religion and Politics in America (4)

Select three of the following:
PS-371 American Law and Legal System (3)
PS-400 Comparative Politics (3)
PS-420 International Relations (3)
PS-450 History of Political Theory and Ideas (3)

Breadth Program (18 units minimum)*
Select a minimum of five of the following:
BUS-475 Law and the Business Environment (3)
FIN-452 Public Finance (3)
PS-300 California History and Politics (4)
PS-371 American Law and Legal System (3)
PS-373 Nature, Law and Policy (3)
PS-375 Criminal Justice in America (4)
PS-376 Law and Society (3)
PS-380 Social Problems and Public Policy (4)
PS-385 Urban Society and the Welfare State (3)
PS-400 Comparative Politics (3)
PS-412 Modern Africa: History, Politics and Culture (3)
PS-414 Modern Asia: History, Politics and Culture (3)
PS-416 Modern Middle East: History, Politics and Culture (3)
PS-420 International Relations (3)
PS-425 Global Economics and Sustainable Development (3)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)
*PS-476 Internship (Recommended for graduate study.)
PS-450 History of Political Theory and Ideas (3)
PS-460 Organizational Theory (3)
PS-465 Organizational Behavior (3)
PS-483 Project in Political Science (1-3) (Recommended for graduate study.)
SOC-461 Introduction to Social Science Research (3) (Recommended for graduate study.)

*American Studies Program (15-16 units)
The American Studies Program (CCCU) in Washington, D.C. may be taken in place of PS-390, PS-476 and two breadth courses.

RECOMMENDED COURSES
SOC-462 Statistics (3) (Recommended for graduate study.)

POLITICAL SCIENCE MINOR
Program Director: Bret Kincaid, Ph.D.

Overview
The political science minor provides students with an increased understanding of the political world, both inside and outside of the United States. It does so through courses in American and world politics, political thought, public law and public administration. The exploration of things political is rigorously engaged in and informed by a Christian/Anabaptist worldview. Upon completion of the minor, students will be able to relate more intelligently to the world around them, both as national and global citizens.

Program Student Learning Outcomes
The student of political science at Fresno Pacific University will be able to:

1. Recognize and describe the major issues and debates within the discipline of political science.
2. Explain the role and impact of governmental entities in contemporary state, national and international settings.
3. Communicate effectively and appropriately in both oral and written forms, especially through the use of critical analysis in articulation and support of political ideas.
4. Judge the impact of historical and contemporary social, political and economic movements on the shape of state, national or international policies.
5. Evaluate political issues in the light of biblical principles, use ethical values to appraise political behavior and governmental policies, and participate discerningly in the political process.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
PS-120 American Politics and Society (3)

REQUIRED COURSES (16-18 UNITS)

Core Program (10 units)
PS-390 Religion and Politics in America (4)
PS-400 Comparative Politics (3)
PS-420 International Relations (3)

Breadth Program (6-8 units)*
Select a minimum of three of the following:
BUS-475 Law and the Business Environment (3)
FIN-452 Public Finance (3)
PS-300  California History and Politics (4)
PS-371  American Law and Legal System (3)
PS-373  Nature, Law and Policy (3)
PS-375  Criminal Justice in America (4)
PS-376  Law and Society (3)
PS-380  Social Problems and Public Policy (4)
PS-385  Urban Society and the Welfare State (3)
PS-412  Modern Africa: History, Politics and Culture (3)
PS-414  Modern Asia: History, Politics and Culture (3)
PS-416  Modern Middle East: History, Politics and Culture (3)
PS-425  Global Economics and Sustainable Development (3)
PS-430  America in a Global Community (4)
PS-450  History of Political Theory and Ideas (3)
PS-476  Internship (3)

*American Studies Program (15-16 units)
The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS-390, PS-476, and two breadth courses.

PRE-LAW MAJOR
Program Director: Bret Kincaid, Ph.D.

Overview
The pre-law major equips prospective lawyers to be knowledgeable about the legal system in the United States, understanding of alternative approaches to conflict resolution and the pursuit of justice and prepared to pursue a value-based career in a law-related area. It does so through a program of study that is interdisciplinary in approach, historical and contemporary in perspective and informed by a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to seek employment or pursue advanced study and be able to provide service to society reflective of the values expressed in the Fresno Pacific Idea.

Program Student Learning Outcomes
1. Outline and explain the core ingredients of the American legal and criminal justice systems, and the history and political system which influence them.
2. Develop critical values for a value-based career in a law-related field.
3. Differentiate the varied forms of conflict resolution and understandings of justice.
4. Be able to analyze information and communicate ideas effectively in both written and oral form.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
HIST-150  American Civilization (4)
PHIL-100  Introduction to Philosophy (3)
PS-120  American Politics and Society (3)
PSY-120  General Psychology (3)
SOC-120  Introduction to Sociology (3)

GENERAL EDUCATION FOCUS SERIES
THEO-465  Theological Ethics of Conflict and Peacemaking (3)
VICT-350  Victims, Trauma and Recovery (4)

REQUIRED COURSES (14 COURSES, 41-43 UNITS)

Core Program (7 Courses, 21 Units)
PS-371  American Law and Legal System (3)
PS-372  Introduction to Alternative Dispute Resolution (1)
PS-375  Criminal Justice in America (4)
*PS-380  Social Problems and Public Policy (4)
PS-476  Internship (3)
SOC-410  American Ethnicity and Pluralism (3)
SOC-430  Conflict Management and Resolution (3)

Pre-Law (7 Courses, 20-22 Units)
BUS-475  Law and the Business Environment (3)
PS-373  Nature, Law and Policy (3)
PS-374  Legal Research and Writing (3)
PS-376  Law and Society (3)
*PS-390  Religion and Politics in America (4)

Select a minimum of two of the following:
CI-352  Criminology (3)
CI-362  Criminal Procedure (3)
CI-382  Juvenile Delinquency and Justice (3)
CI-392  Corrections (3)
HIST-425  Twentieth Century America (4)
HIST-450  History of Political Theory and Ideas (3)
PSY-350  Child Development (3)
PSY-355  Adolescent Development (3)
PSY-395  Social Psychology (3)
PSY-410  Abnormal Psychology (4)
SOC-350  Marriage and Family (3)
SW-390  Chemical Dependency Intervention (3)
SW-395  Studies in Domestic Violence (2)

*American Studies Program (15-16 units)
The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS-476, PS-390. If the Public Policy Track is taken, it replaces PS-380.
PSYCHOLOGY MAJOR

Program Directors: Elizabeth Lake, Ph.D. candidate, and Jay Pope, Ph.D.

Overview
The psychology major introduces students to the study of human behavior and mental processes, and prepares them for further study in the field. The major provides students with broad foundational training in psychology while challenging them to examine and understand human nature from scientific, religious, philosophical, physiological and socio-cultural perspectives.

The psychology program strives to embody the values and vision articulated in the FPU Idea. Inherent in our aspiration is the desire to cultivate a community of learners in which the wisdom of our faculty and students is discerned, valued, nourished and expanded. Our students are rigorously trained in the methodological, theoretical and philosophical foundations of psychological science, from which they can explore its sub-disciplines in more applied contexts. Our students integrate their faith with psychology and, through fieldwork, research-based and/or practicum experiences, consider the role of psychology in the larger community and in cross-cultural settings.

Program Student Learning Outcomes
All assessments of Program SLO’s will take place through capstone projects or research papers assigned as a part of each course’s content.

1. Critical Thinking and Writing: Students will demonstrate the critical thinking, analytical, writing and abstract reasoning skills necessary for successful graduate school performance and professional effectiveness.

2. Knowledge Base: Students will demonstrate knowledge of the history of psychology and key concepts and theories of the psychological literature.

3. Research Skills: Students will demonstrate precision of thought and the ability to formulate and analyze testable hypotheses, develop clear arguments and express themselves concisely and effectively in written assignments and public presentations.

4. Integration: Students will examine and critique how the scientific discipline of psychology and the Christian faith co-exist in a mutually illuminating relationship, in healthy tension and harmony with each other.

5. Application to Personal Life: Students will analyze their personal growth and identity development, coherently connecting knowledge of human nature with an emerging wisdom of family, community, culture and ethics.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (41 – 44 UNITS)

Foundation Courses (22-23 Units)

Foundations of Psychology
PSY-120/120H General Psychology (3-4)
PSY-375 Physiological Psychology (4)
PSY-450 History and Systems of Psychology (4)

Foundations of Research
PSY-300 Statistics (4)
PSY-310 Research Methods (3)
PSY-320 and 320L Experimental Psychology (4)

Breadth Courses (13 – 15 Units)
Students must take a minimum of four breadth courses: at least one each from the developmental, clinical and sociocultural categories.

Developmental
PSY-350 Child Development (3)
PSY-355 Adolescent Development (3)
PSY-360 Lifespan Development (3)
PSY-365 Gerontology (3)

Clinical
PSY-410 Abnormal Psychology (4)
PSY-420 Childhood Disabilities and Psychopathology (4)
PSY-440 Counseling (4)

Sociocultural
PSY-395 Social Psychology (3)
PSY-397 Community Psychology (4)
PSY-400 Psychology of Personality (3)
PSY-460 Psychology of Religion (3)
PSY-471 Cross-Cultural Psychology (4)

Applied Research in Psychology
PSY-340 Psychological Assessment (4)
PSY-370 Cognitive Psychology (4)
PSY-377 Sports and Exercise Psychology (3)
PSY-380 Behavioral Psychology (3)
PSY-390 Group Dynamics and Leadership (3)
PSY-488 Advanced Statistics (3)

Synthesis Courses (6 Units)
Select at least one of the following. If either PSY-397 or PSY-471 is chosen above, then another course must be used from the following list:
PSY-397 Community Psychology (4)
PSY-471  Cross-cultural Psychology (4)
PSY-485  Integration Symposium (3)

Select at least one of the following:
PSY-482  Psychology Practicum (2-4)
PSY-495  Psychology Research Project (1-4)
PSY-496  Psychology Research Practicum (1-4)

PSYCHOLOGY MINOR
Program Directors: Elizabeth Lake, Ph.D. candidate, and Jay Pope, Ph.D.

Overview
The psychology minor provides an introduction to human behavior and mental processes. It can serve as a useful addition to another course of study while providing students with enough units to consider graduate studies in psychology. For students not interested in careers in professional psychology, the minor provides them with strong critical thinking skills and a working knowledge of human behavior, both of which are invaluable benefits of a liberal arts education.

Program Student Learning Outcomes
All assessments of Program SLO’s will take place through capstone projects or research papers assigned as a part of each course’s content.

1. Critical Thinking and Writing: Students will demonstrate the critical thinking, analytical, writing and abstract reasoning skills necessary for successful graduate school performance and professional effectiveness.
2. Knowledge Base: Students will demonstrate knowledge of the history of psychology and key concepts and theories of the psychological literature.
3. Research Skills: Students will demonstrate precision of thought and the ability to formulate and analyze testable hypotheses, develop clear arguments and express themselves concisely and effectively in written assignments and public presentations.
4. Integration: Students will examine and critique how the scientific discipline of psychology and the Christian faith co-exist in a mutually illuminating relationship, in healthy tension and harmony with each other.
5. Application to Personal Life: Students will analyze their personal growth and identity development, coherently connecting knowledge of human nature with an emerging wisdom of family, community, culture and ethics.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
PSY-120/120H  General Psychology (3/4)

REQUIRED COURSES (16-18 UNITS)
PSY-310 Research Methods (3)

Developmental
Select one course:
PSY-350 Child Development (3)
PSY-355 Adolescent Development (3)
PSY-360 Lifespan Development (3)
PSY-365 Gerontology (3)

Clinical
Select one course:
PSY-410 Abnormal Psychology (4)
PSY-420 Childhood Disabilities and Psychopathology (4)
PSY-440 Counseling (4)

Sociocultural
Select one course:
PSY-395 Social Psychology (3)
PSY-397 Community Psychology (4)
PSY-400 Psychology of Personality (3)
PSY-460 Psychology of Religion (3)
PSY-471 Cross-cultural Psychology (4)

Psychology Elective
Select one additional psychology course (3 or 4 units)

SOCIAL SCIENCE SECONDARY TEACHING MAJOR
Program Director: Bret Kincaid, Ph.D.

Overview
The social science secondary teaching major endeavors to equip prospective teachers to be knowledgeable about history and the social sciences, to be understanding of contemporary approaches to studying them and to be prepared to instruct middle and secondary school students in these subjects. It does so through a program of study that is interdisciplinary in approach, global and multicultural in perspective and informed by a Christian worldview. Upon completion of the major, students will be prepared to take the CSET examination in social science,
proficiently meet the instructional goals of the California history-social science framework and provide faithful and wise service to society reflective of the values expressed in the Fresno Pacific Idea.

Program Student Learning Outcomes

1. Recognize the core components of the disciplines of history and the social sciences, and be able to integrate the teaching of the two.
2. Identify the variety of cultures, societies and economic systems that prevail in the world, and be able to teach the social sciences from a cross-cultural perspective.
3. Be knowledgeable about the importance of both religious and secular ideas throughout history, and able to teach the social sciences from a value-oriented perspective.
4. Communicate effectively and appropriately in both oral and written forms, especially through the use of critical analysis in articulation of social science ideas.

Locations Offered

Offered on the main campus in Fresno

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105 Principles of Economics (4)
GEOG-220 Cultural Geography (3)
HIST-120 Ancient Civilizations (4)
HIST-130 Medieval and Early Modern Civilizations (4)
HIST-140 Modern Civilizations (4)
HIST-150 American Civilization (4)
PHIL-100 Introduction to Philosophy (3)
PS-120 American Politics and Society (3)

REQUIRED COURSES (11 COURSES, 37-49 UNITS)

The Ancient, Medieval and Early Modern World

Choose one or more of the following if HIST-120 and HIST-130 were taken at FPU; choose two or more of the following if HIST-120 and HIST-130 were not:

HIST-325 History of Christianity (4)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-367 The Ancient Near East (3)
HIST-370 Medieval Life, Thought and Literature (4)
HIST-375 The Renaissance and English Literature (4)
HIST-380 Reformation History and Theology (4)
HIST-385 Early Modern Europe (4)
HIST-410 Modern Latin America: History, Politics and Culture (4)
HIST-412 History of Mexico (3)

The Modern World

PS-400 Comparative Politics (3)

Choose two or more of the following (but none chosen above) if HIST-140 was taken at FPU; choose three or more of the following if HIST-140 was not:

HIST-325 History of Christianity (4)
HIST-395 Modern Europe (4)
HIST-400 Modern Africa: History, Politics and Culture (3)
HIST-406 Modern Asia: History, Politics and Culture (3)
HIST-410 Modern Latin America: History, Politics and Culture (4)
HIST-412 History of Mexico (3)
HIST-418 Modern Middle East: History, Politics and Culture (3)
PS-420 International Relations (3)

The United States of America

HIST-425 Twentieth Century America (4)
HIST-440 California History and Politics (4)
PS-430 History and Contemporary Issues in U.S. Foreign Policy (4)

Choose one or more of the following:

HIST-350 American Religious History (3)
*PS-390 Religion and Politics in America (4)

Choose one or more of the following:

HIST-420 American Ethnicity and Pluralism (3)
*PS-380 Social Problems and Public Policy (4)

Economics

Choose one or more of the following:

*ECON-390 Global Economics and Sustainable Development (3)
INTB-370 International Business (3)

History

Choose one or more of the following:

HIST-436 Colonial and Revolutionary America (3)
HIST-437 19th Century America (3)
HIST-450 History of Political Theory and Ideas (3)

*American Studies Program (15-16 units)

The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS-390. If the Public Policy Track is taken, it replaces PS-380. If the Global Development Track is taken, it replaces ECON-390.

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program

Students must meet the following requirements in addition
To the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:

1. Complete LA-385 Critical Approaches to Teaching (with a grade of C or better).
2. Pass the CSET Examination to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program
Students must meet the following requirements to enter the teacher education program at FPU:

1. Earn a 2.75 overall grade point average in their college coursework.
2. Earn a 3.0 grade point average in the social science secondary teaching major.

To Complete the Fresno Pacific University Teacher Education Program
Students must complete the following courses (with a grade of C or better) in order to complete the teacher education program at FPU and receive a teaching credential. Students are advised, but not required, to take these courses as undergraduates.

REQUIRED COURSES
- LANG-340 Introduction to Linguistics (3)
- PS-120 American Politics and Society (4)
  or HIST-150 American Civilization (4)
- PSY-355 Adolescent Development (3)

RECOMMENDED COURSES
- It is recommended that students complete the following course as well:
  - HIST-420 American Ethnicity and Pluralism (3)

SOCIAL WORK MAJOR
Program Director: Donna Callahan, M.S.W.

Overview
The social work major prepares students for positions in a variety of social work or service careers. The program integrates theory and practice, instills an understanding of the relationship between social work and Christian faith and encourages a commitment to social justice and a life of service. It does so in the context of a liberal arts education informed by a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to seek entry-level employment or pursue advanced study in the field.

In preparing students for a career, the major educates students in counseling individuals, couples and families; working with groups; facilitating change; and developing new services for people in need. It does so using the helper-as-servant model. Students complete a set of foundational and advanced courses in human development, social policy, social work methods, practice and research and a semester-long internship.

Students interested in majoring in social work should complete their prerequisite and foundational courses during their freshmen and sophomore years. Students interested in graduate study should complete PSY-300 Statistics prior to graduation.

Program Student Learning Outcomes
1. Students will demonstrate knowledge and application of NASW values and ethics in conjunction with Christian values in coursework and internship.
2. Students will demonstrate knowledge and understanding of social work history, policies, practices and their roots in the core values of the profession.
3. Students will demonstrate skill in applying the techniques and practices learned in the classroom.
4. Students will demonstrate skill in research, change agency and program planning.
5. Students will demonstrate sensitivity and awareness of differences among people.
6. Students will be prepared for employment and advanced study in the field.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
Select at least four of the following courses:
- BIOL-100 Principles of Biology (4)
- ECON-105 Principles of Economics (4)
- PS-120 American Politics and Society (3)
- PSY-120 General Psychology (3)
- SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (15 COURSES, 52 UNITS)

Foundational Courses
- SW-100 Perspectives in Social Work (1)
- SW-120 Helping People: An Introduction (3)

Advanced Courses
- PSY-410 Abnormal Psychology (4)
- SOC-410 American Ethnicity and Pluralism (3)
- SOC-461 Introduction to Social Science Research (3)
- SW-300 Human Behavior in the Social Environment (3)
- SW-320 Marriage and Family (3)
- SW-350 Urban Society and the Welfare State (4)
- SW-360 Social Problems and Public Policy (4)
SW-400 Foundations of Social Work Practice (4)
SW-410 Working With Groups (3)
SW-420 Becoming a Change Agent (3)
SW-480 Senior Seminar in Social Work (3)
SW-481 Senior Thesis (3)
SW-482 Field Instruction in Social Work (8)

RECOMMENDED ELECTIVE COURSES
PS-375 Criminal Justice in America (4)
PSY-300 Statistics (4)
SOC-372 Juvenile Delinquency and Justice (3)
SOC-373 Corrections (3)
SOC-482 Intercultural Practicum (1)
SW-110 Participation in Volunteer Services (1-3)
SW-310 Social Gerontology (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
SW-483 Mediation Practicum (1)

SOCIAL WORK MINOR
Program Director: Donna Callahan, M.S.W.

Overview
This minor is an introduction to the field of social work. It is desirable as supplemental preparation for those in people-oriented programs such as contemporary ministries, psychology, communication and education.

Program Student Learning Outcomes
1. Students will demonstrate knowledge and application of NASW values and ethics in conjunction with Christian values in coursework and internship.
2. Students will demonstrate knowledge and understanding of social work history, policies, practices and their roots in the core values of the profession.
3. Students will demonstrate skill in applying the techniques and practices learned in the classroom.
4. Students will demonstrate skill in research, change agency, and program Planning.
5. Students will demonstrate sensitivity and awareness of differences among people.
6. Students will be prepared for employment and advanced study in the field.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
PSY-120 General Psychology (3)
SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (7 COURSES, 17-20 UNITS)

Foundational Courses
SW-100 Perspectives in Social Work (1)
SW-110 Participation in Volunteer Services (1-3)
SW-120 Helping People: An Introduction (3)

Advanced Courses
SW-400 Foundations of Social Work Practice (4)
SW-410 Working With Groups (3)

Select two of the following:
SW-300 Human Behavior in the Social Environment (3)
SW-310 Social Gerontology (3)
SW-320 Marriage and Family (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
SW-420 Becoming a Change Agent (3)

SOCIOLOGY MAJOR

Overview
The sociology major provides students with an increased understanding of their sociocultural world. Students move beyond their personal experiences to an awareness of how people are connected to one another through groups, networks and hierarchies, as well as beliefs and practices. Sociology majors learn to analyze the influences of groups on human behavior.

The sociology program is purposefully informed by a global perspective and a Christian/Anabaptist worldview. The program builds on the foundation of the required sequence of courses at Fresno Pacific University, regarding the stories of peoples and cultures. Upon completion of the major, students will be prepared to pursue graduate study or a career for which sociology is an appropriate background. Majors typically find employment in fields such as human services, personnel, social research, law enforcement, government, Christian ministry, missions and community development.

Students interested in majoring in sociology should complete the two prerequisite courses during their freshman and sophomore years. The first two courses of the core program should be taken in the sophomore or junior year. The last two courses in the core program, an internship followed by Senior Thesis, should be taken during the senior year.

Program Student Learning Outcomes
1. Critical Thinking: Use critical thinking tools to analyze and discuss, in sociological terms, the influence of social groups, networks and hierarchies on human behavior.
2. **Social Processes/Group Dynamics**: Articulate the social processes and group dynamics influencing human behavior, including pluralism, globalization, religious change, intercultural communication, conflict management, life course patterns, legal systems and public policy.

3. **Social Observation**: Perform basic and advanced sociological observations, using a range of social scientific methods, and analyze the results, orally and in writing.

4. **Knowledge**: Demonstrate knowledge of basic and advanced sociological concepts, principles and theories, as evidenced by written communication about social problems and cases, including those specific to social institutions such as family, education, media, economics, religion, law, politics and the criminal justice system.

5. **Communication**: Explain, orally and in writing, well-formed views on sociocultural issues in ways that both engage moral reasoning and demonstrate concrete knowledge about social change.

6. **Moral Reasoning**: Articulate and apply the value of Christian/Anabaptist belief and practice for the discipline of sociology; to reflect on the integration of faith with society, culture and social change.

**Locations Offered**
Offered on the main campus in Fresno

**GENERAL EDUCATION PREREQUISITES (6-7 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-120 Introduction to Sociology</td>
<td>3</td>
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</tbody>
</table>

*Select one of the following courses:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-205 Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PS-120 American Politics and Society</td>
<td>4</td>
</tr>
<tr>
<td>PSY-120 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-220 Cultural Geography</td>
<td>3</td>
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</tbody>
</table>

**REQUIRED COURSES (10 COURSES, 31-33 UNITS)**

**Core Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>SOC-461 Introduction to Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC-462 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SOC-470 Introduction to Sociocultural Theory</td>
<td>3</td>
</tr>
<tr>
<td>LEAD-476 Internship</td>
<td>3</td>
</tr>
<tr>
<td>SOC-480 Senior Thesis</td>
<td>3</td>
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</tbody>
</table>

**Breadth Program**

Select one course from each category and one additional course from any category. Students are encouraged to take additional courses depending upon their needs or interests.

**Society and Culture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>SOC-332 Modern Africa: History, Politics and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SOC-334 Modern Asia: History, Politics and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SOC-336 Modern Middle East: History, Politics and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SOC-364 Christianity in the Non-Western World</td>
<td>4</td>
</tr>
<tr>
<td>SOC-410 American Ethnicity and Pluralism</td>
<td>3</td>
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</table>

**Social Institutions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-350 Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC-360 Sociology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>SOC-370 Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC-374 Law and Society</td>
<td>3</td>
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</tbody>
</table>

**Social Groups and Processes**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOC-301 Anthropology for Christian Witness</td>
<td>3</td>
</tr>
<tr>
<td>SOC-375 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC-400 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-420 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC-430 Conflict Management and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>SOC-440 Lifecourse Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC-442 Social Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-450 Social Problems and Public Policy</td>
<td>4</td>
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</tbody>
</table>

**Crime and Justice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>SOC-371 Criminology</td>
<td>3</td>
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<tr>
<td>SOC-372 Juvenile Delinquency and Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC-373 Corrections</td>
<td>3</td>
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</tbody>
</table>

**SOCILOGY MINOR**

**Overview**

The sociology minor provides students with a better understanding of what makes people and groups behave as they do. It examines social life, social change and the social causes and consequences of human behavior.

Students interested in a minor in sociology should complete their prerequisite courses during their freshmen and sophomore years.

**Locations Offered**
Offered on the main campus in Fresno

**GENERAL EDUCATION PREREQUISITES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-120 Introduction to Sociology</td>
<td>3</td>
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</tbody>
</table>

**REQUIRED COURSES (18-19 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>LEAD-476 Internship</td>
<td>3</td>
</tr>
<tr>
<td>SOC-461 Introduction to Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC-470 Introduction to Sociocultural Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
Select one or more of the following:
SOC-400 Social Psychology (3)
SOC-410 American Ethnicity and Pluralism (3)

Select one or more of the following:
SOC-350 Marriage and Family (3)
SOC-360 Sociology of Religion (3)
SOC-370 Media and Society (3)
SOC-371 Criminology (3)
SOC-374 Law and Society (3)

Select 3-4 additional units from the courses not already selected above and/or from the courses below to meet individual needs or interests:
SOC-372 Juvenile Delinquency and Justice (3)
SOC-373 Corrections (3)
SOC-375 Organizational Behavior (3)
SOC-420 Intercultural Communication (3)
SOC-430 Conflict Management and Resolution (3)
SOC-440 Lifecourse Development (3)
SOC-442 Social Gerontology (3)
SOC-450 Social Problems and Public Policy (4)

SPANISH MAJOR
Program Director: Gina Ponce de León, Ph.D.

Overview
The Spanish major provides students with the necessary language and cultural understanding of the Spanish-speaking countries around the world. In today’s globalized environment there is a need to reach our neighbors in Latin America, as well as the increasingly Spanish-speaking population in the U.S. Students who major in Spanish are required to take a placement test.

Program Student Learning Outcomes
Upon successful completion of all courses required for the Spanish major, students will be able to:
1. Communicate orally in Spanish at an advanced level.
2. Write in Spanish at an advanced level.
3. Analyze a problem and synthesize a solution through appropriate research in Spanish.
4. Integrate emerging technologies into research and communication in Spanish.
5. Engage in critical thinking about topics related to Spanish language and culture.
6. Describe the unique characteristics of Spanish-speaking cultures around the world.

Locations Offered
Offered on the main campus in Fresno
4. Integrate emerging technologies into research and communication in Spanish.
5. Engage in critical thinking about topics related to Spanish language and culture.
6. Describe the unique characteristics of Spanish-speaking cultures around the world.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (MINIMUM UNITS: 15)

*SPAN-100 Elementary Spanish I (4)
*SPAN-105 Elementary Spanish II (4)
*SPAN-200 Intermediate Spanish I (4)
*SPAN-205 Intermediate Spanish II (4)

*or demonstrated proficiency

Select five courses from the following:
SPAN-300 Advanced Spanish (3)
SPAN-305 Composition and Conversation in Spanish (3)
SPAN-310 Literary Spanish: Prose (3)
SPAN-315 Literary Spanish: Poetry (3)
SPAN-320 History of Spanish Language (3)
SPAN-325 Formal Spanish Oral Communication (3)
SPAN-328 Latin American Civilization and Culture (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)
HIST-410 Modern Latin America: History, Politics and Culture (4)

THEATER MINOR
Program Director: Julia Reimer, Ph.D.

Overview
The study of the history, literature and artistic techniques in theater will provide the student with an integrated discipline that combines elements of most art and academic subjects, since theater employs all art forms to depict an image of life itself. The study of theater will provide supplemental preparation in the areas of teacher education, communication, group process, organization, aesthetics, public presentation and other skills valuable in a wide variety of fields, as well as preparation for graduate school, theater ministry or conservatory training.

Program Student Learning Outcomes
Students who complete a personalized major, minor, concentration or emphasis in theater will be able to:
1. Display appreciation for the art and craft of theater.
2. Recognize and use the basic vocabulary of theater.
3. Analyze literary and non-literary performance texts across a range of styles, historical periods and cultural perspectives.
4. Describe the history and development of theater, including important playwrights, theatrical movements and styles.
5. Describe the role of religious ritual in the making of theater and the historical connections between Christianity and theater in the Western tradition.
6. Demonstrate skills in acting, directing and theater craft through coursework and participation in practicum and senior thesis performance experiences.
7. Demonstrate skills in leadership and collaboration.
8. Guide a theater production process from start to finish.

Students who participate in theater productions and the Company will be able to:
1. Display appreciation for the art and craft of theater.
2. Recognize and use the basic vocabulary of theater.
3. Interpret play texts for the purposes of acting and/or design.
4. Demonstrate basic skills in the areas of acting, technical theater, publicity and/or dramaturgy.
5. Demonstrate skills in leadership and collaboration.
6. Function effectively as a member of the theatrical team.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITE
DRA-105 Theater Appreciation (3)

REQUIRED COURSES (18 UNITS)
DRA-115/315 Drama Practicum: The Company (2)
DRA-350 Acting (3)
DRA-360 Directing and Staging Texts (3)
DRA-370 Auditioning (1)
DRA-380 Stage Make-Up (1)
DRA-470 Senior Thesis Performance (2)
LIT-385 World Theater: 1800 to Present (3)

Select one of the following:
LIT-380 World Theater: Roots to 1800 (3)
LIT-415 Shakespeare (3)
DEGREE COMPLETION PROGRAM

CHRISTIAN MINISTRY AND LEADERSHIP

Program Director: Quentin Kinnison, Ph.D.

Overview
The bachelor of arts in Christian ministry and leadership is designed for adults currently in or preparing for Christian ministry. In this program students will be challenged to think biblically about Jesus and His Kingdom in relation to the larger world, cultivate personal spiritual formation, enhance competencies in ministry skills, and engage real-life ministry contexts.

The major consists of three learning components: course work, spiritual formations and an internship. The course work component consists of classroom experiences designed to address the unique and ongoing challenge of Christian ministry. Additionally, students are required to take two of the three biblical integration courses for graduation. These courses will be block registered and which courses a student takes are determined by when the student enters the cohort. Classes generally meet one night a week, four hours per night. In addition, most courses will have an online component, so some computer literacy is important. The spiritual formation component consists of courses designed to run throughout the semester, concurrent with other courses, with a retreat component at the conclusion of the semester. An internship component is integrated into the program and provides students with hands-on experience.

Admissions Requirements
Admissions requirements include a minimum 2.4 GPA and four years of postsecondary experience. New students may be added to a cohort at the beginning of each semester. In addition, it is important for those considering ministry that their character and conduct reflect principles consistent with the life and teachings of Jesus Christ as noted in Scripture, and the lifestyle requirements of the university. Therefore, the university reserves the right to refuse acceptance or continuance in the major of those students who do not meet those requirements.

Program Student Learning Outcomes
At the conclusion of the program, students will be able to:

1. Demonstrate a basic knowledge of biblical theology, including foundational principles of biblical interpretation and a relevant, contemporary theology of the church.
2. Perform skills in Christian leadership, practical programming, communication (written and oral), pastoral ministries and the practice of hospitality as a Christian imperative.
3. Interpret issues of personal nurture, calling and formation.
4. Develop proficiency and explore calling through an internship experience ministry such as youth, worship or children’s ministry.

Locations Offered
Offered at the North Fresno Center, Visalia Center and Bakersfield Center.

Program Length/Semester Starts
This is a scheduled, eighteen-month cohort program. New students may be added to a cohort at the beginning of each semester (February and August).

REQUIRED COURSES (41 UNITS)

The following units must be earned at Fresno Pacific University:

- BIB-314 Jesus and the Christian Community (3)
- BIB-436 Biblical Perspectives (3)
- *BLIT-306 Law and Ephesians (1)
- *BLIT-307 Proverbs, Ecclesiastes and James (1)
- *BLIT-308 Isaiah and Matthew (1)
- MIN-310 Introduction to CML/Internship Orientation (1)
- MIN-356 Church and the Mission of God (2)
- MIN-376 Current Practices in Evangelism and Discipleship (2)
- MIN-392 Biblical Interpretation and Teaching (2)
- MIN-397 Spiritual Formation: Perils, Pitfalls and Potential of Ministry (2)
- MIN-398 Spiritual Formation: Cultivating a Prayerful Heart (2)
- MIN-399 Spiritual Formation: Taking Care of the Interior Life (2)
- MIN-420 Ministry Across Cultures (2)
- MIN-430 Urban Ministry (2)
- PACS-440 Conflict Transformation (3)
- MIN-450 Leadership in Ministry (2)
- MIN-471 Pastoral Ministries (2)
- MIN-483 CML Internship (9) (three semesters at 3 units per semester)

*Two of three biblical integration courses are required for graduation. Which courses the student takes is determined by when the student enters the CML cohort and will be block registered.

ELECTIVES

Elective units as needed to meet the bachelor of arts minimums. This requirement may be met through allowable college coursework, Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment.
CRIMINOLOGY AND RESTORATIVE JUSTICE STUDIES

Program Director: Jill Schellenberg, M.A.

Overview
The bachelor of arts in criminology and restorative justice studies is designed for adults who have an interest in criminology, restorative justice and the issues of victims. The program equips students to be knowledgeable about crime and society. Classroom time and coursework focus on implementing restorative approaches to justice and understanding the various social and psychological theories on crime, criminals and society. Candidates will also learn to incorporate the values of a Christian/Anabaptist worldview into their work.

Admissions Requirements
The criminology and restorative justice studies program requires four years postsecondary experience, including two years work experience.

Program Student Learning Outcomes
Students will be able to effectively demonstrate the following values/outcomes as applicable to their programs of study:
1. **Oral, Visual and Written Communication.** To communicate orally, visually and in writing, regarding the criminal justice field.
2. **Historical and Theoretical Knowledge.** To describe the origins, nature and dynamics of conflict and crime from an interdisciplinary perspective.
3. **Theoretical Integration.** To integrate the various social and psychological theories on crime, criminals and society.
4. **Individual and Collective Needs.** To identify the individual and collective needs of all participants in the criminal justice system, including victims, offenders and the community.
5. **Cultural Awareness.** To successfully implement restorative and other approaches to justice in a culturally sensitive way.
6. **Moral Reasoning.** To articulate and apply the value of Christian/Anabaptist belief and practice for the criminal justice field, including how to discern the ethical consequences of decisions and actions from a biblical and theological perspective.

Locations Offered
Offered at the North Fresno Center and the Visalia Center.

Program Length/Semester Starts
This is a scheduled, eighteen-month cohort program. Cohorts begin each semester (February and August.)

GENERAL EDUCATION REQUIREMENTS
CRIM-210 Criminal Justice Administration (3)
CRIM-220 Criminal Law (3)

REQUIRED COURSES (40 UNITS)
The following units must be earned at Fresno Pacific University:
BIB-314 Jesus and the Christian Community (3)
BIB-449 Biblical Perspectives in Criminology (3)
CRIM-350 Theories of Criminology (4)
CRIM-360 Criminal Procedure (3)
CRIM-370 Diversity and Crime (3)
CRIM-410 Criminal Evidence (3)
CRIM-420 Criminology Statistics (3)
CRIM-440 Advanced Criminal Law (3)
CRIM-496A Criminology and Restorative Justice Studies Project I (2)
CRIM-496B Criminology and Restorative Justice Studies Project II (1)
PACS-410 Restorative Justice (3)
PACS-440 Conflict Transformation (3)
VICT-351 Victim Recovery (3)
VICT-420 Victimology (3)

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework, Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment.
SCHOOL OF NATURAL SCIENCES
Dean: Karen Cianci, Ph.D.

UNDERGRADUATE PROGRAMS

BIOLOGY MAJOR
Program Director: Michael Kunz, Ph.D.

Overview
The biology major provides students with an understanding of the unifying concepts of biology. The scale of study ranges from molecular biology to global ecosystems. The breadth of study ranges from human biology to study of the diversity of life. Laboratory and field studies complement classroom learning.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree. The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective courses. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

The B.A. in biology with a general biology emphasis provides the maximum flexibility to craft a major to suit particular interests. Students are encouraged to consider off-campus summer programs and semester abroad programs for additional course enrichment. Students interested in teaching secondary biology may pursue a teaching emphasis with either a B.A. or B.S. degree. Students interested in health professions should consider a B.S. in biology with a human health emphasis or a pre-health major. Students with interests in environmental biology should consider a B.S. in biology with an environmental biology emphasis or an environmental science major. Individualized emphases are permitted with approval of the program director.

Program Student Learning Outcomes and Assessment
1. Demonstrate content knowledge in the major subject areas of biology: breadth, depth and organizing concepts.
2. Demonstrate information literacy in science as it is typically communicated (e.g. scientific journal articles, including graphs and tables). (USLO: information literacy)
3. Design, conduct and critically evaluate scientific research.
4. Practice a broad spectrum of technology used in scientific research.
5. Demonstrate the capacity to communicate scientific information.
6. Exhibit the skills necessary to independently increase scientific expertise.
7. Describe the philosophical basis of science, its capabilities and limitations relative to epistemology, ethics and religion.
8. Commitment to seek to serve the church, society, and creation.

Locations Offered
Offered on the main campus in Fresno

B.A. in Biology: General Biology Emphasis

Overview
The total coursework requirements include a minimum of 48 units of biology, chemistry, physical science and mathematics beyond the general education prerequisites, of which a minimum of 24 must be upper division.

GENERAL EDUCATION PREREQUISITES
BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 General Chemistry I (4)
MATH-140 Pre-Calculus (4)
or MATH-210 Calculus I (4)

REQUIRED COURSES (48 UNITS)

Biology Courses
BIOL-121 General Biology: Diversity and Ecology (4)
BIOL-312 Ecology (4)
BIOL-312L Ecology Lab (0)
BIOL-332 Human Physiology (4)
BIOL-370 Bioethics (3)
BIOL-441 Cell and Molecular Biology (4)
and BIOL-441L Cell and Molecular Biology Lab (0)
or BIOL-450 Genetics (4)
BIOL-470 History and Philosophy of Science (3)
BIOL-485 Senior Seminar in Biology (1)
Select 5 additional units of upper-division biology.

Supporting Courses
CHEM-104 General Chemistry II (4)
MATH-311 Statistics for the Natural Sciences (3)
Select one additional course in chemistry, mathematics, or physical science (3-4 units)
Select elective units in biology, chemistry, mathematics or physical science to complete 48 units in the major.

**B.A. in Biology: Secondary Teaching Emphasis**

**Overview**
The following sequence of courses provides preparation for instruction in life and general science.

**Accreditation**
The program has been submitted to the California Commission on Teacher Credentialing for approval.

**GENERAL EDUCATION PREREQUISITES**
BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 General Chemistry I (4)
MATH-140 Pre-Calculus (4)
or MATH-210 Calculus I (4)

**REQUIRED COURSES (49 UNITS)**
BIOL-121 General Biology: Diversity and Ecology (4)
BIOL-312 Ecology (4)
BIOL-312L Ecology Lab (0)
BIOL-332 Human Physiology (4)
BIOL-370 Bioethics (3)
BIOL-441 Cell and Molecular Biology (4)
BIOL-441L Cell and Molecular Biology Lab (0)
BIOL-450 Genetics (4)
BIOL-470 History and Philosophy of Science (3)
BIOL-485 Senior Seminar in Biology (1)
BIOL-496 Biological Research (1)
CHEM-104 General Chemistry II (4)
MATH-311 Statistics for Natural Sciences (3)
PHYS-120 General Physics I (4)
PHYS-121 General Physics II (4)
PHYS-150 Earth Science (3)
PHYS-160 Space Science (3)

**ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES**

**To Enter a Teacher Education Program**
Students must meet the following requirements in addition to the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:
1. Complete LA-385 Critical Approaches to Teaching with a grade of C or better.
2. Pass the California Subject Examinations for Teachers (CSET) to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

**To Enter the Fresno Pacific University Teacher Education Program**
Students must meet the following requirements to enter the teacher education program at FPU:
1. Earn a 2.75 overall grade point average in their college coursework.
2. Earn a 3.0 grade point average in the secondary teaching emphasis of their major.

**To Complete the Fresno Pacific University Teacher Education Program**
Students must complete the following courses (with a grade of C or better) in order to complete the teacher education program at FPU and receive a teaching credential. Students are advised, but not required, to take these courses as undergraduates.

**Required Courses**
LANG-340 Introduction to Linguistics (3)
PS-120 American Politics and Society (4)
or HIST-150 American Civilization (4)
PSY-355 Adolescent Development (3)

**Recommended Courses**
It is recommended that students complete one of the following courses as well:
HIST-420 American Ethnicity and Pluralism (3)
SOC-310 Cultural Communities of California (3)

**B.S. in Biology**

**GENERAL EDUCATION PREREQUISITES**
BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 General Chemistry I (4)
MATH-210 Calculus I (4)

**REQUIRED COURSES (43 UNITS)**

**Biology Courses**
BIOL-121 General Biology: Diversity and Ecology (4)
BIOL-312 Ecology (4)
BIOL-312L Ecology Lab (0)
BIOL-332 Human Physiology (4)
BIOL-370 Bioethics (3)
BIOL-441 Cell and Molecular Biology (4)
BIOL-441L Cell and Molecular Biology Lab (0)
BIOL-450 Genetics (4)
BIOL-470 History and Philosophy of Science (3)
BIOL-485 Senior Seminar in Biology (1)
BIOL-496 Biological Research (1)
CHEM-104 General Chemistry II (4)
CHEM-310 Organic Chemistry I (3)
MATH-311 Statistics for Natural Sciences (3)
PHYS-120 General Physics I (4)

**Supporting Courses**
CHEM-103 General Chemistry I (4)
CHEM-310 Organic Chemistry I (3)
MATH-311 Statistics for Natural Sciences (3)
PHYS-120 General Physics I (4)
SELECT ONE OF THE FOLLOWING EMPHASES (16 UNITS)

B.S. in Biology: Environmental Emphasis

REQUIRED COURSES
BIOL-311 Field Botany (4)
BIOL-311L Field Botany Lab (0)
BIOL-321 Vertebrate Zoology (4)
BIOL-321L Vertebrate Zoology Lab (0)
BIOL-322 Invertebrate Zoology (4)
CHEM-340 Environmental Chemistry (4)
Course substitutions may be made with program director approval.

B.S. in Biology: Human Health Emphasis

REQUIRED COURSES
BIOL-331 Human Anatomy (4)
BIOL-340 Microbiology (4)
Select a minimum of 8 additional units of upper-division science. (Pre-medical students should enroll in PHYS-121 General Physics II, CHEM-311 Organic Chemistry II and BIOL-420L Biochemistry.)

B.S. in Biology: Secondary Teaching Emphasis

REQUIRED COURSES
LA-385 Critical Approaches to Teaching (3)
PHYS-121 General Physics II (3)
PHYS-150 Earth Science (3)
PHYS-160 Space Science (3)
Select 3 additional units of upper-division biology.
Please see the additional requirements for teacher education candidates listed above for the B.A. in biology, secondary teaching emphasis.

B.S. in Biology: Individualized Emphasis

Electives chosen in consultation with the program director to address specific interests of the student. Courses from field institutes or other institutions may be used. Examples of possible emphases include marine biology, plant science, animal science and bio-psychology.

BIOLOGY MINOR
Program Director: Michael Kunz, Ph.D.

Overview
The biology minor will increase the student's understanding of the world of living organisms. Human beings are studied as a part of the living order, including their relationship to the rest of life. This program will be helpful for those majoring in contemporary ministries, education, psychology, missions, allied health fields, agriculture and kinesiology. This minor may satisfy the state credential requirement for the supplementary authorization in biology.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (20 UNITS)
BIOL-111 General Biology: Cells and Physiology (4)
BIOL-121 General Biology: Diversity and Ecology (4)
Select 12 additional units of upper-division biology.

CHEMISTRY MAJOR
Program Director: Jonathan Dick, Ph.D.

Overview
The chemistry major provides students with an understanding of the unifying themes, as well as the diversity, of natural and synthetic materials and their importance within the environment and technology. Students are prepared for positions in industry and government or for advanced study in a variety of scientific disciplines.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree. The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective coursework. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

Program Student Learning Outcomes
1. Demonstrate understanding of moral/ethical/environmental issues based on a Christian worldview.
   a. Involvement in Central Valley and world health/environmental issues.
   b. Good stewardship of natural resources.
2. Demonstrate knowledge of content and ability to communicate it.
   a. Basic understanding of fundamental chemical concepts.
   b. Lab report writing skills (abstract/introduction/procedure/data analysis/conclusion).
   c. Participation in a research project or internship.
   d. Presentation of research results in a poster and/or round-table session.
3. Exercise critical thinking.
   a. Problem solving skills and clear presentation of solutions.
   b. Ability to read/interpret/analyze technical papers.
   c. Ability to develop research questions
4. Demonstrate proficiency of technical skills.
   a. Basic lab techniques.
   b. Organic lab techniques.
   c. Use of instruments.
   d. Quantitative analysis skills.
   e. Use of computer programs for data analysis.
5. Preparation for post-graduation.
   a. Informed citizen.
   b. Secondary teaching.
   c. Research lab positions.
   d. Health profession schools (medical, dental, pharmacy, physical therapy, veterinary).
   e. Graduate school in chemistry.

Locations Offered
Offered on the main campus in Fresno

B.A. in Chemistry

GENERAL EDUCATION PREREQUISITES
BIOL-100 Principles of Biology (4)
CHEM-103 General Chemistry I (4)
MATH-210 Calculus I (4)

REQUIRED COURSES (46 UNITS)
CHEM-104 General Chemistry II (4)
CHEM-310 Organic Chemistry I (3)
CHEM-311 Organic Chemistry II (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-321 Inorganic Chemistry (4)
CHEM-321L Inorganic Chemistry Lab (0)
CHEM-350 Quantitative Analysis (4)
CHEM-350L Quantitative Analysis Lab (0)
CHEM-450 Instrumental Analysis (4)
CHEM-450L Instrumental Analysis Lab (0)
CHEM-460 Physical Chemistry (4)
CHEM-460L Physical Chemistry Lab (0)
CHEM-496 Research Project (2)
Select 8 additional units of upper-division chemistry.

B.S. in Chemistry

GENERAL EDUCATION PREREQUISITES
BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 General Chemistry I (4)

MATH-210 Calculus I (4)

REQUIRED COURSES (57 UNITS)

Chemistry Core
CHEM-104 General Chemistry II (4)
CHEM-310 Organic Chemistry I (3)
CHEM-311 Organic Chemistry II (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-321 Inorganic Chemistry (4)
CHEM-321L Inorganic Chemistry Lab (0)
CHEM-350 Quantitative Analysis (4)
CHEM-350L Quantitative Analysis Lab (0)
CHEM-450 Instrumental Analysis (4)
CHEM-450L Instrumental Analysis Lab (0)
CHEM-460 Physical Chemistry (4)
CHEM-460L Physical Chemistry Lab (0)
CHEM-496 Research Project (2)
Select 4 additional units of upper-division chemistry.

Supporting Courses
CS-121 Introduction to Scientific Programming (3)
or MATH-311 Statistics for Natural Sciences (3)
MATH-220 Calculus II (4)
MATH-230 Calculus III (4)
MATH-335 Linear Algebra (3)
or MATH-345 Numerical Analysis (3)
or MATH-365 Differential Equations (3)
PHYS-120 General Physics I (4)
PHYS-121 General Physics II (3)

CHEMISTRY MINOR
Program Director: Jonathan Dick, Ph.D.

Overview
The chemistry minor provides an introduction to the various areas of chemistry and their impact on the modern world. It is desirable as supplemental preparation for those seeking careers in the teaching, nutrition, agriculture, home economy, and environmental, medical and health-related occupations.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (20 UNITS)
CHEM-103 General Chemistry I (4)
CHEM-104 General Chemistry II (4)
Select 12 additional units of upper-division chemistry.
ENVIRONMENTAL SCIENCE AND
ENVIRONMENTAL STUDIES PROGRAM

Program Director: Michael Kunz, Ph.D.

Mission
The environmental science and environmental studies program supports the Fresno Pacific Idea goal of promoting "more creative and perceptive relationships between God, humanity and the natural world." The program supports environmentally-focused coursework and service that: (1) educates students in academic disciplines related to the environment; (2) uses the themes of sustainability and shalom (the biblical concept related to peace, wholeness, justice and healthy relationships) to provide a center for analysis, reflection and action; and (3) manifests the principles of the Kingdom of God by preparing students for lives of environmental service within the global human and ecological community.

Description
Students may choose from two environmentally focused degree options: the bachelor of science degree in environmental science or the bachelor of arts degree in environmental studies. Environmental science is appropriate for students desiring broad scientific training for government, business and non-profit organizations, or graduate study in fields related to the environment. Environmental studies is appropriate for students seeking a balance of social and natural science perspectives on the environment, or for students seeking greater flexibility to incorporate a minor, a second major, a study abroad program or additional elective coursework.

Both programs benefit from Fresno Pacific University’s proximity to California’s national forests, parks, wildlife refuges and diverse agricultural systems. The program encourages internships with local organizations and student research. Students are also encouraged to supplement their major with summer coursework offered at one of several excellent off-campus programs. Courses taken through these programs may be used as electives or, when appropriate, substituted for required courses.

Student Learning Outcomes
1. Demonstrate content knowledge regarding natural and human systems that relate to environmental concerns.
2. Demonstrate information literacy in disciplines related to the environment, including use of primary literature.
3. Effectively communicate information related to the environment.
4. Engage in activities that support environmental stewardship and sustainability.
5. Develop and apply an ethical theology of human-environmental relationships informed by the biblical concept of shalom.
6. (For the B.S. in environmental science only: Design, conduct and critically evaluate scientific research)

GENERAL EDUCATION PREREQUISITES (14-18 UNITS)
BIOL-121 General Biology: Diversity and Ecology (4)
ECON-105 Principles of Economics (4)
MATH-210 Calculus I (4) (for B.S. in environmental science majors only)
PHYS-150 Earth Science (3)
PS-120 American Politics and Society (3)

ENVIRONMENTAL SCIENCE and ENVIRONMENTAL STUDIES REQUIRED COURSES (19-21 UNITS)
BIOL-312 Ecology (4)
ENV-150 Introduction to Environmental Studies (4)
MATH-311 Statistics for the Natural Sciences (3)
PS-373 Nature, Law and Policy (3)
THEO-425 Theological Ethics and the Environment (3)
ENV-482 Environmental Studies Practicum (1-3)
BIOL-485 Senior Seminar in Biology (1)

B.S. ENVIRONMENTAL SCIENCE (33-35 units)
BIOL-111 General Biology: Cells and Physiology (4)
BIOL-496 Biological Research OR CHEM 496 Chemistry Research (2)
CHEM-103 General Chemistry I (4)
CHEM-104 General Chemistry II (4)
CHEM-340 Environmental Chemistry (4)
Electives to complete 54 units in the major (minimum of 12 units from the Division of Natural Sciences)

B.A. ENVIRONMENTAL STUDIES (17-19 units)
Courses from the B.S. in environmental science, electives or other courses approved by the program director to complete 38 units in the major

ELECTIVES
BIOL-311 Field Botany (4)
BIOL-321 Vertebrate Zoology (4)
BIOL-322 Invertebrate Zoology (4)
BIOL-450 Genetics (4)
CHEM-310 Organic Chemistry I (3)
CHEM-312L Organic Chemistry I Lab (2)

ENVIRONMENTAL STUDIES MINOR

Program Director: Michael Kunz, Ph.D.

Overview
A minor in environmental studies provides students with interdisciplinary perspectives on the natural world and the
place of humanity within it. Using the insights provided by the disciplines of theology, philosophy and the social and natural sciences, students can come to a deeper understanding of environmental problems and solutions. The minor is appropriate for those who seek to deepen their appreciation of the natural world, those who desire to exercise greater personal environmental stewardship and those who seek vocations with organizations involved with environmental concerns.

Locations Offered
Offered on the main campus in Fresno

REQUIRED COURSES (18-22 UNITS)

BIOL-312 Ecology (4)
BIOL-312L Ecology Lab (0)
ENV-150 Introduction to Environmental Studies (4)
ENV-460 Environmental Issue Analysis (1-3)
or ENV-482 Environmental Studies Practicum (1-3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PS-373 Nature, Law and Policy (3)
THEO-425 Theological Ethics and the Environment (3)

RECOMMENDED COURSE
COM-420 Conflict Management and Resolution (3)

KINESIOLOGY
Division Chair: Don Diboll, Ph.D.

Overview
The word kinesiology refers to the study of human movement and the School of Natural Sciences uses it as an umbrella term that includes several different emphases. In the undergraduate program, the kinesiology division has three bachelor of arts emphases and two bachelor of science emphases. The B.A. emphases are exercise science, fitness management and physical education teaching. The bachelor of science degrees are more rigorous and have more of an emphasis on research. The B.S. emphases include exercise physiology and pre-physical therapy/occupational therapy.

The kinesiology division also offers two minors: coaching and physical education teaching. A detailed description of each major and each minor follows.

Program Student Learning Outcomes
1. Be able to understand and apply knowledge of anatomy and physiology for the purposes of correction, efficiency, refinement and/or rehabilitation as it applies to human movement.
2. Be able to both perform and instruct students/clients, including those with disabilities, in a variety of human movement settings.
3. Be able to demonstrate effective use of appropriate technology.
4. Be able to demonstrate an ability to perform introductory research related to an area of kinesiology.
5. Be able to apply concepts and principles from historical, psychological and sociological perspectives.
6. Be able to promote fitness through physical activity with the purpose of improving quality of life.
7. Be able to understand and articulate the importance of developing a biblical worldview.
8. Be able to demonstrate an ability to use resources related to the transition from FPU to their selected profession.

Locations Offered
Offered on the main campus in Fresno

KINESIOLOGY MAJOR
B.A. in Kinesiology: Exercise Science

Program Director: Don Diboll, Ph.D.

Overview
The exercise science emphasis is designed for students to pursue entry-level careers in the fitness industry, such as personal training and corporate fitness, as well as in strength and conditioning. Students will have a solid preparatory foundation for entry-level fitness certifications from professional organizations in the fitness industry.

GENERAL EDUCATION PREREQUISITES

BIOL-100 Principles of Biology (4)
or BIOL-111 General Biology: Cells and Physiology (4)

REQUIRED COURSES (46-47 UNITS)

Core Courses
BIOL-331 Human Anatomy (4)
BIOL-332 Human Physiology (4)
KIN-270 Nutrition (3)
KIN-275 Sport First Aid (3)
KIN-368 Analysis of Aquatics (1)
KIN-369  Analysis of Fitness Activities (1)
KIN-441  Fitness Assessment and Exercise Prescription (3)
KIN-451  Exercise Programming for Fitness and Performance (3)

Choose a minimum of 2 units from the following:
KIN-316  Coaching Methods (3)
KIN-345  Analysis of Individual and Dual Sports (2)
KIN-351  Analysis of Team Sports (2)
KIN-357  Analysis of Outdoor Activities (1)
KIN-359  Analysis of Fundamental Movements (1)
KIN-370  Analysis of Non-Traditional Sports (1)
KIN-375  Analysis of Dance (2)

B.A. in Kinesiology: Fitness Management

Program Director: Don Diboll, Ph.D.

Overview
This major is designed for students who plan to enter the fitness industry and may wish to move into management and, eventually, run their own business as they gain experience. Students will combine the benefits of an exercise-science type degree, which will prepare them for fitness certification, with a good foundation of business that can be built upon for future endeavors.

GENERAL EDUCATION PREREQUISITES
BIOL-100  Principles of Biology (4)
or BIOL-111 General Biology: Cells and Physiology (4)
ECON-105  Principles of Economics (4)

REQUIRED COURSES (56 UNITS)

Core Courses
BIOL-331  Human Anatomy (4)
BIOL-332  Human Physiology (4)
KIN-251  Foundations of Kinesiology (3)
KIN-331  Fundamentals of Motor Behavior (4)
KIN-390  Internship in Kinesiology (2)
KIN-395  Sport and Exercise Psychology (3)
KIN-401  Biomechanics (4)
KIN-406  Physiology of Exercise I (4)
KIN-485  Senior Seminar (2)

Emphasis Courses
ACCT-220  Principles of Accounting I (4)
KIN-270  Nutrition (3)
KIN-368  Analysis of Aquatics (1)
KIN-369  Analysis of Fitness Activities (1)
KIN-441  Fitness Assessment and Exercise Prescription (3)
MGT-350  Organizational Theory (3)
or MGT-355  Organizational Behavior (3)
MGT-360  Human Resource Management (3)

B.A. in Kinesiology: Physical Education Teaching

Program Director: Devin Beasley, Ed.D.

Overview
This emphasis is designed for students who would like to teach physical education in a single subject setting within schools. Traditionally this has been in grades 7-12, but increasingly school districts are hiring physical education specialists for the elementary grades as well. Using California state guidelines, the emphasis has been designed to give students a broad content base in order to prepare them to pass the CSET examination, which is required prior to entry into a teacher education program.

GENERAL EDUCATION COURSES
KIN-120  Concepts of Wellness (3)
PE-120  Dance Movement (1)
PE-123  Self Defense (1)

GENERAL EDUCATION PREREQUISITE
BIOL-100  Principles of Biology (4)
or BIOL-111 General Biology: Cells and Physiology (4)

REQUIRED COURSES (47 UNITS)

Core Courses
BIOL-331  Human Anatomy (4)
BIOL-332  Human Physiology (4)
KIN-251  Foundations of Kinesiology (3)
KIN-331  Fundamentals of Motor Behavior (4)
KIN-385  Kinesiology Practicum (2)
KIN-395  Sport and Exercise Psychology (3)
KIN-401  Biomechanics (4)
KIN-406  Physiology of Exercise I (4)
KIN-485  Senior Seminar (2)

Emphasis Courses
KIN-320  Theory of Physical Education (3)
KIN-340  Measurement Evaluation (3)
KIN-345  Analysis of Individual and Dual Sports (2)
KIN-351  Analysis of Team Sports (2)
KIN-357  Analysis of Outdoor Activities (1)
KIN-359  Analysis of Fundamental Movements (1)
KIN-368  Analysis of Aquatics (1)
KIN-369  Analysis of Fitness Activities (1)
KIN-370  Analysis of Non-Traditional Sports (1)
KIN-375  Analysis of Dance (2)
ADDITIONAL REQUIREMENTS AND RECOMMENDATIONS FOR TEACHER EDUCATION CANDIDATES

To Enter Any Teacher Education Program

Recommended Course
LA-385 Critical Approaches to Teaching (3)

To Enter the FPU Teacher Education Program

Earn a 2.75 overall grade point average in college coursework.

To Complete the FPU Teacher Education Program

Students must complete the following courses (with a grade of C- or better) in order to receive a teaching credential. Students are advised, but not required, to take these courses as undergraduates.

Required Courses
LANG-340 Introduction to Linguistics (3)
PS-120 American Politics and Society (4)
or HIST-150 American Civilization (4)
PSY-355 Adolescent Development (3)

Recommended Courses
HIST-420 American Ethnicity and Pluralism (3)
SOC-310 Cultural Communities of California (3)

B.S. in Kinesiology: Exercise Physiology

Program Director: Don Diboll, Ph.D.

Overview

The exercise physiology emphasis is designed to prepare individuals to be competent, highly qualified professionals in the fitness industry (e.g., corporate fitness), certain areas within allied health care (e.g., cardiac rehabilitation) and athletic performance enhancement careers (e.g., strength and conditioning). This emphasis will also prepare those students interested in pursuing graduate studies in exercise physiology (science) or related academic disciplines. The curriculum follows academic program and content recommendations from reputable professional organizations such as the American College of Sports Medicine, the American Society of Exercise Physiologists and the National Strength and Conditioning Association. Students will have a solid foundation for many of the higher-level professional certifications these organizations offer, should they choose to pursue them.

GENERAL EDUCATION PREREQUISITES

BIOL-100 Principles of Biology (4)
or BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 General Chemistry I (4)
MATH-140 Pre-Calculus (4)
or MATH-210 Calculus I (4)

REQUIRED COURSES (62-63 UNITS)

Core Courses
BIOL-331 Human Anatomy (4)
BIOL-332 Human Physiology (4)
KIN-251 Foundations in Kinesiology (3)
KIN-275 Sport First Aid (3)
KIN-331 Fundamentals of Motor Behavior (4)
KIN-368 Analysis of Aquatics (1)
KIN-369 Analysis of Fitness Activities (1)
KIN-390 Internship in Kinesiology (3)
KIN-401 Biomechanics (4)
KIN-406 Physiology of Exercise I (4)
KIN-485 Senior Seminar (2)
MATH-311 Statistics for the Natural Sciences (3)
PHYS-120 General Physics I (4)

Emphasis Courses
KIN-270 Nutrition (3)
KIN-395 Sport and Exercise Psychology (3)
KIN-441 Fitness Assessment and Exercise Prescription (3)
KIN-451 Exercise Programming for Fitness and Performance (3)
KIN-470L Physiology of Exercise II (3)

Choose 7-8 units of advisor-approved electives.

B.S. in Kinesiology: Pre-Physical Therapy/Occupational Therapy

Program Director: Don Diboll, Ph.D.

Overview

The pre-physical therapy/occupational therapy emphasis contains basic pre-professional preparation for graduate work at other institutions with physical therapy or occupational therapy programs. Completion of work at these graduate programs will ultimately lead to licensure in physical therapy or certification in occupational therapy. Each graduate program has special requirements that may vary slightly. Students should contact the school(s) of their choice during their junior year at FPU and work closely with their program advisor in selecting the appropriate courses within this emphasis. In some instances, it may be necessary to take a specific course at another institution to meet a certain requirement of a given graduate program. Also, some students may need to take more than the minimum number of emphasis units in order to meet the entry requirements of the selected graduate program.

An important feature of this kinesiology emphasis is that students will learn about humans from several unique perspectives (e.g., physiological, biomechanical, motor behavioral) that all have an underlying theme of fitness and its benefits. This provides an ideal foundation for students...
pursuing professional careers in physical or occupational therapy.

**GENERAL EDUCATION PREREQUISITES**

BIOL-100 Principles of Biology (4)  
or BIOL-111 General Biology: Cells and Physiology (4)  
CHEM-103 General Chemistry I (4)  
MATH-140 Pre-Calculus (4)  
or MATH-210 Calculus I (4)

**REQUIRED COURSES (61-62 UNITS)**

**Core Courses**

BIOL-331 Human Anatomy (4)  
BIOL-332 Human Physiology (4)  
KIN-251 Foundations in Kinesiology (3)  
KIN-275 Sport First Aid (3)  
KIN-331 Fundamentals of Motor Behavior (4)  
KIN-368 Analysis of Aquatics (1)  
KIN-369 Analysis of Fitness Activities (1)  
KIN-390 Internship in Kinesiology (3)  
KIN-401 Biomechanics (4)  
KIN-406 Physiology of Exercise I (4)  
KIN-485 Senior Seminar (2)  
MATH-311 Statistics for the Natural Sciences (3)  
PHYS-120 General Physics I (4)

**Emphasis Courses (22-23 Units)**

*Select courses with advisor approval from the following list (other courses are possible with approval):*

BIOL-340 Microbiology (4)  
CHEM-104 General Chemistry II (4)  
CHEM-310 Organic Chemistry I (3)  
CHEM-311 Organic Chemistry II (3)  
CHEM-312L Organic Chemistry Laboratory I (2)  
KIN-270 Nutrition (3)  
KIN-395 Sport and Exercise Psychology (3)  
KIN-441 Fitness Assessment and Exercise Prescription (3)  
KIN-451 Exercise Programming for Fitness and Performance (3)  
KIN-470L Physiology of Exercise II (3)  
*KIN-481 Research in Kinesiology (1-3)  
PHYS-121 General Physics II (3)  
PSY-360 Life-Span Development (3)  
PSY-410 Abnormal Psychology (4)  
*Must take at least 1 unit of this course for the purposes of developing a research project if KIN-470L is not selected. (KIN-470L has a research component.)

**KINESIOLOGY MINOR: COACHING**

*Program Director: Devin Beasley, Ed.D.*

**Overview**

The coaching minor is for students who would like to coach and would be appropriate in either school or community settings. Students who pass the standardized exams for KIN-316 Coaching Methods and KIN-310 Sport First Aid earn certification by the American Sport Education Program, which has been recommended for all coaches in the state of California. See program director for details.

**Locations Offered**

Offered on the main campus in Fresno

**RECOMMENDED PRIOR COURSE**

KIN-120 Concepts of Wellness (3)

**REQUIRED COURSES (17-18 UNITS)**

KIN-270 Nutrition (3)  
KIN-275 Sport First Aid (3)  
KIN-316 Coaching Methods (3)  
KIN-385 Kinesiology Practicum (1)

*Select 4 units from of the following courses:*

KIN-345 Analysis of Individual and Dual Sports (2)  
KIN-351 Analysis of Team Sports (2)  
KIN-357 Analysis of Outdoor Activities (1)  
KIN-359 Analysis of Fundamental Movements (1)  
KIN-368 Analysis of Aquatics (1)  
KIN-369 Analysis of Fitness Activities (1)

*Select one of the following courses:*

KIN-251 Foundations of Kinesiology (3)  
KIN-320 Theory of Physical Education (3)  
KIN-331 Fundamentals of Motor Behavior (4)  
KIN-340 Measurement Evaluation (3)  
KIN-395 Sport and Exercise Psychology (3)

**KINESIOLOGY MINOR: PHYSICAL EDUCATION TEACHING**

*Program Director: Devin Beasley, Ed.D.*

**Overview**

This minor is for students who would like to earn an additional authorization for teaching in a single-subject setting. This minor would be ideal for students who are majoring in another area, are heading towards teaching, and yet would like to lay a foundation for being able to pass the California Subject Examinations for Teachers (CSET) in physical education. Although single subject has traditionally
been grades 7-12, many school districts are hiring physical education specialists at elementary schools as well.

**Locations Offered**

Offered on the main campus in Fresno

**REQUIRED COURSES (19 UNITS)**

- KIN-320 Theory of Physical Education (3)
- KIN-331 Fundamentals of Motor Behavior (4)
- KIN-340 Measurement Evaluation (3)
- KIN-385 Kinesiology Practicum (1)

Select two of the following courses:

- KIN-251 Foundations of Kinesiology (3)
- KIN-270 Nutrition (3)
- KIN-395 Sport and Exercise Psychology (3)

Select two units from the following courses:

- KIN-345 Analysis of Individual and Dual Sports (2)
- KIN-351 Analysis of Team Sports (2)
- KIN-357 Analysis of Outdoor Activities (1)
- KIN-359 Analysis of Fundamental Movements (1)
- KIN-368 Analysis of Aquatics (1)
- KIN-369 Analysis of Fitness Activities (1)
- KIN-370 Analysis of Non-Traditional Sports (1)

**MATHEMATICS MAJOR**

*Program Director: Terence Yi, Ph.D.*

**Overview**

The mathematics major provides students with an understanding of the concepts and procedures in the field of mathematics. The subjects offered at FPU range from the historical and philosophical ideas that drove the development of this field, to modern-day applications of mathematics such as computer graphics and operations research; all are founded on the solid logical footing of pure mathematical studies. Appropriate technology is used for problem solving and modeling.

Students may choose from two distinct degree programs. For the bachelor of arts degree in mathematics, students may choose an emphasis in general mathematics, secondary teaching or pure mathematics. For the bachelor of science degree, students pursue an emphasis in applied mathematics. The B.A. degree is designed to provide students with a broad spectrum of coursework in the mathematical sciences. It is intended to give students a sense of the human story and the philosophical underpinning of mathematics. This is the recommended major for those students intending to go into secondary teaching, but is not intended to be limited to these students alone. There are more elective options for a B.A. and more room for the students to incorporate a minor field of study. The B.S. degree is appropriate for those students who want to focus their energies in the area of applications of mathematics. The B.S. degree in applied mathematics is an appropriate major for those students who may seek careers in industry or engineering or may be considering graduate school in the applied sciences. The B.S. degree in applied mathematics includes a research capstone.

**Program Student Learning Outcomes**

1. Communicate mathematical results and arguments clearly, both orally and in writing.
2. Demonstrate critical thinking skills to solve mathematical problems, including mathematical modeling of real-world problems, and use the appropriate technological tools to solve them.
3. Distinguish between and understand computational/methodological skills and use them appropriately and effectively.
4. Use problem-solving skills and develop strategic views necessary to solve real-world problems mathematically.
5. Understand the central role of mathematics in the sciences and recognize the relationship between mathematics and creation.

**Locations Offered**

Offered on the main campus in Fresno

**B.A. In Mathematics: General Mathematics Emphasis**

*Program Director: Terence Yi, Ph.D.*

**Overview**

The total coursework requirements include a minimum of 46 units of mathematics beyond the general education prerequisites.

**GENERAL EDUCATION OR OTHER PREREQUISITES**

- CS-121 Introduction to Scientific Programming (3)
- MATH-120 Principles of Mathematics (4)
- or MATH-140 Pre-Calculus (4)
- PHYS-120 General Physics I (4)
- or PHYS-130 University Physics I (4)

**REQUIRED COURSES (37 UNITS)**

- MATH-210 Calculus I (4)
- MATH-220 Calculus II (4)
- MATH-230 Calculus III (4)
- MATH-320 Principles of Geometry (3)
- MATH-330 Abstract Algebra (3)
- MATH-335 Linear Algebra (3)
- MATH-350 Problem Solving (3)
- MATH-360 Probability and Statistical Methods (3)
- MATH-420 Real Analysis (3)
MATH-480  History of Mathematics (3)
MATH-385  Senior Seminar in Mathematics (1)

ELECTIVES (9 UNITS)

Select three of the following:
MATH-325  Introduction to Topology (3)
MATH-345  Numerical Analysis (3)
MATH-357/MGT-368  Operations Research (3)
MATH-365  Differential Equations (3)
MATH-370  Discrete Mathematics (3)
MATH-375  Introduction to Game Theory (3)
MATH-454  Complex Analysis (3)
Computer science courses (advisor approval required)

B.A. In Mathematics: Secondary Teaching Emphasis

Program Director: Terence Yi, Ph.D.

Overview

The total coursework requirements include a minimum of 46 units of mathematics beyond the general education prerequisites.

GENERAL EDUCATION OR OTHER PREREQUISITES

CS-121  Introduction to Scientific Programming (3)
MATH-120  Principles of Mathematics (4)
or MATH-140  Pre-Calculus (4)
PHYS-120  General Physics I (4)
or PHYS-130  University Physics I (4)

REQUIRED COURSES (37 UNITS)

MATH-210  Calculus I (4)
MATH-220  Calculus II (4)
MATH-230  Calculus III (4)
MATH-320  Principles of Geometry (3)
MATH-330  Abstract Algebra (3)
MATH-335  Linear Algebra (3)
MATH-340  Number Theory (3)
MATH-350  Problem Solving (3)
MATH-360  Probability and Statistical Methods (3)
MATH-420  Real Analysis (3)
MATH-480  History of Mathematics (3)
MATH-485  Senior Seminar in Mathematics (1)

ELECTIVES (9 UNITS)

Select three of the following:
MATH-325  Introduction to Topology (3)
MATH-345  Numerical Analysis (3)
MATH-357/MGT-368  Operations Research (3)
MATH-365  Differential Equations (3)
MATH-370  Discrete Mathematics (3)

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

Required Mathematics Course
MATH-482  Practicum in Mathematics (2)

Recommended Mathematics Electives
MATH-120  Principles of Mathematics (4)
MATH-320  Principles of Geometry (3)
MATH-340  Number Theory (3)
MATH-370  Discrete Mathematics (3)
MATH-480  History of Mathematics (3)

Recommended Non-Mathematics Elective
LA-385  Critical Approaches to Teaching  (3) (preferably sophomore or junior year)

To Enter a Teacher Education Program

Students must meet the following requirement in addition to the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:

- Pass the California Subject Examinations for Teachers (CSET) to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program

Students must meet the following requirements to enter the teacher education program at FPU:

1. Earn a 2.75 overall grade point average in their college coursework.
2. Earn a 3.0 grade point average in the secondary teaching emphasis of their major.

To Complete the Fresno Pacific University Teacher Education Program

Students must complete the following courses (with a grade of C or better) in order to complete the teacher education program at FPU and receive a teaching credential. Students are advised, but not required, to take these courses as undergraduates.

Required Courses

LANG-340  Introduction to Linguistics (3)
PS-120  American Politics and Society (4)
or HIST-150  American Civilization (4)
PSY-355  Adolescent Development (3)

Recommended Course

It is recommended that students complete one of the following courses as well:
HIST-420  American Ethnicity and Pluralism (3)
SOC-310  Cultural Communities of California (3)
B.A. In Mathematics: Pure Mathematics Emphasis

Program Director: Terence Yi, Ph.D.

Overview
The total coursework requirements include a minimum of 46 units of mathematics beyond the general education prerequisites.

GENERAL EDUCATION OR OTHER PREREQUISITES
CS-121 Introduction to Scientific Programming (3)
MATH-120 Principles of Mathematics (4)
or MATH-140 Pre-Calculus (4)
PHYS-120 General Physics I (4)
or PHYS-130 University Physics I (4)

REQUIRED COURSES (40 UNITS)
MATH-210 Calculus I (4)
MATH-220 Calculus II (4)
MATH-230 Calculus III (4)
MATH-330 Abstract Algebra (3)
MATH-330 Abstract Algebra II (3)
MATH-335 Linear Algebra (3)
MATH-350 Problem Solving (3)
MATH-360 Probability and Statistical Methods (3)
MATH-361 Mathematical Statistics (3)
MATH-420 Real Analysis (3)
MATH-421 Real Analysis II (3)
MATH-454 Complex Analysis (3)
MATH-485 Senior Seminar in Mathematics (1)

ELECTIVES (6 UNITS)
Select two of the following:
MATH-320 Principles of Geometry (3)
MATH-325 Introduction to Topology (3)
MATH-340 Number Theory (3)
MATH-345 Numerical Analysis (3)
MATH-357/MGT-368 Operations Research (3)
MATH-365 Differential Equations (3)
MATH-370 Discrete Mathematics (3)
MATH-375 Introduction to Game Theory (3)
MATH-480 History of Mathematics (3)

Computer science courses (advisor approval required)

B.S. IN APPLIED MATHEMATICS

Program Director: Ron Pratt, Ph.D.

Overview
The total coursework requirements include a minimum of 56 units of mathematics, computer science, chemistry and physics beyond the general education prerequisites.

GENERAL EDUCATION OR OTHER PREREQUISITES
CHEM-103 General Chemistry I (4)
or CHEM-103A (2) and CHEM-103B (2)
ECON-105 Principles of Economics (4)
MATH-140 Pre-Calculus (4)
PHYS-130 University Physics I (4)

SUPPORTING COURSES (11 UNITS)
CHEM-104 General Chemistry II (4)
CS-121 Introduction to Scientific Programming (3)
PHYS-131 University Physics II (3)

REQUIRED COURSES (36 UNITS)

Mathematics Courses
MATH-210 Calculus I (4)
MATH-220 Calculus II (4)
MATH-230 Calculus III (4)
MATH-335 Linear Algebra (3)
MATH-345 Numerical Analysis (3)
MATH-360 Probability and Statistical Methods (3)
MATH-365 Differential Equations (3)
MATH-370 Discrete Mathematics (3)
MATH-420 Real Analysis I (3)
MATH-454 Complex Analysis (3)
MATH-477 Independent Research (2)
MATH-485 Senior Seminar in Mathematics (1)

ELECTIVES (9 UNITS)
Select three of the following:
MATH-325 Introduction to Topology (3)
MATH-330 Abstract Algebra (3)
MATH-357 Operations Research (3)
MATH-375 Introduction to Game Theory (3)
MATH-415 Advanced Applied Mathematics (3)
MATH-418 Fourier Analysis (3)
MATH-486 Topics: Partial Differential Equations (3)

Computer science courses (advisor approval required)
MATHEMATICS MINOR
Program Director: Terence Yi, Ph.D.

Overview
The mathematics minor is designed to provide students with a focused program in mathematics as a complement to other majors or as a fulfillment of personal interest.

Program Student Learning Outcomes
1. Communicate mathematical results and arguments clearly, both orally and in writing.
2. Develop critical thinking skills to solve mathematical problems, including mathematical modeling of real world problems, and use the appropriate technological tools to solve them.
3. Distinguish between and understand computational/methodological skills and use them appropriately and effectively.
4. Use problem-solving skills and develop strategic views necessary to solve real-world problems mathematically.
5. Understand the central role of mathematics in the sciences and recognize the relationship between mathematics and creation.

Locations Offered
Offered on the main campus in Fresno

GENERAL EDUCATION PREREQUISITES
MATH-120 Principles of Mathematics (4)

REQUIRED COURSES (21 UNITS)
MATH-140 Pre-Calculus (4)
MATH-210 Calculus I (4)
MATH-220 Calculus II (4)
Select 9 additional units of upper-division mathematics; cannot include MATH-311, MATH-477, MATH-482 or MATH-711.

PRE-HEALTH SCIENCES MAJOR
Program Director: Alan Thompson, Ph.D.

Overview
The pre-health sciences major is designed to provide students with a broad, interdisciplinary foundation in the sciences, with a focus on preparing students for entry into medical and dental careers as well as into allied health career paths.

Students interested in the pre-health sciences major should contact the program director as early as possible since relevant biology, chemistry, math and physics courses are necessary for adequate preparation for entrance exams such as the Medical College Admission Test (MCAT). This is also true for students interested in medical or dental school opportunities who choose to major in a different discipline.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree. The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective coursework. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

Program Student Learning Outcomes
1. Program graduates comprehend and apply major organizing concepts in science.
2. Students in the program participate in the process of science. This includes the design and execution of experiments, the critical evaluation of methods, results and conclusions, and the oral and written communication of such activities.
3. Graduates from the program possess the skills and subject matter competence necessary to gain admittance to, and perform well in, graduate-level health sciences programs.
4. Students in the program develop an understanding of the economic and social contexts surrounding the practice of medicine in the United States and are able to apply socioeconomic and ethical perspectives in analysis of current issues in health care.

Locations Offered
Offered on the main campus in Fresno

B.A. in Pre-Health Sciences

GENERAL EDUCATION PREREQUISITES
BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 General Chemistry I (4)
MATH-140 Pre-Calculus (4)

REQUIRED COURSES (MINIMUM OF 48 UNITS TOTAL, 28 UNITS UPPER-DIVISION)
BIOL-220 Healthcare in the United States (2)
BIOL-332 Human Physiology (4)
BIOL-370 Bioethics (3)
BIOL-450 Genetics (4)
BIOL-485 Senior Seminar in Biology (1)
CHEM-104 General Chemistry II (4)
MATH-311 Statistics for the Natural Sciences (3)
Select from the following in consultation with the program director:

BIOL-121 General Biology: Diversity and Ecology (4)
BIOL-321 Vertebrate Zoology (4)
BIOL-321L Vertebrate Zoology Lab (0)
BIOL-331 Human Anatomy (4)
BIOL-340 Microbiology (4)
BIOL-441 Cell and Molecular Biology (4)
BIOL-441L Cell and Molecular Biology Lab (0)
BIOL-470 History and Philosophy of Science (3)
BIOL-482 Practicum in Biology (1-2)
BIOL-496 Biological Research (1-3)
CHEM-310 Organic Chemistry I (3)
CHEM-311 Organic Chemistry II (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-351L Quantitative Analysis (4)
CHEM-420L Biochemistry (4)
CHEM-496 Research Project (2)
CS-121 Introduction to Scientific Programming (3)
KIN-401 Biomechanics (4)
KIN-406 Physiology of Exercise I (4)
MATH-210 Calculus I (4)
PHYS-120 General Physics I (4)
PHYS-121 General Physics II (4)

SELECT ONE OF THE FOLLOWING EMPHASES

Pre-M.D./D.O./D.D.S./D.Pharm. Emphasis

REQUIRED COURSES (18-21 UNITS)

BIOL-421 Biochemistry (4)
BIOL-421L Biochemistry Lab (0)
BIOL-441 Cell and Molecular Biology (4)
BIOL-441L Cell and Molecular Biology Lab (0)
CHEM-311 Organic Chemistry II (3)
CHEM-312L Organic Chemistry Laboratory I (2)
MATH-220 Calculus II (4)
Select at least one additional unit from the list of electives below.

Pre-M.P.T. Emphasis

REQUIRED COURSES (14-16 UNITS)

KIN-390 Internship in Kinesiology (1-3)
KIN-401 Biomechanics (4)
KIN-406 Physiology of Exercise I (4)
Select 5 additional units from the list of electives below.

Pre-M.S.N. Emphasis

REQUIRED COURSES (16 UNITS)

BIOL-421 Biochemistry (4)
BIOL-421L Biochemistry Lab (0)
KIN-270 Nutrition (3)
PSY-120 General Psychology (3)
Select 6 additional units from the list of electives below.

ELECTIVES

BIOL-331 Human Anatomy (4)
BIOL-441 Cell and Molecular Biology (4)
BIOL-441L Cell and Molecular Biology Lab (0)
CHEM-311 Organic Chemistry II (4)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-350 Quantitative Analysis (4)
CHEM-350L Quantitative Analysis Lab (0)
CHEM-460 Physical Chemistry (4)
CHEM-460L Physical Chemistry Lab (0)
KIN-401 Biomechanics (4)
KIN-406 Physiology of Exercise (4)
MATH-220 Calculus II (4)
Or other courses chosen in consultation with the program director.
DEGREE COMPLETION PROGRAMS

B. S. in Nursing

Program Director: Mariamma Mathai, RN; Ed.D.

Overview
The bachelor of science in nursing completion program (RN to BSN) is designed for registered nurses who wish to advance their careers or prepare themselves for graduate education in nursing. The program is geared toward the educational needs of RNs holding a minimum of a two-year degree (AA/AS in nursing). The program responds to the changing healthcare needs in the San Joaquin Valley and helps meet the acute shortage of BSN-prepared nurses in the area.

The modern healthcare environment is becoming more complex due to advancements in technology and medical science, as well as the increasing acuity and complexity of the patient population. Nurses must have a scientifically based liberal arts education and critical decision-making skills. This program prepares graduates intellectually, spiritually and professionally to assume roles as providers, designers, managers and coordinators of care.

The Essentials of Baccalaureate Education for Professional Nursing Practice by the Association of Colleges of Nursing (2008) provides the curricular elements and framework for preparing graduates for the 21st century.

Accreditation
The Bachelor of Science in Nursing is accredited by
The Commission on Collegiate Nursing Education (CCNE)
One DuPont Circle, NW
Suite 530
Washington, DC 20036

Admissions Requirements
Admissions requirements include a minimum 2.4 GPA, four years postsecondary experience, an associate degree in nursing and an active nursing license or proof of application for licensure.

Program Student Learning Outcomes and Assessment
1. Theory and Knowledge: Integrate theory and research-based knowledge and skills from arts, humanities and sciences to develop a foundation for professional and personal life.
2. Client Centered Care: Design, implement and evaluate client centered care by assessing, coordinating, delegating and supervising the care provided by the health care team, including licensed nurses, technicians and other health professionals.
3. Decision-Making Skills: Demonstrate compassionate, spiritual, ethical, culturally sensitive and professional clinical decision-making skills based on critical thinking.
4. Lifelong Learning: Understand the role and responsibilities of a professional nursing leader in the health care delivery system by embracing the value of lifelong learning.
5. Communication: Demonstrate inter-professional communication and collaboration for improving client health outcomes across the life span.
8. Community and Population-Based Services: Use system engineering and informatics to facilitate health promotion, disease prevention and maintenance of health in delivering community and population based services.
9. Leadership: Demonstrate professional leadership through advocacy in the political process to influence health care policy to improve the health care system.
10. Professional Values: Evaluate and enhance one’s own professional values within the context of altruism, autonomy, human dignity, integrity, social justice and conflict resolution.

Locations Offered
Offered at the North Fresno Center and the Visalia Center

Program Length/Semester Starts
This is a scheduled, eighteen-month cohort program. Cohorts begin each semester (February and August).

ADDITIONAL REQUIREMENTS

Recommended to be taken prior to entering the cohort:
COM-342 Advanced Academic Research and Composition (3)
MATH-250 Introduction to Statistics (3)
Chemistry course

REQUIRED COURSES (43 UNITS)

The following units must be earned at Fresno Pacific University:
BIB-314 Jesus and the Christian Community (3)
BIB-446 Biblical Perspectives for Nurses (3)
BUS-440 Leadership and Change (3)
NURS-310 Professional Role Development and Nursing Theory (2)
NURS-320 Principles of Patho-Physiology (3)
NURS-330 Health Assessment (3)
NURS-340  Globalization, Cultural Diversity and Health Care Environment (2)
NURS-410  Intermediate Pharmacology (2)
NURS-420  Nursing Research (3)
NURS-430  Teaching for Disease Prevention and Health Promotion (2)
NURS-440  Community Health Nursing (2)
NURS-442  Community Health Nursing Practicum (2)
NURS-450  Information Technology and Health Care Economics (3)
NURS-460  Leadership and Clinical Management (2)
NURS-462  Leadership and Clinical Management Practicum (2)
NURS-480  Senior Project (3)
PACS-440  Conflict Transformation (3)

ELECTIVES
Upper-division elective units as needed to meet the bachelor of science minimum. This requirement may also be met through allowable college coursework, Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment.
CENTER FOR PEACEMAKING AND CONFLICT STUDIES

*Director: Duane Ruth-Heffelfbower, J.D.*

The Center for Peacemaking and Conflict Studies (CPACS) is a unique expression of the university’s commitment to peacemaking in the world.

**Purpose and Mission of CPACS**

The call to peacemaking is universal and timeless, since conflict is always with us. Its shadow is found in all cultures in all times, beckoning for response. When constructive, it leads to better understanding and deeper relationships. When destructive, it tends toward confusion and separation.

The Center for Peacemaking and Conflict Studies (CPACS) was established at FPU in 1990:

- to promote greater understanding of the dynamics of conflict.
- to train people in the theology, science and art of constructive conflict management.
- to promote and assist in the development of cooperative dispute resolution and justice programs within the institutions of the church and society.

CPACS is rooted in the Hebrew/Christian vision of shalom (peace and justice) for the church and world. Fresno Pacific University, affiliated with the Pacific District Conference of Mennonite Brethren Churches, stands in a long, historic peace church tradition that has taken this vision of shalom seriously. CPACS is a concrete effort of the university to further realize this vision of shalom.

**Programs and Activities**

The center is responsible for a variety of programs and activities, which include:

- graduate programs in peace-making and conflict studies.
- Leadership development of international faculty in peacemaking
- Restorative justice and conflict resolution programs that embody theory and practices and that create internship opportunities for students.
- Community development of Victim-Offender Reconciliation Programs (VORPs).
- School restorative discipline and peer mediation programs.
- Mediation training and services for people in businesses, churches, schools and other organizations.
- Community, business, church, school, and other organizational consulting and conflict management.
- Research and development to advance restorative justice, peacemaking and conflict studies.

See peace.fresno.edu for more information.

**Current Programs**

**ACADEMIC PROGRAMS**

- Master’s degree and certificate options in peacemaking and conflict studies

**COMMUNITY PROJECTS**

- FPU campus discipline/mediation
- COSA (Circles of Support and Accountability)
- DRPA (Dispute Resolution Program Act) Mediation Services with Fresno County Superior Court
- Restorative Justice Initiative with Fresno County Juvenile Court
- VORP (Victim Offender Reconciliation Program) with Fresno County Probation and Juvenile Court
- Mediation Associates, fee-based community service for family and group disputes
- Peace and justice projects with Mennonite Central Committee (MCC)

As a unit of Fresno Pacific University, CPACS community projects are funded by contracts, grants, endowments, cash and in-kind donations and fees for service.
ADMISSIONS
Fresno Pacific University welcomes those students who qualify academically, who demonstrate physical and emotional capacity for university work, who accept the purposes and standards of the university and who would benefit from a Christian university education. Students are admitted without discrimination as to race, color, nationality, creed or sex.

BACCALAUREATE PROGRAMS
Fresno Pacific University offers two baccalaureate programs for students to choose from. The traditional undergraduate program is designed for students coming from high school or transferring from a two-year institution. The Degree Completion program is designed for students who have work experience and desire to finish their college education in an evening, accelerated program. In addition to these degree programs, the Intensive English Language Program offers a pre-baccalaureate language program for international students who desire to study English at an American university.

Students in either the traditional undergraduate track or the degree completion track must apply in order to move their enrollment into the other track. Students need to meet the full admission requirements for the new track. Courses completed in one track will be evaluated to determine whether or not they transfer to the other track. Transfer credit evaluations are made by the Registrar’s Office in conjunction with the academic department heads.

TRADITIONAL UNDERGRADUATE PROGRAMS

Admissions Policies

HIGH SCHOOL APPLICANTS

High School Preparation
While high school applicants are not required to complete a specific pattern of coursework, the following high school courses are strongly recommended as minimum preparation for college-level study at Fresno Pacific University:

- Four years of college preparatory English.
- Three years of college preparatory mathematics.
- Two years of social studies.
- One year of laboratory science.
- One year of visual and/or performing arts.

In addition, three years of the same foreign language with a grade of C- or better is recommended. (See university graduation requirements.)

International students are not subject to the above requirements, but must complete the required courses for secondary education in their country. Proof of completion and/or results of exiting exams must be submitted to the International Programs and Services Office before a student can be considered for admission.

Admission Standards
Freshman applicants must meet the following requirements to be eligible for regular admission:

1. A minimum grade point average of 3.1 in high school. Grade point averages are determined by the university.
2. A minimum of a 900 SAT total score (critical reading and math only) or ACT composite score of 19.

Students who do not qualify for regular admission will be evaluated on an individual basis by the Admissions Selection Committee, using various criteria in addition to the provided academic information. (See admissions counselor for details.) Notification of acceptance or denial will be sent once the decision is made. International students are not subject to the second requirement, but they are encouraged to take the SAT or ACT if they wish to be considered for more academic financial aid. (See international admissions specialist for details.)

TRANSFER APPLICANTS

Accredited Colleges and Universities
Transfer students to Fresno Pacific University will receive advanced standing credit based on transfer agreements with the institutions previously attended and official transcripts submitted by the student. See the Academic Policies and Registration section for details.

Unaccredited Institutions
Fresno Pacific University welcomes students from all institutions. Work taken at institutions not having the regional, national or international accreditation accepted by FPU can be evaluated upon request for possible transferability by the university. For further information see Transfer Credits/Credit for Previous Coursework in the Academic Policies and Registration section of this catalog.

Admission Standards
Acceptance for admission as a transfer student is determined by evaluation of all required documents. To be granted admission solely on college-level academic work, students must complete a minimum number of transferable units with a 2.4 academic GPA.
Undergraduate programs require a minimum of 24 transferable units. If fewer than 24 transferable units have been completed, admission will be granted in accordance with the student's total academic record in both high school and college-level work. All exceptions to the admissions standards will be referred to the Admissions Selection Committee. (See admissions counselor for details.)

NONMATRICULATING STUDENTS
Nondegree-seeking students are limited to 6 units per semester for two semesters and may register only seven days prior to the start of class. If students later apply and become accepted to an FPU program, they may not apply more than 9 units toward the degree. Nonmatriculating students do not need to submit transcripts or meet GPA requirements, but must have graduated from high school or equivalent. (See section below.) Students on a nonmatriculated status are not eligible for federal, state or institutional financial aid.

Application Process
Students interested in applying for admission should request application materials by contacting the university. Notification of acceptance will be sent as soon as all necessary documents are on file.

All materials submitted for admission or transfer credit become the property of Fresno Pacific University and cannot be returned to the applicant or forwarded to other institutions. This includes making copies of transfer records.

Those in need of financial aid should file a Free Application for Federal Student Aid (FAFSA) by March 2 for priority awarding. Further information and instructions for financial aid applications may be obtained from the Student Financial Services Office. (See the section on financial aid in this catalog.)

DOCUMENTS
To apply to a baccalaureate program, the following documents must be submitted:
1. An application for admission with the nonrefundable application fee.
2. Official transcripts from each college or university attended. (Veterans seeking benefits must submit a DD214 and military transcript.)
3. Recommendation form.
4. Completion of three admissions essays.

In some circumstances, students may be required to submit a background check.

Traditional undergraduate students need to submit the following items with their application:
1. High school transcripts
   a. High school applicants—required
      Initial transcripts should reflect work through at least the junior year. A final transcript showing graduation or equivalent (e.g., GED, see below) and acceptable grades must be on file prior to enrollment to complete admission for high school applicants only. Students who have not earned a high school diploma will be considered for admission based on certificates acquired through the General Education Development Tests (GED) or the California High School Proficiency Examination.
   b. Transfer applicants—recommended to show proof of foreign language requirement.

2. Entrance examination score reports (e.g., SAT or ACT).
   a. High school applicants—required
      Scores must be on file before acceptance is complete. SAT or ACT test scores are used for decisions in placement in courses. Additional English and/or math placement testing and/or enrollment in specific courses may be required.
   b. Transfer applicants—optional
      Although the SAT or ACT test scores are not required to grant admission to transfer students, they are recommended for students without 24 transferable units.
   c. International applicants—not applicable.

APPLICATION DEADLINES
Applications for admission should be submitted before November 15 for early action admission or March 1 for priority admission for the fall semester. Applications for the spring semester should be submitted by November 15. Student notification is handled on a rolling basis. Applications received later than these dates will be considered, but acceptance and registration are not guaranteed.

International students are encouraged to submit all application materials, transcripts and recommendations at least three months prior to the first semester of enrollment at Fresno Pacific University to ensure there is enough time to obtain a visa. Those who already have a valid visa may follow the dates listed above.

Four Year Graduation Guarantee
Students who earn their bachelor’s degree in four years get a head start toward achieving their personal goals, entering top graduate schools and becoming leaders in their professions and communities. Fresno Pacific University will guarantee graduation within four years to qualified students entering the traditional undergraduate program. FPU commits to providing the courses, advising, instruction and preparation. Students who fulfill their responsibilities and are not able to graduate in four years will receive the needed courses in the
next semester at no cost in tuition or student fees. This guarantee further demonstrates that a degree from FPU is an excellent investment in academic quality as well as professional and ethical development. Questions about the guarantee may be directed to the student success coordinator in the Office of Student Success and Retention.

**LIMITATIONS/EXTENSIONS**

- The guarantee is limited to basic graduation requirements: 124 minimum units including general-education, upper-level and elective courses sufficient for a single major with no minor.
- Where options between courses are available, students are not guaranteed their first choice.
- This guarantee does not apply to “fifth-year” programs (teacher education credential requirements) or minimum units beyond graduation requirements (CPA qualifications, etc.) beyond the basic four-year bachelor degree.
- The guarantee does not apply to transfer, degree completion or graduate students.
- Students not able to register for the courses needed within four years must complete the free course(s) within two terms of the end of four years (e.g. a summer and fall for those completing four years in the spring; or spring and summer for those completing four years in the fall).
- The four-year period may be extended for students required to leave the university for up to one year (see the Leave of Absence section of this catalog) for medical, military or personal reasons.

**STUDENT RESPONSIBILITIES**

- Sign up for the guarantee during the fall semester of the freshman year. Information meetings are held at the beginning of the fall semester. Contact the student success coordinator for more information.
- Choose a major and begin prerequisite or lower-division major courses by the second semester of the freshman year and keep that major until graduation.
- Complete at least 32 units per year (average 16 per semester) with passing grades in each course.
- Maintain a cumulative 2.0 GPA and remain in good standing behaviorally with the university.
- Meet with the mentor each semester for advising before registration opens and take the courses approved by the advisor/mentor that complete general-education and major requirements, in the appropriate sequence and as they become available.
- Register within the first week of registration every semester to gain a spot in the classes needed.
- Notify advisor if unable to register for an approved course so that an alternative plan can be made.
- Apply for financial aid and submit required documents by appropriate deadlines.
- Keep the student account up-to-date. (Accounts not up-to-date may be placed on hold, preventing registration for courses.)
- Complete required courses successfully (see Academic Policies section for minimum acceptable grades) without dropping required or approved courses during a semester.

**Notification of Admission**

Students who have applied for admission will receive a letter notifying them of their eligibility soon after all relevant information and documents—application form and fee, at least one recommendation, transcripts, test scores (traditional undergraduate students only)—are on file in the proper admissions office. Meeting admissions requirements does not guarantee admission. After the student has been notified of acceptance, the following steps should be taken:

1. Undergraduate applicants submit a $175 nonrefundable tuition deposit as an indication of intent to enroll. This deposit will ensure registration of the applicant and includes a $25 orientation fee and a $150 payment that is applied toward tuition costs. Students who plan to live in campus residence halls must submit a $200 room reservation deposit. This deposit also serves as a damage deposit and is refundable at the time a student leaves, providing there is no damage requiring repair.
2. Undergraduate applicants send final transcripts of work completed subsequent to the time of application to the university Registrar’s Office.
3. Undergraduate applicants may need to take an English or a math placement test, depending on previous test scores and classes.

**Readmission**

Students not enrolled in the previous semester may reapply for admission by paying a $15 nonrefundable application fee and filing a readmission application form with the Undergraduate Admissions Office. Students who have attended another educational institution during the intervening semester(s) must have a transcript of their record at that school sent to Fresno Pacific University.

**COLLEGIATE CREDIT FOR HIGH SCHOOL STUDENTS**

Students interested in taking college courses while pursuing a high school diploma may apply for the Collegiate Credit for High School Students program. This program is designed for high school juniors and seniors who demonstrate preparation for college-level coursework. High school juniors and seniors who have taken advanced placement courses or hold
cumulative grade point averages (GPA) of 3.5 or higher are eligible to enroll. In addition to the regular semesters, high school students are eligible for the summer session prior to their junior year and the summer session between their junior and senior years. Interested students must:

1. Submit the High School Student Application for Collegiate Credit Students to the Admissions Office, including:
   a. endorsement of high school counselor
   b. endorsement of parent or legal guardian (if below 18 years of age)
2. Provide a sealed official high school transcript
3. Submit one letter of recommendation from a non-family member (example: pastor, school counselor, instructor, etc.)

Please note:
- High school students may only enroll in 100 level courses with the exception of JCC/Bible 100, which would not be considered.
- There is a registration limit of two courses for each semester.
- All students’ credits and grades are recorded in the Office of the Registrar.
- Financial aid is not available for this program. This program will be based on reduced tuition rates determined on an annual basis.
- All tuition must be paid in full at the time of registration.
- Students must follow the regular admission procedure, pay applicable tuition and fees and meet program requirements at the time they wish to enter a degree program at Fresno Pacific University.

**DEGREE COMPLETION PROGRAM**

The degree completion program is an accelerated, adult bachelor’s degree program, encompassing the cohort programs, general education and elective courses (short term course series).

**Admissions Policies**

Acceptance for admission to the degree completion program is determined by evaluation of all required documents. To be eligible to start a cohort program, students must have completed 60 transferrable units and have a 2.4 academic GPA. In addition each program has other specific requirements. (See the program section.)

Students not meeting all admissions requirements may appeal for admission:

1. Students not meeting the GPA requirement or transcript requirement may be considered for admission with requirements by the center director.

   a. Students with a GPA between 2.00-2.39 GPA on 6 or more transferrable baccalaureate level units will be required to take CP-150 University Success and obtain a B or better.
   b. Students with less than 6 transferrable baccalaureate level units must provide a high school transcript and will be required to take CP-150 University Success and obtain a B or better.
   c. Students without a high school diploma or equivalent (such as 6 units of college work that are applicable to a degree (page 1-6 DOE document) will need to pass an approved “ability-to-benefit” test as stated in the Department of Education handbook. Students will be required to take CP-150 University Success and obtain a B or better.

2. Students with 54-59 transferable baccalaureate units may be considered for admission by petition to the program director. Students having less than 54 transferable baccalaureate units may petition the DC Academic Committee.
3. Students with less than a 2.0 GPA, having less than 54 transferable baccalaureate units or having any other exceptions to the admissions standards may be considered for admission with requirements through appeal to the Degree Completion Admissions Selection Committee, which may require specific coursework be taken before acceptance into a program.

International applicants must meet the English proficiency requirements listed in the International Student Applicant section below.

**Transferable Units**

**ACCREDITED COLLEGES AND UNIVERSITIES**

Transfer students to Fresno Pacific University will receive credit for units based on transfer agreements with the institutions previously attended and official transcripts submitted by the student. See the Academic Policies and Registration section for details.

**UNACCREDITED INSTITUTIONS**

Fresno Pacific University welcomes students from all institutions. Work taken at institutions not having the regional, national or international accreditation accepted by FPU can be evaluated upon request for possible transferability by the university. These units will be applied as elective units only. For further information see Transfer Credits/Credit for Previous Coursework in the Academic Policies and Registration section of this catalog.
General Education, Elective and Prerequisite Courses

REGULAR STUDENT ADMITANCE
Applicants who lack units to enter a degree completion cohort may enroll in the degree completion general education and elective courses. The admission requirements include:

- The Degree Completion application documents listed below
- Four years post-secondary experience (two years if applying for the Early Childhood Development Program)

Admission into short term courses does not guarantee eligibility for a degree completion cohort.

ADMITTANCE WITH REQUIREMENTS
Students not meeting admission requirements may appeal as described in the previous section.

NONMATRICULATING STUDENTS
Nondegree-seeking students are limited to 6 units per semester for two semesters and may register only seven days prior to the start of class. If students later apply and become accepted to an FPU program, they may not apply more than 9 units toward the degree. Nonmatriculating students do not need to submit transcripts or meet GPA requirements, but must have four years post secondary experience. Students on a nonmatriculated status are not eligible for federal, state or institutional financial aid.

GRADUATE PREREQUISITE STUDENTS
Graduate applicants needing DC short term courses as prerequisites to a specific graduate program, should submit a Graduate Prerequisite Application along with the regular Graduate Application.

Application Process
Students interested in applying for admission should request application materials by contacting the university. Notification of acceptance will be sent as soon as all necessary documents are on file.

Transcripts submitted for admission or transfer credit become the property of Fresno Pacific University and cannot be returned to the applicant or forwarded to other institutions. This includes making copies of transfer records.

Those in need of financial aid should file a Free Application for Federal Student Aid (FAFSA). Further information and instructions for financial aid applications may be obtained from the Student Financial Services Office. (See the section on financial aid in this catalog.)

DOCUMENTS
To apply to a baccalaureate program, the following documents must be submitted:

1. An application for admission with the nonrefundable application fee.
2. Official transcripts from each college or university attended. (Veterans seeking benefits must submit a military transcript.)
3. Recommendation form.
4. Writing sample.

Documents for admission may be received at any time. New cohorts (major programs) begin every February and August, with some exceptions. General education and elective courses begin eight times during the year.

NOTIFICATION OF ADMISSION
Students who have applied for admission will receive a letter notifying them of their admission soon after all relevant information and documents—application form and fee, at least one recommendation, transcripts—are on file in the proper admissions office. Meeting admissions requirements does not guarantee admission. After the student has been notified of acceptance, the following steps should be taken:

1. Submit a $75 nonrefundable confirmation deposit. This deposit is applied toward tuition costs.
2. Send final transcripts of work completed subsequent to the time of application to the university Registrar’s Office.

Readmission
To reenter a program with a cohort other than the cohort immediately following, the student must reapply by completing a reapplication form. The program director will determine if the student may readmit and/or any conditions for readmission. Once approved, the student may enroll in the cohort following the last course successfully completed. The student will be charged at the current tuition rate for any course repeated.

INTERNATIONAL STUDENT APPLICANTS

Traditional Undergraduate Students

PATHWAY 1: INTERNATIONAL FRESHMAN APPLICANTS

Documents
In addition to the documents listed in the admissions application process section, international students desiring to apply need the following forms:

1. TOEFL score report, showing English language proficiency.
2. A current passport that will remain valid for the student's entire stay in the U.S.
3. Verification of completion of secondary education.
5. Financial certification form that includes an I-134 (affidavit of sponsorship) or a letter of support and a bank statement.

F-1 (Student) Visa

Once the application process has been completed and the student has been accepted, Fresno Pacific University will provide the documents needed to apply for a visa.

English Proficiency Requirement

International students need good English skills in order to be successful in undergraduate studies. Students whose first language is not English will need to demonstrate or gain English proficiency in order to study at Fresno Pacific University. There are two ways to fulfill the English language proficiency requirements.

1. Prior studies in English. English proficiency may be demonstrated by verifying that prior studies (secondary school or post-secondary) were conducted in English. All of the following must be verified:
   - Completed at least two years of full-time study without ESL support/classes.
   - Studies in English ended no more than two years before applying to FPU.
   - The language of instruction was English.

   To verify these points, academic transcripts must be provided, along with an official letter from the institution stating that the language of instruction was English.

2. English Proficiency Test. Students may meet their English proficiency requirement by taking the Test of English as a Foreign Language (TOEFL). See TOEFL Minimum Score Requirements below.

   International students whose first language is English and enter the university from English-speaking countries may not use the TOEFL test as meeting their foreign language requirement.

   Students who do not have a TOEFL score, or do not meet the minimum score requirements listed below, will be required to improve their English language proficiency in the Intensive English Language Program (IELP).

TOEFL Minimum Score Requirements

Paper-based Test (PBT)

Overall exam 500, writing section 50, listening section 50, reading section 50.

Internet-based Test (iBT)

Overall exam 61, writing section 13, listening section 15, reading section 15.

Students required to take the TOEFL must either take the paper-based test (PBT) at Fresno Pacific University or the internet-based test (iBT) and request that an official score report be sent to FPU directly from Educational Testing Service (ETS). Photocopies or score reports from other institutions are not acceptable. Students who meet the minimum score requirements are eligible to register for the regular undergraduate curriculum upon admission. Students who can demonstrate college-level English language proficiency but who have not met the TOEFL requirement may be permitted to be concurrently enrolled in the IELP and regular undergraduate courses with the approval of the IELP director. Students may earn up to 16 units of credit in IELP courses and apply them as electives to the B.A. or B.S. degree.

PATHWAY 2: BLENDED ESL PROGRAM: ESL AND REGULAR UNDERGRADUATE COURSES

Blended ESL students are defined as students who have not yet met the TOEFL requirement necessary to engage in non-ESL coursework at Fresno Pacific University, but have received a score of over 500 and 50 or more in at least two subsections of the test. These students may enroll in non-ESL coursework at Fresno Pacific University based on the following conditions:

- Take the Institutional TOEFL each time it is offered at Fresno Pacific University until meeting the TOEFL requirement.
- Pass LANG-171 (English for Academic Purposes) and take ESL-005 (TOEFL Preparation) each semester until able to completely pass the exam.
- If the Institutional TOEFL is not taken at least once during any given semester, the student’s registration for the subsequent semester will be restricted until he or she meets with the director of the Intensive Language Program and either a) provides evidence of taking the TOEFL elsewhere or b) provides legitimate reasons to have missed the test. (i.e., medical or legal problems)

PATHWAY 3: INTERNATIONAL TRANSFER STUDENT APPLICANTS

Students with 24 or more transferable academic semester units may be able to take traditional undergraduate classes based on the following criteria:

- Completed a minimum of 24 non-ESL academic units transferred from U.S. colleges or universities in which English was the language of instruction.
• Course content must include written communication, oral communication and critical thinking with a grade of C- or better.
• All transfer courses must be completed with a cumulative 2.4 grade point average.

If, while in traditional undergraduate classes, it is determined that the student’s ability to communicate and participate in English is below the necessary institutional standard, faculty may refer the student to the Intensive English Language Program (IELP) director, who may require the student to enroll in IELP courses.

PATHWAY 4: UNITED STATES CITIZENS
The director of undergraduate admissions, together with the Admissions Selection Committee and the IELP director, may require U.S. citizens who have completed their education abroad or local residents to take the TOEFL test as a diagnostic exam, to see if the student needs to improve his or her English language ability. If it is determined by the IELP director based on the TOEFL exam that the student needs language improvement, the student will be required to enroll in English for Academic Purposes (LANG-171) or English as a second language courses. Students who enter the university as U.S. citizens are required to meet their foreign language requirement by taking foreign language classes different from their first or native language as required by the university.

Language and Culture Studies Program
The Language and Culture Studies program is designed to accommodate international students who wish to study English and learn about American culture in a college setting. A degree is not offered in the program.

ADMISSION CRITERIA
Applicants must have completed high school, but do not need to provide academic transcripts. Students study English as a second language full time (20-23 hours per week) and acceptance is not based on academic achievement. Students do not receive university credit for courses taken in LCS, but may receive a certificate of participation upon request.

DOCUMENTS
The documents required to enter the LCS program are different than those of programs leading to degrees. Applicants need to submit the following:
1. A completed LCS application and a nonrefundable application fee.
2. One letter of recommendation from a religious, educational or community leader.
3. A completed financial certification form that includes an I-134 (affidavit of sponsorship) and a bank statement or letter of support.

APPLICATION DEADLINES
Students applying to the LCS are encouraged to submit all application materials at least one month prior to the first semester of enrollment at Fresno Pacific University. Only after all necessary application documents have been received by the International Programs and Services Office will acceptance be determined.

Degree Completion Students

INTERNATIONAL DEGREE COMPLETION ADMISSIONS

Documents
In addition to the documents listed in the admissions application process section, international students desiring to apply need the following forms:
1. TOEFL score report, showing English language proficiency.
2. A current passport that will remain valid for the student's entire stay in the U.S.
3. Verification of completion of secondary education.
5. Financial certification form that includes an I-134 (affidavit of sponsorship) or a letter of support and a bank statement.

F-1 (Student) Visa
Once the application process has been completed and the student has been accepted, Fresno Pacific University will provide the documents needed to apply for a visa.

English Proficiency Requirement
International students need good English skills in order to be successful in undergraduate studies. Students whose native language is not English and who do not have a TOEFL score, or do not meet the minimum score requirements listed below, will be required to improve their English language proficiency in the Intensive English Language Program (IELP).

TOEFL Minimum Score Requirements

Paper-based Test (PBT)
Overall exam 500, writing section 50, listening section 50, reading section 50.

Internet-based Test (iBT)
Overall exam 61, writing section 13, listening section 15, reading section 15.

Due to the nature of the accelerated courses in the Degree Completion program, students must have met the TOEFL requirement prior to admission to any courses,
including general education and elective courses. Students must show official proof of passing the TOEFL exam before final approval of admission will be granted. Only at that point will immigration documents be issued.

Students required to take the TOEFL must either take the Paper-based Test (PBT) at Fresno Pacific University or the internet-based test (iBT) and request that an official score report be sent to FPU directly from Educational Testing Service (ETS). Photocopies or score reports from other institutions are not acceptable.

Students who meet the minimum score requirements are eligible to register for curriculum upon admission. International students meet the foreign language requirement by passing the TOEFL.

If, while in classes, it is determined that the student’s ability to communicate and participate in English is below the necessary institutional standard, faculty may refer the student to the Intensive English Language Program (IELP) director, who may require the student to enroll in IELP courses.

**Baccalaureate Students Taking Graduate Courses**

Baccalaureate seniors at Fresno Pacific University who wish to enroll in a graduate class must fulfill the following requirements in addition to completing an application to unclassified standing:

1. Meet with and obtain written approval from their baccalaureate program director or mentor/advisor.
2. Be a last-semester senior in good standing, with at least a 2.75 cumulative GPA and no more than 15 units remaining to complete the bachelor’s degree. (Leadership Studies and MBA programs require a 3.0 cumulative GPA.)
3. Obtain written permission from the director of graduate admissions or the director of seminary admissions for seminary admissions for seminary courses.

No more than 6 graduate units may be taken prior to completion of the bachelor’s degree.

Students currently enrolled in baccalaureate studies at an institution other than FPU and wishing to enroll in graduate classes at FPU must fulfill the above requirements, with the exception of meeting with their program director or mentor/advisor. They must also include a letter of good standing from their home institution.
COSTS AND FINANCIAL AID

The Student Financial Services Office is devoted to efficiently servicing the financial needs of the students at Fresno Pacific University. The staff members are caring, accomplished professionals dedicated to providing excellent service. The Student Financial Services Office offers resources that will guide students through the processes of financing an education, applying for financial aid and maintaining their student account, equipping them with helpful resources and encouraging Christian stewardship. The schedule of basic tuition charges, fees and financial policies for the university is given below, as well as important deadlines, scholarship qualifications and other detailed information about various financial aid programs. The tuition charges reflect only a portion of the actual cost of the student’s education; the remainder is subsidized by contributions from churches, alumni and other friends of the university. The university reserves the right at any time to change its student charges and policies as deemed necessary by the board of trustees.

STUDENT ACCOUNTS

PROGRAM COSTS

Traditional Undergraduate Programs

TUITION

<table>
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<tr>
<th>Units</th>
<th>Cost per Semester</th>
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</thead>
<tbody>
<tr>
<td>12-18 (full-time)</td>
<td>$12,667</td>
</tr>
<tr>
<td>Less than 12 (part-time)</td>
<td>$905 per unit</td>
</tr>
<tr>
<td>*19 or more (overload)</td>
<td>$905 per unit</td>
</tr>
<tr>
<td>Audit (no charge for full-time students)</td>
<td>$340 per unit</td>
</tr>
<tr>
<td>Summer sessions</td>
<td>$300 per unit</td>
</tr>
<tr>
<td>High school students collegiate program</td>
<td>$275 per unit</td>
</tr>
</tbody>
</table>

*If private music instruction places a student's account into overload, over 18 units, students are responsible for the cost of both private music instruction and overload charges. No tuition is charged when a student’s registration exceeds 18 units because of enrollment in one or more of these courses:

- ATH-(all)
- BUS-481
- CHR-240
- COM-130, 155, 160, 340, 365
- DRA-110, 115, 120, 310, 315, 320
- ICS-300

ROOM AND BOARD

Students living in apartments and houses are exempt from required meal plans and are eligible for any meal plan they choose. Resident juniors living in suites are required to enroll in at least a 70-block meal plan (upgrading to a 140/full-access plan is optional). All freshman and sophomore students are required to enroll in the full-access meal plan.

| Housing deposit | $200 |
| Room and Board Plans | Cost per Semester |
| Modules (full-access meal plan required) | $3505 |
| Suites (Suite only) | $1730 |
| 70-block meal plan required | $2345 |
| 140-block meal plan | $2845 |
| Full-access meal plan | $3505 |
| Apartments | |
| Room only | $2295 |
| 70-block meal plan | $2910 |
| 140-block meal plan | $3410 |
| Full-access meal plan | $4060 |
| Houses | |
| Room only | $1730 |
| 70-block meal plan | $2345 |
| 140-block meal plan | $2845 |
| Full-access meal plan | $3505 |
| Willow Garden Apartments | |
| Room only | $1730 |
| 70-block meal plan | $2345 |
| 140-block meal plan | $2845 |
| Full-access meal plan | $3505 |
| Meal Plan Only | |
| 70-block | $615 |
| 140-block | $1115 |
| Full-access | $2220 |

FEES/DEPOSITS

- Baccalaureate admissions application | $40
- Confirmation deposit for returning students (nonrefundable) | $150
## FEES/DEPOSITS

<table>
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<tr>
<th>Service</th>
<th>Amount</th>
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<tr>
<td>Confirmation deposit for new students</td>
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<td>(nonrefundable, $150 applied to account, $25 applied to new student orientation)</td>
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<tr>
<td>Student body fee, per semester (6 or more units)</td>
<td>$141</td>
</tr>
<tr>
<td>School-sponsored health insurance</td>
<td>$1,420</td>
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<tr>
<td>One-year coverage (nonrefundable and subject to increase)</td>
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<tr>
<td>Housing deposit</td>
<td>$200</td>
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<tr>
<td>Alcohol awareness</td>
<td>$50</td>
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<tr>
<td>Lost keys</td>
<td>$50</td>
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<tr>
<td>Parking permit, per year</td>
<td>$50</td>
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<tr>
<td>Intercollegiate athletics, per semester</td>
<td>$95</td>
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<tr>
<td>Private music instruction, per semester, per unit</td>
<td>$400</td>
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<tr>
<td>Technology fee, per semester</td>
<td>$50</td>
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<td>Late check-in</td>
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<td>Special course activity fee</td>
<td>$100</td>
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<tr>
<td>Materials fee</td>
<td>$10-$100</td>
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### Confirmation Deposit

For continuing students, the confirmation deposit is due by June 1 and acts as a deposit to hold fall and spring registration. After June 1, students who are registered without the confirmation deposit on account may be administratively withdrawn from classes. Students may re-register once the confirmation deposit is paid but are subject to class availability and late registration fees. New students must pay the confirmation deposit after acceptance to hold their fall enrollment. This deposit will also hold the student’s registration as they register during the summer. This deposit is applied toward the students’ accounts when they arrive for classes and is nonrefundable for students who decide not to attend FPU the next semester. Deposits are not held for future semesters without specific arrangements with the student accounts manager.

### Health Insurance

Students will be automatically enrolled into and billed for the university health insurance if they are:

- traditional undergraduate students enrolled in 6 units or more and do not complete the waiver.
- international students (may not waive).

Students who have their own insurance or are covered through their parents/spouse must waive the university insurance plan by providing proof of coverage and completing an online waiver at: studentcenter.uhcsr.com/fresno. Waivers can be submitted online through the second week of classes. Charges for health insurance are nonrefundable after the last day of the second week of classes and cannot be petitioned. A new waiver must be completed by the start of each academic year. Students participating on intercollegiate athletic teams must either purchase the school-sponsored health insurance (above) or have alternative coverage that provides coverage for intercollegiate athletics.

### Parking Permits

To obtain a parking permit, vehicles must be registered with the Campus Safety Office. Permits and vehicle registration forms are available at the Cashier’s Window. Permits cannot be charged to a student’s account; permits must be paid in full at the time of purchase.

### Activity Fee

A fee is assessed for students enrolled in certain activity classes to cover additional costs or materials, facilities, trips, equipment, etc. (See course schedule.)

### Language and Culture Studies (LCS)

Students who prefer to study English for personal or professional reasons may enroll in English language courses for no credit without being admitted to the undergraduate program at FPU.

### EIGHT-WEEK SESSION

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<td>Student body fee</td>
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<td>Mailing service fee</td>
<td>$40</td>
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<td>Health insurance: fall and spring semester</td>
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<td>(subject to increase; optional)</td>
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<tr>
<td>Health insurance: spring/summer semester</td>
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<td>(subject to increase; optional)</td>
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<tr>
<td>Health insurance: summer session</td>
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### SIXTEEN-WEEK SESSION

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<td>Mailing service fee</td>
<td>$40</td>
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<td>Health insurance: fall and spring semester</td>
<td>$1,420</td>
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<td>(subject to increase; optional)</td>
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</table>
are needed to fulfill additional degree completion requirements.

**Business Management**

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<td>Pre-Cohort or Semester 1*</td>
<td>$1,470.00</td>
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<td>Semester 1</td>
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<td>Semester 2</td>
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<td>Semester 3</td>
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**Christian Ministry and Leadership, Schedule A**

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<td>Semester 1</td>
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<td>Semester 2</td>
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<td>Semester 3</td>
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<td><strong>Program Total</strong></td>
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**Christian Ministry and Leadership, Schedule B**

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<td>Semester 1</td>
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<td>Semester 3</td>
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**Christian Ministry and Leadership, Schedule C**

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**Criminology and Restorative Justice Studies**

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<td>Semester 1</td>
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<td>Semester 2</td>
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**Early Childhood Development**

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<td>Pre-Cohort or Semester 1 or 2*</td>
<td>$1,470.00</td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>$6,990.00</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td><strong>$5,945.00</strong></td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td><strong>$5,945.00</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$20,350.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Liberal Arts**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pre-Cohort or Semester 1*</td>
<td>$1,470.00</td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>$6,903.50</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>$8,399.50</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>$6,636.00</td>
<td></td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$23,409.00</strong></td>
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**Nursing**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pre-Cohort or Semester 1*</td>
<td>$1,470.00</td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>$7,618.00</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>$7,746.50</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>$7,476.00</td>
<td></td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$24,310.50</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Organizational Leadership**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Cohort or Semester 1*</td>
<td>$1,470.00</td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>$7,037.50</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>$6,682.00</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>$6,653.50</td>
<td></td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$21,843.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

* BIB-314 book costs not included.
** Book costs for one course not included.

**Tuition**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General education, elective and prerequisite courses (excluding BIB-314.)</td>
<td>$185 per unit</td>
</tr>
</tbody>
</table>

**Optional health insurance**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One-year coverage (nonrefundable and subject to increase)</td>
<td>$ 1420</td>
</tr>
</tbody>
</table>

**Fees/Deposits**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate admissions application</td>
<td>$40</td>
</tr>
<tr>
<td>Confirmation deposit (nonrefundable)</td>
<td>$75</td>
</tr>
<tr>
<td>Student services fee, per semester</td>
<td>$65</td>
</tr>
<tr>
<td>Prior Learning Assessment (PLA-203A-J)</td>
<td>$175</td>
</tr>
</tbody>
</table>

**Designated Subject Education Programs**

**Tuition**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSE courses</td>
<td>$185 per unit</td>
</tr>
</tbody>
</table>

**fees**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>$20</td>
</tr>
<tr>
<td>Preliminary credential recommendation</td>
<td>$75</td>
</tr>
<tr>
<td>Clear credential recommendation</td>
<td>$75</td>
</tr>
<tr>
<td>Subject add on</td>
<td>$50</td>
</tr>
<tr>
<td>Extension</td>
<td>$50</td>
</tr>
<tr>
<td>Outside region: extension</td>
<td>$100</td>
</tr>
<tr>
<td>Appeal</td>
<td>$100</td>
</tr>
<tr>
<td>Outside region: appeal</td>
<td>$150</td>
</tr>
<tr>
<td>CTC Contact program director</td>
<td></td>
</tr>
</tbody>
</table>

FRESNO PACIFIC UNIVERSITY COSTS AND FINANCIAL AID 107
University Service Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment plan, administrative enrollment fee</td>
<td>$50</td>
</tr>
<tr>
<td>Degree application for graduation</td>
<td>$65</td>
</tr>
<tr>
<td>Enrichment fee</td>
<td>$50</td>
</tr>
<tr>
<td>Late registration</td>
<td>$50</td>
</tr>
<tr>
<td>Transcripts (per copy, regular service)</td>
<td>$10</td>
</tr>
<tr>
<td>Late payment</td>
<td>$50</td>
</tr>
<tr>
<td>Returned check</td>
<td>$25</td>
</tr>
<tr>
<td>Special course materials fee</td>
<td>$10-$100</td>
</tr>
<tr>
<td>Credential review fee</td>
<td>$495</td>
</tr>
<tr>
<td>Challenge fee</td>
<td>$50/unit</td>
</tr>
</tbody>
</table>

PAYMENT OF ACCOUNT

Means of Payment

1. FINANCIAL AID
   A student may apply for financial aid (i.e. grants, scholarships and loans) through the Student Financial Services Office. See the Financial Aid section below.

2. OUTSIDE ASSISTANCE
   Students who participate in outside assistance programs (i.e., California Department of Rehabilitation, Department of Veterans Affairs, employer reimbursement programs, etc.) should contact student account personnel in the Student Financial Services Office as soon as possible to ensure that the student's account is correct and up-to-date.

3. PERSONAL FUNDS
   Costs not covered by financial aid and/or outside assistance are the responsibility of the student. Fresno Pacific University expenses may be paid in installments throughout the course of the semester. See the Payment Plan section below. Students needing additional assistance may use educational, alternative and personal loans to cover any remaining balance.

Payment Options

PAY IN FULL
Students may pay the semester balance in full. Payment is due by the end of the first week of each semester to avoid being administratively enrolled in a payment plan.

MONTHLY PAYMENT PLANS
Monthly payments will reflect the total balance remaining after subtracting out any pending gift aid and approved loans.

Because the account balance can change from month to month, it is the student’s responsibility to check the account online on a regular basis at fresno.edu/paymentplan. Contact Student Financial Services at (559) 453-2041 regarding questions on the account.

Students who have a balance remaining for the current term and have not developed a payment plan by the designated deadlines will be administratively enrolled in a payment plan for the duration of the semester. Students enrolled by the Student Accounts office are subject to a $50 administrative enrollment fee. Students are expected to make their monthly payments as detailed on their payment plan and are responsible for any late fees that may be assessed due to non-payment. Balances must be paid in full prior to the end of each semester to avoid de-registration from future semesters.

Students and authorized users will receive monthly statements to their Fresno Pacific email addresses, reflecting the current balance and any payments due.

The payment plan is a legal agreement between the university and the student (or the parent if the student is under 18 years of age).

Please note that if the balance is not paid in full by the last payment due date, any preregistered classes for the next semester will be dropped.

Specifications for Traditional Undergraduate Students
A 20-percent down payment is due by August 1 for fall and January 2 for spring. The remaining balance is due in four equal, interest free, monthly payments:

- Fall: September 1, October 1, November 1, December 1
- Spring: February 1, March 1, April 1, May 1

Students who will be covering their expenses (tuition, fees, room and board, etc.) with loans, scholarships, or grants must have all required financial aid paperwork turned in and loans approved before August 1 to avoid making the down payment.

Specifications for Degree Completion Students

- Payments will extend the duration of the semester, August-January (fall) and February-July (spring).
- Tuition for short term, weekend and Designated Subject Education (DSE) courses will be accrued as registration is processed. Remaining payments will be automatically adjusted and/or recalculated so the balance is cleared by the last payment of the semester.

Requirements for all Students

- The student’s account must remain in good standing.
- Payments must be made in full, due on the first of each scheduled month and considered late when
received after the seventh (7th) week. Late fees are charged for late, missed or partial payments.

- All financial aid paperwork must be submitted prior to the first payment installment due date to avoid a late fee.
- Students will not be allowed to register or make course changes for future semesters until the previous semester balance has been paid in full.
- Monthly payments will automatically be recalculated to reflect the inclusion of any additional charges (library fines, additional units, etc).

How to Set Up a Payment Plan
You can set up your payment plan by:

- Contacting your Student Accounts Manager in the Student Financial Services Office during regular office hours. He or she would be happy to assist you with the payment plan enrollment process.
- Enroll online at fresno.edu/paymentplan. The site is easy to navigate and accessible anytime.

Method of Payment
Payment must be made in U.S. funds and may be made by cash, check and all major credit cards. Payments can be made online through the Online Payment Center at fresno.edu/paymentplan. Payments can also be mailed to the main campus in Fresno, paid at the Cashier’s Window or paid over the telephone using a credit or debit card (with a Visa or MasterCard symbol). The university does not recommend mailing cash payments.

When mailing payments, please address to:
Fresno Pacific University
1717 S. Chestnut Ave., Box 2004
Fresno, CA 93702
Cashier Phone: (559) 453-5586

REFUND POLICIES

Traditional Undergraduate Programs

TUITION REFUNDS
Tuition refunds are granted for authorized course drops only and based upon the last date of attendance. Students are responsible for following the appropriate drop procedures. After the first week of the semester or the session (as applicable), students are not automatically dropped from courses if they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office. For the refund schedule, see Course Drops in the Academic Policies section of the catalog.

Note: Independent and directed studies start on the first calendar day of the session, whether or not any meetings have taken place.

PRIVATE MUSIC LESSONS REFUND SCHEDULE

<table>
<thead>
<tr>
<th>Authorized Course Drops</th>
<th>Lesson Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first lesson</td>
<td>100 percent</td>
<td>Zero</td>
</tr>
<tr>
<td>Prior to second lesson</td>
<td>90 percent</td>
<td>10 percent</td>
</tr>
<tr>
<td>Prior to third lesson</td>
<td>80 percent</td>
<td>20 percent</td>
</tr>
<tr>
<td>Prior to fourth lesson</td>
<td>70 percent</td>
<td>30 percent</td>
</tr>
<tr>
<td>Prior to fifth lesson</td>
<td>60 percent</td>
<td>40 percent</td>
</tr>
<tr>
<td>After fifth lesson</td>
<td>No refund</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

ROOM AND BOARD REFUND SCHEDULE
Cancellation notice must be submitted in writing to the Housing and Residence Life Office. To receive a full refund of the $200 housing deposit, returning students must cancel their housing assignment by June 1 for the fall semester and December 15 for the spring semester. New students must cancel their housing assignment by August 20 for the fall semester and December 15 for the spring semester. Failure to meet these deadlines will result in a forfeit of the student’s housing deposit.

Room and board rates are prorated as a single, combined rate and are not itemized. The date used for cancellation of room and board will be whichever official date, indicated in writing, is earliest and most beneficial to the student as determined by the university.

Meal plan changes will not be accepted after the second week of school.

<table>
<thead>
<tr>
<th>Room/Board Cancellation</th>
<th>Room/Board Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Friday of the first week of classes</td>
<td>100 percent</td>
</tr>
<tr>
<td>By Friday of the second week</td>
<td>90 percent</td>
</tr>
<tr>
<td>The third week through the 10th week</td>
<td>Refund decreases 10 percent for each week</td>
</tr>
<tr>
<td>After the Friday of the 10th week</td>
<td>No refund is provided</td>
</tr>
</tbody>
</table>

FEES REFUND SCHEDULE
The confirmation deposit is non-refundable, but can be held on the account for one semester for students who have applied and been approved for an official leave of absence. After Friday of the second week of classes, student body and health insurance fees are non-refundable. Activity and private music instruction fees are refunded on a per-class/activity basis if the drop occurs on or before Friday of the seventh week of classes. There is no refund after the seventh week of classes. The application for degree fee is nonrefundable. To reapply for graduation, a special processing fee is assessed.
Degree Completion Programs

TUITION REFUND
Tuition refunds are granted for authorized course drops only and based upon the last date of attendance. Students are responsible for following the appropriate drop procedures. After the first week of class, students are not automatically dropped from courses they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office. For the refund schedule, see Course Drops in the Academic Policies section of the catalog.

FEE REFUND SCHEDULE
After the second week of classes, the student services fee is not refundable. The degree application fee is nonrefundable. To reapply for graduation a special processing fee is assessed.

TEXTBOOK REFUND POLICY
Refunds for textbooks will be given if the student has withdrawn or been withdrawn from the program, and if the returned, unused textbooks are in new condition and in the current edition that is being used in the program. Textbooks are refunded if a course is being repeated, if the student already possesses the specific textbook edition and if the student requests a credit from the DC director of operations. Refunds will be processed either as a credit to the student’s account or as a refund check.

Dismissal/Suspension
A student who is dismissed or suspended from the university is not eligible for refunds.

New students
For all new students the university complies with the refund policy in Section 484B of Public Law 102-325.

California State University, Fresno: Reimbursement Policy
In certain instances, full-time Fresno Pacific University undergraduate students may be reimbursed for the cost of the state university fee when taking courses at California State University, Fresno (CSUF). (Any fees beyond the per-unit charge are the student’s responsibility.)
A student may find it necessary to take classes at CSUF in the following circumstances:
- A course necessary for an FPU major is not offered in the current academic year.
- A student wishes to major in an area in which FPU only offers a minor.
- A student wishes to major in an area in which FPU does not offer a major or minor. In this case the dean must approve the major.

The following conditions apply:
1. The courses that are to be taken at CSUF are not offered by Fresno Pacific University in the academic year during which the request is made.
2. The courses are approved in advance by the program advisor of the major or minor and the dean.
3. The student is a full-time student at Fresno Pacific University and plans to graduate from FPU.
4. The student has a major contract on file in the Registrar’s Office.
5. A minimum of 18 units in the major must be taken at FPU.

A form is available online from the Registrar’s Office web pages.

Refund of Overpayment on Student Account
If a student’s account is overpaid in any semester and a credit balance currently exists on the account, the student will receive a credit balance check. The funds may be kept in the student’s account to be applied to other expected expenses upon request by the student.

If the student’s account was partially or fully paid by a third party (i.e., employer assistance or private scholarship), the refund to the student will not exceed the amount paid by the student. Any credit balance over the amount that the student paid will be refunded to the third party. If a credit balance is the result of a parent plus loan, the credit balance check will be issued to the parent.

RETURNED CHECK POLICY
A $25 fee is applied to a student’s account if a student’s check is returned for insufficient funds. The check is then re-deposited. In the event that the check does not clear a second time, the amount of the check is applied to the student’s account, and the student is charged another $20 NSF fee. Anyone with two returned checks on file may have check-writing privileges suspended. FPU reserves the right to decline personal checks from people who have written three or more NSF checks. For non-payment or balances on an account, including NSF fees, FPU reserves the right to place a hold on student records.

APPEALS AND PETITIONS
Appeals of student account policies for undergraduate, degree completion and graduate students may be made by filing an official petition with the Student Financial Services Office. This petition will be reviewed by the Student Accounts Appeals Committee. All petitions that have financial bearing
will be reviewed by this committee. Students will be notified in writing once a decision has been made.

REPAYMENT POLICY
Some student financial aid programs have specific repayment provisions for students who withdraw. If the refund is insufficient to cover the required repayment, it is the responsibility of each student to make the necessary repayment. Students owing a repayment to any federally sponsored student aid program cannot receive any type of federal student aid disbursement for future enrollment periods unless repayment arrangements have been made with the Student Financial Services Office.

FINANCIAL AID

GENERAL INFORMATION
Over 98 percent of Fresno Pacific University students receive financial aid. Last year alone FPU students were awarded over $48 million, including more than $12 million in institutional grants and scholarships, to help achieve their goals. All students are encouraged to apply for assistance. Financial aid is awarded without discrimination as to race, color, nationality, handicap or sex, in compliance with all applicable federal regulations.

Fresno Pacific University offers three basic types of financial aid:
- Scholarships and grants, which do not have to be repaid.
- Loans, which must be repaid.
- Employment, which must be earned.

Most grants, loans and employment opportunities are awarded on the basis of a combination of scholastic or other achievement and demonstrated financial need. A limited number of scholarships are awarded on the basis of merit only.

APPLICATION PROCESS
1. All financial aid applicants must be accepted for admission to a degree program at Fresno Pacific University as a precondition for financial aid eligibility.
2. Students who are U.S. citizens or U.S. permanent residents are encouraged to complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The FAFSA provides the information needed to determine a student’s financial need. Need is determined by calculating the difference between a student’s cost of attendance and the expected family contribution. You can find more information at our website fresno.edu/finaid. The FPU school code is 001253.

NOTE: If a student chooses not to complete the FAFSA, they must contact the Student Financial Services Office to indicate they do not wish to do so. By waiving the FAFSA the student will not be eligible for any federal or state aid, including federal student loans. For students who waive the FAFSA or refuse any offered state and federal aid, FPU institutional aid may be reduced or denied.
3. Students who are undocumented are encouraged to complete a California Dream Act Application online at csac.ca.gov/dream_act.asp. Students who meet AB 540 criteria may apply for state-funded financial aid such as the Cal Grant and Chafee Grant.
4. Cal Grant. New undergraduate students applying for a Cal Grant are responsible to request GPA verification be sent to the California Student Aid Commission from their high school or previously attended college by the March 2 Cal Grant deadline. There is a second deadline of September 2 for students enrolled in a community college in the fall semester who plan to transfer to FPU mid-year for the spring semester. High school seniors must request that their high school provide this information to CSAC. High school students who participated in a home school program or who attended an unaccredited high school should follow instructions on the Cal Grant GPA Verification Form available at www.csac.ca.gov/. Current FPU students who are California residents and who have completed 24 or more degree applicable college units will have their GPA automatically submitted to CSAC during the last week of February for Cal Grant consideration for the next academic year. Degree completion students taking general education or elective classes must submit a completed general education/elective financial aid application. This can be obtained at the Student Financial Services Office or online.
5. A student may be selected by the U.S. Department of Education to verify their FAFSA information. A verification form and copies of federal tax transcripts, as well as other documentation, may be required to be submitted to the Student Financial Services Office. Upon submission of the FAFSA, the FAFSA confirmation page and the FAFSA Student Aid Report, will first tell students if they are selected for verification. If requested documents are not submitted, federal and state funds cannot be released to the student.
Deadlines

SPECIFICATIONS FOR TRADITIONAL UNDERGRADUATE STUDENTS

All documentation required to complete processing of financial aid is due by July 6 for the fall semester, November 29 for the spring semester and May 1 for the summer semester. Required documentation not submitted by these dates may result in a denial of awarded aid. Students may still apply for aid or submit documentation, however, once denied, aid may be re-awarded dependent upon availability of funding.

Students who wish to take advantage of the four year graduation guarantee must meet both the application and the documentation deadlines.

SPECIFICATIONS FOR DEGREE COMPLETION UNDERGRADUATE STUDENTS

Degree completion students must complete application process no later than the first night of their cohort. Required documentation not submitted by these dates may result in a denial of awarded aid. Students may still apply for aid or submit documentation, however, once denied, aid may be re-awarded dependent upon availability of funding.

Free Application for Federal Student Aid (FAFSA)

A new FAFSA application must be filed for each academic year a student attends FPU. The information contained in the FAFSA and other required documentation is confidential. Access to this information is governed by the terms of the Family Educational Rights and Privacy Act (FERPA) of 1974. The FAFSA can be completed at fafsa.ed.gov.

Selective Service Requirement

Federal regulation requires all male students from the ages of 18 to 25 to register for Selective Service as a condition for financial aid eligibility. If students have not registered for Selective Service, or are unwilling to provide documentation to verify compliance, these students are not eligible to receive financial aid from federally funded programs. If a student feels that they should be exempt from registration they must contact the Selective Service directly. Contact information can be found at sss.gov. Additional paperwork may be required if a student is over the age of 25 and was never registered with Selective Service, even though they could have been.

California Dream Act Application

A new CA Dream Act Application must be filed for each academic year a student attends FPU. The information contained in the CA Dream Act Application and other required documentation is confidential. Access to this information is governed by the terms of the Family Educational Rights and Privacy Act (FERPA) of 1974. The CA Dream Act Application can be completed at csac.ca.gov/dream_act.asp.

AWARD PROCESSING

Students will receive a financial aid offer letter after application requirements have been completed. The offer letter will list the type and amount of assistance for which the student is eligible. The offer letter is an estimate of funding and is contingent upon final notification from funding sources and verification of the information reported on the FAFSA.

AVERAGE PROCESSING TIMELINE

<table>
<thead>
<tr>
<th>Description</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA processing</td>
<td>1-2</td>
</tr>
<tr>
<td>Award determination and notification</td>
<td>1-3</td>
</tr>
<tr>
<td>Loan processing</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Applicants need to allow the Student Financial Services Office sufficient time to properly process financial aid for each student. The student may shorten the processing time by responding to all correspondence and submitting requested documents as quickly as possible. The goal is to have all financial aid work completed prior to registration. The Student Financial Services Office is happy to help throughout the financial aid process, but it is the student’s responsibility to submit requested paperwork promptly in order to have financial aid arrive in a timely manner.

Coordination of Aid

It is the responsibility of the Student Financial Services Office to coordinate all aid resources awarded to each student. When need-based funds are a component of the student’s financial aid award package, care must be taken to insure that total aid awarded does not exceed each student’s need. When total aid exceeds need, an over-award exists. In these situations the aid package will be reviewed and appropriate reductions will be made to eliminate the over-award. Care is always taken to retain as much of the original aid package as possible.

Change in Enrollment

When students drop all or some of their classes, the Student Financial Services Office coordinates a recalculation of the financial aid a student has received from federal and state governments, outside sources and institutional aid. Students are required to contact the Student Financial Services Office to inform staff of unit changes and to see how it affects their financial aid package, which may affect their balance and payment plan at FPU.

Traditional undergraduate students who withdraw from a term after it has begun, but before 60 percent of the term...
has been completed, may be required to repay some or all of the financial aid that has been disbursed for that term. The amount of aid that may be kept is the "earned" aid, which is determined by how long the student was enrolled for that term. If a student withdraws after 60 percent of the term is completed then all aid that has been received may be kept on the student account. If a student drops courses that change their status of enrollment before 60 percent of the term has been completed, then financial aid will be recalculated based on the new enrollment status.

Undergraduate degree completion students who withdraw from a term after it has begun will have their aid recalculated based on their new enrollment status. The student may be required to repay some or all of the financial aid that has been disbursed for that term based on the result of the new aid calculation.

SATISFACTORY ACADEMIC PROGRESS

Financial aid recipients are expected to make satisfactory progress toward a degree. A qualitative and quantitative standard must be maintained. Academic progress will be reviewed at the end of each semester. See Satisfactory Academic Progress in the Continued Enrollment section for further details.

SECOND BACHELOR’S DEGREE

FPU does not offer any institutional financial aid to students who choose to pursue a second undergraduate degree. Federal Pell and Supplemental Education Opportunity Grants are only available to students who are working on their first undergraduate degrees. Students who return to pursue a second undergraduate degree will be able to apply for federal student loans under the Federal Direct Student Loan Program. There is an aggregate loan limit for undergraduate studies. This limit is not extended for students returning for a second undergraduate degree.

FRESNO PACIFIC UNIVERSITY SCHOLARSHIPS

FPU offered over $12 million in institutional aid during the 2012-2013 academic year to FPU undergraduate students. Degree completion students are encouraged to participate in the church match scholarship program described in the Performance Involvement Scholarship section of this catalog. Students seeking FPU grants and scholarships must complete a FAFSA if they are U.S. Citizens or U.S. Permanent Residents (See point 2 under Application Process, above.)

Academic Scholarships and Grants

TRADITIONAL UNDERGRADUATE FRESHMEN

Paragon Scholarship
3.75 GPA, 1,300 SAT or 29 ACT, Christian commitment, history of leadership in church, school or community. New applicants must be incoming freshmen and agree to live on campus for a minimum of two years and enroll in Perspectives in Leadership (LEAD-120H) during their freshman year. A letter of application is required by February 15. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed. Full tuition scholarship is given for a maximum of four years. Amount adjusted each year to meet the cost of tuition increases.

President’s Scholarship
3.6 GPA, 1,100 SAT or 24 ACT, Christian commitment, history of leadership in church, school or community. New applicants must be incoming freshmen and agree to live on campus for a minimum of two years and enroll in Perspectives in Leadership (LEAD-120H) during the freshman year. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Dean’s Scholarship
Academic requirements: based on an institutional rating calculated using GPA and SAT scores. A diagram illustrating the range of scores and the current award level is available online at fresno.edu. As an illustration with an SAT of 900, a GPA of 3.1 is required; with an SAT of 1340, a GPA of 2.7 is required. Recipients must maintain a 2.7 GPA for renewal.

Faculty Scholarship
Academic requirements: based on an institutional rating calculated using GPA and SAT scores. A diagram illustrating the range of scores and the current award level is available online at fresno.edu. As an illustration with an SAT score of 900, a GPA of 3.1 is required; with an SAT of 1340, a GPA of 2.7 is required. Recipients must maintain a 2.7 GPA for renewal.

Founder’s Grant
Academic requirements: based on an institutional rating calculated using GPA and SAT scores. A diagram illustrating the range of scores and the current award level is available online at fresno.edu. As an illustration with an SAT of 900, a GPA of 2.4 is required. Recipients must maintain satisfactory academic progress for renewal.
TRADITIONAL UNDERGRADUATE TRANSFERS

Transfer Scholar Award
3.5 GPA, minimum of 12 transferable units, Christian commitment, history of leadership in church, school or community. New applicants must be incoming transfers. Recipients are required to enroll in Perspectives in Leadership (LEAD-120H). Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Transfer Achievement Award
3.0 GPA for incoming students, minimum of 12 transferable units. Recipients must maintain a 3.0 GPA for renewal.

Transfer Academic Award
2.4 GPA for incoming students, minimum of 12 transferable units. Recipients must maintain satisfactory academic progress for renewal.

Performance/Involvement Scholarships

Mennonite Brethren Scholarship Commitment
Must be a member or regular attendee of a Mennonite Brethren congregation prior to application for admission. All applicants must apply for all available financial aid. Student must be a regularly admitted student.

Ministerial Grant
Dependent of a parent in full-time Christian service.

Multicultural Scholarship
Awarded to selected FPU students by the Office of Spiritual Formation staff.

Music
2.0 GPA, audition. Must agree to continued participation in music at Fresno Pacific University. Contact the FPU Music Department at 559-452-2267 for more information.

School of Business Divisional Scholarship
Awarded to selected, outstanding juniors and seniors with a cumulative FPU GPA of 3.5 or higher by the dean and/or faculty in the School of Business.

School of Humanities, Religion and Social Sciences Divisional Scholarship
Awarded to selected, outstanding juniors and seniors with a cumulative FPU GPA of 3.5 or higher by the dean and/or faculty in the School of Humanities, Religion and Social Sciences.

School of Natural Sciences Divisional Scholarship
Awarded to selected, outstanding juniors and seniors with a cumulative FPU GPA of 3.5 or higher by the dean and/or faculty in the School of Natural Sciences.

SIFE SCHOLARSHIP
Awarded to selected FPU students for their exemplary participation in Students in Free Enterprise.

Summer Harvest Scholarship
Awarded to selected FPU students by the Office of Spiritual Formation staff for their leadership in ministry.

Theater
2.0 GPA, audition. Must agree to continued participation in drama at Fresno Pacific University. Contact the theater advisor for more information.
DEGREE COMPLETION

Church Match Scholarship
Fresno Pacific University will match gifts from a student’s church up to $250 per semester, not to exceed $500 for the year. Gifts from the Pacific District Mennonite Brethren Churches are matched two to one. Contact the Student Financial Services Office for details about the church match scholarship policy and specific deadlines. You can find a detailed question and answer sheet about this scholarship at fresno.edu/financial_aid/degree_completion/downloads.asp.

FPU DONOR SCHOLARSHIPS
Alumni, parents, friends, businesses and foundations have generously provided a special set of scholarships available to students attending Fresno Pacific. These scholarships are vital to FPU. Applications can be found online at scholarships.fresno.edu. Deadlines vary by student population.

PUBLIC GRANTS

STATE GRANTS

Cal Grant
Cal Grant is a program of the California Student Aid Commission (CSAC). Award amounts are determined annually by the passing of a final State of California budget; all Cal Grant awards listed on an offer letter are to be considered estimated until the final budget is passed into law by the California legislature. If the amount on the offer letter is different than the amount approved by the legislature, financial aid staff will be required to re-award the student, including the state-approved amount.

CSAC notifies new Cal Grant recipients whether they have been awarded an entitlement or a competitive Cal Grant. A student can only receive one type of Cal Grant; at FPU a student may receive a Cal Grant A or a Cal Grant B, but not both. These awards by CSAC are based on the student’s first submitted FAFSA or California Dream Act Application, as applicable. If a student changes FAFSA or CA Dream Act Application information, or the student is selected for verification and submits required paperwork to FPU that requires changes to their application, Cal Grant eligibility may be lost if a student no longer meets the eligibility requirements set forth by CSAC.

Cal Grant A
This state-sponsored program helps students who have financial need with tuition expenses (the tuition amount does not cover the cost of tuition at FPU). Award amounts and recipients are selected by the California Student Aid Commission (CSAC) on the basis of need and academic ability.

Undergraduate students with a GPA of 3.0 or higher are encouraged to apply. Students must complete the Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application, as applicable, and have their GPA verification sent to CSAC by March 2. There is a secondary deadline of September 2 for students enrolled in community college in the fall semester, planning to transfer to FPU for the spring semester.

Cal Grant B
Similar to Cal Grant A, this program is intended for students who demonstrate significant financial need. During the first year of the award, Cal Grant B provides an access/stipend amount. The stipend will automatically be applied to the recipient’s student account to assist in offsetting direct expenses. If the student prefers, the entire access/stipend may be given directly to the student by contacting the Student Financial Services Office. The student has the ability to rescind his/her existing instructions at any time. During the second and subsequent years, Cal Grant B includes the access/stipend amount and a tuition amount (the tuition amount does not cover the cost of tuition at FPU).

Undergraduate students with a GPA of 2.0 or higher are encouraged to apply. Students must complete the Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application, as applicable, and have their GPA verification sent to CSAC by March 2. There is a secondary deadline of September 2 for students enrolled in community college in the fall semester, planning to transfer to FPU for the spring semester.

Application Process for New Cal Grants
Students must have submitted a 2013-2014 FAFSA (fafsa.gov) or CA Dream Act Application by March 2, 2013, and a verified grade-point average (GPA) to the California Student Aid Commission (CSAC) by the same date. High school seniors must request that their high school provide this information to CSAC. High school students who participated in a home school program or who attended an unaccredited high school should follow instructions on the Cal Grant GPA Verification Form available at csac.ca.gov/. Current FPU students who are California residents and who have completed 24 or more degree applicable college units will have their GPA automatically submitted to CSAC during the last week of February for Cal Grant consideration for the next academic year.

Renewal Cal Grants
Effective March 2011, all Cal Grant recipients must meet income and asset ceilings and family size limits established annually by CSAC in order to have their Cal Grant renewed. Renewal Cal Grant recipients must maintain at least $100 of need based on the information provided on the FAFSA or CA Dream Act Application, as applicable, for each subsequent
academic year. Eligible students may renew a Cal Grant award for up to four academic years. Submission of a verified GPA is not required to renew a Cal Grant.

**Cal Grant TCP**

Students who received a Cal Grant A or Cal Grant B while completing their undergraduate degree may be eligible for one year of full-time Cal Grant Teaching Credential Program benefits while pursuing their preliminary teaching credential.

**Chafee Grant**

The California Chafee Grant program gives money to current or former foster youth who meet certain requirements set forth by the California Student Aid Commission (CSAC). The grant is a federally funded program and is subject to the availability of federal funds each year.

**Child Development Grant**

The Child Development Grant is a need-based grant designed to encourage students to enter the field of child care and development in a licensed children’s center. Students must sign a Service Commitment Agreement stating that they will provide one year of full-time service in a licensed children’s center for each year they receive the grant.

**FEDERAL GRANTS**

**Pell Grant**

Pell Grant is a federal program intended to assist undergraduate students demonstrating significant financial need to gain access to higher education. Awards are based on financial need and may be used only for a course of study that culminates in a first undergraduate degree. Pell Grant determination is based on eligibility as determined by the FAFSA. Complete the FAFSA online at fafsa.ed.gov.

**Supplemental Educational Opportunity Grant (SEOG)**

SEOG is a federally sponsored program also designed to assist students pursuing their first undergraduate degree. Awards are based on financial need and availability. This program is administered through the Student Financial Services Office. Funds are limited and awarded until exhausted.

**LOANS**

A loan is a type of financial aid that must be repaid. Loan funds are intended to assist a student in educational expenses only. A student should consider their future loan debt and ability to repay before they commit to borrowing. For each loan program described below entrance counseling, a time when students must read about loan debt and future possible implications, must be completed.

**Perkins Loan**

This loan is available to undergraduate and graduate students with financial need. Students must be enrolled at least half-time and achieve satisfactory academic progress. Funds are limited and awarded until exhausted.

Repayment begins nine months after graduation or withdrawal from school. During the repayment period, interest will be charged on the unpaid balance of the loan principal. Loan repayment can be deferred under certain circumstances. The Perkins Loan has cancellation provisions for borrowers who enter qualifying occupations. Awarding and repayment of the Perkins Loan is administered through the Student Financial Services Office.

**Direct Student Loan**

Subsidized and unsubsidized loans are available to undergraduate students. The loan is obtained from the Department of Education, working in cooperation with the Student Financial Services Office. Additional unsubsidized loans are available to independent undergraduate and dependent undergraduate students whose parents are unable to qualify for a PLUS loan. An origination fee and guarantee fee may be deducted from the student’s loan disbursement by the lender in order to help defray the costs of the program. These are mandated by federal regulations and thus processing times may be influenced by changes initiated by the U.S. Department of Education. Please check with Student Financial Services for loan limits.

Students returning to work on a second undergraduate degree will be able to apply for federal student loans. There is an aggregate loan limit for undergraduate studies. This limit is not extended for students returning for a second undergraduate degree.

The Direct loan is typically more advantageous to the student than a private/alternative loan. It is recommended that students complete a FAFSA to be considered for Direct Student Loans before pursuing this type of loan. Various loan cancellation options through a variety of organizations are available for borrowers who enter certain occupations.

**PLUS Loans**

PLUS loans are available to parents of dependent undergraduate students and graduate students. Parents may borrow up to the cost of education minus financial aid per academic year. This program is not based on financial need; however, all borrowers must meet credit analysis standards set by the lending institution. These loans are subject to origination fees by the lender. Repayment begins 60 days following the full disbursement of the loan. The borrower is generally allowed up to 10 years to repay the loan with a minimum $600 annual repayment. It is recommended that students complete a FAFSA to be considered for Direct Student Loans before pursuing this type of loan.
Alternative/Private Loans
In addition to Direct Student Loans and PLUS loans other credit-based education loans are available to assist students with the cost of education. Contact the Student Financial Services Office for more information. It is recommended that students complete a FAFSA to be considered for the Stafford loans before pursuing this type of loan.

Joylene Boren Loan Program
A low-interest loan is available through Fresno Pacific University to graduate students who are pursuing a master of arts in education with an emphasis in reading/language arts and who show financial need and high academic ability. A separate application is required. Applicants must be recommended by reading faculty and program chairperson.

OTHER AID PROGRAMS

Federal Direct Loan Forgiveness Program for Future Teachers
Students who teach full-time for five consecutive years in a designated low-income school may apply for loan forgiveness. For eligibility requirements and more information, contact the U.S. Department of Education at 800-433-3243 or studentaid.ed.gov or your student loan lender.

Veterans Benefits
Fresno Pacific University is approved by the Department of Veterans Affairs (DVA) for the education of veterans, active duty personnel, reservists and eligible dependents under current law and has been approved in the Yellow Ribbon program. Benefit programs for veterans include: Chapter 30 (Montgomery GI Bill), Chapter 31 (Vocational Rehabilitation), Chapter 1606 (Montgomery GI Bill Selected Reserve or MGIB-SR), Chapter 33 (Post 9-11 GI Bill), Chapter 1607 (Reserve Educational Assistance or REAP), Chapter 33 (Survivors and Dependents Assistance) and Tuition Assistance (TA). The Registrar’s Office is the point of contact for students receiving benefits from the DVA. The office has a certification specialist to assist in providing information about entitlements, filing claims to the DVA and certifying enrollment. This specialist monitors the academic progress of students receiving DVA educational benefits. Students who receive DVA benefits are subject to different academic regulations and should be aware that auditing courses, enrollment status, withdrawals, repeating courses, changing degree programs, adding majors and minors and other actions may affect eligibility for educational benefits.

EMPLOYMENT

Federal Work Study (FWS)
Federal work study is a federally sponsored employment program that enables students to gain employment experience while earning a portion of their financial aid. The Career Services Center and Personnel Office are responsible for coordinating on-campus jobs. Students may work no more than 20 hours per week during regular school sessions and no more than 40 hours per week during vacation periods. Federal work study funds are available only to students who demonstrate financial need. Note that a work study award is not a guarantee of employment. Every effort will be made to place all awarded students. Scheduling conflicts and other problems may, however, make employment an impractical alternative. In this event students may be able to replace a work study award with loan funds.

Institutional Work Study (IWS)
Institutional work study is similar to FWS but is funded totally by Fresno Pacific University. Opportunity is given to students who are unable to qualify for FWS and/or off-campus employment. Students may apply for open positions through the Career Services Center.
STUDENT SERVICES

ACADEMIC PROGRAM ADVISING

TRADITIONAL UNDERGRADUATE

Freshman mentors carry the primary responsibility for academic advising during the freshman and sophomore years. Upon declaration of a major, students will be assigned to a mentor in the appropriate school, who will assist the student in program planning within the major. The mentor will also play a more general counseling role and will assist the student in career planning.

Freshman Mentors and the Collegium Program

The student-faculty relationship is at the center of the undergraduate experience and one of the most important keys to student success in college. At Fresno Pacific University, every new freshman automatically becomes a member of a small group of approximately 20 other freshmen we call a "collegium." Every collegium has a faculty mentor/advisor who, with the assistance of an upper class mentor assistant (MA), guides collegium members through their first year and beyond.

The mentor and mentor assistant:
- Help the members of their collegium pick classes for the freshman year.
- Lead the members of their collegium through new student orientation.
- Organize various activities for the collegium, including dinners, service projects and study groups.

The mentor/advisor and MA are personally involved in helping each member of their collegium with their transition to college and getting them off to a strong start at being a successful college student. This effective program not only helps students meet the academic demands of university life; it also leads to many long-lasting friendships.

Students who wish to take advantage of the four year guarantee must meet with their mentors each semester for advising before registration opens and take the courses approved by the advisor/mentor that complete general education and major requirements in the appropriate sequence as they become available. Students must notify the advisor if they are unable to register for the approved course, so that an alternative plan can be made.

Noon Hour Encounter Program

As a further expression of the university's belief that interpersonal relationships are essential to education, the university makes funds available to faculty for an occasional Noon Hour Encounter where faculty and student travel off-campus for conversation over lunch. Relationships developed in this informal way are valuable to both faculty and student.

DEGREE COMPLETION

Program advisors will provide academic counseling to students for the duration of their program. The advisor will continue to give academic advising by way of telephone, individual appointment or email until the student's degree is posted. This academic counseling ensures that the student completes only coursework that will be transferable toward the degree.

ACADEMIC SERVICES

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) is a place where undergraduate students can develop their abilities to meet the challenges of academic life. Our professionally certified tutors are trained to work with each student’s unique needs and talents to help them grow academically. The ASC provides a variety of services free of charge to undergraduate students, including writing feedback across the curriculum, general education tutoring, academic coaching, exam proctoring and an academic study hall with computers that print and access online resources. For information about our services, please visit our webpage at fresno.edu/asc.

Writing

- Students may work with a tutor on a paper from any subject area as many times as needed in all stages of the writing process.
- The emphasis of writing tutoring is on revision, which addresses large-scale issues such as the development of a clear controlling idea, and the fluency, organization and development of ideas. Tutors can address issues related to grammar, punctuation and spelling, but do so with the goal of teaching writers to correct their own work.
- Tutoring sessions for writing are generally 50 minutes and are available by drop-in and by appointment.
- Online writing support is provided for traditional undergraduate students in follow-up sessions after an initial face-to-face meeting.
- Online writing support is available for degree completion students through the Academic Support Center by appointment only.
• The FPU English Department (not associated with ASC) provides face-to-face tutoring service for degree completion students at the following regional centers: North Fresno, Visalia, Bakersfield and Merced. Tutors typically work three evenings a week. Appointments, which are up to one hour, can be scheduled by calling the regional center front desk. Writing tutoring focuses on content, organization, APA style and patterns of sentence-level errors.

General Education Subjects
• We provide tutoring support for general education courses in response to student needs. Currently we provide support for math, biology, chemistry and Spanish. See an ASC supervisor for other possibilities regarding general education tutoring.
• General education subject tutoring allows students to process course content in a manner that is sensitive to each student’s learning style and through the use of alternative learning methods.
• Tutoring sessions are generally 50 minutes and are available by appointment and by drop-in, according to the times posted at the beginning of each semester.

THE C.L.A.S.S.: COLLEGE LANGUAGE AND ACADEMIC SUCCESS STRATEGIES
The C.L.A.S.S. is open to all students who want to improve academically. The curriculum includes note-taking development, academic vocabulary development in context, reading strategies, study and test-taking strategies and introduction to academic culture. The C.L.A.S.S. is offered half-days for three weeks prior to the fall term. For more information, contact the director of academic support services.

INTENSIVE ENGLISH LANGUAGE PROGRAM
The Intensive English Language Program (IELP) is designed for international students and recent immigrants seeking to improve their English abilities. Most students are preparing for college-level coursework while others are studying for personal or professional advancement. The IELP is included within the School of Humanities, Religion and Social Sciences. See the admissions section of this catalog for IELP application procedures.

THE LEARNING EDGE
The Learning Edge is an intensive two-week summer course designed to help students transition smoothly to the intellectual rigor of university studies. This is not a remedial course, but an innovative program that meets the needs of a wide variety of high school and beginning university students. The emphasis is on developing the ability:
1. To think analytically.
2. To read rapidly with appropriate retention of ideas.
3. To write effective papers.

The course is open to any high school junior or senior, in addition to college students. Formal admission to Fresno Pacific University is not required.

THE STUDENT LIFE DIVISION
Fresno Pacific University offers traditional undergraduate students a high quality of campus life that prepares graduates for professional success and service to the community and the wider world. The Student Life Division has personal and professional resources to meet students’ physical, social, spiritual and intellectual developmental needs. The staff are people of faith, committed to service. They are caring professionals who are ready to serve so that all students can achieve their educational goals.

FPU recognizes the value of a holistic and personal approach to education. Since learning takes place inside and outside the classroom, the Student Life Division, through activities and programs, attempts to create a learning environment that inspires students to develop insights, skills and experiences that contribute to growth and development, while empowering students to make positive life choices. Details relative to the programs introduced below may be obtained by visiting the student life website: fresno.edu/studentlife or from the Student Life Office. Fulfillment of this obligation to each student is contingent upon each student fulfilling his/her obligation to learn and comply with the behavioral standards and expectations as specified in the Student Handbook.

NEW STUDENT ORIENTATION
In order to help make the transition to the university a happy and effective one, the Student Life Office organizes several days of orientation activities for traditional undergraduates. These activities, held prior to the beginning of classes, are designed to help new first year and transfer students become acquainted with the university, program directors, mentors/advisors and classmates. Since the orientation program is key to your transition to the university, participation is required. Orientation for undergraduate students entering between semesters takes place on the Saturday before classes begin, and is a part of the registration process.

The degree completion programs and various graduate programs have orientation evenings to help new students become familiar with FPU. Call the Graduate and Degree Completion Office for details.
COMMUTER SERVICES

FPU is a diverse community and many of our students commute to campus. Commuter services provide opportunities for commuters to connect with each other and with other members of the campus community. The commuter staff helps students integrate and relate to the campus as a whole. Services include:

- The Commuter Lounge, a commuter-only space, located in East Hall. This quiet lounge provides space for students to study and relax when not in class.
- The Commuter House, a university-owned student center, where commuters can study, relax, watch TV, play video games, get snacks, prepare a meal or study.
- Opportunities for leadership through the Commuter Council.
- Commuter House Bible studies for all students.
- Other services available through the Student Life Division.

STUDENT ACTIVITIES AND INTRAMURALS

Student activities and intramurals provide students and other members of the university community exposure to and involvement in a variety of social, cultural, spiritual and recreational opportunities.

All traditional undergraduate students are highly encouraged to be involved in the quality programs and activities that are offered throughout the year. Events such as the all-campus Disneyland trip, Mock Rock, movies on the green, Mr. FPU, all school dodge ball tournament and Fall Formal are rich with FPU traditions. Spending a weekend at Casa Pacifica, a lodge located near Shaver Lake, is another way to experience the FPU community.

Active intramural programs for both men and women are maintained. A variety of recreational activities are scheduled regularly throughout the school year to offer opportunities for fun, competition, physical activity, stress relief and building relationships. Some of the programs included are: men’s flag football, women’s powder puff football, basketball, ultimate Frisbee and volleyball.

RESIDENCE LIFE AND HOUSING

To view all residence life and housing policies please visit the Residence Life section of the Student Handbook found on the fresno.edu website.

Housing Policy

The university believes that residence halls provide an educational benefit to students. The experience of living and participating in a residence hall enriches spiritual, intellectual, emotional and physical life. It is by nature experiential. One is challenged to learn to live with others who are different from oneself. It is an opportunity to translate faith into learning and living.

All students are required to live in campus housing unless they qualify for at least one of the following exemptions:
1) living at home with their parent(s) or parental-age relative, 2) 21 years of age or older before the first day of class or within the “grace period” of the first two weeks of each semester, 3) married or getting married before the start of the semester, 4) are a parent and primary care giver for their child, 5) carrying fewer than 9 units or 6) are accepted to live in an authorized residential ministry program.

Students must demonstrate compliance with the housing policy by completing and submitting a Housing Policy Form before the first day of class. Students who fail to do so will be charged the applicable room and board rate (applied to their student account) until they come into compliance with the housing policy by either moving on campus, qualifying for an exemption or successfully petitioning to live off campus.

Housing Policy Form

Students (including new and transfer students) who are single, under 21 years of age and taking more than 9 units must fill out and submit a completed Housing Policy Form. New students will submit the completed form at pre-registration and returning students can submit the completed form to the Student Life Office. Students who do not qualify to live off-campus and who wish to apply for an out of the ordinary exemption may apply to the Residence Life Committee by submitting a letter that includes a request to be exempt from the policy and all pertinent details of their out of the ordinary circumstances.

Written requests must be turned in to the Residence Life and Housing Office at least four weeks before the first day of class for the upcoming semester. The Housing Petitions Committee will review cases within two weeks of receiving requests. Decisions by the Residence Life Committee are final. (Financial difficulty does not qualify for an out-of-the-ordinary exemption from the housing policy.)

Housing Deposit

All students must have a $200 housing deposit on file before being assigned housing.

Returning students who have signed up for a room but do not plan to occupy it must notify the Residence Life and Housing Office in writing by June 1 for the fall semester and December 15 for the spring semester. Failure to meet this notification deadline will result in a forfeit of the housing deposit.

New students who have submitted a Roommate Match Form and their housing deposit but wish to withdraw their housing request must notify the Residence Life and Housing Office in writing by August 20 for the fall semester or by
December 15 for the spring semester. Failure to meet this notification deadline will result in a forfeit of the housing deposit.

LEADERSHIP DEVELOPMENT

FPU is committed to help students develop the character and competence to become effective leaders: those who inspire, empower and serve others. We help students increase their leadership skills by expanding their knowledge and experience through scholarship, mentoring and practice.

There are many designated leadership roles that provide opportunities to apply theory, build skills and gain valuable experience, including: admissions student counselors, class senators, club officers, Commuter Council, Cultural Awareness and Knowledge Enrichment (CAKE), mentor assistants, residence assistants, student alumni association, student government officers, student activities board, student ministry interns and student orientation leaders.

The university has recently added a minor in leadership studies to provide formal study of leadership theory and application to students in all majors.

The benefits of participating in FPU leadership opportunities include:

1. Attending leadership training.
2. Developing leadership skills through training, scholarship and hands-on application.
3. Building new relationships with administrators, faculty, staff and peers.
4. Enhancing and improving leadership competence by planning and participating in projects and events.
5. Experiencing the challenges and rewards of leadership.
6. The satisfaction of being personally challenged and working hard to make a difference.

CAREER SERVICES CENTER

The Career Services Center (CSC) offers services to baccalaureate students, degree completion students, graduate students and alumni. These services include:

- Individual career counseling.
- Counseling and testing for the undecided and undecided.
- Career assessments.
- Computerized career guidance programs, with over 1,100 careers.
- Workshops: Résumé, interviewing and job search.
- Résumé critique.
- Graduate school programs and seminary information.
- Part-time and full-time jobs and internship listings.
- Summer jobs, ministry work and volunteer information.

The CSC Resource Library contains current information about college majors, careers, job listings, salaries and job search literature. Every student is encouraged to meet individually with one of the CSC counselors at least once per year. All students will benefit from career services. The Career Services Center is located in Steinert Campus Center. To learn more about the center’s services, visit the website at fresno.edu/careerservices.

COUNSELING SERVICES

Through counseling services, the university cultivates the psychological and emotional well-being of students who are part of the FPU community. Students are viewed as dynamic individuals in the process of becoming the people God created them to be. Academic success is facilitated by psychological health and counseling services are available for enrichment, growth and healing.

Counseling services offer clinical counseling for individuals and couples. Doctoral- and master’s-prepared clinicians, including interns and trainees, provide these services. They have a personal relationship with Jesus Christ and respect a diversity of faith backgrounds.

Clinical counseling enhances psychological well-being by exploring unhealthy patterns of relationship, challenging distortions and defenses in the personality structure and discovering more effective ways to live. In turn, this psychological work facilitates the development of a more mature, richer relationship with God.

Counseling services are confidential and available to all currently enrolled FPU students. The first counseling session is free. The purpose of this session is to discuss concerns and to decide if clinical counseling would be beneficial. A modest fee is charged for each subsequent counseling session and a sliding scale is available in cases of financial hardship. Additional information about counseling services and how to access them is available in the Student Life Office or by visiting the Student Life website at fresno.edu/studentlife.

HEALTH SERVICES

Fresno Pacific University Health Center recognizes wellness as the best possible God-given state of being. Wellness is more than lack of disease. It is balanced wholeness. Wellness is achieved through nurturing the physical, spiritual, social and mental areas of life. Health and wellness services supports all areas, but primarily addresses disease prevention and health promotion. Office hours for the Health Center are posted broadly around campus and available at the Student Life website at fresno.edu/studentlife. The campus nurse tends needs and provides:

- Illness/injury evaluation.
- Screening of medical concerns.
- Health and wellness information.
- Assistance finding a health care provider.
- Insurance information.
Students who choose not to self-identify when they enter FPU do not forfeit their right to request and receive services later. However, the university is not obligated to provide accommodations and services for students with disabilities until the student registers with the director of academic support services.

INTERNATIONAL PROGRAMS AND SERVICES

The International Programs and Services Office (IPSO) recruits and admits international students to FPU. It also provides services for all international language, undergraduate and graduate students.

The International Programs and Services Office offers information to students about semester-long global education programs, both domestic and international, and coordinates short-term summer opportunities. Some approved programs are listed below.

Global Education Programs

Fresno Pacific University provides undergraduate students with global opportunities where they may move across familiar cultural boundaries into new and challenging environments. Students are encouraged to participate in these on- and off-campus educational experiences, some of which are available at additional cost.

The domestic and international study options can be used to fulfill degree requirements. Units earned from global education programs do not affect the residency unit requirement for an FPU degree. They include semester-long study in Europe, Australia, Asia and Latin America as well as off-campus possibilities in the United States. Fresno Pacific University belongs to a number of consortia that provide opportunities to students.

See the IPSO director for complete information and application requirements. Additional programs can be considered and approved through a petition process. Approval is not guaranteed.

As a member of the Council for Christian Colleges and Universities (CCCU), Fresno Pacific University participates in several programs. The council, an association of 160 campuses in the United States and Canada, offers semester and summer programs that offer students a unique opportunity to make the world their classroom, going beyond the confines of traditional study. These interdisciplinary learning options are available to upper class students.

DOMESTIC GLOBAL EDUCATION PROGRAMS

American Studies Program—CCCU

Founded in 1976, the American Studies Program (ASP) has served hundreds of students from member institutions as a "Washington, D.C. campus." ASP uses Washington as a
stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit each student's talents and aspirations and are available in a wide range of areas. They also explore pressing national and international issues in public policy seminars that are issue oriented, interdisciplinary and led by ASP faculty and Washington professionals. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help CCCU schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester units. Contact the political science faculty for additional information.

**Contemporary Music Center—CCCU**

The Contemporary Music Center (CMC) provides students the opportunity to live and work in community while seeking to understand how God would have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the artist track and the executive track. The artist track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The executive track is designed for business, arts management, marketing, communications and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Students in each track receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include coursework, labs, directed study and a practicum. Students earn 16 semester units.

**Los Angeles Film Studies Center—CCCU**

The Los Angeles Film Studies Center is designed to train students of council institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester units.

**Washington Journalism Center—CCCU**

The Washington Journalism Center is an advanced, experiential semester on Capitol Hill that will cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. Students will receive a total of 16 hours of credit. Ten credits come through the following classes: Foundations for Media Involvement; Advanced Reporting; and Washington, News and Public Discourse. The remaining 6 credits will be earned in a news-writing internship.

**INTERNATIONAL GLOBAL EDUCATION PROGRAMS**

Many off-campus opportunities include studying abroad. General education requirements allow students to choose the international option in the Intercultural Studies Focus Series. This emphasis rewards study abroad. Whether students participate in global education to fulfill the Focus Series or simply to enrich their university education, the opportunities are valuable. Be aware: some international study opportunities may be postponed or canceled due to conflict in the country of choice.

**Brethren Colleges Abroad Program**

Students may enroll for coursework in universities in Australia, Austria, Belgium, China, Ecuador, England, France, Germany, Greece, India, Ireland, Japan, Mexico, Morocco, New Zealand and Spain through the Brethren Colleges Abroad Program. Students wishing to study in Ecuador, Mexico, Spain, France and Germany must meet the language requirements prior to admission.

**Australia Studies Centre—CCCU**

The Australia Studies Centre (ASC) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Australia, North America or other parts of the world. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist. ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion and politics together with experiential service learning and formal instruction in the arts. The program includes a one-seminar course designed especially for ASC students and three or four electives chosen from Wesley Institute’s list of courses.
China Studies Program—CCCU
The China Studies Program enables students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities for one-on-one interaction such as assisting Chinese students learning English or working in an orphanage. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester units.

Japan
Fresno Pacific University and Osaka Shoin Women’s University share in an exchange that brings Osaka Shoin Women’s University students to Fresno Pacific University for three weeks during the spring semester. Fresno Pacific University sends a group of students to study in Japan for one month periodically during the summer semester. This program can be taken for credit towards the Focus Series requirement.

Jerusalem University College
Fresno Pacific University maintains a relationship with Jerusalem University College. Students are exposed to the geography, history, culture and language of Israel.

Latin American Studies Program—CCCU
Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American studies (offered both fall and spring terms) advanced language and literature (limited to Spanish majors and offered both fall and spring terms), international business and management (offered only in fall terms) and tropical sciences (offered only during spring terms). Students in all concentrations earn 16 semester units.

Lithuania Christian College
Fresno Pacific University participates with Lithuania Christian College, an international, Christian liberal arts college with English as the primary language of instruction. This program provides participants a semester to study in the Central European and Baltic societies that emerged from the former Soviet Union and to live with students from those cultures.

Middle East Studies Program—CCCU
This program, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. The Middle East Studies Program encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner at a time of tension and change. Students earn 16 semester units.

Oxford Summer Programme—CCCU
This program allows students to spend a summer term studying at the Centre for Medieval and Renaissance Studies in Oxford, England. The program includes multidisciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics and religion of early modern Europe in a choice of lectures, seminars and field trips. Students earn 6-9 semester units.

The Scholar's Semester in Oxford—CCCU
Don an academic gown and prepare for a challenging and stimulating term. As visiting students of Oxford University and members of Wycliffe Hall, students live, study and learn in one of the more than 45 colleges and halls that comprise the University of Oxford. Although the program is designed for students interested in the fields of biblical studies and theology, new opportunities for study in liberal arts and social sciences are developing. Applicants are generally very high achieving students.

Uganda Studies Program—CCCU
The Uganda Studies Program (USP) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Africa, North America or other parts of the world. The USP seeks to introduce students to the dynamic world of the Global South, focused in the vibrant East African nation of Uganda. Christianity here is joyful and growing rapidly, even as it engages Islam and secularization. USP students will move through this society first in the classes and dormitories of Uganda Christian University and then as humble learners observing places and people of interest around the country.

The USP is designed to integrate the study of culture, history, religion, politics and humanities into a blended classroom and experiential survey of Ugandan life. It
OUTREACH, SERVICE AND MISSIONS

Students are encouraged to develop a lifestyle characterized by service to others. Office of Spiritual Formation staff help connect students with ministry and service opportunities in area churches, schools, neighborhoods and community and service agencies. Because leadership is a major component of these ministries, OSF staff provides leadership training for student leaders and service opportunities for all students wishing to serve God and their community. This office also provides opportunities for students to participate in cross-cultural missions in the city, region and around the world.

STUDENT MINISTRIES

Students are encouraged to live lives that are nurtured and driven by a personal relationship with Jesus Christ. OSF staff provides opportunities for students to grow spiritually through a variety of Bible studies, prayer, worship and ministry opportunities. Staff challenge and equip students to live lives of spiritual maturity that are characterized by faithful obedience to God and love for His people.

CAMPUS ORGANIZATIONS AND ASSOCIATIONS

ALUMNI ASSOCIATION

As members of the Fresno Pacific Alumni Association, alumni receive a free subscription to Pacific magazine (published two times each year), Pacific Standard Time (a bi-annual events calendar) and the monthly alumni e-newsletter, as well as invitations to a variety of FPU alumni events. They can serve as members of the Alumni Council, Alumni Ambassadors, guest lecturers, intern or career advisors, student recruiters or event volunteers. FPU alumni have always been instrumental in praying for current students and providing financial support by assisting with scholarships through the fall phonathon and building projects. The Alumni Office is always willing to assist alumni in planning special reunions, group gatherings or other ways to connect with former classmates.

UNDERGRADUATE STUDENTS OF FRESNO PACIFIC UNIVERSITY

The Undergraduate Students of Fresno Pacific University is a complex entity for traditional undergraduate students. It offers a variety of services, provides student representation to the university, and gives many opportunities for spiritual, social and political growth. Members of student government serve as members of standing administrative committees within the university governance structure. Student government is comprised of both executive and legislative
branches. Appointment of these leadership roles are conducted via student body election and personal interview.

Each year small groups of students organize special interest clubs under the auspices of student government. Among the organizations that have made significant contributions to the undergraduate community are the Fellowship of Christian Athletes, International Student Club, Amigos Unidos, Unified Faith and Students in Free Enterprise. For a complete list, contact the Student Government Office at 453-2040.

ATHLETICS

Fresno Pacific University Sunbird Athletics has recently been accepted into the membership process of the National Collegiate Athletic Association (NCAA) Division II. Beginning in 2012, FPU joined the Pacific West Conference of the NCAA Division II, the most beautiful conference in the nation with member schools located from Hawaii, Arizona, Utah, and California. As a former charter member of the NAIA’s Golden State Athletic Conference (1986), FPU established itself as a consistent national-level performer fielding 16 sports, each with success at the national level. Sunbird sports compete in eight men’s sports: men’s basketball, baseball, men’s soccer, men’s swimming, men’s tennis, men’s water polo, men’s cross country, and men’s track and field and eight women’s sports: women’s basketball, women’s volleyball, women’s soccer, women’s swimming, women’s tennis, women’s water polo, women’s cross country, and women’s track and field with over 300 student-athletes involved.

The mission and vision for Fresno Pacific University Sunbird Athletics is to provide a highly competitive intercollegiate athletic environment which emphasizes the tenets of character, athletic achievement, personal growth in one’s Christian faith, and evangelical outreach that is based on the five core values of respect, responsibility, integrity, servant leadership, and sportsmanship. FPU student-athletes and coaches, through character and service presentations, reach out to over 5,000 people each year. National championships, U.S. Olympic Trials qualification, and other elite athletics opportunities also mark the potential Sunbird Athletics experience. Current FPU athletic facilities are regarded as some of the best in the region and/or conference and athletics scholarship opportunities serve to help Sunbird Athletics perform on the national stage.

INFORMATION TECHNOLOGY RESOURCES

PERSONAL COMPUTING

The university strongly encourages students to have their own computers with the minimum specifications for new computers as follows:

Hardware
- PC or Mac
- Laptop (recommended)
- Intel i3 processor or better
- 2GB – 4GB RAM
- 160GB – 250GB hard drive
- 10/100 based Ethernet connection
- Wireless Network Capable (optional for desktop computers)

Software
- Windows 7 operating system for PC’s and Snow Leopard or Lion for Mac’s
- Microsoft Office 2010 for PC’s and Microsoft Office 2011 for Mac’s (Specially priced student versions are available.)
- Anti-spyware program (optional, but highly recommended)
- Up-to-date anti-virus software required for PC’s; A free download of Microsoft Security Essentials is available online. Contact the IT Helpdesk for detailed instructions. Other anti-virus programs are allowed as long as they are up-to-date.

These specifications will run the basic software a student needs to create papers and do research. If the student has programs that are resource intensive, an upgrade is strongly recommended.

Laptops are ideal for the FPU student. They are mobile, take up less space and can be used to log on to the university's wireless network on campus. Most new laptops purchased today, with current technology, will last an average student four to five years.

Please note that individual academic programs may require more than what is listed here.

COMPUTER LABS

For students without a computer, a computer laboratory is located in the basement of Kriegbaum Hall. Using Windows equipment, students can access word-processing, spreadsheet, database, languages and other software for their use in class work, research and writing, as well as email and the Internet.

There are also computers for general use in the library. Other labs are available but are often reserved for specific programs, teaching or class use.

NETWORK ACCESS

The Fresno Pacific University data network consists of 100Mb TP connections and wireless access throughout most of the campus. All on-campus residence areas have network access from every room. However, some of the access is only through wireless connections. Some wireless cards may or may not be strong enough to work with our network.
All computers connected to the university’s network are required to maintain all security patches and have up-to-date antivirus protection.

Fresno Pacific University also maintains a connection to the Internet using a broadband service provider. All students have access to this connection and can use it from any computer connected to the FPU network. The Internet access is filtered based on content and network access is filtered for illegal media files. The downloading and/or sharing of illegal media files (music, video, etc.) are forbidden. Any users of the university network are expected to abide by all state and federal laws/regulations and the behavioral standards of the FPU community. Please read FPU’s Acceptable Use of Technology policy before connecting your computer to the FPU network (including wireless.) Internet access priority is given to academic and business functions.

MOODLE
Moodle is the university’s learning management system and is used to support the teaching of online coursework. Students go to the website learning.fresno.edu or use one of the links available in CampusCruiser.

CAMPUSCRUISER
CampusCruiser is the university’s official web portal and should be used to access everything related to university online content including event calendars, schedules, classes, web registration, campus life and much more.

Additionally, each student will be provided an fpu.edu email address that is also accessed through CampusCruiser. The fpu.edu email address is the official means of communication from the university to its students. All students are responsible for checking their university email often so that important information is not missed.

Students may reach this portal using a web browser and going to my.fpu.edu. Links to this portal may also be found on FPU’s homepage

TASKSTREAM
TaskStream is a cloud-based, electronic assessment management system. It facilitates performance-based outcomes assessment and helps FPU deliver a student-centered learning experience while achieving university, program and course student learning outcomes. Each student, faculty member and program director has a personal homepage in the TaskStream system. Students and faculty login directly to the TaskStream system from the TaskStream homepage on CampusCruiser. Signature assignments in a variety of courses in all programs are evaluated with a rubric available in TaskStream. Student submissions to TaskStream are automatically submitted to Turnitin for plagiarism detection purposes. TaskStream training materials and other helpful information can be found on the TaskStream homepage on CampusCruiser, as well as within the TaskStream system once logged in.

LIBRARY RESOURCES
HIEBERT LIBRARY
Hiebert Library provides information resources to support the curriculum and independent research needs of students and faculty, as well as serving individuals from the broader community.

At present the collection includes over 137,000 print and audio-visual titles available in the library building itself, and over 142,000 full-text online titles that are available to students and faculty from computers anywhere in the world. Within that total, the library holds the following:

- Over 127,000 print books
- Over 97,000 electronic books
- Approximately 1800 print periodical titles
- Over 54,000 full-text online periodical titles and other online documents available through a variety of databases
- Over 2000 video recordings
- Over 4000 music records

The library’s search interface (encore.fresno.edu) provides a complete catalog of all holdings, including the ability to access online resources remotely.

Research Assistance
Research assistance is available at the reference desk or by phone at 559-453-2090.

Instruction
Faculty can schedule library instruction sessions by having a librarian visit their class or having the class come to the library. Call 559-453-2121 to make an appointment.

Inter-library loan
Books or journal articles not available from Hiebert Library can be requested through inter-library loan. Check fresno.edu/library.

Computers, printers, copiers
The library has two computer labs, two podcast stations and printers available for student use. There also is a coin-operated photocopy machine for public use.

Mennonite Library and Archives
The Mennonite Library and Archives (MLA) is an integral part of Hiebert Library. Its special library collection of over 19,000 volumes documents all aspects of the Anabaptist-Mennonite
story. The MLA is the official archives of Fresno Pacific University, the Pacific District Conference of Mennonite Brethren Churches and MB Mission. It also holds a wide variety of archival collections donated by individuals. Total archival holdings are over 1,000 linear feet.
COMMUNITY & ACADEMIC STANDARDS

CONTINUED ENROLLMENT

The university desires to see students complete their academic goals, whether a degree, a certificate, or a credential. Support is available to students who are experiencing difficulties. (See the Student Services section of the catalog.) However students must follow university policies and achieve academic progress in order to remain enrolled in the university. Registration signifies that the student agrees to abide by the rules, regulations and requirements of the university. The university reserves the right to cancel the registration of any student who does not comply. This agreement is in keeping with the university’s philosophy that students should be aware of the dimensions and constraints of the educational community in which they participate during the years of their enrollment.

The following areas may affect a student’s eligibility to continue attending the university.

1. Satisfactory Academic Progress
2. Program Standards
3. Registration Processes
4. Financial Obligations
5. Veterans Affairs Standards
6. Academic Integrity
7. Standards on Disruption to the Educational Environment
8. Standards on Harassment and Sexual Harassment
9. Illegal and Criminal Offenses

Each area is explained in more detail in the sections that follow.

FAILURE TO MEET STANDARDS

When one or more of the above standards are not met, the following actions may be taken: warning status, probation, mandatory leave of absence, or termination. Each policy area has a process for administration and appeal. Administrative actions may include, but are not limited to the following.

1. Warning  Warning status, with or without a remediation plan, can be recommended when a student’s academic work, professional development, or behavior falls below the university or program standards but the nature of the difficulty or infraction does not require more serious or more immediate action.

2. Probation  Probationary status is recommended when a student’s academic progress or professional development has been inconsistent with university requirements. A student is given a specific amount of time (usually one term) in which to remediate the cause(s) of probation or will otherwise face dismissal from the program.

3. Mandatory Leave of Absence  A student is recommended for mandatory leave of absence in those cases in which the academic work or professional development, in the opinion of the relevant administrative authority, requires serious remediation that necessitates withdrawal from the university in order to complete the required remediation. (The required leave of absence may cause federal student loans to go into repayment status. It is the student’s responsibility to meet with a financial aid counselor and to understand the full impact of the leave of absence on his or her federal student loan repayment.)

4. Termination  A student may be terminated from the academic program when conditions are judged to be of a serious nature and are not judged to be remediable; for example, insufficient grade point average, a serious violation of university or school standards of conduct and ethics or failure to remediate previously identified deficiencies within the specified time.

APPEALS PROCESS

A student has the right to appeal a decision to the relevant university official. Appeals will only be considered when they are received in writing within fourteen (14) business days of the date of the decision letter.

Appeals may be made only on the basis that one or more of the following factors have contributed to an unfair or unsupported decision: a) the process deviated from applicable policy/procedures; b) serious violation(s) of other university policies, rules or procedures; c) preponderance of facts or other evidence not consistent with the final decision; d) new information is available that was not available at the time the matter was originally considered; and/or e) bias or discrimination in the review process.

When an appeal is made, all relevant university officials will cooperate fully in presenting and discussing the recommendations and actions. The original university official decides the appropriate process for consideration of the appeal.

Absent unusual circumstances, the appeals processes should normally be completed within twenty (20) business days of receipt of the appeal. Appeal decisions made under this section are final.

RESTORATIVE DISCIPLINE

FPU is committed to honoring God by dealing with all violations and offenses by holding students accountable to the community for their behavior in ways that recognize and
protect dignity and promote personal growth and maturity while encouraging reconciliation and restoration. One aim of community life at FPU is that all members strive to voluntarily and consciously experience right relationships with God and with others. This requires a lifestyle of Christian discipline through accountability, which begins with self-examination and self-control and includes personal and communal responsibility. Discipline at FPU, then, is an expression of the practice of community. "We want to create an environment of mutual trust and commitment in which all of us grow into the people God desires us to be." (President Merrill Ewert 2004)

God has called us into community, a network of mutually caring and uplifting relationships patterned after the example given to us by Jesus Christ. Recognizing that we who are involved in community are imperfect people influenced by an imperfect world, restorative discipline at Fresno Pacific University is intended to be a process that:

1. Is fair and just.
2. Will enhance the academic purpose and atmosphere of the campus.
3. Is educational and developmental for the students involved, encouraging student maturity by providing students with the opportunity to learn from their mistakes.
4. Provides opportunity for reconciliation of those who have been harmed or estranged, enabling the restoration of an individual to his or her place in the community.
5. Encourages student responsibility by holding students accountable for their own actions, including making restitution for damages.
6. Enhances the atmosphere of safety and well being on campus.

OVERVIEW OF SAP STANDARDS

FPU students and financial aid recipients in particular are expected to make reasonable and timely academic progress toward their declared program objective (degree, certificate, etc.) each semester. Reasonable progress is measured by the following standards:

Standard 1: The GPA Standard
Meet the minimum FPU cumulative grade point average required.

Standard 2: The Pace Standard
Satisfactorily complete at least 66% of cumulative credit hours attempted.

Standard 3: The Maximum Time Frame Standard
Complete a degree/certificate program within the maximum time frame based on total units attempted compared to the units required in the program.

Details of how each standard is measured are found below. However, it is important to understand that a student’s entire academic history must be considered in these standards regardless of whether or not the student received financial aid for that course work. Eligibility to enroll for classes does not necessarily mean that Satisfactory Academic Progress standards for the receipt of financial aid have been met.

STANDARD 1: THE GPA STANDARD

Standard 1 is a qualitative measure of progress as measured by the student’s cumulative FPU grade point average (GPA). FPU academic policies determine how the GPA is calculated, including which grades count in the GPA calculation and the effect of course repeats on GPA. Each student can see his/her current cumulative GPA on the unofficial transcript in CampusCruiser. To meet Standard 1, students must have a minimum 2.0 cumulative FPU GPA.

STANDARD 2: THE PACE STANDARD

Standard 2 is a quantitative measure which attempts to calculate the pace at which a student is progressing toward program completion. Pace is measured by the cumulative percentage of courses attempted that are successfully completed for credit. There are two steps in performing this calculation.

Step 1
Not all credits posted to the student’s academic record are a good indication of the pace at which they are completing their program. As a result, the various types of baccalaureate academic credit are evaluated based on the following:
TYPES OF COURSES AND CREDIT THAT ARE INCLUDED IN THIS CALCULATION:
1. All FPU courses not exempted below
2. All transfer credits that have been officially accepted to complete program requirements
3. Repeated coursework
4. Coursework from Study Abroad programs

TYPES OF COURSES AND CREDIT THAT ARE NOT INCLUDED IN THIS CALCULATION:
1. Audited coursework
2. Credit for prior learning assessment
3. Military credit
4. Credit earned through examination (AP, IB and other test credit)
5. Courses dropped with no attendance or last day of attendance in the first week.
6. In progress courses--IP
7. Courses designated as enrichment

Step 2
Based on the courses that are included above, pace is then calculated by dividing the total number of credit hours successfully completed (passed with units earned) by the total number of credit hours actually attempted.
- **Total Hours Earned/Completed** = all course work where credit is earned with a grade of CR, A, B, C, or D (including plusses and minuses).
- **Total Hours Attempted** = Total Hours Earned/Completed PLUS all course work with a grade of W, F, I, NR, and NC.

To meet Standard 2, students must satisfactorily complete at least 66% of all cumulative credit hours attempted as calculated above.

**STANDARD 3: THE MAXIMUM TIME FRAME STANDARD**

Standard 3 includes two quantitative measures to determine if the student is actually completing the academic program within a reasonable amount of time and with a limited, reasonable number of units attempted.

Part A: The 150% Rule
This rule quantifies the number of units attempted vs. the number of units completed successfully. Students may not continue to receive financial aid once they have exceeded this standard. It is important to emphasize that once the maximum time frame is exceeded the student is considered ineligible for further financial aid and must complete their program without the benefit of these financial assistance programs. There are two steps in performing this calculation.

**STEP 1**
First the maximum units allowed for the academic program must be determined. This is calculated by multiplying the minimum units required for the academic program by 150% to determine the maximum number of units a student can attempt and still receive financial aid. Most baccalaureate programs require 124 units, so the maximum time frame is 186 attempted units (124 times 150%). The time frame for higher unit majors, double majors, or added minors are adjusted based on the minimum units required.

**STEP 2**
The total number of units attempted by the student in their undergraduate academic career is calculated and compared to the maximum allowed in Step 1. As not all credit posted to the student’s academic record can count toward the degree program requirements, the following exclusions/adjustments are made:
1. Remedial course work is excluded as it does not carry baccalaureate credit.
2. A maximum of 70 units of transferable credit from a 2-year institution are counted based on FPU policy.
3. Test credit (AP, IB, etc), military credit and prior learning assessment credit are excluded.
4. Transfer credits that have been officially accepted to complete program requirements are counted.
5. Units which apply solely to a major that was dropped will be excluded.

To meet Standard 3, students must have attempted less than 150% of units required for the academic program as calculated above.

Part B: The Time Rule
Students must complete their educational program within a reasonable period of time. Students who do not complete the program successfully within 6 years must reapply for admission and meet program requirements current at the time of readmission.

**HOW SATISFACTORY ACADEMIC PROGRESS STANDARDS ARE MONITORED**
Satisfactory Academic Progress is monitored at the end of each academic term (Fall, Spring and Summer). Students who fully meet all three standards above are considered in good standing for SAP. Students who are not meeting the standards will be notified via CampusCruiser email of the results and the impact on their financial aid and academic eligibility.

Students who have exceeded the Maximum Time Frame (Standard 3) are immediately ineligible to receive additional financial aid assistance. Students may appeal this ineligible status (see “Appeal Guidelines” below). In addition, students who have been academically disqualified are also not eligible
to receive financial aid assistance until formally reinstated to the university.

Warning Status

Students who are not meeting Standard 1 (GPA) or Standard 2 (Pace) are first placed on financial aid and academic WARNING status if they were in GOOD status the prior term. A student on warning status will continue to receive financial aid for one term despite a determination that the student is not making Satisfactory Academic Progress. Students are required to meet with academic advisors and develop an academic plan.

At the end of the next enrolled term, students on WARNING must meet all three standards to be deemed eligible for continued assistance. Students who remedy their deficiency and are fully meeting the SAP Standards will be considered in good standing for SAP again.

Disqualified Status

Students who on warning status at the end of the term and who do not remedy their deficiency are DISQUALIFIED. If the GPA or Pace standard is still deficient, the student becomes ineligible for financial aid and for registration. This student may appeal his/her disqualified status (see Appeal Guidelines below).

Probation Status

A student whose appeal is approved will be defined as on probation and may receive aid for one additional term. Students on probation must meet with their mentor/advisor and develop an academic plan. Students will be monitored each semester based on the details of the plan, including the time frame for compliance.

At the end of the next enrolled term, students on PROBATION must meet all three standards to be deemed eligible for continued assistance and be in good standing. Students who fail to meet the three standards, but meet all the terms of their academic contract, may continue on probation for the length of their academic contract. Students who fail to fully satisfy their academic plan will be disqualified for financial aid and for enrollment. Once students have failed to maintain satisfactory progress based on an academic plan that includes a timeline longer than one semester, they may not appeal and they become disqualified for financial aid. Students, however, may appeal to remain enrolled and find other means to pay tuition and expenses. Students whose appeal is successful are placed on probation for one or more semesters, based on their academic contract. Students whose appeal is denied will be administratively placed on a mandatory leave of absence or terminated.

IMPACT ON THE DISBURSEMENT OF FINANCIAL AID

Financial Aid regulations do not allow for the disbursement of any financial assistance for future semesters until it can be ensured that the student will be eligible to receive the financial aid under these SAP standards. As a result, a hold will be placed on the disbursement of financial aid for those students who are at risk of becoming ineligible. This includes:

1. Students who are on WARNING
2. Students who are on PROBATION
3. Students who are being monitored based on an approved academic plan
4. Students who are approaching the Maximum Time Frame Standard

Once grades are posted and SAP Standards can be monitored, the hold will be released for those deemed eligible. The hold will not be released for those deemed disqualified until such time as an appeal is approved.

RE-GAINING ELIGIBILITY

Students who are Terminated or who complete a Mandatory Leave of Absence may at some future point seek readmission. Satisfactory achievement may need to be shown at another institution prior to applying for readmission. (See Appeal Guidelines below.) Satisfactory achievement is defined as 12 transferable units of coursework during one semester with a 3.0 GPA at another institution. Students must submit official transcripts and course syllabi for the 12 units. Students will be readmitted on probation so that adequate counseling may be provided. Academic readmission does not guarantee continued financial aid.

REQUEST TO HAVE SATISFACTORY ACADEMIC PROGRESS RECALCULATED

If adjustments have been made to the student’s academic record after their SAP status has been calculated, students may request that their SAP status be reviewed again, by submitting a petition. The Academic Petition form must be submitted to the Registrar’s Office for degree completion students and to the Associate Dean for Student Success and Retention for traditional undergraduate students. This may be necessary when:

- Grades for the term were posted after SAP was calculated.
- Grade changes occur, including the resolution of an incomplete.
- Transfer credit has been posted.
- An academic objective has changed.

An Academic Petition should be submitted.
APPEAL GUIDELINES
Students who fail to meet these standards and lose eligibility for financial aid can appeal the decision. As part of all appeals, the student is required to provide all of the following:

1. The appropriate SAP Appeal form or letter as requested, including a personal statement explaining:
   a. Extenuating circumstances that led to the student not meeting the SAP standards
   b. What actions the student is taking to ensure future academic progress
2. Documentation to support extenuating circumstance(s). Examples of extenuating circumstances include (but are not limited to):
   a. A period of illness or injury for the student
   b. A period of illness or injury for an immediate family member requiring the student’s assistance
   c. Death of a family member
   d. Family difficulties (financial, divorce, etc)
   e. Military Service
3. A detailed plan showing how the student will meet remaining program requirements, showing how the student will address the SAP standard deficiencies and make reasonable academic progress toward degree.

The complete appeal packet must be submitted to the Registrar’s Office for degree completion students and to the Associate Dean for Student Success and Retention for traditional undergraduate students. Current students should check the ineligibility notification for the submission deadline. Appeals will be evaluated by the appropriate SAP committee. Students will be notified of the results by email. If a student wishes to challenge the denial of an appeal, they must provide to the Registrar’s Office a clear written rationale for this challenge within two weeks of receipt of the appeal denial. The Registrar will submit the appeal to the appropriate SAP Appeal Committee, who will make a determination.

PROGRAM STANDARDS
Each program may have standards which students must meet to remain in the program. Unsatisfactory academic progress may be indicated by little or no progress on the master’s thesis or project, failure to meet program academic standards, or a failed course in some cohort-type programs.

REGISTRATION PROCESSES
Students are required to respect the various academic and administrative deadlines listed in the academic calendar and other university publications. Failure to do so constitutes grounds for probation, suspension or dismissal from the program.

Each student is provided with an @fpu.edu email address as the official method for communicating deadlines and other important information. Students are required to check their Fresno Pacific University email on a regular basis.

ACTIVE ENROLLMENT
To remain on active status, students must enroll in consecutive semesters (excluding summer) or have an approved leave of absence. Students who have not enrolled in a class each semester and do not have an approved leave of absence will be administratively withdrawn. Seminary students who wish to reenter a program after being inactive need to reapply. Graduate students who wish to reenter a program after not being continuously enrolled must meet with their program director prior to enrollment to complete a new program advisement form and submit an application for change of status with graduate admissions. Reentry students are required to meet new program requirements in effect at the time of reentry. Students who plan to miss a semester should follow the leave of absence policy described below.

ADMINISTRATIVE WITHDRAWAL
Students who do not register or apply for a leave of absence by the end of the term will be administratively withdrawn from the university and dismissed from the academic program. If the student’s plans are not clarified by the end of the term in question, the school will assume that the student has chosen to withdraw from the program. The student must respond within 14 business days of the date posted on the notification letter in order to remain active in the program.

FINANCIAL OBLIGATIONS
Students are responsible for their student account at FPU. It is expected that the student will make timely payments and follow the guidelines stated above. Students with delinquent accounts are subject to the following consequences:

1. If the semester balance is not paid in full by the last Friday of the semester or the student has not made appropriate payment arrangements with the student account manager, the student will be de-registered from the next semester courses. Once the balance has been paid in full, the student may re-register for courses, but will be subject to course availability and applicable processing fees (i.e.: late registration fee).
2. A hold will be placed on the account prohibiting:
   a. Registration for future courses.
   b. Participation in commencement ceremonies.
   c. Release of transcripts.
   d. Receipt of diploma.
3. The loss of institutional financial aid. Financial aid for the next semester will not be credited to the student’s account until previous balances are paid in full.
4. Late fees will be assessed for late, missed or partial payments.
5. Assumption of collection costs/fees as well as the principal balance if the account is sent to a collection agency.

Please note:
- Class schedules will not be reinstated; students will need to re-enroll in courses available at the time the hold is released.
- Administratively withdrawn students are subject to the processes required to re-register.
- Students without a payment plan and a balance due are subject to the same conditions and consequences of students with a payment plan.
- Delinquent accounts are subject to all financial and academic consequences as described in the Payment Options, Nonpayment of Account, and Financial Aid sections of this catalog.
- Any student who retakes a course will be responsible for paying for the course again.

VETERANS AFFAIRS STANDARDS

The university is approved by the California State Approving Agency for Veterans Education (CSAVVE) for the training of veterans.

All Veterans Administration (VA) paperwork is handled by the VA Certifying Officer located in the Registrar’s Office. All in-service VA students must have permission from their military education officer before they can draw VA educational benefits. Applications may be obtained from their education office.

Veterans Administration regulations require that universities and colleges maintain records that accurately reflect implementation of these policies. These policies are described below and emphasize the veteran’s responsibilities to the institution under the veterans training program. The purpose of VA regulations is to insure that the serious student is provided the opportunity to attend the school and complete the program best suited to his or her needs.

VA regulations and the implementing procedures followed by each institution of higher learning, cover three areas:
- Approval of curricula and programs of education
- Evaluation of previous training and experience
- Standards of attendance and progress

APPROVED CURRICULA AND PROGRAMS OF EDUCATION

VA Policy: Request for change in the student’s educational objective (curriculum) should be submitted to the VA prior to enrollment so that mandatory counseling action, where applicable, can be taken. VA Form 22-1995 should be submitted by the veteran at this point.

FPU Procedure: If a veteran should change majors before reaching the original degree objective, or if a veteran should commence another degree program in another field at the same or lower level as that already attained, then VA Form 22-1995 should be submitted at this point.

VA Policy: Veterans and other eligible students may not be certified for repeat courses that they previously completed successfully or for which they received credit by virtue of other training or for which they are already qualified.

FPU Procedure: Enrollments will be monitored each term to insure that a student is not repeating a course at the university in which a passing grade was received. For procedures concerning evaluation of training or experience received at other institutions, refer to the section on evaluation that follows.

VA Policy: After a veteran or other eligible student has completed the required curriculum for his or her stated educational objective, the student should not be certified to the VA for additional work on the same level without prior approval.

FPU Procedure: Any student wishing to take courses beyond the degree requirements must submit a Change-Of-Program to the VA.

VA Policy: Each veteran student must be pursuing an approved program (normally leading to a degree or credential).

FPU Procedure: Students admitted as special status only must make application for regular status before completing 15 units in order to avoid interruption of VA benefits.

EVALUATION OF PREVIOUS TRAINING AND EXPERIENCE

VA Policy: Each entering veteran or other eligible student must be formally evaluated in writing for possible award of credit for previous training and experience and his/her program must be shortened accordingly. This applies to all veterans regardless of whether they are enrolled in part-time or evening programs.

FPU Procedure: This is done as a matter of standard practice with the Registrar’s Office for undergraduate and degree
completion students and in the academic division for graduate students.

**VA Policy:** Where credit is granted, the school records should clearly indicate which course requirements in the student’s program have been satisfied. At the same time, controls should be set up to prevent students from taking any course for which they have already been granted credit.

**FPU Procedure:** The record of credit granted is recorded on the evaluation sheet. Copies are kept in the Registrar’s Office and provided to the student. The academic advisor assigned to the student is informed of the necessity to report any coursework previously taken, due to receipt of a D grade or equivalent at another institution.

**STANDARDS OF ATTENDANCE AND PROGRESS**

**VA Policy:** Colleges must not permit a student to enroll and receive full educational subsistence and at the end of the term “withdraw” or take a “no credit” in all or part of the courses for which the student has enrolled. Colleges must require counseling before enrolling the veteran for the next term if at any time the veteran fails to meet the required grade point average.

**FPU Procedure:** Each veteran’s grade report will be checked at the end of each term to insure that the student has satisfactorily completed the courses. If a deficiency exists, (such as I, NC, F), in some or all of the courses attended, the student will be notified and placed on probation for the following term. If a deficiency occurs at the end of the following term then, unless a university-recognized emergency exists, the student’s VA benefits must be suspended until cleared by the Regional VA Advisement and Counseling Service. Unsatisfactory completion of grades during the term following the graded period will remove the veteran from benefits probation unless other grade deficiencies exist.

**VA Policy:** It is the responsibility of the veteran to immediately advise the institution of his/her discontinuance of training or reduction in unit load. The last day of the veteran’s attendance must be immediately reported to the Veterans Administration in order to terminate the educational benefits as of that date to avoid overpayment.

**FPU Procedure:** Withdrawal and change of program dates are entered into the student information system by the Registrar’s Office, which reports these dates and changes to the VA in a timely manner to avoid overpayments. A secondary method will be used in the event the instructor is unable to ascertain the last date of attendance. Veteran students are informed that they are required to report to the university their last date of attendance immediately upon withdrawal or dropping of courses.

**VA Policy:** Certifications for short-term classes must show the actual beginning and ending dates of the shortened period and the units the veteran is carrying in the shortened course.

**FPU Procedure:** Deans and directors must report in advance any deviations from the published calendar and all special sessions to the Registrar’s Office so the published calendar may be amended and submitted to the VA for approval.

**VA Policy:** Students will be dismissed from the university at the end of the third successive term in which their grade point average remains unsatisfactory.

**FPU Procedure:** All students are subject to the university’s Satisfactory Academic Progress policy, which is listed above.

**ACADEMIC INTEGRITY POLICY**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Students should presume that all of their written work will be checked against international electronic databases of student work and published sources to detect plagiarism. These electronic databases often add the submitted material to their sources to compare against other student work. By submitting assignments, a student agrees to these processes.

Fresno Pacific University seeks to take a restorative approach to actions of academic dishonesty. Academic dishonesty is a serious violation of university rules and policy, but it is seen primarily as an indication of broken relationship and a separation between the offender (student) and the university community. It also jeopardizes the growth and learning of the individual and is a disadvantage to those people who do their work with integrity. The offense and response to it are seen as an opportunity for constructive learning and growth, and for the offender to be restored to the community. This restorative approach emphasizes acceptance of responsibility for harm done and searches for responses and consequences that facilitate learning and restoration.

**DEFINITIONS**

It is the student’s responsibility to know and understand what constitutes academic dishonesty and to seek guidance when in doubt about these matters. Fresno Pacific University defines academic dishonesty as follows:

**Cheating.** Using or attempting to use unauthorized materials, information, study aids or extended assistance in any academic activity, exercise or exam.

**Plagiarism.** Plagiarism is theft and can be committed intentionally or unintentionally. Plagiarism can occur by representing the writings, works or ideas of another as one’s own or by copying material from a resource without proper citation. Exact copying should be correctly documented; for
example, students should use footnotes or endnotes when appropriate. Paraphrasing, when the basic sentence structure, phraseology and unique language remain the same, also requires proper citation.

**Sabotage.** Willfully damaging or impeding the academic work of another person. This has particular application to computer files, library resources and laboratory or studio work and may include software piracy, constructing and introducing viruses into a system or copying copyrighted programs. This may also include deliberately depriving others of necessary academic sources.

**Fabrication or falsification.** Altering or inventing any information or study aids in any academic exercise. This includes falsification or unauthorized modification of any academic records. This may also include attempting to gain advantage over fellow students in an academic exercise through such means as lying about the need for an extension on a paper.

**Aiding and abetting.** Helping or attempting to help another commit an act of academic dishonesty. For example, students may not duplicate work nor allow others to conduct research or prepare work for them without advance authorization of the instructor.

**Reuse or re-submission of work.** Submitting work or significant portions of some work for use in more than one course without the instructor's knowledge and permission.

**PROCEDURES FOR DEALING WITH STUDENT ACADEMIC DISHONESTY**

The restorative approach to academic dishonesty takes seriously the first step provided in Matthew 18:15-20 for confronting brokenness. Faculty will take the lead in approaching students regarding perceived violations. Students are also encouraged to confront others when they become aware of academic dishonesty directed against their work or the work of other students. At any point in the processes described below, any party may request mediation as a means for resolving differences.

**Track 1**

**A. FIRST OFFENSE**

When a concern about academic integrity arises, the concerned faculty member(s) will initiate a conference with the student(s) involved:

1. To clarify policy and determine whether an offense occurred.
2. To provide an opportunity for student acknowledgment of a recognized offense.
3. To discern an appropriate response for making things right, clarifying and committing to consequences and future behaviors that will lead to academic honesty and integrity and the restoration of relationship(s).

The initial goal is to discern whether there is an offense and determine an appropriate response. If the result of the initial student-faculty conference determines that no offense has occurred, the process will not proceed further and no further action need be taken. Upon student acknowledgment of a recognized offense, the offense will be reported to and recorded by the school's dean, and an appropriate response will be mutually discerned by the faculty member(s) and student(s) together. That response will be shaped initially by determining whether the offense was intentional or unintentional; both are considered violations with consequences.

For all recognized offenses, the student(s) and faculty member(s) will attempt to collaboratively determine an appropriate response. The typical consequence for a recognized first offense is a zero on the assignment. However, depending upon the nature of the violation, the response may be:

- Appointment with the director of the Center for Writing and Learning.
- Meet with a special tutor, program director, mentor/advisor or sponsor.
- Re-do assignment (e.g., paper or exam) with guidelines for re-submission.
- Complete an additional substitute assignment.
- Re-do assignment for less credit.
- Reduction of grade for an assignment.
- Zero on the assignment.
- Reduction of overall course grade.
- Withdrawal from or failure of course.

All student/faculty mutually determined and agreed-upon responses (and fulfilled agreements) will be reported to the appropriate dean and the student's mentor or advisor. The successful fulfillment of the agreement will constitute a celebration of restoration to the university ideal for academic honesty and integrity.

**B. MULTIPLE OFFENSES**

All second offenses of any kind will be treated as recognized and intentional (i.e., as known, willful violations) and dealt with by the appropriate dean. Multiple offenses may include:

- Second/third/subsequent offenses.
- Different types of offenses (e.g., plagiarism, cheating, etc.)
- Simultaneous offenses (e.g., in different courses).
- Unintentional followed by intentional offenses.

The typical response for a second violation will be failure of the course, loss of eligibility for honors, possible loss of financial aid, and may result in reduction or removal of scholarships at the discretion of the dean.
The typical response for a third violation will be disqualification. The Registrar’s Office will code the student as ADI for being academically disqualified and receiving an academic integrity violation. This coding will put a hold on the student account so they cannot register for courses.

The student can appeal their ADI status to the Provost within 5 business days following their notification of disqualification, during which time they are allowed to remain in class. The Provost will submit the matter to the Academic Integrity Review Committee (see Track 2). If they do not appeal within 5 business days, they are academically disqualified. The decision of the Academic Integrity Review Committee is final.

All disqualified students will have a hold on their account and be unable to register for at least one semester (summer session not counted). After one semester, they may apply for readmission by petition to the appropriate dean. Readmission is not automatic but will be weighed relative to the severity of the violation and appropriate response by the student.

If the ADI student, who is allowed to come back, commits another integrity violation, the student will be permanently disqualified.

**Track 2**

**DISPUTED OFFENSE OR PENALTY**

If, as the result of the initial student-faculty conference, the faculty member(s) believe(s) that an offense has occurred and a) the student does not acknowledge an offense or b) the student(s) and faculty member(s) are either unable to agree on an appropriate response to a recognized offense or are otherwise unable to mutually resolve the situation, the matter will be submitted to the Academic Integrity Review Committee. The review committee, made up of a dean from another school, division chair or alternate, faculty member (not from same school), and a student or student life representative, will meet with all people involved to determine/recommend an appropriate process and/or response. It may recommend/determine that:

- No offense occurred.
- An offense did occur and the student(s)/faculty member(s) should attempt to mutually determine an appropriate response/resolution.
- Mediation should be conducted (e.g., referral to the Campus Mediation Center located at the Center for Peacemaking and Conflict Studies).
- A particular response/consequence should be directly applied.

If at any point during this process a) the student acknowledges that an offense has occurred or b) both student(s) and faculty member(s) agree to work together to determine a response, they may return to the appropriate stage of Track 1 and work toward a mutual resolution. If the student(s) and/or faculty member(s) cannot agree to or accept the recommendation/determination of the Academic Integrity Review Committee (or the alternative mediation process is not successful) the matter will be referred to the appropriate dean. The dean may refer the case back to the faculty member with a recommendation/determination or implement more serious consequences, including academic disqualification, suspension (for one or more semesters) or expulsion.

**Track 3**

**UNWILLING TO PARTICIPATE**

Students who are unwilling to voluntarily participate in the above processes, willfully act in an uncooperative, abusive or destructive manner or intentionally undermine agreed-upon outcomes may be subject to academic disqualification, suspension or dismissal from the university as determined by the appropriate dean.

**REPORTING**

Each school will develop a centralized system for recording cases where academic integrity has been violated in order to discern individual and institutional student patterns and to help determine appropriate responses and outcomes. Similarly, all violations will be reported to the university Academic Integrity Review Committee. Intentional violations will be permanently recorded in the student’s academic file. Unintentional violations will be kept in a temporary file until the completion of the student’s academic involvement at Fresno Pacific University. Reports will conform to current legal expectations regarding student rights and responsibilities.

**EDUCATIONAL ENVIRONMENT**

Fresno Pacific University endeavors to provide a safe and orderly environment, in which all students are able to pursue their academic, social and spiritual development. The university reserves the right to implement a disciplinary process, which may culminate in the suspension or dismissal of any student who does not meet behavioral standards or comply with University policies. The university also expects that the actions of any student not pose a threat to the health and/or safety of others and not unreasonably disrupt the educational environment of the university.

**THREAT TO THE HEALTH AND/OR SAFETY OF OTHERS**

Threat to the health and/or safety of others means, for example, any act, planned act or threatened act that places another student, member of the faculty or staff or any
campus visitor at an unreasonable risk of bodily harm, exposure to illness, loss of life or destruction of property. A threatened act includes overt threats, as well as threats reasonably perceived by the actions, interactions, and/or conduct of a student. Further, a student may be considered to pose a direct threat to the health of others if current medical information indicates that the student’s behavior and/or medical condition could reasonably expose others to illness, disease or other bodily harm. This exposure risk must exceed that commonly found in community environments and would include a student’s possession of a presently contagious illness or disease and/or failure to maintain appropriate hygiene.

UNREASONABLE DISRUPTION TO THE EDUCATIONAL ENVIRONMENT

Unreasonable disruption to the educational environment means, for example, any disruptive act that unreasonably impedes another student's functioning within an academic or community life setting or unreasonably impedes the ability of faculty, administration or staff to fulfill their duties and obligations. A violation may include a single disruptive act or ongoing acts and may involve complaints from students, faculty or staff. In determining violations, an assessment will be made of the nature and extent of the disruption and the content and frequency of the complaint(s).

UNIVERSITY RESPONSE

Violation of these or other policies may result in disciplinary action up to and including suspension or dismissal, without refund of tuition and other amounts paid. The restorative disciplinary process of the university is set forth in FPU student handbooks. The university reserves the right to remove a student from particular settings or from all university activity pending the outcome of the disciplinary process, depending on the nature and extent of the disruption or threat as outlined above.

While the university expects all students to meet the behavioral standards, it recognizes that some students possess medical or psychological conditions that may affect functioning within the behavioral rules of the university. The university will comply with all requirements imposed by law to provide reasonable accommodation and/or appropriate academic adjustment for those with disabilities. If medical or psychological intervention is needed to assist the student in meeting the behavioral standards, the university may choose to offer the student the opportunity to comply with an intervention plan as a partial or complete substitute for disciplinary action. The student may also be placed on a contract that identifies the behaviors of concern, the accompanying behavioral expectations and the length of contract. If the student does not meet the behavioral standards after assenting to an intervention plan or if the student violates the contract, the university may take disciplinary action up to, and including, suspension or dismissal.

FPU COMMUNITY STANDARDS ON HARASSMENT AND SEXUAL HARASSMENT

The Fresno Pacific University community believes that all individuals have the right to study, teach, work and live free from harassment. As a Christian Community we will model and work with each other in ways that respect and encourage full acceptance of all persons, and the full exercise and development of our individual gifts and vocations.

Harassment of a student or an employee of the university by other students, employees, supervisors, or agents of Fresno Pacific University will not be tolerated. All reports of harassment will be taken seriously, promptly investigated and addressed. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when 1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or student status, 2) submission to or rejection of such conduct by an individual is used as a basis for an employment decision or performance evaluation affecting an individual, 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating a hostile, intimidating, or offensive working/learning/living environment, 4) or when submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through Fresno Pacific University.

Examples of harassment include, but are not limited to:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwelcome sexual advances, invitations, flirtations, propositions, or comments whether spoken or written, verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, suggestive or obscene comments, letters or notes;
- Display of derogatory and/or sexually-oriented objects, photography, cartoons, drawings or posters;
- Physical conduct such as sexually-oriented gestures, assault, inappropriate touching, blocking normal movement, or interfering with work;
- Threats, demands or subtle pressure to submit to sexual requests as a condition of continued employment or academic advancement, or to avoid some other loss, making or threatening reprisals after a negative response to sexual advances, and
offers of preferential treatment in return for sexual favors
• Retaliation for having reported or threatened to report sexual harassment

Harassment based upon any of the characteristics described above, including sexual harassment is absolutely prohibited.
• Student—Student sexual harassment is prohibited.
• Student—Employee sexual harassment is prohibited.
• Employee—Student sexual harassment is prohibited.
• Student—Faculty sexual harassment is prohibited.
• Faculty—Student sexual harassment is prohibited.
• Employee—Employee sexual harassment is prohibited.
• Falsely accusing members of the community of sexual harassment is prohibited.

Due process is available to victims of complaints that are investigated and proven to be false or unfounded.

PROCEDURES IF YOU EXPERIENCE OR OBSERVE SEXUAL HARASSMENT

Procedures for Filing A Complaint

Employees or students who believe that they have been subjected to conduct of a harassing nature are encouraged to promptly report the incident (either verbally or in writing) to one of the university officials most closely connected to the individual(s) involved. If that is not possible a report should be made to the human resources director, a dean, a vice president or the provost. Employees or students who observe sexual harassment are also encouraged to report the incident.

Confidentiality

Every effort will be made to protect the privacy of the parties involved in any complaint. However, the university reserves the right to fully investigate every complaint, and to notify a student’s parent/guardian and appropriate government officials as the circumstances warrant.

Protection against retaliation

It is against the university’s policy to discriminate or retaliate against any person who has filed a complaint concerning sexual harassment or has testified, assisted or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

ILLEGAL AND CRIMINAL OFFENSES

Illegal and criminal offenses may include, but are not limited to, criminal homicide; including murder, and non-negligent manslaughter and negligent manslaughter; sex offenses including forcible and non-forcible; robbery; larceny-theft; simple or aggravated assault; intimidation; burglary; destruction/damage/vandalism of property; motor vehicle theft and arson. The Campus Crime Reporting Handbook includes a more detailed discussion of offenses, policies and procedures related to this area of conduct.

ALCOHOL/DRUG POLICY

Fresno Pacific University is dedicated to creating a safe and healthy learning environment for all in the campus community. All students and employees are prohibited from unlawful possession, sales, manufacture, use and/or distribution of illegal drugs and alcohol on property used or owned by FPU. Violations of state laws pertaining to the possession, sale, use, of alcoholic beverages and illegal drugs are enforced under the California Business and Professions Code and other applicable state and federal laws.

Members of the Fresno Pacific University community, are prohibited from using or serving drugs or alcohol as part of any university sponsored functions, whether on or off campus. This policy also extends to the North Fresno, Visalia and Bakersfield Centers, and CASA.

WEAPONS POLICY

Students may not possess or use fireworks on campus or any other Fresno Pacific University facility including Casa Pacifica. The unauthorized possession, use or sale of BB guns, Air-Soft, paintball guns, firearms, ammunition, explosives, fireworks or other dangerous weapons, as defined in sections 12020, 653k and 626.10 of the Penal Code on FPU property is forbidden and is subject to university discipline and/or criminal prosecution.

HATE CRIMES/INCIDENTS

Crimes or incidents involving the degradation of any race, religion, creed, life/sexual orientation will not be tolerated. Incidents of a criminal nature shall be submitted to the proper authorities for prosecution.

WORKPLACE/DOMESTIC VIOLENCE POLICY

The personal safety and welfare of the campus community and its visitors is of paramount importance to FPU. University policy does not tolerate violence, threats of violence, or acts of aggression towards members of the campus community or its visitors.

Any violence, threats of violence, or acts of aggression should be reported immediately to the Department of Campus Safety or to the appropriate supervisory personnel.
Personnel engaging in this behavior shall be subject to disciplinary action by the university, and may also be subject to applicable civil and/or criminal actions as well.
REGISTRATION & ACADEMIC POLICIES

UNIVERSITY CATALOG

Students are responsible for becoming familiar with the information presented in this catalog and for knowing and observing all policies and procedures related to their participation in the university community.

Students are personally responsible for following all policies and meeting all deadlines and requirements. This responsibility includes, but is not limited to, academic requirements and general rules listed in this catalog. Regulations will not be waived nor exceptions granted based on a student’s lack of knowledge regarding Fresno Pacific University policies or procedures. Additional policies and procedures can be found in the student handbooks and in published school/center policies.

CATALOG CONTROLLING GRADUATION

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time they first enrolled at the university as degree candidates, provided they do not interrupt their studies. Degree completion students will be expected to complete the general education requirements in effect at the time of their first enrollment in the Degree Completion Program and the cohort requirements in effect at the time of their first enrollment in a cohort. Once students interrupt their programs (i.e., without an approved leave of absence), it will be necessary to satisfy the degree and general education requirements as outlined in the catalog in effect at the time they re-enter as degree candidates, even if the changes in curriculum for that program are significant. Catalogs take effect on the first day of the class for the fall term of the academic year for which they are published. It should be noted that while students are required to satisfy degree and course requirements as outlined in their matriculation catalog, university policies and procedures may change on a yearly basis and students are held to the policies and procedures as outlined in the current catalog.

COURSE NUMBERING

Lower-division undergraduate courses are numbered 100-299. Students are expected to complete all their 100- and 200-level courses in their freshman and sophomore years. Upper-division courses are intended for students with junior or senior standing and are numbered 300 and 400. Courses numbered 100-499 that include an H are honors courses. Course offerings at the 600-700 level are for eligible seniors and graduate students. Certain courses may also have prerequisites.

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>1-49</td>
<td>Non-credit educational experiences.</td>
</tr>
<tr>
<td>50-99</td>
<td>Pre-baccalaureate university credit courses of a preparatory, developmental or semiprofessional nature. Courses are not applicable to degree requirements.</td>
</tr>
<tr>
<td>100-299</td>
<td>Lower-division undergraduate courses that are general and introductory. They are intended to provide a foundation for advanced work.</td>
</tr>
<tr>
<td>300-499</td>
<td>Upper-division undergraduate courses that generally assume prior knowledge and experience in the subject, with content more advanced or specific than lower-division courses.</td>
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COURSE SYLLABI AND ASSIGNMENTS

The syllabi, course outlines or lesson plans for courses in the programs of study at Fresno Pacific University are subject to changes at the discretion of instructors. Students are encouraged to select courses based on degree requirements and other factors related to individual instructors, but students should not construe syllabi, et al., used in prior terms or distributed at the start of a term, as an unalterable commitment of the instructor or the university.

Variations in the learning needs of students, inherent uncertainty in predicting exactly how material for a course should be covered and an ambiguity in determining the most effective means of evaluating students dictates that a design for instruction may need to be adjusted. Therefore, in order to be pedagogically responsible, the university allows that reading assignments, written assignments, examinations, daily topics and means and weights involved in the instructor’s evaluation of students can change as needed after instruction has begun.

Instructors are encouraged to be as faithful as possible to published syllabi or lesson plans. However, if altering these is judged by instructors to be necessary and appropriate, instructors may do so but are requested to share with their students in a timely manner how the course syllabi or lesson plans have changed.

Students are required to keep a copy of all work that they submit. If an assignment that has been submitted to the instructor is lost, the student will be required to provide a replacement. If the student does not have a copy of their work, it will be presumed that the work was not completed and submitted. For traditional undergraduate students, no work will be accepted after 5:00 p.m. on Friday of the last week of the semester or session. For degree completion
students, the last day to accept work is seven days after the
last of class.

TRANSFER CREDITS/CREDIT FOR
PREVIOUS COURSEWORK

TRANSFER CREDIT LIMITS

Students may receive credit for courses taken at other
institutions, subject to the limitations given below. All
documents used for transcript evaluation must be official. All
transfer work and FPU work is used to calculate a combined
cumulative GPA for admission purposes.

Transcripts submitted for admission or credit transfer
become the property of Fresno Pacific University and cannot
be returned to the student or forwarded to other institutions.
Under federal policy, students have the right to view the
documents in their file; the university does not provide or
allow the making of copies of these documents.

Transfer credit evaluations are made by the Registrar’s
Office in conjunction with the academic department heads.
Students who wish to appeal when credit is not granted for
previous courses should complete a Substitution/Transfer
Request.

Baccalaureate credit will be received in transfer if it
meets the following criteria:

1. A maximum of 70 semester units may be transferred
   from regionally accredited two-year institutions.
   (There are no limits on transfers from accredited
   four-year institutions.)
2. A maximum of 30 semester units may be transferred
   from unaccredited institutions, if approved through
   the academic petition process. The approval process
   will require documentation including, but not limited
to, course syllabi, institutional academic catalog and
instructor information. Please note: any
unaccredited coursework approved for transfer to
FPU will be accepted as elective credit only.
3. All transfer work is evaluated using the current FPU
   transfer agreement for the transfer school at the
time of evaluation.
4. The course credit is from approved higher
   educational institutions:
   a. The following institutions with accreditation
      recognized by CHEA (Council for Higher
      Education Accreditation), including those
      with accreditation by regional accreditation
      organizations:
         i. Middle States Association
            of Colleges and Schools (MSACS)
         ii. New England Association
             of Schools and Colleges (NEASC)
         iii. North Central Association
             of Colleges and Schools (NCACS)
   b. Also included are the following national
      accrediting organizations:
      i. Association for Biblical Higher
         Education (ABHE)
      ii. Association of Theological Schools
         (ATS)
      iii. Transnational Association
         of Christian Colleges and Schools
         (TRACS)
      iv. Association of Advanced Rabbinical
         and Talmudic Schools (AARTS)
   c. FPU also transfers credit from institutions
      with accreditation through the international
      accrediting agency Euro-Asian Accrediting
      Association of Evangelical Schools (EAAA).

5. A grade of C- or better was earned in the course.
6. The course content does not overlap or repeat
   courses already completed or to be completed at
   Fresno Pacific University or another institution.
7. Degree completion students may not transfer
   coursework for any of their program courses from
   other institutions; however some traditional
   undergraduate courses do meet program
   requirements. Check with the program advisor for
   specific information.

Also see the Degree Requirements section of this catalog.

COURSE SUBSTITUTION

Students may request that a course that is similar to a major
course requirement or a general education course be
substituted for the required course. (Substitutions cannot be
made from life experience, work experience and non-
baccalaureate coursework.) To apply for a substitution,
students should follow these steps:

- **Traditional Undergraduate Students** should meet with
  their mentor to complete a Traditional Undergraduate
  Substitution Transfer Request form, which must be
  signed by the mentor and returned to the Registrar’s
  Office. If the recommendation for substitution is
  regarding a major or a minor requirement, the form
  will also require the signature of the appropriate
  program director before submission to the Registrar’s
  Office. A course syllabus must be attached to the
  request form.
- **Degree Completion Students** should meet with their
  DC advisor to complete a Degree Completion
  Substitution Transfer Request form, which must be
  signed by the DC advisor and returned to the
Registrar’s Office. A course syllabus must be attached to the request form. Once the Substitution Transfer Request form has been received by the Registrar’s Office, it will be reviewed. Once the approval/denial process is complete, the Registrar’s Office will notify the student and the program director/mentor/advisor via CampusCruiser email.

**CHALLENGE EXAM**

Students who feel they have a background in a particular field equivalent to that covered in a required FPU course may challenge that course by examination, providing it is acknowledged by the school as being eligible for challenge. The student pays the appropriate challenge exam fee (see Tuition and Fee Schedule), sits for the examination and if successful in passing is given credit for the course. Students on academic probation cannot challenge a course by examination unless such challenge is specifically allowed in their probation agreement.

Students should consult the appropriate program administrator to learn which courses are available for waiver or challenge, and for the limits on waivers. Usually there is a specified list of courses that may be challenged or waived. (The seminary offers a Greek translation exam for persons who have taken elementary Greek at another institution and who wish to advance to second year Greek.)

In addition, a course may not be challenged when:

- The student previously has been awarded credit for duplicate coursework or for related, more advanced coursework.
- The student is enrolled in that course for credit or audit during the same term.
- The student previously has received a failing or NC grade or has unsuccessfully challenged that course.
- Generally, practicum, seminar, capstone and 600-level courses are not available for course challenge.

Examinations for course challenge will cover the entire subject matter taught over a semester-long course and are intended to show mastery of the subject matter. A grade of CR will be posted when a letter grade equivalent to a C- or higher is earned. No record is posted when a student fails to earn a grade of C- or higher. Units earned via course challenge do not count toward the determination of a student’s load status, but do count toward graduation. Requests for course challenge (challenge exams) are made during regular registration periods.

**TRADITIONAL UNDERGRADUATE WAIVER**

Occasionally, a specific undergraduate course requirement may be waived because of previously completed coursework. To ask for a waiver, students should complete the Waiver form and meet with their program director to present their reasoning for granting the waiver. (Waivers are most often applied in the science and mathematics disciplines.) The director will then record the waiver on the student’s major or minor contract and communicate this waiver decision to the Registrar’s Office via the Waiver form. If a course requirement is waived, other units must be substituted. A course waiver does not reduce the unit requirements for the degree program. Waivers cannot be made from life experience, work experience and non-baccalaureate coursework.

**OTHER TYPES OF UNDERGRADUATE CREDIT**

A maximum of 30 units may be awarded for Advanced Placement exams, College Level Examination Program, International Baccalaureate exams, Military or ACE credit and Prior Learning Assessment combined.

**Advanced Placement**

Students who submit advanced placement test scores of three or higher may be granted 3 semester units of credit. Students must have official transcripts from CollegeBoard sent to the Registrar’s Office.

**College Level Examination Program (CLEP)**

Credit awarded for examinations is equal to that of the Fresno Pacific University course to which it corresponds. Credit is not awarded for examinations when more advanced coursework in the subject area has been completed. The university uses the ACE recommended minimum score to award credit.

**International Baccalaureate**

Students may be granted credit through the International Baccalaureate Organization (IBO) for advanced study in high school. Credit is awarded when a score of five or greater is earned in higher level IB subject exams. Credit awarded for examination is equal to that of the Fresno Pacific University courses to which it corresponds.

**Military or ACE Credit**

ACE (American Council on Education) elective credit is awarded for documented college-level learning obtained in military and other adult learning experiences. This coursework must be baccalaureate level and will be awarded elective credit only. For military credit, a military transcript is required for any such award of credit. Students should request military transcripts from the branch of the military in which they completed service. Links to the military transcript request centers can be found at the registrar’s website. Students with non-military ACE units should request a transcript directly from the ACE website at acenet.edu.
Prior Learning Assessment

Degree Completion students with the necessary prerequisites and four years of professional experience can learn how to reflect upon and make meaning out of their previous learning experiences in order to create learning portfolios. Those portfolios may then be submitted for consideration of college credits up to a maximum of 30 units. First, students enroll in PLA-201, a standard FPU 3 unit course, where they learn to develop portfolio writing skills. Prerequisites: FPU full admission, passing a basic writing skill assessment, and COM-111 or equivalent. PLA 201 carries typical FPU tuition charges and is eligible for tuition support under Federal Financial Aid standards. Second, students enroll in a PLA 203 for every course in which they wish to earn up to 3 units of Previous Learning Assessment through the portfolio process. PLA courses and credits are only available to degree completion students for undergraduate credit.

There is a different course number for each subject area: PLA-203A through PLA-203I. These topics courses may be repeated multiple times (a combined total of 10 times for a total of up to 30 units) and are currently charged at $175.00 per course. Please note that fees are subject to change. While financial aid is not available for these courses, it is possible for students to earn 30 units through the PLA process for a total out-of-pocket cost of $1,750.00. FPU will only consider credit for experiential learning in academic disciplines currently offered at the university by FPU subject-matter experts. Topical areas include science, business, education, visual and performing arts, humanities, religion and social sciences. The PLA 201 instructor-coordinator helps students determine qualified academic discipline areas.

There is no guarantee that submitted PLA portfolios will earn any unit credits, since credits are assessed by students’ individual portfolio results. Credit is awarded for college-level learning associated with previous experiences; not for the experiences themselves. Learning narratives include a balance between theory and experience. Students may submit PLA portfolios, receive instructive feedback, and then resubmit portfolios for reconsideration one time if needed. Further resubmissions are not available. There is no guarantee that PLA units are transferrable to another institution.

Grades will be Credit/No Credit only, and are not included in GPA calculations. PLA fees ($175/topic) are per portfolio to be assessed, rather than on the number of credits to be awarded. The number of earned units is determined by the faculty assessor. PLA coursework is not allowable for remediation of a SAP status. PLA courses must be completed no less than 15 weeks prior to graduation.

TYPES OF COURSES

LECTURE COURSES

The standard course meets in a face-to-face, traditional class setting for the equivalent of 15 class hours for each unit of credit. This course assumes approximately two hours of student preparation for each hour spent in class. Therefore, student time for a 3-unit course is assumed to be 135 hours (45 hours in class and 90 hours of student preparation).

ONLINE VS. BLENDED (OR HYBRID) COURSES

An online course is a course where most or all of the content is delivered online. Online courses typically have no face-to-face meetings and all materials and activities are Internet based. Multimedia components may include: text, email, discussion boards, chat utilities, voice over Internet protocol, instant messaging, synchronous audio, video clips, interactive activities, simulations, games, self-grading exercises, quizzes, examinations, websites and other Internet resources.

A blended or hybrid course is a course that blends online and face-to-face delivery. The key difference of a blended course is that it has face-to-face meetings.

A web-enhanced course makes use of web-based technologies to facilitate face-to-face instruction.

DIRECTED STUDY COURSES

A directed study is a cataloged course taken by special arrangement and approved only to expand program offerings or meet specific program requirements that cannot be met in other ways. Typically the course is taught on an individual basis because of scheduling conflicts or other compelling reasons. The course objectives and activities will generally follow the syllabus, with adaptations as appropriate. Prior approval is required by the instructor, program director or mentor/advisor and the dean.

Before permission is granted to meet a requirement by means of a directed study, the following options must have been explored and not found to be feasible:

1. Substitution of another course for the required course.
2. Waiver of the requirement.

Directed studies must meet the following criteria:

1. The amount of work required must be equivalent to that required in the regular course.
2. The student is held to the same measures of quality as in the regular course.
3. The number of hours of consultation between professor and student for each unit of credit granted should follow established FPU standards.
4. The request must be approved by the instructor, the program director or mentor/advisor and the dean. Special Course Registration forms for requesting permission to enroll for directed study are available in the Registrar's Office or its website.

Seminary students are limited to 15 units for MDiv students and 10 units for master of arts students. Seminary directed study courses must be letter graded.

**ENRICHMENT COURSES**

Selected courses are available for a non-credit enrichment option, and are intended for individuals from the community to benefit from regular courses in the curriculum, subject to space availability and instructor approval. This option is available at no cost to current FPU students and current employees; for all others, the enrichment fee is charged (see Financial Information section of this catalog). No admission application is required for enrollment in this option. Courses taken under the enrichment option are recorded on the transcript and are given a non-evaluative grade of E (enrichment).

**INDEPENDENT STUDY COURSES**

An independent study is a means of conducting in-depth research on a subject or for studying an area not covered by, but related to, the regular curriculum.

In order to receive credit for independent study, the student must develop a written learning contract with a professor, outlining specific objectives, learning activities and criteria for evaluation. Contact hours should meet established FPU standards. All independent study courses must have prior written approval of the appropriate program director (or equivalent). Independent study is to be used only in cases in which the course content is not available in a regular course and there is clear justification for offering the option. Most courses may not be taken by independent study. The number of units and the fulfillment of specific degree requirements students may take in an independent study capacity varies by degree program. Specific information may be obtained by contacting the relevant program director (or equivalent).

**INTERCOLLEGIATE ATHLETICS**

To be eligible to participate in athletics, all athletes must enroll in their ATH conditioning course in the off-season and their ATH activity course during the season of play.

**UNIVERSITY SCHOLARS PROGRAM COURSES**

University Scholars Program (USP) courses are honors courses offered in several general education disciplines that fulfill general education requirements and in several academic majors as determined by program faculty. USP courses are not merely intensive general education or more strenuous major courses, but rather offer students an enriched and expanded educational experience in small classes. USP courses are designated with an H in the course number (e.g., HIST-120H.)

**ACADEMIC CALENDAR**

The academic year is divided into terms. The traditional undergraduate calendar is divided into three terms: two semesters each 15 weeks in length, and a summer term. The degree completion calendar is divided into two semesters, each six months long. Shorter sessions within each term that compact the degree requirements may be offered. Academic credit is given in semester units.

**REGISTRATION**

Only individuals who are registered may attend classes. (Traditional undergraduate wait-listed students may attend for the first two weeks of the semester.) All registrations or course additions must be approved by the student’s mentor, advisor or program director as the first step of the registration process. The second step is to register online for the approved courses. Previous FPU financial responsibilities must be met before registration can occur.

Non-registered students do not have access to class information in CampusCruiser and will not be able to turn in assignments or receive grades. No petitions will be allowed for late registration after the fourth week of the session at the latest. (See charts which follow for earlier deadlines.)

It is the responsibility of students to make changes in registration, such as dropping courses after the first week, withdrawing from programs, etc. within the appropriate deadlines. Failure to do so will result in a failing grade and financial indebtedness.

Students may verify registered courses by viewing their official class schedule through the MyServices tab of CampusCruiser. Problems should be reported to the Registrar’s Office. Specific registration deadlines are given in the charts that follow. Check the academic calendars for specific dates when registration opens.

**TRADITIONAL UNDERGRADUATE STUDENTS**

Traditional undergraduate students must attend class during the first week of the semester; otherwise they will be administratively dropped from the course. See the Attendance section of this catalog for the complete policy.

Undergraduate students who wish to take advantage of the four-year guarantee must register the first week that
registration is open in order to gain a spot in the classes needed.

**Standard Courses (6-16 weeks Long)**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to semester start</td>
<td>Register online with no late fees.</td>
</tr>
<tr>
<td>First and second week of semester</td>
<td>Add/drop courses online without fees.</td>
</tr>
<tr>
<td>Third and fourth week of session</td>
<td>Add courses with late fees.</td>
</tr>
<tr>
<td>Fifth week of session</td>
<td>No further registration or adds.</td>
</tr>
</tbody>
</table>

**Short Courses (2-5 Weeks Long)**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to semester start through seven days before first day of class</td>
<td>Register online with no late fees.</td>
</tr>
<tr>
<td>Six days before first day of class through first day of class</td>
<td>Add course with late fees.</td>
</tr>
<tr>
<td>Day after first class through first day of class in second week</td>
<td>Add course with petition and late fee.</td>
</tr>
<tr>
<td>After first day of class in second week</td>
<td>No further registration or petition.</td>
</tr>
</tbody>
</table>

**One Week Courses (Up to 1 Week Long)**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to semester start through seven days before first day of class</td>
<td>Register online with no late fees.</td>
</tr>
<tr>
<td>Six days before first day of class through first day of class</td>
<td>Add course with late fees.</td>
</tr>
<tr>
<td>After first day of class</td>
<td>No further registration or petition.</td>
</tr>
</tbody>
</table>

**DC Cohort Courses**

Students who fail to clear financial or academic holds a minimum of seven days before the first day of the semester will be subject to the following penalties and procedures:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register with late fees</td>
<td>Six days before first day of semester through first day of class</td>
</tr>
<tr>
<td>Register with petition and late fee</td>
<td>Day after first class through day of third class</td>
</tr>
<tr>
<td>Register for semester cohort classes that have not yet begun, with petition and late fee</td>
<td>Fourth week of semester or later</td>
</tr>
</tbody>
</table>

**DC General Education and Elective Courses and DSE Courses**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online registration opens</td>
<td>Approximately eight weeks prior to semester</td>
</tr>
<tr>
<td>Deadline to register without late fees</td>
<td>Seven days before first day of class</td>
</tr>
<tr>
<td>Register with late fees</td>
<td>Six days before first day of class through first day of class</td>
</tr>
<tr>
<td>Register with petition and late fee</td>
<td>Day after first class through day of second class</td>
</tr>
<tr>
<td>No further registration or petition</td>
<td>After second day of class</td>
</tr>
</tbody>
</table>

**DC Weekend Elective Courses**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online registration opens</td>
<td>Approximately eight weeks prior to semester</td>
</tr>
<tr>
<td>Deadline to register without late fees</td>
<td>Seven days before first day of class</td>
</tr>
<tr>
<td>Register with late fees</td>
<td>Six days before first day of class through first day of class</td>
</tr>
<tr>
<td>No further registration or petitions</td>
<td>After first day of class</td>
</tr>
</tbody>
</table>

**DEGREE COMPLETION STUDENTS**

Degree completion students must be registered to receive cohort textbooks, attend class and have access to the syllabi in CampusCruiser. Students must attend the first class session; otherwise they will be administratively dropped from the course. (See the Attendance section of this catalog for the complete policy.) Students who are clear to register (e.g. have no financial or academic holds), will be block registered in their cohort classes by the Registrar’s Office prior to the start of each semester.

Students may take a maximum of 24 units per semester. Students who have an FPU GPA of 3.0 or higher may appeal this policy to their program advisor, who will take into consideration all relevant factors before allowing additional units.

**COURSE AVAILABILITY**

The university makes every reasonable effort to offer courses as announced. However, the university reserves the right to modify the class schedule or to cancel courses if necessary. Students may be administratively transferred to equivalent class sections. Not all courses listed in this catalog are available each term at all campus locations.

**AGREEMENT TO RULES**

Registration signifies that the student agrees to abide by the rules, regulations and requirements of the university. The university reserves the right to cancel the registration of any student who does not comply. This agreement is in keeping with the university’s philosophy that students should be aware of the dimensions and constraints of the educational
Students are required to respect the various academic and administrative deadlines listed in the academic calendar and other university publications. Failure to do so constitutes grounds for probation, suspension or dismissal from the program.

Each student is provided with an @fpu.edu email address as the official method for communicating deadlines and other important information. Students are required to check their Fresno Pacific University email on a regular basis.

CHECK-IN
Traditional undergraduate students must complete their registration by checking in online no later than the first Friday of the fall and spring terms. Check the Academic Calendar section of this catalog for dates. Students will need to pick up their I.D. card sticker each semester from the Registrar’s Office. Students who do not check-in by the listed due date will be subject to a late fee and may be administratively dropped from all courses.

WAIT LISTS
When a course reaches its authorized capacity, a student may request to be placed on a wait list. A course wait list is a list of students who wish to register for a course if and when space becomes available. The following paragraphs contain information, policies and procedures related to course wait lists.

1. Any eligible student wishing to enroll in a course that has reached its authorized capacity may request to be added to that section’s wait list. The student is not automatically added to a course wait list unless the student makes this request. For enrollment through WebReg, the student will be prompted to be placed on a wait list. If they are registering by paper, the Registrar’s Office staff will check the class and if the class is closed, they will put the student on the wait list.

2. A student may not register for a section of a course AND be placed on a wait list for another section of the same course; however a student may be wait-listed for multiple sections of the same course.

3. A priority is given based on the criteria set up by program directors. In many cases wait lists are determined by class level and time of wait-listing.

4. It should never be assumed that a wait-listed course results in official registration. Students should work with their mentor/advisor to select alternate courses in case the wait-listed course remains full. A student on a wait list is not officially enrolled in that course and thus is not eligible to receive a grade in that course.

5. Once a spot on the wait list opens, the first student will be notified via email that they may register for the course. The student has 24 hours to respond; otherwise the open spot will roll to the next student.

6. Any student with a financial hold will not be allowed to enroll in a course from the wait list.

Additional Policies for Traditional Undergraduate Students

1. Course wait lists are maintained through the end of the second week of the semester; after the second week of the semester, a wait-listed student must follow the university’s add-drop procedure in seeking permission of the instructor to enroll in the course.

2. A student on a wait list may attend the wait-listed course for two weeks, if seating is available and if the instructor gives permission, in the hope that a space will become available for that student to register.

3. The decision to add a student to the course after the second week of the semester rests entirely with the course instructor. If the instructor decides to allow additional students to enroll in the course, it is highly recommended that s/he enroll students from the wait list before considering other students who may not have been on the wait list during the first two weeks of the course. The instructor may consider a range of factors, including availability of space in the classroom; other teaching obligations; the student’s capabilities and past performance; and the student’s learning/degree-completion goals.

4. After the last day for enrolling or adding a course (see the Academic Calendar section of this catalog), a student who is not officially enrolled in the course (based on the official class roster through the My Services tab on CampusCruiser) is not allowed to participate in the course and will not have a grade recorded on his or her transcript for that course.

Additional Policies For Degree Completion Students

1. Course wait lists are maintained through the first day of class.

2. Waitlisted students may not attend class.
COURSE DROPS

Students who do not intend to complete a course should drop it online via CampusCruiser or use a Course Drop form. Refunds and grades are based on the last day of attendance. Students must turn in the form or drop the course online by the drop deadline. Students who do not attend at least one class in the first week of a course will be administratively dropped. Online students must access Moodle within seven calendar days of the start date of the course. Students who are unable to attend due to an emergency should contact the instructor and request an excused absence. After the first week, it is the students’ responsibility to drop courses they do not intend to complete. Each week the refund amount decreases (see chart.) Failure to drop courses in a timely manner will result in failed grades and financial responsibility for payment. Students may be administratively dropped for insufficient academic progress or failure to follow university rules.

Traditional Undergraduate

Students may attend courses through approximately 60 percent of the semester and then drop them. See the Academic Calendar section of this catalog for specific dates. Students who attend the first week of a course and then drop it will not receive a grade. Students who attend courses after the first week of the session but before the drop deadline will receive a grade of W. The grade of W does not affect GPA. Students who attend courses after the deadline and then drop them will be graded based on the work completed. Students must petition to drop a course after the deadline and receive a grade of W. Dropping a course may invalidate the four year graduation guarantee for traditional undergraduate students.

COURSE DROPS FOR TRADITIONAL UNDERGRADUATE: 2-16 Week Courses

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Semester 16 weeks</td>
<td>% Refund</td>
<td>100</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>40</td>
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<tr>
<td>Process</td>
<td>Automatic</td>
<td>Drop Form/Online</td>
<td>Petition</td>
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<td>Session 8 weeks</td>
<td>% Refund</td>
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<tr>
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<td>Drop Form/Online</td>
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<td>Summer Semester 12 weeks</td>
<td>% Refund</td>
<td>100</td>
<td>70</td>
<td>40</td>
<td>10</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Grade</td>
<td>no grade</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
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<tr>
<td>Process</td>
<td>Automatic</td>
<td>Drop Form/Online</td>
<td>Petition</td>
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</tr>
<tr>
<td>Summer Session 6 weeks</td>
<td>% Refund</td>
<td>100</td>
<td>70</td>
<td>40</td>
<td>10</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Grade</td>
<td>no grade</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
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<tr>
<td>Process</td>
<td>Automatic</td>
<td>Drop Form/Online</td>
<td>Petition</td>
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<tr>
<td>Short Course 4-5 weeks</td>
<td>% Refund</td>
<td>100</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Grade</td>
<td>no grade</td>
<td>W</td>
<td>F*</td>
<td>F*</td>
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<td>Petition</td>
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<tr>
<td>Short Course 2-3 weeks</td>
<td>% Refund</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade</td>
<td>no grade</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
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<td>F*</td>
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<tr>
<td>Process</td>
<td>Automatic</td>
<td>Petition</td>
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</tbody>
</table>

Chart Key: The Week row refers to the ordinal week of the semester/session (e.g., Week 1 refers to Monday through Sunday of the first week of the semester/session.) The percent refund and grade is based on the last day of attendance. In the Grade row, F* is the grade of F, the grade earned, or the grade of W granted via petition. The Process row designates the process to follow and refers to the week the form is turned in or the process completed online, not to the last day of attendance.
### COURSE DROPS FOR TRADITIONAL UNDERGRADUATE: 1-7 Day Courses

**Refund and Grade Percent Refund for Last Day of Attendance**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Days</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% Refund</strong></td>
<td></td>
<td>100</td>
<td>90</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td>no grade</td>
<td>W</td>
<td>W</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td></td>
<td>Automatic</td>
<td>Drop Form/Online</td>
<td>Petition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>% Refund</strong></td>
<td></td>
<td>100</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td>no grade</td>
<td>W</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td></td>
<td>Automatic</td>
<td>50</td>
<td>Petition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>% Refund</strong></td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td>no grade</td>
<td>F*</td>
<td>F*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td></td>
<td>Automatic</td>
<td></td>
<td>Petition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chart Key:** The percent refund and grade is based on the last day of attendance. In the Grade row, F* is the grade of F, the grade earned or the grade of W granted via petition. The Process row designates the process to follow and refers to the day the form is turned in or the process completed online, not the last day of attendance.

### Degree Completion

Students who attend a course until approximately halfway through the course and drop it before the deadline will be given a grade of W, which does not affect the GPA. Students who attend after half the class has passed will be graded by the work completed. Students must petition to drop a course after the drop deadline and be granted a grade of W. These policies apply to voluntary course drops as well as administrative withdrawals. A weekend course is considered a two-session course. Each week of an online course is considered one session.

### COURSE DROPS FOR DEGREE COMPLETION STUDENTS

**Refund and Grade Percent Refund for Last Day of Attendance**

| Course Type                      | Week/Session | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17-26 |
|----------------------------------|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| **% Refund**                     |              | 100 | 90  | 80  | 70  | 60  | 50  | 40  | 30  | 20  | 10  | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| **Grade**                        |              | no grade | W  | W  | W  | W  | W  | W  | W  | F* | F* | F* | F* | F* | F* | F* | F* | F* | F* |
| **Process**                      |              | Automatic | Drop Form/Online | Petition |
| **% Refund**                     |              | 100 | 90  | 80  | 70  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| **Grade**                        |              | no grade | W  | W  | W  | F* | F* | F* | F* | F* | F* | F* | F* |
| **Process**                      |              | Automatic | Drop Form/Online | Petition |
| **% Refund**                     |              | 100 | 90  | 80  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| **Grade**                        |              | no grade | W  | W  | F* | F* | F* | F* | F* | F* | F* |
| **Process**                      |              | Automatic | Drop Form/Online | Petition |
| **% Refund**                     |              | 100 | 90  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| **Grade**                        |              | no grade | W  | F* | F* | F* |
| **Process**                      |              | Automatic | 50 | Petition |
| **% Refund**                     |              | 100 | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| **Grade**                        |              | no grade | F* | F* |
| **Process**                      |              | Automatic | | Petition |
Chart Key: The Week row refers to the ordinal week of the course (e.g., Week 1 refers to the first class session of the course.) In the Grade row, F* is the grade of F, the grade earned, or the grade of W granted via petition. The Process row designates the process to follow and refers to the week the form is turned in or the process completed online, not the last day of attendance. A weekend course is considered two class sessions (weeks).

CHANGING SECTION OF A CONTINUING SEQUENCE

Many of the courses offered in a program’s curriculum are part of continuing sequences that extend over more than one term. When enrolling in the first term of a sequential course, students, in fact, enroll in that section for the duration of the course. Should substantial reasons exist for changing enrollment in a sequential course, students must obtain permission from the current course instructor, the proposed new instructor and the program director (or equivalent) or his/her designee. This authorization must be presented in writing to the Registrar’s Office. After such approval is obtained, students must then follow existing add/drop procedures to change the section. Some courses do not allow for changes in sections.

TRANSCRIPTS

PERMANENT RECORD

Only information of an academic nature is entered into the student academic record (transcript). The transcript bears the following entries regarding the completion of degree requirements and the awarding of degrees: area of concentration or major (as applicable), and date of completion, i.e., the last day of the last term registered or the date on which all requirements for the degree were completed (whichever is later).

OFFICIAL RECORDS

Official transcripts are issued by the Registrar’s Office. Transcripts are issued only at the written request of the student. Transcripts will not be released to students who have outstanding obligations, financial or otherwise, to the university.

Official transcripts bear the institutional seal and the signature of the university registrar.

Fresno Pacific University cannot officially verify any coursework taken at another institution even if the student has a transcript on file from that institution.

ENROLLMENT VERIFICATION CERTIFICATES

The National Student Clearinghouse provides enrollment verification certificates for FPU students through its Web-based student self-service. This service also allows students to view their loan history and is free to students. This secure site provides 24-hour-a-day enrollment verifications/information. Certificates are printed on demand. The site provides a single source for student loan information.

Current undergraduate students may login to CampusCruiser. Click on the My Services tab and select Enrollment Verification. Select Return on the National Clearinghouse link to process the request.

Degree completion students should complete the FPU Enrollment Verification form and submit it to the Registrar’s Office for processing.

CHANGES TO RECORDS/NAMES USED ON RECORDS

The Registrar’s Office houses the official records of students and is responsible for maintaining and updating those records. It is the student’s responsibility to keep the university apprised of all name, address and phone number changes. Students wishing to make changes in their name, address, telephone number or email address information should submit the Student Information form to the Registrar’s Office.

The student’s legal name must be used on all university records, diplomas and other records. The Registrar’s Office requires appropriate documentation in order to change or correct a name, Social Security number or birth date. Documentation for a name change or Social Security number correction is a Social Security card. Correcting a birth date requires a driver’s license.

MARKING SYSTEM AND SYMBOLS USED ON TRANSCRIPTS

Baccalaureate Level Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shown originality of thought and mastery of material. The A+ grade is not recognized as a valid grade in grade point average calculations and is not recorded on the student’s transcript.</td>
</tr>
<tr>
<td>B</td>
<td>Above Average The student’s achievement exceeds the usual accomplishment, showing a clear indication of initiative and grasp of subject.</td>
</tr>
<tr>
<td>C</td>
<td>Average The student has met the formal requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.</td>
</tr>
</tbody>
</table>
D Below Average The student’s accomplishment leaves much to be desired. Minimum requirements have been met but were inadequate.

F Failure The student has not met the minimum requirements.

CR Credit Used upon completion of thesis, internship and for other specified courses. While work must be at least the equivalent of the grade required for program credit, CR is not used in computing grade point averages.

NC No Credit The student has not achieved the minimum expectations of scholarship or credit in terms of the course objectives. The NC is not to be used in situations in which a grade of F is justified. It is not used in computing grade point averages.

E Enrichment Non-evaluative grade indicating participation

I Incomplete Given only in extenuating circumstances. Work must be completed by the end of the succeeding term for traditional undergraduate students. For degree completion students, work must be completed within 30 days from the end of the class.

IP In Progress To be used for certain theses, practica and internships.

AU Audit Does not yield credit. Enrollment for audit is limited to original registration for the term or to properly approved changes within the first week. Registration and payment of fees are required for audit courses.

UA Unsatisfactory Audit

W Withdrawal Grade given to those who drop classes during the scheduled drop period.

NR No Report Indication (to be used only by registrar) that as of the deadline for submitting grades, none had been received. See the Grade Reporting section of this catalog.

S Satisfactory Participation

U Unsatisfactory Participation

Faculty may use pluses and minuses when grades fall between two categories. Note: a plus may not be used with a grade of A.

Grade Point Average (GPA) and Quality Points

For each unit in which the student is enrolled, he or she will receive quality points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A -</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
</tbody>
</table>

A student’s grade point average is obtained by dividing the total number of quality points earned by the total number of units undertaken, excluding courses in which the grades CR, I, IP, NC, NR, W and AU were received. Transfer units are not counted in calculating the GPA on the Fresno Pacific University transcript. Only FPU credits counted toward a degree are used in calculating the cumulative GPA.

Credit-bearing Grades

Traditional undergraduate and degree completion courses with a grade below C- will not be credited toward the completion of major or minor requirements. Stricter standards may be applied in specific programs. (See program descriptions.) A grade of D- is required to be credited for a general education course.

GRADE REPORTING

Instructors report a grade for credit when all requirements for the course have been completed. The Registrar’s Office must receive grades from instructors no later than the date published annually in the Academic Calendar for traditional undergraduate courses and within three weeks of the last day of class for degree completion courses.

If grades are not received on time by the registrar, an NR (No Report) will be entered on the student’s transcript. Students who receive NR for their grade should contact their instructor.

After a grade has been reported to the university’s registrar, the grade will not be changed unless a Grade Change Request form is submitted to the Registrar’s Office. When there is a clerical or computation error, faculty may make grade changes up to two terms (fall, spring, summer) following completion of a course. Request for grade changes for any other reason should follow the grade appeals process that follows and should be initiated within six weeks of grade posting. Faculty are required to keep documentation that supports grades assigned for a minimum of one year.

GRADE APPEALS PROCESS

In general, grades represent the faculty member’s professional judgment of a student’s performance in a course
and, as such, are final. However, students have the right to ask a faculty member for an explanation of any grade received and may appeal a grade when they perceive that a final grade was biased, arbitrary or capricious. In those instances, students must follow the Grade Appeal Process outlined below.

**General Principles**

1. Students are encouraged to seek advice in matters of concern about grades from their faculty or academic advisor.
2. Grade appeals can be made only in instances where procedural issues or biased, arbitrary or capricious grading are in question, specifically any one of the following:
   - An obvious error in calculation.
   - The instructor has applied more exacting standards to the particular student.
   - The grade was given on some other basis than performance in the course.
   - The grade represents a substantial departure from the instructor’s announced standards.

**Process**

Grade appeals may not be made more than two terms after course completion.

1. The student should attempt informal resolution of grade concerns with the instructor. Typically, this step is all that is necessary to resolve any disagreements. This step is only to be waived if the student believes she or he cannot meet with the instructor.
2. In the event that informal resolution is not satisfactory to the student, the student has the burden of proof to show that the grade was based on factors listed in General Principles (2) above. The student submits an academic petition for a grade appeal to the Registrar’s Office within six weeks of the official posting of the grades by the Registrar’s Office. The student must include evidence pertinent to the General Principles (2) above in support of the grade appeal request.
3. The Registrar’s Office provides copies of the appeal to the program director (or the school dean if the program director is the instructor) and the instructor. Within 15 days, the instructor responds in writing to the program director (or school dean), explaining the basis for the grade. Please note that days during the faculty off-contract periods (e.g. summer) are not counted.
4. Within three weeks of the grade appeal request, the program director (or school dean) appoints a grade appeals panel consisting of three faculty members. The panel will reach a decision to either uphold the grade or change it. This decision is sent to the Registrar’s Office which then informs the program director (or school dean) the instructor, and the student. The panel’s decision is binding.

**REPEATED COURSES**

Some courses are designated as repeatable for credit each time a student enrolls. Whether a course is repeatable for credit is indicated in course descriptions.

Students may repeat courses not designated as repeatable for credit in which a grade of C+ or lower has been received. When a student repeats a course for credit, the highest grade received is used to calculate the student’s grade point average. Full tuition is charged for units of credit for repeated courses. A student is awarded credit only once for each course. The units in subsequent attempts will, however, be counted in determining the student’s enrollment status and may only be counted for financial aid purposes if the original grade was an F. (For details, see Student Financial Services prior to registration.) A course taken to fulfill degree requirements may not be repeated after the degree has been posted. Students may repeat Fresno Pacific University courses for grade substitution only when both courses are taken at FPU.

**GRADING ALTERNATIVES**

**Auditing a Course**

Students wishing to attend classes without receiving undergraduate or graduate credit may register as auditors. Enrollment as an auditor is subject to permission of the instructor. Regular class attendance is expected and the student may be required to participate in any or all classroom activities at the discretion of the instructor. Check the Program Costs section of this catalog for the audit fee. A course satisfactorily completed for audit is listed on the transcript with a grade of AU. Audit courses not satisfactorily completed will appear on the transcript with a grade of UA. The audit option is not available in all FPU courses. (See the Course Descriptions section of this catalog.) Seminary students may change their status in a course from credit to audit by the deadline indicated in the academic calendar. (The standard refund policies apply.)

**Incomplete Grade**

Students may receive a grade of incomplete for a course when illness, family tragedy or similar difficulty makes it impossible for them to complete course requirements on time. Students must arrange for an Incomplete with their instructor and dean, complete the Incomplete Grade Request form and submit it to the Registrar’s Office. Students do not
re-register to finish incomplete coursework; however students are required to finish coursework no later than the end of the stated deadline period. Normally the course must be completed with the instructor who assigned the incomplete grade. Incomplete grades that are not removed by the end of the deadline period will be converted automatically to an F grade for graded courses and to an NC for credit/no credit courses. A degree cannot be granted with an incomplete on the transcript.

Requests for incompletes are not approved in cases where students have not completed work due to negligence or lack of effort, or are not satisfied with their grade. Requests for incompletes should be submitted prior to the last day of class and must be approved by the instructor and the dean. When an incomplete is granted for traditional undergraduate courses, course requirements must be completed before the end of the next sequential term (spring, summer, fall). Degree completion students have a maximum of 30 calendar days from the last day of class to finish the incomplete.

In-Progress Courses
A standard IP course is intended, by design, to span two or three terms (e.g., field practica). In-progress courses may not exceed a total of three terms, including the summer term. Deadlines are set by program directors. When students enroll in such courses the credits and final grades are deferred until the end of the last term of the course. A grade of IP is posted to a student’s record at the end of the first term and remains until a final grade is issued.

A non-standard IP course may span one to three terms. Some students will finish in one semester and others may finish in up to three semesters (including the summer term.) (See the Course Descriptions section of this catalog.)

Credit/No Credit Grades
Credit/No Credit (CR/NC) units are not calculated into a student’s GPA. Check course descriptions to see if a course is graded CR/NC or if it may be graded CR/NC if a student elects to do so.

TRADITIONAL UNDERGRADUATE
To receive a Credit grade, the work must be at least the equivalent of the grade required for program credit. If not a grade of No Credit will be assigned. Traditional undergraduate students may elect to take letter-graded courses as credit/no credit (CR/NC). This option is intended to encourage students to undertake elective studies at advanced levels outside their major field and is therefore not available in courses being used to fulfill general education, major and/or minor requirements. Accordingly, elected CR/NC courses from other institutions may not transfer in to meet general education, major or minor requirements.

Exception: FPU challenged courses and courses taken in approved study abroad programs may meet general education, major and minor requirements, even though graded CR/NC.

A required course in which a No Credit is earned must be repeated within one year. When subsequent coursework designated to remediate the deficiency is successfully completed, both the new grade and the No Credit grade are shown on the student’s record.

DEGREE COMPLETION
The only degree completion courses that may be taken for CR/NC are the weekend elective courses. Students who desire to be graded CR/NC should request it from the instructor at the first class session. To receive a Credit grade, the work must be at least the equivalent of the grade required for program credit. If not a grade of No Credit will be assigned.

Global Education Courses (Traditional Undergraduate)
FPU offers two global education programs: short-term cross cultural learning and cross-cultural programs through affiliated institutions.

All courses taken through affiliated institutions will be recorded on the FPU transcript as credit/no credit, except in those cases where prior to departure the student submits a written request to the Registrar’s Office that all courses be letter-graded. By implication, courses graded with a grade of NC do not meet degree requirements; courses graded with a grade of D may be used toward elective credit, but not toward major requirements. Exception: U.S. global education program courses (e.g., American Studies Program) are letter-graded.

INSTRUCTOR EVALUATIONS
Students are asked to evaluate each course and instructor at the end of the term or session. A form is administered in the classroom and each student is asked to complete an evaluation form for each course completed. Students are encouraged to provide appropriate feedback and comments. Instructors are encouraged to incorporate feedback into their work. Comments on these forms are taken very seriously by the university and constitute one part of the faculty evaluation process.

ACADEMIC STATUS
All units are offered on a semester basis.

DEFINITION OF A FULL-TIME STUDENT
Baccalaureate students are defined as full time when they enroll in 12 or more units per semester. Graduate students,
including seminary students, are defined as full time when they enroll in 9 or more units per semester.

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<thead>
<tr>
<th>Units Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Student</strong></td>
</tr>
<tr>
<td>National</td>
</tr>
<tr>
<td>International</td>
</tr>
</tbody>
</table>

**International Students**

To abide by the regulations set by the Department of Homeland Security, students in the United States in F-1 status are required to be enrolled full time. Exceptions to this law include, but are not limited to: the final semester in which less than full-time units are required to complete the program; semesters during which students are working on their theses. International students who are admitted to the graduate IMAP program will be considered full time during their first semester while enrolled in the 2-unit course IMA-701 Introduction to Individualized Study. Once that course is complete and the student proposal approved, the 18-unit requirement will begin for the next calendar year.

There are several exceptions involving online courses. It is not permissible for international students to be admitted to an online program and to do it from within the United States. An international student needs to leave the U.S. and only then can they be enrolled in an online program. No more than one online class (or 3 units) per semester may be counted towards full-time status. (Additional online units may, however, count towards a degree.) If the student’s course of study is in a language study program, no online classes may be counted towards the full-time status requirement. If a student needs only one course to finish his or her degree, it cannot be taken through online education.

International students should keep in contact with the International Programs and Services Office regarding their course schedules as other exceptions may apply and documentation may be required.

**ACTIVE ENROLLMENT**

To remain on active status, students must enroll in consecutive semesters (excluding summer) or have an approved leave of absence. Students who have not enrolled in a class each semester and do not have an approved leave of absence will be administratively withdrawn. Undergraduate students who wish to reenter a program after being inactive need to reapply. Degree completion students who wish to reenter a program after being administratively withdrawn need to meet with their academic advisor and complete a reentry form. Reentry students are required to meet any new program requirements in effect at the time of reentry. Students who plan to miss a semester should follow the leave of absence policy described below.

**BACCALAUREATE CLASS STANDING**

Students are classified at the beginning of each semester according to the number of units completed.

<table>
<thead>
<tr>
<th>Standing</th>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Sophomores</td>
<td>30</td>
<td>59</td>
</tr>
<tr>
<td>Juniors</td>
<td>60</td>
<td>89</td>
</tr>
<tr>
<td>Seniors</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

**NON-MATRICULATED ENROLLMENT STATUS**

Students seeking nondegree study should contact the Admissions Office, program office or the designated representative for a part-time application form. Information about courses, deadlines and registration procedures is available from the Registrar’s Office. Not all courses are available to part-time, nondegree-seeking students. Permission must be granted by the program director.

Students attending on a non-matriculated basis may not earn a degree and must register for courses on a space-available basis (enrollment in such courses is not guaranteed) with a limit of 6 units per semester. If students later apply and become accepted to an FPU program, they may not apply more than 9 units of this academic work toward the degree. Students on a non-matriculated status are not eligible for federal, state or institutional financial aid.

**LEAVE OF ABSENCE**

A leave of absence is a break from the university for the period of one semester. A student may request a leave of absence for medical, military or personal reasons. A leave will not be approved for academic deficiencies or disciplinary action.

Benefits of requesting a leave include maintaining the degree requirements under which the student initially entered. Registered classes for the returning semester will remain active. Students will not need to re-apply to the university. Taking a leave may extend the time of the four-year guarantee.

Degree completion students must file a Leave of Absence form with the Registrar’s Office. Traditional undergraduate students contact the Office of Student Success and Retention. Supporting documentation is also required. For medical or maternity leaves a doctor’s note is required. For military leaves, a copy of the military orders is required. For personal leaves, a statement of reason for leaving must be submitted. In addition, students must be in good academic standing and student account balance must be paid in full.

Students should apply prior to or within the current term. Leaves are not granted retroactively.
A student who drops out without filing a formal leave of absence will be considered to have withdrawn, will be required to reapply upon return, and will be under new catalog requirements. In extenuating circumstances a student who needs to be out more than one semester may file for an extension of the leave of absence. Exceeding the maximum length of leave without an extension will result in being withdrawn from the university.

Military Leave of Absence
A matriculated student who is called up to active duty with the military or deployed for military action is eligible for a military leave of absence. A military leave of absence will facilitate a student’s return to Fresno Pacific University if the student wishes to return within one year of the date of discharge from active duty or return from deployment.

To obtain a military leave of absence, students must submit the proper form and documentation as indicated above. When discharged from active duty or back from assignment, a student may register at FPU by contacting the Registrar’s Office and declaring their intention to return. Documentation of discharge or reassignment will be required. Students returning from military leave of absence will be permitted to participate in the normal registration period with other students with similar class standing as determined by number of credit hours earned.

Undergraduate students who are granted a military leave of absence but do not register for classes within one year of the date of discharge or reassignment must file an application for readmission with the Admissions Office to reenroll. Degree completion students should contact their advisor in order to reenroll. New degree requirements may apply.

ADMINISTRATIVE WITHDRAWAL
Students who do not register or apply for a leave of absence by the end of the term will be administratively withdrawn from the university and dismissed from the academic program. The student must respond within 14 business days of the date posted on the notification letter in order to remain active in the program.

WITHDRAWAL FROM UNIVERSITY
A withdrawal is complete removal from enrollment at the university. By filing to withdraw from the university the student is indicating in writing that he/she does not plan to return. The student’s registered classes are dropped for all registered semesters and the student is de-enrolled from the university. Once withdrawn the student must reapply and be readmitted in order to return. Failure to drop courses the student will not complete will result in failing grades and payment responsibility.

A student who finds it necessary or advisable to withdraw from the university must obtain a Withdrawal form from the Registrar’s Office (degree completion students) or the Office of Student Success and Retention (undergraduate students). Degree completion students should consult with and obtain signatures from their program advisor; their program director; the Student Financial Services Office and the International Programs and Services Office, as appropriate. Traditional undergraduate students begin the withdrawal process by contacting the Office of Student Success and Retention, where they will be guided through the withdrawal process. No tuition can be refunded without full compliance with this policy. (See the Tuition Refund Schedule section of this catalog.)

After having complied with the provisions above, a student may withdraw from the university during the stated withdrawal period (before the course-drop deadline.) A grade of W will be assigned by instructors. These grades are not used to calculate GPAs, but the hours are counted as hours for which the student was enrolled that semester for financial aid purposes.

Students wishing to withdraw from the university after the course drop deadlines listed above and who have documented extenuating circumstances beyond their control must submit an academic petition for consideration and may receive a grade of W if the petition is approved. Students unable to provide such documentation will receive the letter grades awarded by instructors based on the work submitted for the entire semester.

ATTENDANCE
The university expects regular class attendance by all students. Students who do not attend at least once during the first week of class will be administratively dropped from the course. Students desiring an excused absence should contact the instructor if there are extenuating circumstances. (Degree completion students may be excused for university purposes, but they are not excused for DC course or program purposes.) Each student is responsible for all academic work missed during absences. When an absence occurs, students should contact the instructor both as a courtesy and to check for missed assignments.

Each instructor will update the attendance roster provided by the Registrar’s Office through CampusCruiser, during the term in order to document attendance.

For online courses, regular attendance is defined as accessing the course website once a week at a minimum. (Faculty may adopt stricter requirements.) Online students who do not access the course during the first week will be marked absent and administratively dropped from the course.

Students who will be absent for an extended period of time should refer to the leave of absence policy stated above. After the first week, students are responsible for dropping courses they will not attend or complete. (See the Drop Policy section of this catalog.)
Corrections to a student’s attendance record must be made no later than two terms following the completion of a course. After two terms, the attendance record submitted by the instructor will stand.

Undergraduate Students
Traditional undergraduate students must attend class during the first week of the semester/session; otherwise they will be administratively dropped. Wait-listed students will be given a chance to register for these courses through the second week of the semester. If there is no wait list, any eligible student may register for the course. Students who are unable, due to extenuating circumstances, to attend the first week of class should contact course faculty as soon as possible, but by Friday of the first week of the semester at the latest.

Co-Curricular Activities
Students are not penalized for missed class time if such absence occurs in conjunction with an approved FPU co-curricular activity. Classes missed during approved FPU co-curricular activities are excused absences. Students must notify instructors of approved absences prior to any missed class time. Faculty use the university’s priority rating system to determine which co-curricular activities take priority over class time.

Athletics policies are either mandated by the NCAA and approved by the university, or established by the university itself. Every student-athlete is expected to attend all classes and laboratory sessions regularly and on time unless class or lab conflicts with a NCAA- and FPU-approved co-curricular activity. Student-athletes are not excused from class attendance for team or individual practice, including but not limited to weights/conditioning, film study, promotional events or community service events. Students-athletes are allowed to miss a designated number of hours on home-game days for normal, NCAA-approved home contest-day activities. Student-athletes are not excused from classes that end prior to the official departure time on a travel day. A sport-related absence is not an excuse for failure to complete class work. All missed class work and assignments must be completed according to the schedule established by the instructor of the course.

Degree Completion Students
In an accelerated, nontraditional degree program attendance is mandatory, so there are no "excused" absences. An absence is defined as nonattendance for all or a portion of the class session exceeding 20 minutes. Students who do not attend the first week of class will be administratively dropped from the course, unless the instructor grants a notified absence. A notified absence at the first class session is still counted as an absence for course purposes.

In the course of a year, however, there may be a few unavoidable absences due to illness or unexpected, extenuating circumstances. If an absence is unavoidable, the student must inform the instructor. Two options are available at the discretion of the instructor.
1. Complete make-up work. Doing make-up work is expected, but does not remove the absence from the student’s record.
2. Attend another cohort that is covering the missed material. A maximum of one class per course may be made up by attending another cohort. (This option may not always be available.) Attending another cohort will erase the absence from the student’s record.

If a student misses two class session in any course, the student fails the course.

Students who miss 20 minutes or more from any portion of a class session will be marked absent. Students who are up to 19 minutes late will be marked tardy. Being tardy three times equals one absence.

DEGREE REQUIREMENTS
Fresno Pacific University offers associate of arts degrees, bachelor’s degrees and master’s degrees. Requirements for each are given below. Specific course requirements are listed in the General Education and program sections of this catalog. Traditional undergraduate students are required to meet with their mentor and to make an educational plan that will detail specific course requirements needed to earn their degree.

ASSOCIATE OF ARTS DEGREE
Requirements for an associate of arts degree are: A minimum of 60 semester units, which includes:
1. General education requirements.
2. Elective courses as needed to complete the 60-unit minimum. (Up to 8 units of ESL courses will be accepted.)

Minimums
1. A minimum grade point average of 2.0 must be completed in all baccalaureate coursework attempted at Fresno Pacific University.
2. A minimum of 24 units must be taken at FPU. Course challenge credit may not be used to meet this minimum.
3. A minimum of 18 of the last 30 units must be taken at FPU.

Maximums
1. A maximum of 4 total units of activity courses in drama, music, journalism, physical education and
athletics may be counted toward the 60 units required for graduation. (Activity courses are identified in course descriptions.)

2. A maximum of 8 units of courses taken under the CR/NC option policy may be applied towards degree requirements. (See credit/no credit option policy.)

BACHELOR’S DEGREES

Requirements
Requirements for a bachelor of arts degree or a bachelor of science degree are:

1. A minimum of 124 semester units, which includes
   a. General education requirements.
   b. Major requirements, chosen from one of the available programs. Minor(s) and additional majors may also be chosen, but are not required for the degree.
   c. Elective courses as needed to complete the 124-unit minimum.
2. All incompletes must be cleared.

Minimums

1. A minimum grade point average of 2.0 must be completed in each of the following:
   a. All baccalaureate coursework at Fresno Pacific University.
   b. Coursework in the major and minor (no grade below a C- is acceptable in major and minor courses).
2. A minimum of 30 units must be taken at FPU. Course challenge credit may not be used to meet this minimum.
3. Of a student’s final 30 units, 18 units must be FPU courses. (Does not apply to degree completion students.)
4. A minimum of 18 units in the major must be taken at FPU.
5. A minimum of 40 units must be taken in upper-division courses.

Maximums

1. A maximum of 8 total activity units in art, athletics, drama, journalism, music and physical education, with a maximum of 4 units in a single area, will be counted toward the 124 units required for the degree. Activity course units required in a major or a minor may exceed the 4 unit cap in a single area, but are limited to the number of units specified for that area in the program description.
2. A maximum of 15 units of courses taken under the CR/NC option policy may be applied towards degree requirements. (See credit/no credit option policy.)
3. A maximum of 6 units of graduate credit may be applied towards a bachelor’s degree.
4. A maximum of 9 units in ESL (English as a Second Language) per semester up to a total of 16 units may be applied towards degree requirements.

Transfer lower-division coursework will be applicable under the following conditions:

1. Transferable lower-division courses will be used to meet FPU lower-division major requirements, subject to all other academic policies.
2. Up to two transferable lower-division courses may be used to meet major upper-division course requirements, with the exception of certain courses as specified by the department.
3. Degree Completion exception: No lower-division transfer courses may be used to meet major program requirements.

Four Year Graduation Guarantee

Students who earn their bachelor’s degree in four years get a head start toward achieving their personal goals, entering top graduate schools and becoming leaders in their professions and communities. Fresno Pacific University will guarantee graduation within four years to qualified students entering the traditional undergraduate program. FPU commits to providing the courses, advising, instruction and preparation. Students who fulfill their responsibilities and are not able to graduate in four years will receive the needed courses in the next semester at no cost in tuition or student fees. This guarantee further demonstrates that a degree from FPU is an excellent investment in academic quality as well as professional and ethical development. See the Admissions section of this catalog for limitations and student responsibilities. Contact the student success coordinator in the Office of Student Success/Retention for more information.

Declaring a Major

Each student must select a major (or majors) no later than the second semester of the sophomore year. A freshman may declare a major in his/her second semester. Students who wish to take advantage of the traditional undergraduate four year graduation guarantee must declare a major in the second semester of their freshman year and keep that major. Students may declare online through the Registrar’s Office home page or through CampusCruiser.

Degree Completion exception: Degree completion students are admitted directly into a major program.

Personalized Majors

Personalized majors may be created through consultation with faculty mentors/advisors. Students should recognize
that a personalized major, while authorized by the university, may not be recognized as a field of study or form of professional preparation by outside agencies and professions. A personalized major must have a minimum of 32 units.

Double Majors

A student may complete up to two majors for a bachelor’s degree. A double major is defined as two majors in the same type of degree (e.g. two majors in a bachelor of arts degree or two majors in a bachelor of science degree. (Completing a bachelor of arts degree and a bachelor of science degree is considered a dual degree. See the Dual Bachelor’s Degree section below.) Double majors are usually taken concurrently and are not considered a dual bachelor’s degree. If taken concurrently, both majors are listed on one diploma.

A double major is subject to the following conditions:

1. General studies courses completed for one major may be applied to the second major. If there are unique general education requirements for the second major, they must also be met. If the general education requirements for the second major differ from the first, both sets must be met in full.
2. The prerequisites and requirements of both majors are completed and are subject to the Course Overlap Policy, which follows.
3. At least 30 units of the second major (24 units in upper-division and at least 15 in the major area) are completed at Fresno Pacific University in addition to the residence requirement of the first major. (Degree completion exception: all courses for both majors must be taken at FPU.)
4. All other degree requirements, limitations, etc., apply to both majors (e.g., grade point average.)

A second major taken at a later time is subject to the major and general education degree requirements in effect at acceptance into the second program. If requirements are met, a second diploma will be issued, but students will not participate in a second commencement ceremony. The double major will also be noted on transcripts.

Dual Bachelor's Degree

A dual degree is defined as two majors in two different bachelor’s degrees (e.g. a bachelor of science degree and a bachelor of arts degree). A dual bachelor’s degree may be granted to a student subject to the same four conditions as a double major.

Two diplomas are issued, whether the majors are completed taken concurrently or not. If taken non-concurrently. The student is not eligible to participate in a second commencement ceremony. Both degrees are noted on transcripts.

Minors

TRADITIONAL UNDERGRADUATE MINORS

Undergraduate students may select a minor (or minors) from the traditional undergraduate programs. Minors may be declared beginning the second semester of the freshman year. Students are not required to complete a minor to meet degree requirements, except in specified majors. Of units required for a minor, at least one half must be completed at Fresno Pacific University. Minors are open to students upon approval from the program director.

Personalized minors may be created through consultation between faculty mentors/advisees and traditional undergraduate students. Students should recognize that a personalized minor, while authorized by the university, may not be recognized as a field of study or form of professional preparation by outside agencies and professions. A personalized minor must have a minimum of 16 units.

DEGREE COMPLETION MINORS

Degree completion students may select a minor (or minors) from the traditional undergraduate programs. Degree completion students should select a minor in the first semester of their cohort. Students are not required to complete a minor to meet degree requirements, except in specified majors. Of units required for a minor, at least one half must be completed at Fresno Pacific University. Minors are open to students upon approval from the program director and completion of a minor contract and are subject to traditional undergraduate tuition. Degree completion students who minor in a traditional undergraduate program are not eligible for traditional undergraduate awards and are encouraged to consult with Student Financial Services regarding implications of a traditional undergraduate minor on financial aid.

Degree completion students must apply for admission through the traditional Undergraduate Admissions Office for a minor offered in the traditional undergraduate programs. Degree completion students are not eligible for personalized minors.

Course Overlap Policy

TRADITIONAL UNDERGRADUATE STUDENTS

A student may use an individual course to meet a requirement in more than one area of the curriculum [i.e., general education, major, minor]. This is referred to as a course overlap. The following policies apply to course overlap.

1. An overlap course may be applied in only two areas of the curriculum. In other words, an overlap course
may not be used to meet requirements in three or more areas of the curriculum.
2. Students completing dual emphases in one major may not overlap any courses between the emphases.
3. Between any pairing of the two areas of the curriculum (including two majors), the maximum number of overlap courses is three.
4. The total number of overlap courses a student is allowed is six.
5. Since the focus series is a part of the general education program, courses used to meet focus series requirements may not overlap with other general education courses.
6. Liberal studies majors may not overlap any courses between their concentration and general education except for focus series requirements. Concentration requirements may also overlap with a minor.

Student Example

<table>
<thead>
<tr>
<th>Requirements Met</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education requirement</td>
<td>THEO-465</td>
</tr>
<tr>
<td>Major requirement</td>
<td>BLIT-330</td>
</tr>
<tr>
<td>Minor requirement</td>
<td>THEO-170</td>
</tr>
<tr>
<td>Minor requirement</td>
<td>REL-418</td>
</tr>
<tr>
<td>General education requirement</td>
<td>COM 420</td>
</tr>
<tr>
<td>Major #1 requirement</td>
<td>REL-460</td>
</tr>
<tr>
<td>Major #2 requirement</td>
<td></td>
</tr>
<tr>
<td>Major emphasis 1 requirement</td>
<td>No course</td>
</tr>
<tr>
<td>Major emphasis 2 requirement</td>
<td>overlaps allowed</td>
</tr>
</tbody>
</table>

- This student could not use THEO 465 in the minor (point 1).
- The student has reached the three overlap course maximum between major and minor (point 3).
- The student has reached the six total overlap course maximum (point 4).

DEGREE COMPLETION STUDENTS

Only three Designated Subject Electives courses may be used as degree completion electives. DC students who elect to take a minor must follow the overlap policy in the chart above.

CONFERRAL OF DEGREES AND COMMENCEMENT

Completion of academic requirements for a degree is termed graduation. The ceremony celebrating this achievement is commencement. Participation in the commencement ceremony does not guarantee graduation from the university or satisfactory completion of program requirements.

APPLICATION

All graduating students must make a formal application for the degree with the Registrar’s Office by the deadline listed below and pay the fee. Students who fail to complete degree requirements within three consecutive semesters will be required to reapply and pay the corresponding fee again. Graduation ceremonies are held twice per year on the main campus in May and December. Applications for Degree are obtained from the Registrar’s Office or online through the university website.

Due Dates to Participate in Commencement

<table>
<thead>
<tr>
<th></th>
<th>Fall Ceremony (December)</th>
<th>Spring Ceremony (May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree application</td>
<td>September 30</td>
<td>January 31</td>
</tr>
<tr>
<td>Degree completion clearance documentation</td>
<td>October 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Undergraduate, clearance documentation</td>
<td>November 1</td>
<td>March 15</td>
</tr>
<tr>
<td>Honors evaluation</td>
<td>November 15</td>
<td>April 10</td>
</tr>
</tbody>
</table>

COMMENCEMENT ELIGIBILITY

All students must meet the commencement eligibility requirements listed in the catalog of the year of participation. Students whose financial obligations are delinquent may not participate in commencement.

Traditional Undergraduate and Degree Completion Students

Undergraduate students are academically eligible for participation in the commencement ceremony provided they have completed their degree OR

1. Carry a minimum 2.0 Fresno Pacific baccalaureate course GPA, and
2. Are enrolled in only FPU courses in their final semester. Beginning with the spring 2014 commencement, students must be enrolled in courses which end prior to commencement and satisfy degree requirements.
3. Transfer coursework documentation for prior semesters must be submitted by the official deadline cited above.
DIPLOMAS

Degrees are conferred upon satisfactory completion of all requirements following the final evaluation and transcript posting by the Registrar’s Office. Diplomas are mailed to graduates several weeks after the posting of the degree and verification that all FPU financial obligations have been met. The conferral record is considered permanent and cannot be changed after the student has graduated. The program name, title and requirements are based on the matriculation catalog.

HONORS AND AWARDS

Alpha Chi National Honor Society

Alpha Chi is a national academic honor society open to traditional undergraduate juniors and seniors in all disciplines. Its purpose is to promote academic excellence and exemplary character among college and university students. FPU sponsors the California Zeta Chapter, one of 300 chapters across the United States and Puerto Rico.

Candidates must have been a regular student in the electing institution not less than one academic year (24 units) and be in the top 10 percent of their class. FPU Alpha Chi members regularly attend and give scholarly presentations at regional and national conventions. The chapter is designated a Star Chapter by the national association.

For more information, contact faculty sponsor W. Marshall Johnston.

Phi Alpha Theta History Honor Society

Established in 1921, Phi Alpha Theta is the national history honor society and is open to all undergraduate students who have earned a 3.1 GPA in 12 or more hours of history courses and have a 3.0 GPA overall in their undergraduate studies at Fresno Pacific University. The aim of Phi Alpha Theta is to foster interest in the discipline of history and promote scholarly excellence in historical study. The Alpha Xi Zeta chapter at Fresno Pacific University is one of the 870 Phi Alpha Theta chapters located at universities across the United States. For more information about Phi Alpha Theta, please contact the chapter advisor, Darin D. Lenz.

Latin Honors

Undergraduate students who have earned a minimum number of graded units, at Fresno Pacific University and meet the standards listed below are eligible for degree honors, which are posted to the student’s transcript and noted on the diploma. Traditional undergraduate students must earn at least 45 graded units at FPU. Degree completion students must earn a minimum 45 graded units or the number of units required for a Degree Completion program, whichever is less.

Degree honors, based on FPU work attempted, are determined according to the following.

<table>
<thead>
<tr>
<th>Honor</th>
<th>FPU GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.90 – 4.00</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70 – 3.89</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.55 – 3.69</td>
</tr>
</tbody>
</table>

Since the requirement for honors could change, students are requested to check the current catalog for the criteria in effect at the time of graduation. Honors listed in the printed commencement program are provisional since grading may not be complete.

Awards

A special award is given each academic year to the traditional undergraduate graduating student(s) with the highest grade point average. The recipient must have completed 60 units at FPU and be listed as a graduate in the commencement program. This is announced at the spring commencement ceremony.

The Harold Haak Academic Achievement Award is presented at the spring commencement ceremony. The recipient of this award is selected by the faculty on the basis of academic excellence, contribution to the college community and future promise.

STUDENT AND FACULTY DISPUTE RESOLUTION

Occasionally a student may find cause to question the action of a professor regarding requirements of a course, teaching effectiveness, comments made in a class that seem derogatory or inflammatory, criticism of the student, general performance or sanctions given for academic dishonesty. Students should first discuss their concerns with the instructor. If the student and faculty member cannot resolve the issue satisfactorily or if the student does not feel comfortable speaking directly with the instructor, the student should consult with the chair of the division in which the course is lodged, who will attempt to resolve the issue. Decisions may be appealed to the dean of the appropriate school for a final resolution.

PETITIONS/APPEALS

A request for an exception to a published university academic policy must be made in writing and initiated through the Registrar’s Office, using the Academic Petition form unless petitioning transferability of courses. (Transferability should be petitioned using the Substitution/Transfer Request form.)

Academic petitions should only be used when the deadline has passed for registration, for adding or dropping classes, for extending an incomplete or for withdrawing from
the university. Requirements for degrees and for participation in commencement are not petitionable. A complete list of non-petitionable policies is available on the university website.

All documentary evidence in support of each application for academic exception should be submitted with the written request. Each case will be decided on its own merits. All exceptions and waivers are subject to review by the appropriate academic official or committee for consideration and decision. Students are encouraged to maintain their own personal copies of all paperwork submitted.
COURSE DESCRIPTIONS

This listing includes traditional undergraduate courses, degree completion courses and designated subjects education courses. Not all courses listed in this catalog are available each term at all campus locations.

ACCOUNTING

ACCT-220. Principles of Accounting I. 4 Units. Accounting is an information and measurement system that identifies, records and communicates relevant information to decision makers. Accounting is the language of business. The ability to understand and use this language is essential in today's competitive marketplace regardless of role. This course provides students with the underlying concepts, theories and procedures for recording, classifying, adjusting, summarizing and interpreting financial data for service and merchandising entities. Additional tutoring sessions are required.

ACCT-230. Principles of Accounting II. 4 Units. A continuation of the principles of accounting with an expansion into the issues of managerial accounting. Topics include: budgeting, cost accounting, financial analysis and the statement of cash flows. Additional tutoring sessions are required.

ACCT-301. Accounting for Management. 3 Units. Managers in business need information in order to make appropriate decisions. This course deals with identifying, measuring, analyzing, interpreting and communicating information in order to achieve organizational goals. Ratio analysis will be used to ascertain appropriate financial stability.

Degree completion students only; May not be audited

ACCT-400. Intermediate Accounting I. 4 Units. Financial accounting provides relevant information to users external to the business, i.e., investors and creditors. The methods of providing this information are through financial statements and related notes attached to the formal financial accounting, and are designed to prepare a student for a career in accounting.

Prerequisites: ACCT-220


Prerequisites: ACCT-400

ACCT-410. Cost Accounting. 4 Units. A study of the major approaches to internal accounting issues, including flexible budgeting, cost allocation and product costing, with an emphasis on decision making, planning and control. Use of computers is included.

Prerequisites: ACCT-230

ACCT-415. Tax Accounting. 4 Units. A study of the rules and principles of taxation of individuals and business entities (corporations and flow-through entities).

Prerequisites: ACCT-230

ACCT-418. Nonprofit Accounting. 3 Units. A study of the concepts, principles and problems of accounting for governmental and nonprofit organizations. Fund accounting, budgeting, cash planning and control are presented in the context of governmental and nonprofit decision making.

Prerequisites: ACCT-230

ACCT-420. Auditing. 3 Units. Students learn the methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor. Generally accepted techniques for evaluation of internal control procedures and the auditing of computer accounting systems are included.

Prerequisites: ACCT-400


Prerequisites: ACCT-405

ACCT-451. Financial Statement Analysis. 3 Units. Focuses on the student as a financial analyst/accountant/money manager. Students learn to 1) make the numbers tell what they need to know in decision making and give them information they can act on, 2) examine how financial statements can be manipulated to control the perceptions of investors and creditors, and 3) gain knowledge to avoid such manipulation and to offer a balanced treatment of the main types of financial statements as mirrored in the real world.

Prerequisites: ACCT-220, ACCT-230

ART

ART-110. Art Appreciation. 3 Units. Discussion of the history, vocabulary, methods and media of art through presentation of examples from various art movements and cultures.

ART-111. Art Appreciation. 3 Units. Through the examination of examples from various art movements and cultures, this course explores art through a discussion of the history, vocabulary, methods and media of art.

Degree completion students only; May not be audited

ART-115. Introduction to the Art Industry. 3 Units. Introduces students to the multifaceted art industry and allows students to explore different art fields, such as arts councils, art museums, art education, design, photography and architecture. Encourages students to better understand and to discover which area of art they will pursue and in what capacity.

ART-120. Painting I. 3 Units. An introduction to painting processes through studio problems and critiques. This class is designed to foster an understanding of color harmony and compositional balance in a painting.

May not be audited
ART-140. Drawing I. 3 Units. Serves as an introduction to the basic principles of observational drawing. Students will learn about drawing media, techniques and composition through group critiques, lectures and individual research. 
   \textit{May not be audited}\n
ART-150. Principles of Design. 3 Units. Design elements and their fundamental application in two-dimensional visual art. Explores the principles of visually organizing those elements, while exploring creative thought processes and methods of visual analysis. Explorations of a variety of materials, techniques and vocabulary specific to the fine art of design.

ART-160. Publications Practicum. 1-2 Units. Practical experience in all aspects of yearbook production with special emphasis on artwork, graphics, photography, layout and design.
   \textit{Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course}\n
ART-161. Art Around the World. 3 Units. Examines visual art and architecture from diverse non-Western cultures, such as Africa, Asia, the Americas and Oceania, dating from prehistory to the present day. Art works will be studied in their historical, social, religious and stylistic contexts. Examines cultural and artistic highlights which have illuminated the past and which continue to influence contemporary culture.
   \textit{Degree completion students only; May not be audited}\n
ART-170. Sculpture I. 3 Units. Basic practice in the expressive use of form and color in space. Use of a variety of media, such as clay, plaster, wood and mild steel. Course uses both historical and contemporary approaches to develop content.
   \textit{May not be audited}\n
ART-180. Ceramics I. 3 Units. The fundamentals of forming both hand-built and wheel-thrown objects. Basic techniques of surface embellishment and glazing will be featured. An awareness of three-dimensional form will be stressed.
   \textit{May not be audited; $25 materials fee}\n
ART-230. Basic Graphic Design. 3 Units. Introduction and review of the basic elements of design and semiotics as they are used in two-dimensional layouts. Introduction of Adobe Photoshop, Illustrator and InDesign. Students learn how to set up documents and create illustrations and layouts in these three programs. Introduction to typography.
   \textit{May not be audited}\n
ART-300. Art for Elementary Teachers. 3 Units. This course is designed to introduce studio art, art history, art criticism and aesthetics to the future elementary school teacher. This class will provide a foundation for lifelong learning within the art discipline. Competencies pertaining to art instruction will be developed through various experiences based upon art education theory and practice. A lab fee will be charged to cover various materials for hands-on demonstrations.
   \textit{Degree completion students only; May not be audited; $20 materials fee}\n
ART-305. Life Drawing. 3 Units. An advanced drawing course dedicated to the rendering of the human figure. Students explore a variety of techniques and materials, expanding their visual understanding and sensitivity to the proportions of the human body.
   \textit{May not be audited}\n
ART-315. Digital Photography. 3 Units. Instruction in basic digital photographic practices and methods. Emphasis on creative use of the camera for communication and expression. Introduction to Photoshop CS3 for photo correction and manipulation.

ART-320. Painting II. 3 Units. An extension of what has been learned in Painting I. The student will be encouraged to rely on intuition for creative ideas and directions.
   \textit{Prerequisites: ART-120; May not be audited}\n
ART-325. Modern and Contemporary Art. 3 Units. Considers various modernist artistic developments of the 20th century through to artistic developments of the present day, including issues facing artists.

ART-330. Art and Religion. 3 Units. Examines how spirituality has been present and evident through artistic expression since the beginning of time. Through the examination of various examples of art and architecture, students will learn about the creativity of different cultures and religions, and how they compare to the Christian faith.

ART-340. Drawing II. 3 Units. Further explores principles introduced in Drawing I. A competent handling of the drawing medium, strong understanding of the elements and principles of design and a conceptual approach to subject matter will be fostered through critiques, discussions and individual research.
   \textit{Prerequisites: ART-140; May not be audited}\n
ART-350. History of Western Art I. 3 Units. Explores Western art in its historical and cultural contexts, from prehistory to the Renaissance, in an attempt to better understand the creativity of those who lived before and how art has influenced modern culture.

ART-355. History of Western Art II. 3 Units. Explores Western art in its historical and cultural contexts, from the Renaissance to the present day, in an attempt to better understand the creativity of those who lived before and how art has influenced modern culture.

ART-380. Ceramics II. 3 Units. Higher levels of creative expression through clay. Large, nonfunctional pieces such as wall hangings and sculptures will be encouraged. A more competent handling of the potter’s wheel will be required.
   \textit{Prerequisites: ART-180; May not be audited; $25 materials fee}\n
ART-430. Advanced Graphic Design. 3 Units. Students work with longer documents, multiple layers and styles, and three-dimensional
illustrations. Students learn color management for output for print or Web.

Prerequisites: ART-230

ART-435. Museum Studies. 3 Units. Examines various aspects of the museum industry and its history. Equips students with the skills necessary to seek careers and job opportunities in the arts and museum industry.

ART-440. Exhibition and Gallery Design. 3 Units. Examines art theory and technique and applies it to the gallery space. Students learn practical aspects of exhibition and gallery design. This course is essential for those who wish to pursue careers as practicing artists, curators, gallery or museum workers.

ART-450. Project in Art. 3 Units. For advanced students with art major; course is seen as the final project before completion of major. Involves a public presentation of work from production to exhibit.

Signature required; May not be audited

ART-460. World Art. 3 Units. Examines visual art and architecture from diverse cultures from prehistory to the present day in their historical, social, religious and stylistic contexts. Study of the diverse cultural and artistic highlights that have illuminated the past and that continue to fuel contemporary culture.

ART-475. Art Careers. 3 Units. Develops entrepreneurial knowledge and practical skills for those wanting to work in the art industry. Covers the important principles required to start a business or obtain a job in the competitive art industry.

ART-482. Internship in Art. 1-3 Units. A project of study planned out by the student and the art program director. The study project could involve working as an assistant for the Fresno Art Museum, various other agencies or doing an apprenticeship with a Fresno artist.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

INTERCOLLEGIATE ATHLETICS

ATH-105. Varsity Men’s Swimming. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-105A. Strength and Conditioning for Varsity Men's Swimming. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-106. Varsity Men's Water Polo. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-106A. Strength and Conditioning for Varsity Men's Water Polo. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-110. Varsity Women's Volleyball. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-110A. Strength and Conditioning for Varsity Women's Volleyball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-115. Varsity Women’s Swimming. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-115A. Strength and Conditioning for Varsity Women's Swimming. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-116. Varsity Women’s Water Polo. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-116A. Strength and Conditioning for Varsity Women's Waterpolo. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor
ATH-120. Varsity Men's Soccer. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-120A. Strength and Conditioning for Varsity Men's Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-130. Varsity Women's Cross Country. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-130A. Strength and Conditioning for Varsity Women's Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-135. Varsity Men's Cross Country. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-135A. Strength and Conditioning for Varsity Men's Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-140. Varsity Women's Basketball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-140A. Strength and Conditioning for Varsity Women's Basketball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-145. Varsity Men's Basketball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-145A. Strength and Conditioning for Varsity Men's Basketball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-150. Varsity Women's Track. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-150A. Strength and Conditioning for Varsity Women's Track. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning--principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-155. Varsity Men's Track. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-155A. Strength and Conditioning for Varsity Men's Track. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
ATH-170. Varsity Women’s Soccer. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-170A. Strength and Conditioning for Varsity Women’s Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-180. Varsity Women’s Tennis. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-180A. Strength and Conditioning for Varsity Women’s Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-185. Varsity Men’s Tennis. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-185A. Strength and Conditioning for Varsity Men’s Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-195. Varsity Baseball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-195A. Strength and Conditioning for Varsity Baseball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-206. Varsity Men’s Water Polo. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-306. Varsity Men’s Water Polo. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-306A. Strength and Conditioning for Varsity Men’s Water Polo. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-310. Varsity Women’s Volleyball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-310A. Strength and Conditioning for Varsity Women’s Volleyball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course
ATH-315. Varsity Women’s Swimming. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-315A. Strength and Conditioning for Varsity Women’s Swimming. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-316. Varsity Women’s Water Polo. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-316A. Strength and Conditioning for Varsity Women’s Waterpolo. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-320. Varsity Men’s Soccer. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-320A. Strength and Conditioning for Varsity Men’s Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-330. Varsity Women’s Cross Country. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-330A. Strength and Conditioning for Varsity Women’s Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-335. Varsity Men’s Cross Country. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-335A. Strength and Conditioning for Varsity Men’s Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-340. Varsity Women’s Basketball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-340A. Strength and Conditioning for Varsity Women’s Basketball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-345. Varsity Men’s Basketball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-345A. Strength and Conditioning for Varsity Men’s Basketball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-350. Varsity Women’s Track. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course
ATH-350A. Strength and Conditioning for Varsity Women’s Track. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-355. Varsity Men’s Track. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-355A. Strength and Conditioning for Varsity Men’s Track. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-370. Varsity Women’s Soccer. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-370A. Strength and Conditioning for Varsity Women’s Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-380. Varsity Women’s Tennis. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-380A. Strength and Conditioning for Varsity Women’s Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-385. Varsity Men’s Tennis. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-385A. Strength and Conditioning for Varsity Men’s Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-395. Varsity Baseball. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-395A. Strength and Conditioning for Varsity Baseball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

BIBLICAL STUDIES

BIB-100. Jesus and the Christian Community. 4 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values and practices that contribute to a successful university experience. The course includes both large group and small group experiences and is led by an interdisciplinary team of university faculty.

Freshmen only

BIB-100A. Jesus and the Christian Community I. 2 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. The first semester focuses on the life and teachings of Jesus. Students must complete BIB-100A and BIB-100B to meet the general education requirement. Enrollment in the year long sequence is limited to students in the Natural Science STEM program.

May not be audited

BIB-100B. Jesus and the Christian Community II. 2 Units. A continuation of BIB-100A. The second semester focuses on the life

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and teachings of Jesus, including ways these shaped the early Christian movement and continue to shape contemporary Christian communities. Students must complete BIB-100A and BIB-100B to meet the general education requirement. Enrollment in the year long sequence is limited to students in the Natural Science STEM program.

May not be audited

BIB-106. Classical Greek I. 3 Units. An introductory study in Classical Greek from which New Testament or Koine Greek developed. The course emphasizes the acquisition of vocabulary, mastery of forms, fundamentals of Greek grammar and practice in reading portions of the New Testament and passages about Greek life.

May not be audited

BIB-107. Classical Greek II. 3 Units. Classical Greek II is a continuation of BIB-106 Classical Greek I. It is an introductory classical language course that provides a systematic introduction to the Classical Greek grammar and Greek literature of fifth century BC Athens. It offers some exposure to Greek history and culture through readings and discussions. The course is intended to meet the needs of students interested in Ancient Greek of the Hellenistic period as well, especially the Koine of the New Testament.

Prerequisites: BIB-106; May not be audited

BIB-115. Hebrew I. 3 Units. This course is designed to introduce the student to beginning biblical Hebrew. Issues of interpretation, canonization, redaction, forms of biblical criticism and history will also be discussed as relevant. The course will cover the following basics: nouns, prepositions, adjectives, pronouns, pronominal suffixes, construct chains, and Qal perfect and imperfect verbs.

May not be audited

BIB-116. Hebrew II. 3 Units. This course is the second part of beginning biblical Hebrew. Besides focusing in particular on the derived verbs, we will continue discussion issues of interpretation, canonization, redaction, forms of biblical criticism and history as relevant. This course is designed to understand the following basics: vav conversive contructions, narrative sequences, Qal imperative, jussive and cohortative, verbal pronominal suffixes, Qal infinitives: construct and absolute, Qal participle and the derived stems.

May not be audited

BIB-215. Hebrew III. 3 Units. The first part of intermediate biblical Hebrew. Emphasis is on further internalization of the language and development of verb forms.

Prerequisites: BIB-116; May not be audited

BIB-216. Hebrew IV. 3 Units. Recommended prior coursework: BIB-215. This fourth semester exegetical course helps students internalize as much Hebrew as possible through production. The production of language is key for its assimilation, and as such most of the class is run in biblical Hebrew, so as to allow students maximum opportunity for production. Students develop sensitivity to exegetical matters that arise from reading the Hebrew Bible.

May not be audited

BIB-300. Jesus and the Christian Community- Transfer Students. 3 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values from the particular tradition that has shaped the identity of FPU.

BIB-301. Biblical Studies in Israel. 1-12 Units. Summer School study abroad in Jerusalem - Meets the theology or Biblical portion of the Off-Campus Focus Series.

BIB-304. Paul and His Teaching. 3 Units. A study of the place of Paul in the development of the primitive church. The great apostle is studied as a person, writer and thinker. Attention is focused on the ways in which Paul has been understood in both ancient and modern times.

BIB-314. Jesus and the Christian Community. 3 Units. A foundational course for all undergraduate students at FPU. An integral and essential part of the Degree Completion program. Central themes include Jesus, his teachings, the community he founded and the early years of the Christian movement. More than simply a traditional Bible class, it provides students with both academic and practical opportunities for learning and growth within the broader community of the Degree Completion program. The interactive approach to learning moves students beyond knowledge and understanding to doing, living and being.

Degree completion students only; May not be audited

BIB-428. Biblical Theology. 3 Units. Recommended prior course work: BIB-100/300 and one 300-level BLIT course. Traces underlying narratives and key themes across diverse biblical texts; evaluates various methods and proposals for organizing and synthesizing the Bible’s theological witness; examines the relationship between biblical exegesis, theological reflection and Christian practice.

Degree completion students only; May not be audited

BIB-436. Biblical Perspectives. 3-4 Units. Recommended prior coursework: BIB-314. This course is a unique blend of study in the Bible with an eye toward key aspects related to being the people of God.” As such

Degree completion students only; May not be audited

BIB-438. Biblical Perspectives for Educators. 3 Units. Recommended prior coursework: BIB-314. This course is a unique blend of study in the Bible with an eye toward key aspects related to being the people of God.” As such

Degree completion students only; May not be audited

BIB-441. Biblical Interpretation: to 18th Century. 3 Units. A survey and analysis of canonization, manuscript evidence, the transmission of text, distinctive schools and figures in the history of interpretation.

BIB-442. Biblical Interpretation: 19th-21st Centuries. 3 Units. A survey of critical approaches to interpretation of the Bible from 1800 to the present. Attention will be given to historical context, key representatives, strengths and weaknesses and developing skill in various approaches.

BIB-446. Biblical Perspectives for Nurses. 3 Units. Recommended prior coursework: BIB-314. This course is a unique blend of study in the Bible with an eye toward key aspects related to being the people of God.” As such

Degree completion students only; May not be audited
BIB-449. Biblical Perspectives for Criminology. 3 Units.
Recommended prior coursework: BIB-314. This course is a unique blend of study in the Bible with an eye toward key aspects related to being “the people of God.” As such, it is neither strictly Bible survey, nor merely a topics course. Specific passages have been selected to promote improvement of skills for reading and understanding the Bible (the act of interpretation). Covers a range of literature, styles and time periods, which are representative of other larger blocks of biblical material. Texts correspond to topics key to understanding the dynamics of community living and aspects of healing and wholeness in these texts. Topics explored include community beginning, ordering, leadership, fragmentation, coherence and power. Both textual and topical aspects are kept in creative tension. Skills, creative thinking and application are all goals.

Degree completion students only; May not be audited

BIB-451. Biblical Perspectives for Leadership. 3 Units.
Recommended prior coursework: BIB-314. This course is a unique blend of study in the Bible with an eye toward key aspects related to being “the people of God.” As such, it is neither strictly Bible survey, nor merely a topics course. Specific passages have been selected to promote improvement of skills for reading and understanding the Bible (the act of interpretation). Covers a range of literature, styles and time periods, which are representative of other larger blocks of biblical material. Texts correspond to topics key to understanding the dynamics of community living and aspects of healing and wholeness in these texts. Topics explored include community beginning, ordering, leadership, fragmentation, coherence and power. Both textual and topical aspects are kept in creative tension. Skills, creative thinking and application are all goals.

Degree completion students only; May not be audited

BIB-452. Christianity in the Non-Western World. 4 Units.
How do Christians in other parts of the world live? Who do they understand themselves to be? How do they follow Christ? In this course, students will discover and investigate Christianity in its diverse forms in Asia, Africa and Latin America. Students focus on ethnographic elements of Christian communities such as the ways they live as families, their organizational structure, boundaries around their communities, their rituals, their festivals and how they relate to the broader cultures around them.

Same as SOC-364

BIB-483. Projects in Biblical and Religious Studies. 1-3 Units.
This course culminates the biblical and religious studies major and includes submission of a portfolio, seminar-style presentation and discussion of a major research project.

Biblical and religious studies majors only; Junior or senior class standing only; May not be audited

BIOLOGY

BIOL-100. Principles of Biology. 4 Units.
An examination of the cell, inheritance, ecology, human biology, the diversity of life and evolutionary theory. Emphasis is given to understanding central concepts and to the process of science. Attention is also given to the relationships between biology and Christian faith and practice. It provides foundational understandings for general education and liberal studies. Science majors should take BIOL-111 and BIOL-121.

BIOL-100L. Principles of Biology Lab. 0 Units.
Graded CR/NC

BIOL-101L. Principles of Biology. 4 Units.
An examination of the cell, inheritance, ecology, human biology, the diversity of life and evolutionary theory. Emphasis is given to understanding central concepts and to the process of science. Attention is also given to the relationships between biology and Christian faith and practice. It provides foundational understandings for general education and liberal studies. Science majors should take BIOL-110 and BIOL-120.

BIOL-111. General Biology: Cells and Physiology. 4 Units.
Introduction and general study of biochemistry, cell biology, genetics, biotechnology and animal physiology and anatomy, with an emphasis on human applications and bioethics. Intended for majors or minors in the natural sciences.

BIOL-111H. General Biology: Cells and Physiology. 4 Units.
Introduction and general study of biochemistry, cell biology, genetics, biotechnology and animal physiology and anatomy, with an emphasis on human applications and bioethics. Lecture equivalent to BIOL-111, with honors lab and discussion section. Includes analysis of primary scientific literature, introduction to hypothesis testing and individual research project.

May not be audited

BIOL-111L. General Biology: Cells and Physiology Lab. 0 Units.
Graded CR/NC

BIOL-111LH. General Biology: Cells and Physiology Lab. 0 Units.
May not be audited; Graded CR/NC

BIOL-120L. General Biology: Diversity and Ecology. 4 Units.
Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Intended for majors or minors in the natural sciences.

BIOL-120LH. General Biology: Diversity and Ecology. 4 Units.
Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Lecture equivalent to BIOL-120L, with honors lab and discussion section. Includes analysis of primary scientific literature, introduction to hypothesis testing and an individual research project.

University scholars program students only; May not be audited

BIOL-121. General Biology: Diversity and Ecology. 4 Units.
Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Lecture equivalent to BIOL-120L, with honors lab and discussion section. Includes analysis of primary scientific literature,
introduction to hypothesis testing and an individual research project.

May not be audited

**BIOL-121L. General Biology: Diversity and Ecology Lab. 0 Units.** Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Intended for majors or minors in the natural sciences.

Graded CR/NC

**BIOL-121LH. General Biology: Diversity and Ecology Lab. 0 Units.**

May not be audited; Graded CR/NC

**BIOL-125. Introduction to Biology. 3 Units.** A foundational course that examines the central concepts of cellular biology, human biology, genetics, evolution, taxonomy and ecology.

Degree completion students only; May not be audited

**BIOL-220. Healthcare in the United States. 2 Units.** Explores the structure of healthcare delivery in the United States. Organizational, economic, political, and social perspectives are developed. Issues such as quality of care, roles of public health, contrasts between national and global health systems and indicators are explored. In addition, course participants self-assess personal characteristics and interests to develop and explore a career plan associated with a specific professional path in the health sciences.

**BIOL-311. Field Botany. 4 Units.** Study of vascular plant morphology, taxonomy, physiology and ecology. Emphasis given to field identification, methods of study of plant communities and experimental analysis. Three weekend field trips required.

Prerequisites: BIOL-120L; 2 hours lecture, 6 hours lab or fieldwork

**BIOL-311L. Field Botany Lab. 0 Units.**

Prerequisites: BIOL-120L

**BIOL-312. Ecology. 4 Units.** A study of the interrelationships between organisms and their environment and an analysis of the principle factors contributing to the distribution and abundance of living organisms. Participation in field trips is required.

Prerequisites: BIOL-101L, BIOL-120L or ENV-150

**BIOL-312L Ecology Lab. 0 Units.**

Prerequisites: BIOL-101L, BIOL-120L or ENV-150; May not be audited; Graded CR/NC

**BIOL-321. Vertebrate Zoology. 4 Units.** Vertebrate taxonomy, anatomy, ecology and field study. Emphasis given to study of vertebrate fauna of California. Weekend field trip required.

Prerequisites: BIOL-120L; 3 hours lecture, 3 hours lab or fieldwork

**BIOL-321L Vertebrate Zoology Lab. 0 Units.**

Prerequisites: BIOL-120L; May not be audited; Graded CR/NC

**BIOL-322. Invertebrate Zoology. 4 Units.** Recommended prior course work: BIOL-121. Examines the biology of invertebrates, including systematics, comparative anatomy, behavior, ecology and field study, with emphasis on arthropods. Special topics include parasitology, ecology of disease vectors, forensic entomology, agricultural pest management and marine biology.

Prerequisites: BIOL-100, BIOL-111, BIOL-121 or ENV-150

BIOL-322L Invertebrate Zoology Lab. 0 Units.

**BIOL-331. Human Anatomy. 4 Units.** An introductory systems approach to gross and microscopic structure of the human body.

Prerequisites: BIOL-101L OR BIOL-110L or BIOL-110H or BIOL-120L or BIOL-120LH

**BIOL-331L Human Anatomy Lab. 0 Units.**

Graded CR/NC

**BIOL-332. Human Physiology. 4 Units.** Homeostasis in the human body; a course for study of principles, integrated function and fine structure of the human body.

Prerequisites: (BIOL-100 and BIOL-100L) or (BIOL-111 and BIOL-111L) or (BIOL-121 and BIOL-121L); Same as BIOL-334L

**BIOL-332L Human Physiology Lab. 0 Units.**

Graded CR/NC; Same as BIOL-334L

**BIOL-340. Microbiology. 3 Units.** Study of microorganisms, particularly bacteria and viruses. Attention is given to the morphology, physiology, taxonomy and disease interactions of microbes. I laboratory is not required.

**BIOL-340L Microbiology Lab. 0 Units.**

Graded CR/NC

**BIOL-370. Bioethics. 3 Units.** Study of the ethical aspects of biology and medicine. Topics addressed include issues associated with biotechnology, experimentation, medical practice, and the ethical and social justice aspects of health care.

Prerequisites: BIOL-101L, BIOL-110L, COM-110, COM-110A, COM-110B

**BIOL-420. Biochemistry. 3 Units.** Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions. Does not include the lab component.

Prerequisites: CHEM-102L, CHEM-310L; Same as CHEM-420L

**BIOL-421. Biochemistry. 4 Units.** Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions.

Prerequisites: CHEM-102L, CHEM-310L; Same as CHEM-420L

**BIOL-421L Biochemistry Lab. 0 Units.**

Prerequisites: CHEM-102L, CHEM-310L; Graded CR/NC

**BIOL-441. Cell and Molecular Biology. 4 Units.** Study of the structure and function of life at the cellular, subcellular and molecular levels. Special attention is given to the flow of energy and information in the cell.
BIBLICAL LITERATURE

BLIT-302. Biblical Literature: Mark. 1 Unit. An introduction to the Gospel of Mark and to its unique portrait of Jesus. The class models the nature of Mark with its historical and literary context, and teaches strategies for interpreting texts and summarizes the Gospel of Mark and to its unique portrait of Jesus. The class models the nature of the missional community.

Degree completion students only; May not be audited

BLIT-303. Biblical Literature: I Corinthians. 1 Unit. An introduction to the biblical book of I Corinthians. The aim is to introduce the student to 1) the letter genre; 2) the social, historical and cultural context of first century Corinth and 3) content and themes in the letter. The course format alternates between brief lectures, group discovery and synthesis centering on analysis of the biblical text.

Degree completion students only; May not be audited

BLIT-304. Biblical Literature: James. 1 Unit. An introduction to the New Testament letter of James. A variety of issues are addressed, including those related to its appearance in the New Testament canon, including authorship, dating, occasion, setting and relationship to other canonical and non-canonical writings. Literacy concerns, such as genre, structure and thematic development will be examined. The letter is also considered for its place in the ongoing life of the church.

Degree completion students only; May not be audited

BLIT-305. Biblical Literature: Job and Ecclesiastes. 1 Unit. An interpretive method is developed in the examination of content and themes in these two writings. The perspectives of the writings are considered in light of analogous issues in contemporary life in the effort to understand both the writings and the contemporary world.

Degree completion students only; May not be audited

BLIT-306. Law and Ephesians. 1 Unit. A biblical integration course, this biblical literature course investigates the connection between the Old Testament Torah (Law) and its use by Paul in Ephesians as a means to consider implications for the church’s external witness to the world.

Degree completion students only; May not be audited

BLIT-307. Proverbs, Ecclesiastes and James. 1 Unit. A biblical integration course, this biblical literature course investigates the implications of faith and faithfulness for God’s people as a means for considering the nature of communal leadership in the local congregation.

Degree completion students only; May not be audited

BLIT-308. Isaiah and Matthew. 1 Unit. A biblical integration course, this biblical literature course investigates the connection between the prophet Isaiah’s message and Jesus’ message as significant to the nature of the missional community.

Degree completion students only; May not be audited

EXPOSITORY STUDIES. 3 UNITS.

Expository studies of selected writings from the Old Testament and New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. Biblical literature courses are taught on a four-year cycle covering the entire biblical canon. Students may contact the biblical and religious studies faculty for more specific information about the cycle of courses as planned.

Prerequisite: BIB-100 or BIB-300


BLIT-360H. Introduction to the Dead Sea Scrolls. 3 Units. Looking at the circumstances of the discovery of the Dead Sea Scrolls, their publication, their significance for understanding the Judaisms of the late Second Temple Period and their contributions to the study of Early Christianity.
Prerequisite: BIB-100 or BIB-300; University scholars program students only

BUSINESS ADMINISTRATION

BUS-365. Business Ethics. 3 Units. Business Ethics is an interdisciplinary course that encompasses questions in business practices with issues in politics, sociology and organizational theory. Although anchored in philosophy, business ethics takes abstract questions in normative ethics and political philosophy and mingles them with an analysis of practical problems and concrete moral dilemmas found in the workplace. Business ethics is the study of what constitutes right and wrong, or good and bad, in human conduct in a business context.

BUS-375. Introduction to Business in Japanese Society. 3 Units. Students will supplement introductory readings and presentations on the history of Japanese culture and society with directed readings and a research report on an approved topic.

BUS-428. Collaboration and Creativity. 1 Unit. Organizations must recognize and reward collaboration as clearly and unambiguously as they have traditionally celebrated individual achievements. This course is about learning how to do just that. Students go beyond simple teamwork strategies to build more creative collaboration skills and better manage relationships within organizations that encourage groups of all sorts towards more effective interaction. The instructional style is very hands-on, providing opportunities to put into practice the techniques presented.

Degree completion students only; May not be audited

BUS-431. Organization Behavior. 3 Units. This course focuses on organizational structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to use a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

Degree completion students only; May not be audited

BUS-432. Dynamics of Group Behavior. 3 Units. This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

Degree completion students only; May not be audited

BUS-434. Individual in the Organization. 3 Units. This course focuses on organizational behavior as it relates to individual motivation, productivity and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop an understanding of theories of motivation and organizational behavior and develop skills in effective interpersonal relationships.

Degree completion students only; May not be audited

BUS-438. Human Resources. 3 Units. Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

Degree completion students only; May not be audited

BUS-440. Leadership and Change. 3-4 Units. Students examine motivational theory and its application to individual and group functioning at work and home. Leadership styles related to particular circumstances are analyzed. Employee development is covered through reading and class practice with an analysis of the effect on current practices.

Degree completion students only; May not be audited

BUS-441. Ethics and Values. 3 Units. This class studies business using various means of looking at organizational goals, how decisions are made and the people that make them.

Degree completion students only; May not be audited

BUS-442. Ethics and Values in Organizations. 3-4 Units. This is a capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights and a responsible lifestyle in the contemporary world. Ethical theories and
personal values are examined through readings, analysis of the workplace and classroom discussion.

*Degree completion students only; May not be audited*

**BUS-444. Diversity in the Workplace. 3 Units.** Assists the student in developing increased sensitivity, appreciation and understanding when leading employees in organizational settings of diverse ethnic, cultural, gender and multigenerational backgrounds.

*Degree completion students only; May not be audited*

**BUS-446. Leadership Skills Development. 3 Units.** Application of principles learned from a variety of leadership theories and practices, including self-assessment of leadership style through 360 peer feedback, personal written introspection of strengths and opportunities for improvement and small and large group class discussion.

*Degree completion students only; May not be audited*

**BUS-465. Statistics. 3 Units.** The course trains students in the understanding of the statistical techniques required to achieve business objectives. In order to make successful business decisions, one must understand how to collect, organize, present, analyze and interpret data. Hence, students learn the organization of data, measures of central tendency and dispersion, sampling, normal distribution, probability concepts, estimation, hypothesis testing, chi-square, analysis of variance and regression and correlation.

*Degree completion students only; May not be audited*

**BUS-466. Statistics for Management. 3 Units.** Helps students understand statistical methods and techniques used in business. Students learn how to collect, organize, present and analyze data. Students learn descriptive and inferential statistics, including measures of central tendency and dispersion, sampling, normal probability distributions, hypothesis testing, analysis of variance, regression and correlation. Chi-square applications.

*Degree completion students only; May not be audited*

**BUS-471. Business Policy and Strategy. 3 Units.** This course studies the effects of policy decisions in keeping with strategic decisions. Models will be used to gain understanding of useful propositions for business organizations.

*Degree completion students only; May not be audited*

**BUS-475. Law and the Business Environment. 3 Units.** Explores the principles and structures of law that affect individuals, communities, society and the marketplace. Reviews the history, philosophies, structures and procedures of legal systems and dispute resolution. Strong emphasis on examining legal relationships and principles through case analysis of substantive areas of law, including torts, contracts, agency and business organizations.

*Degree completion students only; May not be audited*

**BUS-476. Business Law. 3 Units.** This course studies law as it applies to business through the examination of selected relevant areas of substantive law. Students are introduced to dispute resolution through the structures, procedures and philosophies of legal systems. Focuses on the analysis of selected legal principles through case studies of substantive areas of law, including torts, contracts and agency.

*Degree completion students only; May not be audited*

**BUS-480. Strategic Management. 3 Units.** This course provides a comprehensive model for analyzing business strategy applicable to large, small, for-profit and nonprofit organizations. The class materials cover how firms formulate, implement and evaluate strategies using a case analysis approach. Students will learn to use new case analysis tools, coupled with knowledge acquired from other courses, to chart the future direction of different organizations. Firms from different industries are analyzed, objective strategic decisions for companies are made and these decisions are justified through oral or written communication.

*Prerequisites: ACCT-220, ACCT-230, BUS-365, BUS-465, BUS-475, ECON-140, FIN-450, INTB-370, MGT-350, MKT-300; Seniors only; Business majors only; May not be audited*

**BUS-481. SIFE - Practicum. 1-3 Units.** SIFE is a service learning experience where the participants have the opportunity to apply the knowledge gained in the classroom. The course is available to all undergraduates and is repeatable up to 6 units.

*Signature required; Repeatable for credit; Graded CR/NC*

**BUS-482. Seminar in Business Strategy. 4 Units.** Students learn about the problems of management, including the development of appropriate strategy and implementations. This course provides students with the opportunity to apply principles acquired at the undergraduate level to actual decision-making situations. Students present a written strategic plan and make an oral report.

*Prerequisites: BUS-480; Business majors only*

**CHEMISTRY**

**CHEM-100. Introductory Chemistry. 3 Units.** This course is designed to foster a general understanding of chemistry. The class will use demonstrations and laboratory experiments to introduce and clarify questions about the concrete world, within the context of the abstract model of the atom. Everyday materials will be used in order to emphasize the extent to which chemistry affects human life. Outside reading will be used as a means of extending classroom learning into an analysis of current events within the context of chemistry.

*Degree completion students only; 3 hours lecture, 1 hour lab; May not be audited*

**CHEM-102L. General Chemistry II. 4 Units.** A study of chemical equilibria with emphasis on an acid/base chemistry and electrochemistry. Principles of thermodynamics including enthalpy, entropy and free energy are also emphasized. Chemical kinetics are also included.

*Prerequisites: CHEM-101L*

**CHEM-103. General Chemistry I. 4 Units.** Recommended prior coursework: High school algebra and/or chemistry. Basic principles of chemistry, including structure, bonding, reactions and properties of matter.

**CHEM-103A. General Chemistry IA. 2 Units.** A slower-paced version of CHEM-103, spread out in two semesters. Available to students who do not meet CHEM-103 prerequisites. Identical to the first half of CHEM-103. Topics include atoms, stoichiometry, aqueous reactions, gas laws and thermochemistry.

*May not be audited*

**CHEM-103AL. General Chemistry IA Lab. 0 Units.**

*May not be audited; Graded CR/NC*
CHEM-103B. General Chemistry IB. 2 Units. A slower-paced version of CHEM-103 spread out over two semesters. Available to students who do not meet CHEM-103 prerequisites. Identical to the second half of CHEM-103. Topics include thermochemistry, quantum chemistry, periodicity bonding and intermolecular forces.

May not be audited

CHEM-103BL. General Chemistry IB Lab. 0 Units.

May not be audited; Graded CR/NC

CHEM-103L. General Chemistry I Lab. 0 Units.

Graded CR/NC

CHEM-104. General Chemistry II. 4 Units. A study of chemical equilibria with emphasis on an acid/base chemistry and electrochemistry. Principles of thermodynamics including enthalpy, entropy and free energy are also emphasized. Chemical kinetics are also included.

Prerequisites: CHEM-103, CHEM-103L

CHEM-104L. General Chemistry II Lab. 0 Units.

CHEM-310. Organic Chemistry I. 3 Units. A study of aliphatic and aromatic organic compounds with emphasis on chemical nomenclature, reaction theory and kinetic mechanisms.

Prerequisites: CHEM-102L with minimum grade C

CHEM-311. Organic Chemistry II. 3 Units. A continuation of CHEM-310 including spectroscopic methods.

Prerequisites: CHEM-310

CHEM-312L. Organic Chemistry Laboratory I. 2 Units. A study of organic laboratory techniques. Emphasis is placed on separation/purification techniques such as distillation, crystallization and multi-phase extraction.

3 hours lab, 1 hour lecture; May not be audited

CHEM-313L. Organic Chemistry Laboratory II. 1 Unit. A continuation of CHEM-312L. Emphasis is placed on instrumental analysis and using kinetic and thermodynamic factors to control organic reactions.

Prerequisites: CHEM-312L; May not be audited

CHEM-321. Inorganic Chemistry. 4 Units. A study of main-group and transition metal compounds with emphasis on bioinorganic chemistry, coordination chemistry, organometallic chemistry and solid state chemistry.

Prerequisites: CHEM-101L

CHEM-321L. Inorganic Chemistry Lab. 0 Units.

Prerequisites: CHEM-101L; Graded CR/NC

CHEM-340. Environmental Chemistry. 4 Units. A study of the chemistry of the environment. The environmental distribution and fate of both organic and heavy metal pollutants are studied. Particular emphasis is placed on the thermodynamic and kinetic factors that determine the distribution and fate of pollutants.

Prerequisites: CHEM-104, CHEM-104L

CHEM-340L. Environmental Chemistry Lab. 0 Units.

CHEM-350. Quantitative Analysis. 4 Units. A study of chemical equilibria as applied to the analysis and quantitation of chemical species. Statistical and sampling methodologies are also discussed.

Prerequisites: CHEM-102L

CHEM-350L. Quantitative Analysis Lab. 0 Units.

Prerequisites: CHEM-102L; May not be audited; Graded CR/NC

CHEM-420. Biochemistry. 4 Units. Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions.

Prerequisites: CHEM-102L, CHEM-310L; 3 hours lecture, 3 hours lab; Same as BIOL-420L

CHEM-450. Instrumental Analysis. 4 Units. A study of the principles of chemical analysis underlying modern chemical instrumentation, including electrochemical methods, UV/visible spectroscopy, infrared spectroscopy, chromatography, mass spectrometry and nuclear magnetic resonance spectroscopy.

Prerequisites: CHEM-350

CHEM-450L. Instrumental Analysis Lab. 0 Units.

Prerequisites: CHEM-350; Graded CR/NC

CHEM-460. Physical Chemistry. 4 Units. A study of the physical principles underlying chemistry, including quantum mechanics and spectroscopy, thermodynamics and kinetics.

Prerequisites: CHEM-104, CHEM-104L, PHYS-121, PHYS-121L

CHEM-460L. Physical Chemistry Lab. 0 Units.

May not be audited; Graded CR/NC

CHEM-470. History and Philosophy of Science. 4 Units. A study of the major developments in the history of science, such as the scientific revolution, evolutionary theory and the historical relationships of science and religious thought. A philosophical inquiry into the nature of science forms the basis for historical study.

Juniors or seniors only; Same as BIOL-470, PHIL-470

CHEM-482. Practicum in Chemistry. 1-2 Units. An experience designed for those students majoring in the natural sciences program. Students will work as tutors and/or instructional or lab aides.

Signature required; May not be audited; Graded CR/NC

CHEM-496. Research Project. 2 Units. All chemistry majors are required to engage in an independent research project in their senior year. This project may involve synthesis, analysis, theory or any combination of these. Students should make arrangements with the program director.

Chemistry or biology majors only; Signature required; May not be audited; Students may take up to 3 semesters to complete the course.

COLLEGE HOUR

CHR-240. College Hour. 0.5 Units. There is a maximum of 4 units of College Hour that may be used towards degree requirements. The purpose of College Hour is to learn, celebrate and worship as a community through music, the arts and public discourse. College
CRIMINAL JUSTICE

CJ-352. Criminology. 3 Units. A study of types of crime, sociological, biological, psychological, cultural, economic and political explanations for crime, and various schools of criminology. Attention is also given to a biblical/restorative justice perspective on evil and causes of deviant behavior. 

Prerequisites: PSY-120, SOC-120

CJ-362. Criminal Procedure. 3 Units. Recommended prior course work: PSY-120. Acquaints students with laws of arrest, search and seizure, interrogation and confession, procedure prior to and during trial, postconviction procedures, and limitations on criminal prosecutions and juvenile proceedings. Rules of evidence as they apply to the admissibility of behavioral, forensic and other types of evidence are examined, as well. Throughout the course specific attention is given to how the Bill of Rights endeavors to guarantee justice through the procedures of the criminal justice system and the extent to which it does so. The impact of the restorative justice movement on criminal procedures is also explored.

CJ-382. Juvenile Delinquency and Justice. 3 Units. Recommended prior coursework: PSY-120 and SOC-120. A study of juvenile delinquency and the juvenile justice system. Attention is given to the portrait of delinquency, causal factors, agencies of justice, the correctional process, programs for control and prevention and a restorative justice perspective.

CJ-392. Corrections. 3 Units. Recommended prior course work: PSY-120, SOC-120. Provides the student with an overview of the history and the trends of adult and juvenile corrections, including probation and parole. Focuses on legal issues, specific laws, general operations of corrections and relationship between corrections and other components of the judicial system. Correctional philosophies, theories and practices, including restorative justice, are discussed. Introduces various employment opportunities available within the correctional system to students in social work, psychology, criminology, education and health majors.

COMMUNICATION

COM-109. Critical Thinking and Composition. 3 Units. Development of skills in logical persuasion, inductive and deductive reasoning, and recognizing logical errors and fallacies through the writing of short argumentative papers. Recommended prior to COM-111. 

Degree completion students only; May not be audited

COM-110. Written Communication. 3 Units. The course focuses on the writing process, helping students learn how to generate ideas, organize their thoughts and communicate effectively. A wide variety of writing assignments are used, including personal, expository, descriptive and persuasive writing. The course provides exposure to and experience with academic writing and research.

COM-110A. Written Communication I. 1.5 Units. This course examines the process of writing. Students are challenged to become flexible writers using the writing process for multiple purposes and with diverse audiences. The students are asked to apply their understanding of the writing process to their own experiences as developing writers. Expository, descriptive and narrative modes of writing are examined. Students must complete COM-110A and COM-110B to meet the general education requirement. Students must enroll in COM-103L Writing Lab in conjunction with this class.

COM-110B. Written Communication II. 1.5 Units. This course examines the nature of writing in academic settings. Analytical and argumentative writing is investigated. This course will address research strategies and academic writing. Students must complete COM 110A and COM 110B to meet general education requirements. Students must enroll in COM 103L Writing Lab in conjunction with this class. 

Prerequisites: COM-110A

COM-110H. Written Communication Honors. 3 Units. Focuses on critical reading and academic writing in different academic fields (politics, economics, psychology and religion/ethics). Students write expository and analytical papers in response to readings in each discipline. Essays involve extra reading and research within the given field, so that critical reading and research become stepping stones to the student’s own argument in an essay. The overall goal is to help students become better critical thinkers and writers and to understand the forms of argument used in different academic disciplines. University scholars program students only; May not be audited

COM-111. Academic Writing. 3 Units. Development of prewriting, writing and revision skills through a review of rhetorical problems and conventions in narrative, expository and argumentative writing. Review of audience analysis, creative thinking, organizing ideas, editing and revision strategies and selected points of English usage. 

Degree completion students only; May not be audited

COM-120. Oral Communication. 3 Units. An introduction to communication in its oral form. The course deals with communication theories and principles. Application of communication theory occurs in a variety of activities including dyadic encounter, oral performance and public speaking.

COM-121. Fundamental Communication Skills. 3 Units. Analysis of the verbal and nonverbal elements of communication, and development of communication skills, including critical listening,
audience analysis, language use, reasoning, persuading and informing through formal and informal oral presentations. 

Degree completion students only; May not be audited

COM-130. Tutor Training Practicum. 1 Unit. This course will examine the theoretical bases of tutoring and provide discussion of and practical experience in tutoring. Break-out sessions will allow tutors to discuss theories and practices unique to their fields of study.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

COM-155. Journalism Practicum. 1-2 Units. Practical experience for students interested in writing for the student newspaper or other campus publications.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

COM-160. Publications Practicum. 1-2 Units. Practical experience in all aspects of yearbook production with special emphasis on interviews, writing, layout and word processing.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

COM-300. Creative Writing: Fiction. 3 Units. Recommended prior coursework: COM-110, LIT-180. Emphasis on writing short fiction, including the short story and sketch. Open to beginning writers.


COM-330. Writing and Reading Journalism. 3 Units. The course will include the reading of literary journalists and contemporary nonfiction writers in conjunction with journalistic writing. Course content investigates the reporting, writing, responsibilities and ethics of writing for the print media.

COM-335. Legal Research and Writing. 3 Units. This course introduces students interested in a law-related career to legal research and writing. It includes an introduction to the law library, including federal and state statutory law, administrative law and case law. Computer-assisted legal research is covered, and students learn to read court decisions in order to extract the holding, summarize the court's analysis and identify any dicta. The writing component of the course introduces students to fact-based, logic-based legal writing through the use of case briefs and other writing assignments. The focus is on a writing style that identifies the facts supporting a legal analysis and leads the reader to a logical legal conclusion.

COM-338. Editing for Communication. 1 Unit. Whether students are writing memos, research papers, letters, sales pitches or résumés, they must be bold, clear and brief to get the point across. In this course, students not only have the opportunity to investigate successful writing strategies, but also craft and revise their own writing until the desired impact is acheived.

Degree completion students only; May not be audited

COM-340. Composition Practicum. 1 Unit. This course focuses on issues related to the fields of teaching, writing and tutoring. An integral part of this course involves reading composition theory and pedagogy. This course is required for all Written Communication: Parts One and Two teaching assistants.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

COM-342. Advanced Academic Research and Composition. 3 Units. Focuses on the advanced phases of conducting research and developing scholarly writing. Students learn the steps of the research process, the structure of a research/scholarly report and how to access the scholarly and professional literature surrounding a specific topic. Emphasis is placed on the critical thinking and academic writing required for successful research. Opportunities to synthesize research and the literature provided. Additionally, students explore productive techniques for developing the personal introspection, discipline and habits necessary for advanced academic work.

Prerequisites: COM-111; Degree completion students only; May not be audited

COM-345. Composition Theory and Writing. 3 Units. This course will examine composition theories and their connection to the process of writing and teaching composition. Students will pursue rhetorical structures, historical approaches to composition and contemporary theory through reading, discussion, reflection, writing and research.

May not be audited

COM-346. Scriptwriting. 3 Units. This course establishes the script formats for several visual media and demands regular writing practice TV commercials, PSAs, corporate training, TV drama/sitcom and interactive media. Students pitch ideas in class, write for every class and turn in weekly or more frequent written assignments.

May not be audited

COM-350. Visual Rhetoric. 3 Units. This course explores the phenomenon of the visual image from a rhetorical perspective, across a variety of contexts including popular culture, religion, media and the arts: visual and verbal. By studying visual culture from a rhetorical perspective, students work to understand the phenomenology of seeing, how images are made meaningful and used to foster identification, and the impact of images on people and in shaping of culture.

COM-355. Media Aesthetics. 3 Units. This course is designed to enhance audio/visual literacy and communication by promoting a deeper understanding of the primary structural elements of multimedia production. Students will learn how to perceive and manage these elements to clarify, intensify and interpret their mediated communication.

May not be audited

COM-360. Digital Video Production. 3 Units. A study of the key theoretical, organizational, technical and management elements in the craft of producing and directing a short video story. Through instruction and application students will gain a fundamental understanding of what is required to organize and successfully execute the production of a short digital video.
COM-365. Video Practicum. 1-2 Units. Adopting the role of director/producer, students in this course devote the entire semester to the production of a short video 10-20 minutes in length. Each student is responsible for directing his or her production through all stages of the production process. Guidance, consultation and production assistance are provided by the Multimedia Arts Center.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

COM-368. Ancient and Medieval Rhetoric. 3 Units. A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.

Same as HIST-368

COM-370. Audio Production. 3 Units. This course is designed to provide the student with a good theoretical, technical and practical foundation for audio recording. Students will have ample opportunity to develop basic skills in digital sound and recording and post production techniques.

May not be audited

COM-380. Film Studies. 3 Units. Movies are a pervasive presence in American culture. This course seeks to understand the nature of film in its creative, aesthetic, social, personal and ethical dimensions. The student will be introduced to the history, technique and language of film. Through the viewing of films, the student will learn to analyze, understand and evaluate the film experience.

COM-385. Cinematography: Visual Story Telling. 3 Units. This course is designed to develop students’ visualization abilities, their capacity to translate the complexities of life from script to screen in an effective and meaningful manner. Students will learn how to articulate their visualization goals in well developed storyboards and then explore methods of achieving these goals through operation and manipulation of the video camera and supporting tools.

Prerequisites: COM-346, COM-355; May not be audited

COM-390. Creating on the Web. 3 Units. This course critically examines the nature of communication on the World Wide Web. Students explore websites and forms of discourse found in new technologies for creative, theoretical and interpretive purposes.

May not be audited

COM-400. Intercultural Communication. 3 Units. Recommended prior coursework: COM-110, COM-120. A study of the principles involved in communication between people of different cultures. Emphasis is placed on the practical aspect of intercultural communication through cross-cultural contacts.

Same as SOC-420

COM-410. Media and Society. 3 Units. Recommended prior coursework: COM-120. A study of mass media (television, radio, newspaper, etc.) as a social/communication force in American culture. Attention is given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media.

Same as SOC-370

COM-420. Conflict Management and Resolution. 3 Units. Recommended prior coursework: COM-120. A study of the nature of human conflict and approaches to its management, resolution and transformation. This course focuses on the generic characteristics evident in most human conflict and surveys a variety of interdisciplinary approaches for understanding and responding constructively to conflict in interpersonal, intergroup and international settings.

Same as SOC-430

COM-430. Group Dynamics and Leadership. 3 Units. Recommended prior coursework: PSY-120. A study of the nature of group tasks, interpersonal relations in group settings and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups and small groups in society generally.

Same as PSY-390

COM-432. Persuasion. 1 Unit. Students learn about six psychological principles that drive our powerful impulse to comply to the pressures of others. By the end of the course, students are able to defend themselves against manipulation and put the principles to work to more effectively persuade others.

Degree completion students only; May not be audited

COM-434. Communication Skills for Professionals. 1 Unit. Provides students the skills for enhancing their personal and workplace conversations. Formal and informal communication, along with nonverbal cues, are analyzed and practiced.

Degree completion students only; May not be audited

COM-440. Performance and Culture. 3 Units. This course explores the role of performance in the making of culture. Students look at individual and group performance, everyday and staged performances intended for an audience and performances characterized by performer-participants. Types of performances include: religious services and celebrations; transitional ceremonies such as birthdays, baptisms, weddings, graduations; storytelling as oral performance; modes of play such as sports events and games; gender and identity performances; and artistic performances. The West Coast Mennonite Sale and Auction for World Relief (MCC Sale) in April provides students the opportunity to practice performance ethnography as do in-class experiences.

May not be audited

COM-450. Communication Theory. 3 Units. This course examines current theories and models of communication in the history of the discipline. Students will read critical theory in the field of communication and consider the philosophical and theoretical perspectives in communication studies.

COM-455. Philosophy of Language. 3 Units. A study of significant 20th century schools of thought concerning language. Disciplines encountered include philosophy, cognitive science, literary theory, sociolinguistics and etymological studies. Readings include Carroll, Lycan, Pinker, Wittgenstein, Barthes and Borges.

Same as PHIL-455

COM-460. Projects in Communication. 3 Units. A tutorial course designed for students who wish concentrated work on a major communication project. Emphasis must be on the creation of a communication message. Projects may include the creation of...
verbal, media, dramatic or multimedia messages. Special projects in play direction may be included in this course. Attention will be given to the theory related to the particular project, the creative development of the project and criticism of the form and message selected.

*May not be audited*

**COM-483. Mediation Practicum. 1 Unit.** An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

*Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course; Same as PSY-483, SOC-483, SW-483*

**COM-496. Communication Internship. 1-3 Units.** A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class or lab responsibilities, as well as instruction or other directed studies.

*Repeatable for credit; May not be audited*

## COLLEGIATE PREPARATION

**CP-118. The C.L.A.S.S.. 3 Units.** Have you ever traveled to a different country where the culture is unlike your own? College is like that. Although it may not appear to be different, it really is a whole new world: people talk differently, dress differently. Think of The C.L.A.S.S. as your tour guide, translator and host. We want your transition into college culture to be smooth so you will have success in your college career.

*May not be audited*

**CP-128. College Language and Academic Success Strategies. 2 Units.** Improves the academic skills necessary to succeed in college-level courses and promotes lifelong learning. Biblical principles are explored, along with academic strategies. Emphasizes personal reflection as a tool to develop greater self-awareness, helping students create effective study habits and habits that lead to success in all areas of life.

*Repeatable for credit; May not be audited*

**CP-150. University Success. 3 Units.** An introduction to Fresno Pacific University and its resources. Skills and techniques for enhancing learning outcomes in degree completion programs. Topics include adult learning, self-understanding, life planning, study skills, presentation skills, time management, overall strategies for success and critical reading, writing and thinking skills.

*Degree completion students only; All students except seniors; May not be audited*

**CP-152. College Transitions and Success. 1 Unit.** This freshman seminar aids students in the following areas: 1) successful navigation of the transition to the collegiate environment, 2) increased understanding of self and others, 3) increased understanding of diversity, and 4) recognition of the importance of personal leadership and making contributions to the community.

*May not be audited; Graded CR/NC*

## CRIMINOLOGY

**CRIM-210. Criminal Justice Administration. 3 Units.** Explores the history and purpose of criminal justice administration agencies, with particular emphasis on a review of organization and structure of federal, state and local enforcement agencies; organization and function of the courts; interplay of probation, parole, restorative justice and victim services; and overview of penology and prison administration.

*Degree completion students only; May not be audited*

**CRIM-220. Criminal Law. 3 Units.** Basic introduction to substantive criminal law, examining nature, origins and purposes of criminal law and general principles of criminal liability. Analysis of substantive elements of crime, including act and mental state, defenses, justifications, participatory parties and review of specific substantive crimes.

*Degree completion students only; May not be audited*

**CRIM-350. Theories of Criminology. 4 Units.** This course surveys the various theories of the causes of crime, exploring sociological, biological and psychological explanations and schools of criminology. It also explains biblical perspectives on evil and the causes of delinquent behavior in our society.

*Degree completion students only; May not be audited*

**CRIM-360. Criminal Procedure. 3 Units.** This course focuses on the interplay between the Bill of Rights and the criminal justice system, with particular emphasis on the application of fundamental rights of arrest, search and seizure, interrogation and confession, as well as, procedures and limitations prior to trial, during trial and post-conviction.

*Degree completion students only; May not be audited*

**CRIM-362. Criminal Procedure. 3 Units.** Recommended prior course work: PS-120. Acquaints students with laws of arrest, search and seizure, interrogation and confession, procedure prior to and during trial, postconviction procedures, and limitations on criminal prosecutions and juvenile proceedings. Rules of evidence as they apply to the admissibility of behavioral, forensic and other types of evidence are examined, as well. Throughout the course specific attention is given to how the Bill of Rights endeavors to guarantee justice through the procedures of the criminal justice system and the extent to which it does so. The impact of the restorative justice movement on criminal procedures is also explored.

**CRIM-370. Diversity and Crime. 3 Units.** This course looks at the challenge of cultural and gender diversity in criminology. It explores the impact of gender and race on criminal justice personnel, victims and offenders. It provides an overview of cultural proficiency in human relations. Finally, it pays special attention to the impact of bias on service delivery and system responsiveness.

*Degree completion students only; May not be audited*

**CRIM-392. Corrections. 3 Units.** Recommended prior course work: PS-120, PSY-120, SOC-120. Provides the student with an overview of the history and the trends of adult and juvenile corrections, including probation and parole. Focuses on legal issues, specific laws, general operations of corrections and relationship between corrections and other components of the judicial system. Correctional philosophies, theories and practices, including
restorative justice, are discussed. Introduces various employment opportunities available within the correctional system to students in social work, psychology, criminology, education and health majors.

CRIM-410. Criminal Evidence. 3 Units. This course provides a general overview of the origin, philosophy and constitutional basis for the law of evidence, with particular attention to discovery, chain of evidence, preservation and spoliation, rules governing admissibility, relevancy, hearsay rule and its exceptions, opinion, privilege and scientific evidence.

Degree completion students only; May not be audited

CRIM-420. Criminology Statistics. 3 Units. Research and statistics are important in criminology. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and interpreting crime statistics.

Degree completion students only; May not be audited

CRIM-440. Advanced Criminal Law. 3 Units. This course is a follow-up to Criminal Procedure. It explores additional problems with arrest, search and seizure, as well as the role of the law of evidence on disposition of cases in the juvenile and adult justice systems.

Prerequisites: CRIM-220; Degree completion students only; Signature required; May not be audited

CRIM-496A. Criminology and Restorative Justice Studies Project I. 2 Units. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

CRIM-496B. Criminology and Restorative Justice Studies Project II. 1 Unit. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

CRIM-496C. Criminology and Restorative Justice Studies Project III. 1 Unit. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

COMPUTER SCIENCE

CS-105. Computer Literacy. 3 Units. Prepares students for success in the challenging, educational and workplace technological environment. This foundational study assists students in mastering fundamental computer hardware and software skills, including the Microsoft Office productivity suite. Students access and utilize common Internet-based technologies and applications found in the workplace and in higher education. Students become familiar with terminology associated with current technology. The course covers computer benefits and risks, communication, collaboration, and the social aspects of computers.

Degree completion students only; May not be audited

CS-112. Survey of Computer Science. 3 Units. Computer organization, low and high level computer language, various computer applications, software, hardware, operating systems and networks.

May not be audited

CS-121. Introduction to Scientific Programming. 3 Units. Introduction to basic mathematical computing and programming environment. Emphasizes efficient mathematical programming and styles. Covers mathematical operations, list programming, strings programming, module programming, anonymous function programming, pattern matching, conditional evaluation programming and structured pattern programming.

May not be audited

DRAMA

DRA-105. Theater Appreciation. 3 Units. An introduction to the art and the craft of theater, focusing on production elements, literature and history of the stage. Attention is given to the roles that theater artists and audiences play in the theatrical experience. The purpose of the course is to increase appreciation of theater as an imaginative art form through which we tell stories about ourselves.

May not be audited

DRA-110. Drama Practicum. 1 Unit. Students may receive drama practicum credit for participating in a specific production either in an acting or production support capacity. Students register for the practicum only after they have been cast in a role or have arranged with the instructor to fulfill a production role. Credit may be received in all areas of production.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-115. Drama Practicum: The Company. 2 Units. As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturgs) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company is based on an audition or interview with the theater program director.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-120. Religious Drama Practicum. 1-2 Units. Credit is given for involvement in Parable, the touring religious drama troupe, or College Hour dramas.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course
DRA-121. Applied Theater Workshop. 2 Units. A workshop experience where students create an original production together, using collaborative devising techniques. The interests of the participants guide the process, with attention towards a particular audience. The final weeks of the workshop are spent sharing the production in the local community. Offered every spring, the workshop alternates among different audiences (children, youth, seniors, community groups, churches) and styles (theater-in-education, theater for young audiences, process drama, reminiscence theater, forum theater, drama ministry).

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-310. Drama Practicum. 1 Unit. Students may receive drama practicum credit for participating in a specific production either in an acting or production support capacity. Students register for the practicum only after they have been cast in a role or have arranged with the instructor to fulfill a production role. Credit may be received in all areas of production.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-315. Drama Practicum: The Company. 2 Units. As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturges) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company is based on an audition or interview with the theater program director.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-320. Religious Drama Practicum. 1-2 Units. Credit is given for involvement in Parable, the touring religious drama troupe, or College Hour dramas.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-321. Applied Theater Workshop. 2 Units. A workshop experience where students create an original production together, using collaborative devising techniques. The interests of the participants guide the process, with attention towards a particular audience. The final weeks of the workshop are spent sharing the production in the local community. Offered every spring, the workshop alternates among different audiences (children, youth, seniors, community groups, churches) and styles (theater-in-education, theater for young audiences, process drama, reminiscence theater, forum theater, drama ministry).

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-350. Acting. 3 Units. A study of basic acting theory with practical application in scene work. Particular attention is drawn to the connections between acting for the stage and the roles played in everyday life.

DRA-355. Creative Drama. 3 Units. This course equips people to lead others in process-oriented creative drama activities, including theater games, group improvisation, storytelling and related performance forms.

DRA-357. Creative Drama. 3 Units. This course equips people to lead others in process-oriented creative drama activities, including theater games, group improvisation, storytelling and related performance forms.

Degree completion students only; May not be audited

DRA-360. Directing and Staging Texts. 3 Units. A study of directing: basic organization, script analysis, directing theory and working with other theater artists. Focuses on directing for the stage, both dramatic and non-dramatic texts. Useful for students interested in teaching drama; film production; or participating in educational, community or professional theater. Practical in-class directing experience involved.

DRA-365. Stage Technology. 2 Units. An introduction to technology for the stage. Students learn the basics of light and sound set-up and operation through practical experiences in class, during lab hours and by working as a technician on an event. Theory and skills gained are useful to individuals interested in technology as it relates to theater productions, musical events and worship services.

May not be audited; Activity course

DRA-370. Auditioning. 1 Unit. Class lessons in auditioning technique including the presentation of several monologues.

May not be audited

DRA-380. Stage Make-Up. 1 Unit. The study and execution of various theatrical make-up techniques.

May not be audited

DRA-470. Senior Thesis Performance. 2 Units. The production and acting of a short play or series of scenes planned under the direct supervision of a faculty member.

May not be audited

DRA-496. Drama Internship. 1-3 Units. A work experience for students wishing to gain professional/career experience by working with local theater or opera companies or organizations with theater programs. In addition to the work experience, the intern meets regularly with the faculty advisor.

Signature required; Repeatable for credit; May not be audited

DESIGNATED SUBJECTS EDUCATION

DSE-310. Classroom and Lab Management Vocational Education. 1 Unit. This course examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design and the motivational component are explored. General classroom safety is introduced and safety requirements related to specific subjects are discussed. Ethics-based class standards are introduced. This course consists of a traditional classroom presentation on creating a safe, ethical and motivational classroom and a laboratory using hands-on activities to develop workable classroom management tools.

May not be audited
DSE-311. Computer Technology in the Classroom. 1 Unit. This course is a comprehensive overview of the use of computer technology in the educational environment and the integration of software applications into classrooms instruction. It includes study and hands-on experience in such topics as Internet research, the benefits of computer learning, hands-on activities in developing a PowerPoint presentation and computerized grade keeping.

May not be audited

DSE-312. Curriculum, Instructional Technology, Community Legislation and Occupational Relationships. 3 Units. This course provides elements in design, development, and delivery of effective adult education classes with an emphasis on the use of current and advanced technology in the classroom. Topics also include other issues impacting adult education such as legislative process, governing boards, adult education funding sources, delivery systems, diversity in communities and occupational trends.

Prerequisites: DSE-325, DSE-335; May not be audited

DSE-315. Curriculum Development. 2 Units. This course explores lesson plan development according to the 4 step instructional plan, including Dagget’s Performance Planning Model (course objectives, student outcomes, instructional strategies, and evaluation instruments). It presents instructional materials and instructional media to assist with lessons. It presents learning theories, critical thinking, instructional strategies and Bloom’s Taxonomy of Educational Objectives. Participants will compare and contrast adult learners and child learners. Participants will be introduced to the Career Technical Education (CTE) Standards adopted by CDE May 2005.

May not be audited

DSE-320. Evaluation. 2 Units. This course explores evaluation of student performance and identifies how to determine student baselines, write instructional objectives, develop evaluation assessment instruments and evaluate overall effectiveness of the class. Participants demonstrate test-question construction and construction of tests reaching all levels of learning complexity according to Bloom’s Cognitive Domain. Participants access their respective CTE Standards according to industry sectors and integrate the standards into key assignments as noted on course outlines/descriptions and/or lesson plans.

May not be audited

DSE-325. Instructional Strategies and Evaluation. 2 Units. The focus of this course is on practical application of adult learning theories. Participants integrate lesson plans and present them to the class.

May not be audited

DSE-330. Learning and Instruction. 2 Units. This course explores individual learning traits of the way students learn. Participants apply a variety of instructional techniques, strategies, activities and materials that are appropriate for students with diverse needs and learning styles to higher learning. Activities include developing critical thinking skills. Participants use Internet research to support their higher learning activities.

May not be audited

DSE-335. Perspectives on the Adult Learner. 2 Units. This course provides an overview of the diversity in the adult population, the adult learning process and the interpersonal realtions. It examines learning theories (i.e., M. Knowles Andragogy), techniques, strategies (i.e., Bloom’s Taxonomies) to enhance adult learning.

May not be audited

DSE-340. Adult Learning Through Interpersonal Relations, Counseling and Guidance. 2 Units. This course assists with targeting the needs of adult learners as a diverse population and recognizes personal and academic problems. Topics include identifying appropriate school or community services available to assist students. It presents conflict resolution, techniques and group facilitation skills.

May not be audited

DSE-345. Curriculum Development and Evaluation. 2 Units. This course reviews the relationship among the instructional elements curriculum, course outline/description, syllabus and lesson plans. It presents the process for developing a course, its relationship to the curriculum, its substantiation within the labor market and its effectiveness through rigorous evaluation. A proposed new course will be developed and submitted as part of the grading requirements.

May not be audited

DSE-350. Foundations of Vocational Education. 1 Unit. Teacher candidates will understand the concepts of vocational education and how it relates to other subject areas. History, traditions, current delivery system and current initiatives will be addressed. Other topics to be discussed are: current policies, funding practices and issues concerning vocational education and development importance of advisory committees.

May not be audited

DSE-355. Learning, Instruction and Classroom Management Education. 2 Units. This course emphasizes cooperative learning. Participants will apply a variety of instructional techniques, strategies, activities and materials that are appropriate for students with diverse needs and learning styles to reach higher learning levels. Lessons are developed and presented to reach the higher levels of learning. Participants learn how to create small groups and are introduced to meet specific objectives. Participants apply decision-making, problem-solving and conflict-resolution techniques to small group activities.

May not be audited

DSE-360. Special Needs. 1 Unit. This course specifically addresses the identification of special needs populations and the learning strategies, activities and materials that may be used to be successful with a very diverse student population. Information is provided on services and agencies available for assistance.

May not be audited

DSE-365. Supervisor’s Role in Administration of Vocational Education Programs. 3 Units. Focuses on responsibilities and authority of supervisors. Presents an overview of personnel selection procedures, orientation, training, evaluation and development. Addresses laws and guidelines of fair hiring practices and employee rights. Provides contemporary supervising techniques for optimum productivity and high moral among employees. Instructs on development of departmental policies and procedures for the respective supervisory departments in parallel with the mission and management style of the organization. Presents
budgeting process for the supervisor in creating new program budgets and for tracking program operation. Provides discussion on legislation affecting vocational and/or adult educational programs. Explores intra- and inter-agency relations and program funding sources, as well as cultivating relationships for obtaining funds.

May not be audited

DSE-370. Leadership and Program Development. 3 Units. Introduce, define and discuss leadership concepts as they relate to the functions of planning, organization and management. Importance of leadership as a quality characteristic for employability, success and advancement in a career. Techniques for identifying, initiating and implementing vocational educational programs with an emphasis on the designated subjects teaching credential program.

May not be audited

DSE-400. Early Orientation for Designated Subject Teachers. 2 Units. Designed to help beginning designated subject teachers navigate the school system, including the local school district, the county office of education, the California Commission on Teacher Credentialing and the California State Department of Education. Focuses on state curriculum adoptions and builds foundational knowledge and skills for the beginning teacher. Introduces learning diversities among students, lesson planning and instructional methodologies.

Signature required; May not be audited; Graded CR/NC

DSE-405. Educational Technology. 1 Unit. Instruction on how to select and use computer-based technology to facilitate the teaching and learning process in the career technical education classroom. Teacher candidates demonstrate understanding of legal and ethical issues concerned with the use of education technology, including copyright and fair use, and of the appropriate use of computer-based technology for information collection, analysis and management of the instructional setting.

Prerequisites: DSE-400; May not be audited

DSE-410. Foundations of Career Technical Education. 1 Unit. An overview of the evolution of vocational education and how it relates to high school and adult programs. History, tradition, terms, various delivery systems and current legislative and regulatory initiatives and practices are addressed. Participants acquire an understanding of current policies, funding practices and issues, as well as a working knowledge of state, regional and local policy makers. The evolution of Career Technical Education (CTE) Standards and Frameworks and its significance to and integration in the CTE courses is explored.

Prerequisites: DSE-400; May not be audited

DSE-415. Curriculum Development. 3 Units. Teacher candidates determine curriculum for student learning, create course outlines and descriptions for Career Technical Education, substantiate need with local labor market, prepare a proposal, present substantiation for new course conduct unit planning and learn to integrate and identify essential standards from the California Career Technical Education, as well as the California Standards for the Teaching Profession. Effective lesson presentations are required, emphasizing engaging a wide variety of learners, including English language learners and assisting instruction with technology.

Prerequisites: DSE-400; May not be audited

DSE-420. Special Needs. 2 Units. Assists teacher candidates in developing basic knowledge, skills and strategies for teaching special populations in CTE classrooms, including students with exceptional needs, students on behavior plans and gifted and talented students. Candidates will understand the role of the CTE teacher in the special education process.

Prerequisites: DSE-400; May not be audited

DSE-425. Learning and Instruction. 3 Units. Examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design, technology and social organization for an effective learning environment is explored. General classroom safety and OSHA are introduced, and safety requirements related to specific subjects are discussed. Ethics-based classroom standards are created and models for their development and implementation are addressed. Professional, legal and ethical responsibilities of the teaching profession are defined.

Prerequisites: DSE-400; May not be audited

DSE-430. Assessing Student Learning. 2 Units. Teacher candidates identify students prior knowledge in the subject area and determine knowledge and skill, explore course objectives (learning objectives) as the core for assessment, experience creativity by developing questions and understand the relevance of questions as they relate to critical thinking and various learning levels of complexity of Bloom’s Cognitive Domain and Psychomotor Domain and develop rubrics to score higher learning assessments.

Prerequisites: DSE-400; May not be audited

DSE-435. Classroom and Laboratory Management. 1 Unit. Examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design, technology and social organization for effective learning environment are covered. General classroom safety in specific subjects and OSHA requirements are discussed. Ethics-based classroom standards are created and models for their development and implementation are introduced. The professional, legal and ethical responsibilities of the teaching profession are defined.

Prerequisites: DSE-400; May not be audited

EARLY CHILDHOOD DEVELOPMENT

ECD-300. Child, Family and Community. 3 Units. Students will examine the systems and relationships among family, school and community and their impact on a child’s development. Included are a study of ethnic diversity, social class, customs/heritage and gender roles on family behavior, values, morals, attitudes and the development of children.

Degree completion students only; May not be audited

ECD-310. Human Diversity and Relations. 3 Units. The purpose of this course is to expand the student’s understanding of the influences of gender, culture, economic situation, learning styles and language on the socialization of children, and then how to use this new understanding to inform the way to program for and interact with children.

Degree completion students only; May not be audited

ECD-320. Parenting for Early Childhood Educators. 3 Units. This course explores the issues of educating parents through the study of specific developmental assets that integrate factors such as family
dynamics, support from community adults, values development and social skills. Parenting is a process and has a variety of rights, responsibilities and roles that change across the life span. Needs of parents, the resources available and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture and ethnicity are also reviewed.

Degree completion students only; May not be audited

ECD-400. Children’s Play and Learning Theory. 3 Units. This course examines child development theories as they relate to play and learning in young children. The course considers cultural and developmental perspectives, emphasizes theories in practice and provides a theoretical framework for structuring, observing, analyzing and evaluating play. Students will explore how children learn to play and the effect that play has on the child’s development.

Degree completion students only; May not be audited

ECD-420. Guidance in Social and Emotional Behaviors. 3 Units. In this course, students examine how to promote an encouraging classroom environment through the study of specific developmental assets that integrate factors such as peer influence, values development and social skills. The short and long term effects of logical and natural consequences for pro-social development are reviewed.

Degree completion students only; May not be audited

ECD-430. Early Childhood Physical Education Methods. 3 Units. This course will explore movement and developmentally appropriate practices for early childhood physical education. Adaptations for children with exceptionalities will also be presented.

Degree completion students only; May not be audited

ECD-440. Students with Exceptionalities in School and Community. 3 Units. This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction to meet the unique needs of individual children in early childhood settings. Special emphasis is given to theories, research and practical application from the fields of both early childhood education and special education.

Degree completion students only; May not be audited

ECD-450. Children’s Art and Literature. 3 Units. This course will introduce the student to a diverse selection of children’s literature. Students will explore methods and strategies for using children’s literature to engage the young learner in multiple learning experiences. A full integration across the curriculum will be a focus as children’s literature is directly tied to math, science, social studies and the arts.

Degree completion students only; May not be audited

ECD-460. Math and Science for Young Children. 3 Units. Designed from a constructivist focus, this course will integrate math and science learning experiences for the young child. Moving young learners from real-world/concrete experiences to organizing, recording and discovering what they know and understand and what they still wonder about.

Degree completion students only; May not be audited

ECD-470. Curriculum Development for Early Childhood Education. 3-4 Units. General overview of curriculum design for early childhood programs to include planning, preparation, implementation, evaluation of curricular activities, designing a classroom, lesson planning and the use of observation to guide curriculum and assessment. Developmentally appropriate practices will be a focus through exploration of content across the curriculum. Preparation of a professional portfolio will cap the learning experience.

Degree completion students only; May not be audited

ECD-482. Child Observation Practicum. 1 Unit. This class is divided into a 1- and 2-unit course taken over two semesters in which students reflect and apply learning from multiple courses in the child development program. Through readings, reflection on observations and practice, students will synthesize the theory presented through the first semester of course offerings.

Degree completion students only; May not be audited

ECD-483. Child Observation Practicum. 3 Units. This is the second section of this course in which students reflect and apply learning from multiple courses in the child development program. Through readings, reflection on observations and practice, students will synthesize the information presented during this second semester of course offerings.

Degree completion students only; May not be audited

ECON-105. Principles of Economics. 4 Units. A study of macro- and micro-economics. The course acquaints students with fundamental economic concepts, gives an understanding of the operations and institutions of economic systems and explores various economic issues and problems.

ECON-105H. Principles of Economics. 4 Units. A study of the economy, the course acquaints students with fundamental economic concepts, gives an understanding of the operations and institutions of economic systems and explores various economic issues and problems. Emphasis on the quantitative models of problem-solving skills. Students are required to identify an economic issue that they will explore as their research topic, and present their findings and possible policy changes to resolve the issues to an evaluation committee. MATH-140 recommended as prior coursework.

University scholars program students only; Repeatable for credit; May not be audited

ECON-140. Managerial Economics. 3 Units. Recommended prior coursework: ECON-105. Students learn how to apply economic theory to real business problems. Market forecasting, business decision making, cost analysis, government regulations and quantitative models for capital investment are explored.

ECON-301. Economics in Business. 3 Units. This class is a study in allocating scarce resources in order to achieve managerial objectives.

Degree completion students only; May not be audited

ECON-390. Global Economics and Sustainable Development. 3 Units. Recommended prior coursework: GEOG-220. The increasing
interconnectedness of the global economy affects people more profoundly today than ever before. This course helps students better profoundly understand and wrestle with some significant positive and negative aspects of the globalization process, as well as examine social, political and economic aspects of development and the varied impact of the development process on the world today.

Prerequisites: ECON-105; Same as PS-425

EDC-392. Introduction to the Global Economy. 1 Unit. Examines the basics of how the global economy operates and how it has come to be this way. Uses layman's language to explain the fundamentals of the global economy, including issues of trade, debt, globalization and inequality.

Degree completion students only; May not be audited

EDUCATION

ED-300. Diversity and Global Education. 1 Unit. Explores the need and the methods of educating with a global perspective that focuses on understanding cultural differences and increasing sensitivity to those who are different from oneself. The benefits of understanding, celebrating and teaching diversity and a global perspective will be highlighted, as well as ways to combat misinformation and stereotypical attitudes about others in the classroom and the workplace.

Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.

ED-410. Comparative Studies in Education: Canada. 1 Unit. Explores the methods and perspectives of Canadian education with a focus on understanding educational differences with American/Central Valley public education. The benefits of exploring diverse methods and perspectives in teaching and learning is highlighted.

Degree completion students only; May not be audited

ENVIRONMENTAL STUDIES

ENV-150. Introduction to Environmental Studies. 4 Units. An interdisciplinary study of the relationships between people and their environment. The use of natural resources, environmental degradation and human population are examined from ecological, social and religious perspectives.

3 hours lecture, 1 hour discussion, service, fieldtrip

ENV-151. The Environment and Humanity. 3 Units. This course explores the interaction between humans and the natural environment from an interdisciplinary perspective involving ecological, social and religious issues. Use of natural resources and environmental damage are central themes.

Degree completion students only; May not be audited


Signature required; Repeatable for credit; May not be audited

ENV-482. Environmental Studies Practicum. 1-3 Units. Supervised work in an approved organization, such as a planning agency or nonprofit group involved with environmental issues.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

ENGLISH AS A SECOND LANGUAGE

ESL-005. TOEFL Preparation Course I. 0 Units. Graded Satisfactory/Unsatisfactory. This non-credit course meets three hours per week and focuses on each skill area tested in the TOEFL (Test of English as a Foreign Language) for students with advanced English proficiency as determined by the IELP placement exam or TOEFL score. Practice TOEFL tests, as well as the institutional TOEFL, are administered each semester.

May not be audited

ESL-006. TOEFL Preparation Course II. 0 Units. Graded Satisfactory/Unsatisfactory. This non-credit course meets three hours per week and focuses on each skill area tested in the TOEFL (Test of English as a Foreign Language) for students with advanced English proficiency as determined by the IELP placement exam or TOEFL score. Practice TOEFL tests, as well as the institutional TOEFL, are administered each semester.

May not be audited

ESL-007. Summer Intensive English. 0 Units. Graded Satisfactory/Unsatisfactory. This is a six-week, non-credit course beginning during the second session of the summer semester. Students meet together in one level for 20 hours per week to develop their English language proficiency. The course content and focus is determined by the instructor in consultation with the students to meet their specific language learning needs and goals.

Repeatable for credit; May not be audited

ESL-015. Writing and Grammar I. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with beginning English language proficiency. May be repeated one time.

Signature required; May not be audited

ESL-016. Listening and Pronunciation Skills I. 0 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking and pronunciation-related skills. Meets for four hours each week. Designed for students with beginning English language proficiency. May be repeated one time.

Signature required; May not be audited

ESL-017. Reading, Vocabulary and Critical Thinking I. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with beginning English language proficiency. May be repeated one time.

Signature required; May not be audited

ESL-025. Writing and Grammar II. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time.
ESL-026. Listening and Pronunciation Skills II. 0 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking, and pronunciation-related skills. Meets for four hours each week. Designed for students with intermediate English language proficiency. May be repeated one time.

ESL-027. Reading, Vocabulary and Critical Thinking II. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time.

ESL-035. Writing and Grammar III. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time.

ESL-036. Listening and Pronunciation Skills III. 0 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking, and pronunciation-related skills. Meets for four hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time.

ESL-037. Reading, Vocabulary and Critical Thinking III. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time.

ESL-115. Writing and Grammar I. 5 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with beginning English language proficiency. May be repeated one time for credit.

ESL-116. Listening and Pronunciation Skills I. 2 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking, and pronunciation-related skills. Meets for four hours each week. Designed for students with beginning English language proficiency. May be repeated one time for credit.

ESL-117. Reading, Vocabulary and Critical Thinking I. 5 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with beginning English language proficiency. May be repeated one time for credit.

ESL-125. Writing and Grammar II. 5 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time for credit.

ESL-126. Listening and Pronunciation Skills II. 2 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking, and pronunciation-related skills. Meets for four hours each week. Designed for students with intermediate English language proficiency. May be repeated one time for credit.

ESL-127. Reading, Vocabulary and Critical Thinking II. 5 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time for credit.

ESL-135. Writing and Grammar III. 5 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class meets for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

ESL-136. Listening and Pronunciation Skills III. 2 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking, and pronunciation-related skills. Meets for four hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time for credit.

ESL-137. Reading, Vocabulary and Critical Thinking III. 5 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets eight hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time for credit.
FINANCE

FIN-450. Financial Management. 3 Units. A study of the principles and theories of business finance, including the tax environment, cash-flow analysis, working capital management, effect of financial and operational leverage, capital budgeting and cost of capital analysis.

Prerequisites: ACCT-220, ACCT-230, BUS-465, ECON-140

FIN-451. Financial Statement Analysis. 3 Units. Financial Statement Analysis focuses on the student as a financial analyst/accountant/money manager. Students learn to 1) make the numbers tell what they need to know in decision making and give them information they can act on, 2) examine how financial statements can be manipulated to control the perceptions of investors and creditors and 3) gain knowledge to avoid such manipulation and to offer a balanced treatment of the main types of financial statements as mirrored in the real world.

Prerequisites: ACCT-220, ACCT-230

FIN-452. Public Finance. 3 Units. Students learn to assess the economic burden of taxation, equity and efficiency consideration in tax design, structure and economic effects of the U.S. tax system, public budgeting and expenditure.

Prerequisites: ECON-105 or ECON-105H

FIN-453. Capital Markets and Money. 3 Units. Provides a thorough and comprehensive view of the whole financial system. All major types of financial institutions and financial instruments present today are discussed, along with how and why the system of money and capital markets is changing. Provides a descriptive explanation of how interest rates and security values are determined. Discusses the current and future trends of the globalization of financial markets, the ongoing consolidation of the financial institutions sector and recent efforts to protect consumer privacy in the financial services field.

FIN-455. Personal Finance. 3 Units. A study of the framework for consumer decisions in our economic environment. Topics include budgeting, investments, risk management, purchasing, estate planning and tax planning.

FIN-456. Personal Finance: Budget, Credit, Career. 1 Unit. Deals with budgeting, credit and work life. The course is an introduction to the area of personal finance. Topics including goal setting, budgeting, major purchases, insurance and career decisions are touched on. Use of legal resources, wills, probate and other factors surrounding these issues are covered in a way that puts them in a context. A portion of class will be used to clarify and deal with whatever issues and questions are of interest to a particular group.

Degree completion students only; May not be audited

FIN-457. Personal Finance: Investment and Retirement. 1 Unit. Students work through primary investment possibilities to gain an understanding of what is appropriate given a particular stage of life, income and the objectives that are desired. Preparation for retirement (how to maintain a lifestyle) and beyond (distribution of assets through one's will).

Degree completion students only; May not be audited

FIN-458. Personal Finance: Cash Flow Management. 1 Unit. Focuses on determining personal assets by preparing balance sheets and income statements. There is some work with budgeting, along with major purchases and insurance. Internet stock investing and other topics of interest are discussed.

Degree completion students only; May not be audited

FIN-460. Business Finance. 3 Units. A study of the principles and theories of business finance to use cash flow, tax considerations, working capital and leverage along with capital budgeting and cost of capital analysis.

Prerequisites: MATH-120, MATH-121 or MATH-140; Degree completion students only; May not be audited

FIN-470. Investment. 3 Units. An advanced course analyzing the comparative advantage of available investments. Topics include various types of financial instruments, stock markets, securities and portfolio analysis, mutual funds, interest rates and bond markets, derivative markets, portfolio management and asset allocation.

FRENCH LANGUAGE STUDIES

FREN-100. Elementary French I. 4 Units. This course is designed for people with little or no knowledge of French. The purpose of the course is to develop reading, writing, speaking and listening ability, but it will emphasize oral communication at a basic functional level in French. Classes will be conducted primarily in French.

FREN-105. Elementary French II. 4 Units. This course is structured for students who have completed an introductory course in French (or have demonstrated proficiency in elementary French). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in French.

FREN-200. Intermediate French I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of French, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: FREN-105; May not be audited

FREN-205. Intermediate French II. 4 Units. This course continues to build on skills attained in FREN-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of French, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: FREN-200; May not be audited

GEOGRAPHY

GEOG-220. Cultural Geography. 3 Units. An investigation into the human-land relationships of the world. A geographic perspective is brought to political, economic, social and environmental structures and relationships. The course includes a study of both the physical and cultural features and landscapes present in the world today, with an emphasis on understanding the effects of human modification of the natural environment.
GEOG-321. Cultural Geography of the Central Valley. 3 Units. An investigation into the human-land relationships of California’s Central Valley. Political, economic, social and environmental structures and their relationships with the geographical features of the Central Valley will be analyzed, with an emphasis on understanding the effects of human modification of the natural environment.

Degree completion students only; May not be audited

GERMAN LANGUAGE STUDIES

GER-100. Elementary German I. 4 Units. This course is designed for people with little or no knowledge of German. The purpose of the course is to develop reading, writing, speaking and listening ability, but it will emphasize oral communication at a basic functional level in German. Classes will be conducted primarily in German.

GER-105. Elementary German II. 4 Units. This course is structured for students who have completed an introductory course in German (or have demonstrated proficiency in elementary German). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in German.

GER-200. Intermediate German I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It proves a comprehensive review of the basic grammatical structures of German, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: GER-105; May not be audited

GER-205. Intermediate German II. 4 Units. This course continues to build on skills attained in GER-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of German, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: GER-200; May not be audited

HISTORY

HIST-110. Introductory Latin. 3 Units. This course is an introduction to the grammar, vocabulary and syntax of the Latin language, with an emphasis on the acquisition of reading knowledge. By the end of the first semester students will read select passages from Virgil, Caesar and others. Students will also learn about the peoples who spoke Latin and the culture(s) that produced Latin literature.

HIST-115. Intermediate Latin. 3 Units. This course is an intermediate study of Latin grammar, vocabulary and syntax, with continued emphasis on the ability to sight read. Selected and more difficult passages from Caesar, Virgil, Martial, Horace and others will be read.

HIST-120. Ancient Civilizations. 4 Units. Recommended prior coursework: BIB-100 or BIB-300. A study of the beginnings of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa; the ancient Hebrew, Greek and Roman civilizations; and the classical civilizations of India and China. Attention is given to the special significance of geography in the emergence of human societies; the creation of art, architecture, literature and religion; and the emergence of the ideas that became the foundation of modern civilizations.

HIST-120H. Ancient Civilizations. 4 Units. Recommended prior coursework: BIB-100 or BIB-300. A study of the beginnings of major Western and non-Western civilizations. Included are the early societies of the Near East, India and Africa, and the Ancient Hebrew, Greek and Roman civilizations. This course convenes in a seminar style for highly motivated students, and involves a great deal of close work with primary and interpretive material. Students are the leaders of discussions and delve deeply into a special area in a culminating experience.

University scholars program students only

HIST-122. Western Civilization I. 3 Units. History of Western civilization from its prehistoric antecedents in the Middle East to the rise of modern European nations in the 17th century and their world-wide political, cultural and economic influence. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report.

Degree completion students only; May not be audited

HIST-130. Medieval and Early Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120. A study of major Western and non-Western civilizations from A.D. 500-1650. Included is the emergence of Islam; the development of civilizations in Africa, the Americas and Asia; and Europe during the Middle Ages, Renaissance, Reformation and Age of Exploration. Attention is given to the central place of the Renaissance and Reformation in the emergence of the modern world; the rise and spread of Islam; the important role of religion in early modern civilizations; the continued development of social, economic and political structures; the geography of the early modern world; and the ideas whose effects continue to influence politics, science, religion, culture and the arts of the present day.

HIST-130H. Medieval and Early Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120. Major Western and non-Western civilizations from A.D. 500-1650. Includes the emergence of Islam; the development of civilizations in Africa, the Americas and Asia; and Europe during the Middle Ages, Renaissance, Reformation, and Age of Exploration. Seminar style course for highly motivated students, involving a great deal of close work with primary and interpretive material. Students lead the discussions and delve deeply into a special area in a culminating experience.

University scholars program students only

HIST-140. Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120, HIST-130. A study of major Western and non-Western civilizations from the 17th century to the present. Included are the rise of democratic ideas, the Industrial Revolution, the rise of imperialism and colonialism, World Wars I and II and their consequences and the emergence of nationalism and totalitarianism. Attention is given to the major turning points that have shaped the modern world: the role of science and its cultural hegemony, technology and its relationship to economic and social development, political ideology and its consequences for how people are governed, the global expansion of Western influence, the
geography of the modern world and the growing interdependence of peoples and cultures throughout the world.

**HIST-140H. Modern Civilizations. 4 Units.** Recommended prior coursework: HIST-120, HIST-130. Examines the rise and dominance of the West as a political, economic and cultural force, beginning in the 17th century. Begins by studying major non-Western civilizations present in the 1600s and then traces the expansion of the West as a consequence of the Enlightenment’s new world view. Revolutions in politics, industry, economics and culture are examined, with a special focus on how the West’s new ideas impact the globe. World War’s I and II are examined as well as the global expansion of Western influence in the 19th and 20th centuries. Concludes by examining the growing interdependence of peoples and cultures in the world today. Taught seminar style and meant for highly motivated students who enjoy working with primary and interpretative material. Students lead discussions and delve deeply into the subject matter.

*University scholars program students only*

**HIST-150. American Civilization. 4 Units.** A study of the development of American culture and society from the colonial period to the present. Major themes and events are examined within the context of America's geography, religious and immigrant heritage and sociopolitical development. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

*Degree completion students only; May not be audited*

**HIST-150H. American Civilization. 4 Units.** Honors version of the American Civilization course that examines the development of American culture and society from the colonial period to the present. Major themes and events are examined within the context of America's geography, religious and immigrant heritage and sociopolitical development. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

*University scholars program students only; May not be audited*

**HIST-151. American History I. 3 Units.** History of the United States from the beginning of colonization through the Civil War, including political, social, economic and cultural aspects. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

*Degree completion students only; May not be audited*

**HIST-152. American History II. 3 Units.** History of the United States from the end of the Civil War to the present, including political, social, economic and cultural aspects. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report.

*Degree completion students only; May not be audited*

**HIST-310. Advanced Latin: Grammar. 3 Units.** Recommended prior coursework: HIST-120. This course will finish the basics of Latin grammar, vocabulary and syntax and reinforce the material with readings and prose composition. While the objective is a comprehensive understanding of the Latin language, this goal is considerably augmented by readings and understanding of the Roman context. As a result, students will spend substantial time contextualizing passages from important Latin authors and attempting to gain insight into Roman culture and ideas.

*Prerequisites: HIST-115*

**HIST-315. Advanced Latin: Prose and Poetry. 3 Units.** Recommended prior coursework: HIST-120. This course engages authors from any of three epochs of Latin: Golden and Silver Age and the Vulgate, depending on the student’s interest. Students will primarily read material from annotated selections as they cement their knowledge of Latin grammar, vocabulary and syntax. Cicero, Caesar, Catullus and Vergil will be the most common authors considered.

*Prerequisites: HIST-310*

**HIST-321. Anabaptist/Mennonite History and Thought. 3 Units.** A history of the Anabaptist/Mennonite religious movement and offshoot denominations and their approach to Christian belief and practice. A complex movement of religious and social protest against the abuses found in both church and state, Anabaptists called for a rigorous faith without compromise. The course focuses on understanding the nature of Anabaptist spirituality and the contemporary responses it engendered, as well as the way in which Mennonite denominations and churches have institutionalized Anabaptist principles from the 16th to the 21st century.

**HIST-325. History of Christianity. 4 Units.** Survey of the history of Christianity from the post-apostolic fathers to the present day. Examines the development of Eastern and Western Christian traditions, the rise of the papacy, the many forms of medieval religious life, the impact of the Reformations of the sixteenth century, the advent of Pietism and the Evangelical tradition, the modern missions movement and the development of World Christianity in Africa, Asia and Latin America.

*Prerequisites: one history course; May not be audited*

**HIST-350. American Religious History. 3 Units.** A survey of the way the American religious tradition has contributed to the shaping of American political, social and cultural life, and the way the American experience has in turn shaped the religious tradition.

*Prerequisites: HIST-150*

**HIST-352. The Second Great Awakening. 1 Unit.** A study of the religious revivalism of the early 19th century and the wide-ranging impact of this movement on American society and the reform impulse, with implications to the present.

*Degree completion students only; May not be audited*

**HIST-356. Evangelical/Anabaptist Movement in Russia. 3 Units.** A study of evangelical/Anabaptist movement in Russia in the context of historical development of religion in the country.

*May not be audited*

**HIST-360. Greece: Drama and Paideia in the Polis. 4 Units.** Investigate the cultural, intellectual, political and social history of
Greece from Homer to Alexander through the analysis of numerous literary sources, including mythologies, poetry, drama, history and philosophy. The class will engage in a number of projects from papers to dramatic assignments, to help achieve course objectives.

Prerequisites: HIST-120 or HIST-120H; Same as LIT-382

HIST-365. Rome: Politics, Pagans and Patricians. 4 Units. Explores the history of Rome from the legendary Monarchy, through the development of the Republic, to the fall of the Empire in 476 and beyond. Of particular interest is the development of Roman historiographic thought, the Christianization of the Empire and pagan/Christian interaction.

Prerequisites: HIST-120 or HIST-120H

HIST-367. The Ancient Near East. 3 Units. Recommended prior coursework: HIST-120. The inhabitants of the Near East developed the earliest known cities, monumental architecture, metalworking, writing systems, wheeled vehicles, kingdoms and empires. Civilization arose almost simultaneously in Mesopotamia and Egypt, with important later achievements taking place in Anatolia, Palestine and Persia. The peoples of the Near East produced literature and ideas now embedded in great religions, thus contributing to contemporary beliefs. Primary documents and an assessment of surviving evidence are used to understand these fascinating peoples. Provides an Old Testament background for biblical studies majors and other interested students.

Prerequisites: HIST-120 or HIST-120H

HIST-368. Ancient and Medieval Rhetoric. 3 Units. A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.

Same as COM-368

HIST-370. Medieval Life, Thought and Literature. 4 Units. A study of the history, culture and intellectual life of the medieval world through various writings from Late Antiquity to the High Middle Ages. Topics include encounters with others

Prerequisites: HIST-130; Same as LIT-400

HIST-375. The Renaissance and English Literature. 4 Units. Through readings in the humanist literature of Italy and England, this course covers the development of the early modern outlook from Petrarch through the English Renaissance ending with Milton. Thought patterns, ideas and typical genre are examined including the literature of the court; use and appreciation of the classics; epic, sonnet, pastoral and Italianate drama; the poetry of religious experience; and the distinctive character of the Christian humanist tradition in thought and poetry.

Prerequisites: HIST-130; Same as LIT-405

HIST-380. Reformation History and Theology. 4 Units. A study of the Age of Reform from the mid-14th century through the reformations of the 16th century. It covers ecclesial, theological and spiritual movements, as well as the various issues that arise for patterns of life in broader society. Included are the reformers' approaches to the interpretation of Scripture, the church and state.

HIST-385. Early Modern Europe. 4 Units. A study of society and culture during the period of absolutism and revolution. This will be accomplished through an analysis of major literary documents of the period. Attention is given to the multifaceted role of religion during these centuries.

Prerequisites: HIST-140; Same as LIT-410

HIST-393. Twentieth Century Western Thought. 3 Units. Recommended prior coursework: HIST-140. Western philosophy and intellectual history of the 20th century. Topics include logical positivism, philosophy of language, post-Newtonian philosophy of science, status of the Other, neo-pragmatism and global ethics. Readings include Shelley, Conrad, Ayer, Wittgenstein, Levinas, Kuhn, Rorty and Nussbaum.

Same as PHIL-393

HIST-395. Modern Europe. 4 Units. The past 200 years of European history can be seen as a tragic cycle of revolution and reaction. Unhinged from the traditions of monarchy and church, European societies sought their replacement in total solutions, whether political, cultural or religious. At the same time, prosperity and domination of the earth's resources (both human and material) were never greater. This course will treat both the apex and the depths of this civilization.

Prerequisites: HIST-140

HIST-396. The European Union. 3 Units. This course will reveal the historical development and current status of the new, united Europe. The impact of the European Union on the United States will be analyzed as the EU seeks to be both a partner and competitor with America. The EU's strategy to challenge and surpass American economic and cultural hegemony while relying heavily on American military dominance will also be explored, as well as the EU's social agenda. As on-site visits to major European cities will be a part of this course, the course is limited to students participating in the university's European summer study tour for degree completion students.

Degree completion students only; Signature required; May not be audited

HIST-400. Modern Africa: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. Modern Sub-Saharan Africa remains a mystery to many people in the West today. This course will help unpack the mystery of Sub-Saharan Africa's rich history and culture in the 19th and 20th centuries. Special emphasis will be given to the colonial and post-colonial history, politics and culture of Nigeria, the Congo, Kenya and South Africa.

Prerequisites: HIST-140; Same as PS-412, SOC-332

HIST-406. Modern Asia: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The experience of Asia in the colonial and post-colonial era will be studied with an eye towards understanding its unique character as an important region of the world today. The countries of China and India will be used as case studies to better understand and interpret important currents that run through Asian history and shape its politics and culture today.

Prerequisites: HIST-140; Same as PS-414, SOC-334

HIST-408. History and Culture of Vietnam. 3 Units. An examination of Vietnam's history and culture through the lens of an intercultural experience. The course examines forces that have shaped Vietnam, including its relations to China, the United States and other
HIST-410. Modern Latin America: History, Politics And Culture. 4 Units. A survey of Latin American history from the pre-Columbian era to the present, along with the shaping of religious thought in Catholicism and Protestantism.

HIST-412. History of Mexico. 3 Units. An exploration of the formation of Mexico, its people, its culture(s) and national identity from the 14th through the 20th centuries. The course will examine the significant periods in Mexican history, including that prior to Cortes, Colonial Mexico, Mexican Independence, the Mexican Revolution, Mexico in the mid-twentieth century and the late-twentieth century.

HIST-418. Modern Middle East: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The Middle East is a region many in the West today view with apprehension and hostility. This course will examine the historical, cultural and political forces from the 19th and 20th centuries that have made the region what it is today. Special emphasis will be given to understanding contemporary Islamic and Jewish politics and culture, as well as ways in which the West has interacted with the Middle East over the past century.

HIST-420. American Ethnicity and Pluralism. 3 Units. A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation's founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored.

HIST-421. American Ethnicity and Pluralism. 3 Units. A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation's founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored.

HIST-422. Lincoln and Leadership. 1 Unit. Examines the life and times of Abraham Lincoln as a means of gleaning further insight into this critical period of American history. The impact of Lincoln's leadership on the presidency and the nation, as well as the characteristics that made him great, are analyzed. There is also an attempt to distinguish the real Lincoln from the mythology, including an analysis of what the Lincoln mythology tells about American values and civilization.

HIST-423. Puritan Influence in America. 1 Unit. Examines the history of Puritanism in founding and shaping early America. The ideas, institutions and values, positive and negative, of colonial American Puritans have played a very significant role in defining American civilization. While their influence is yet felt in American life today, our Puritan ancestors are largely misunderstood and maligned. This course helps set the historical record straight, and shows how Puritan ideas continue to impact our culture. Students are asked to write a summary essay dealing with Puritan strengths, weaknesses and influence on American civilization.

HIST-424. Causes of the American Revolution. 1 Unit. The American Revolution was a new, shocking and unlikely event in the world of the late 1700s. This course examines the background causes of the American Revolution to determine how the colonies moved from loyal subjects of the world's greatest military power to an independent nation against huge odds. The emphasis is on the ideas and personalities that brought about the revolution and the foundation that was laid for the development of the American nation. Students are asked to write a summary essay reflecting on their changed perceptions of the American Revolution as a result of this course.

HIST-425. Twentieth Century America. 4 Units. A study of the emergence, development and nature of American industrial and urban society. Particular attention is given to the political and economic systems, the various social movements that have on occasion challenged them, the creation of a welfare state and the development of an expansionist foreign policy. A counter theme of resistance to the modernizing impulse is explored as well.

HIST-426. The 1920s in America. 1 Unit. The history of the 1920s is explored through the political, social, economic, intellectual and religious events of this exciting and influential decade. When it was over, the decade brought the nation into the modern era. Lecture, film, discussion and small group interaction are used to bring the decade to life, resulting in a summary paper required of each student.

HIST-427. Postwar America: 1945-1960. 1 Unit. Covers the political, social and intellectual history of the United States from the end of World War II to the election of John Kennedy as President. Topics covered include the Cold War and U.S. foreign policy, the impact of the atomic age on the American public.

HIST-428. The American Presidency. 1 Unit. Explores the history and development of the American presidency from George Washington to the present. The focus is on major historical developments (including the political processes by which candidates are selected and elected) and key presidential personalities (including some first ladies) that have shaped the presidency into the most powerful and influential political office in the world. Strengths and weaknesses of those who have held this office will be analyzed, and historians' views of the best and worst presidents will be examined. Format for the course will include lecture.

HIST-429. Introduction to U.S.-Mexico Relations. 1 Unit. Recommended prior coursework: One semester of U.S. history. Historical survey of relations between the United States and Mexico from the time of Mexican independence to the present, including the struggle for Texas, the Mexican-American War, late 19th century
diplomacy and investment, the Mexican Revolution and American reaction, and issues of trade, economic development, immigration and drug enforcement.

Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.

HIST-430. American Wilderness Literature and Philosophy. 3 Units. Exploration of American ideas about wilderness, the natural world and human relationships to them. Includes a four-day field trip to the eastern side of the Sierra Nevada. Readings include Thoreau, Muir, Austin, Abbey, Snyder and Williams. 
Same as LIT-350, PHIL-430, SOC-311

HIST-435. American Intellectual History. 4 Units. Surveys the development of American patterns of thought from the Colonial period to the present. Topics include Puritanism, the Enlightenment, democratic social theory, philosophical naturalism, pragmatism and modern science.
Prerequisites: HIST-150

HIST-436. Colonial and Revolutionary America. 3 Units. Recommended prior coursework: HIST-150. Traces the American experience from the beginning of colonization through the revolution and the development of the Constitution. Examines the social, religious, political and economic development of the colonies. Pays particular attention to the establishment of the colonies, the interaction with Native Americans, Puritan New England, the Great Awakening, the consumer revolution, the American Revolution, the establishment of the new nation and the writing of the Constitution.
Prerequisites: one history course

HIST-437. Nineteenth Century America. 3 Units. Recommended prior coursework: HIST-150. Examines the social, cultural, religious, political and economic changes in the history of the United States of America during the nineteenth century. Covers the rise of American democracy, political parties, the frontier in American life, the experience of First Nations peoples, religious innovations, reform movements, slavery, the Civil War, Reconstruction, immigration, urbanization, the Gilded Age and Populism.
Prerequisites: one history course

HIST-440. California History and Politics. 4 Units. Recommended prior coursework: HIST-150, PS-120. California is often viewed as the trendsetter for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time, it familiarizes them with the state’s current political system and the politics that surround it. (Meets the California history and government requirement for teaching credential candidates.)
Same as PS-300

HIST-441. California History and Politics. 4 Units. California is often viewed as the trendsetter for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time, it familiarizes them with the state’s current political system and the politics that surround it.
Degree completion students only; May not be audited

HIST-446. The Pacific Northwest. 1 Unit. History of American interest in and acquisition of the Pacific Northwest, including the explorations of Lewis and Clark, the Manifest Destiny doctrine, and the westward migration to the Oregon Country. Also covers the 1846 treaty with Great Britain establishing the current western U.S.-Canadian border and the creation of new states in the region. Includes modern growth
Degree completion students only; May not be audited

Prerequisites: HIST-120, HIST-130, HIST-140; Same as PHIL-450, PS-450, SOC-340

HIST-455. Historical Peacemakers. 3 Units. A study of the thought and practice of key peacemakers of the late nineteenth and twentieth centuries. This course surveys some of the important people and social movements that have used peaceful methods to achieve substantial historical change. Figures include those people identified as pioneers in peacemaking, those addressing an historical case study in responding to great evil (WWII) and those concerned with activism in the United States.

HIST-460. Philosophy of History. 3 Units. Designed to consider from a metadisciplinary perspective the logic and method of historical discourse. Includes examination of pattern and meaning in history and a historiographic study of a period of the student's choice. Readings include Augustine, Hegel, Marx, Nietzsche and Martin.
Same as PHIL-460

HIST-462. Historiography. 3 Units. This course undertakes a study of the development of historical perspectives, theories and writings that have shaped our understanding of the historical discipline from earliest times to the present. It includes critical analysis of the definition, purposes and methods of the historical profession. The course involves primary source research and writing, analysis of a logic of historical thought, the impact of Christianity on historical thinking, examination of the current state of the historical profession and the formation of a personal philosophy of history. Prerequisite: one upper division history course.
Prerequisites: one upper division history course; Signature required

HIST-483. Projects in History. 1-3 Units. This course is usually taken in two consecutive semesters of 2 units each. A research of historical projects, designed for the student in consultation with a faculty member, results in the production of a historical project. Examples are a traditional research paper interpreting a particular event, person, society or text; a public history project (in conjunction with archival or museum work); the production of a documentary or other performance; and a curriculum development project for prospective teachers. Each project is presented to the faculty and students of the history program in one of a variety of settings (seminar evening, as part of a class, etc.).
HMONG LANGUAGE STUDIES

HMNG-100. Elementary Hmong I. 4 Units. This course is designed for people with little or no knowledge of Hmong. The purpose of the course is to develop reading, writing, speaking and listening ability, but it will emphasize oral communication at a basic functional level in Hmong. Classes will be conducted primarily in Hmong. 

May not be audited

HMNG-105. Elementary Hmong II. 4 Units. This course is structured for students who have completed an introductory course in Hmong (or have demonstrated proficiency in elementary Hmong). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in Hmong.

Prerequisites: HMNG-100; May not be audited

HMNG-300. Advanced Hmong. 3 Units. This course is designed to develop competency in written and oral communication through the study of language and content. The course will give particular attention to reading, producing and accessing Hmong language materials relevant to student purposes. Students will increase their cultural awareness and linguistic accuracy and fluency. Classes will be conducted mainly in Hmong.

Prerequisites: HMNG-100, HMNG-105

HMNG-305. Composition and Conversation in Hmong. 3 Units. This course is designed for students who possess the skills normally acquired from two semesters of college-level foreign language instruction. The student should be able to communicate in spoken Hmong, as well as read and write Hmong for basic communication purposes. The student will work on reading and writing more complex texts. The development of vocabulary, colloquial expressions and comprehension will be a part of the course, as well as impromptu communication. Attention will be given to topics and tasks relevant to public school teaching. Classes will be conducted in Hmong.

Prerequisites: HMNG-300

INTERCULTURAL STUDIES

ICS-300. Orientation to Short Term Study Abroad. 1 Unit. This course will prepare students for short-term study abroad by investigating cross-cultural issues through such activities as readings, conversations with experts and self-reflection. It will also help students navigate the logistical issues of life abroad for an extended period of time. The particulars of this course will be determined by the particular location in which the short-term program will take place.

Signature required; Repeatable for credit; Graded CR/NC

ICS-320. Introduction to Holistic Mission in Costa Rica. 3 Units. A survey and introduction of the biblical and theoretical basis for holistic Christian mission with a special focus on the church's ministry to the poor. In particular, this course explores ministry responses to social, cultural, political and spiritual issues within a variety of ministry contexts. Where possible, students reflect on their own ministry experiences and consider the Gospel's impact on both individuals and society.

May not be audited

INTERNATIONAL BUSINESS

INTB-370. International Business. 3 Units. A study of the theory and practice of international business structures and strategy. Explores international trade, finance and global business strategies. Examines the dynamics and methods of analyzing different types of economic systems for business expansion and entry modes of competitive activities.

Prerequisites: ECON-105 or ECON-105H

INTB-460. International Finance and Economics. 3 Units. A study of the importance of the international banking system and its interrelationship with economics; the role of major financial institutions, such as the International Monetary Fund and the World Bank; banking operations, multinational finance and capital budgeting.

Prerequisites: ECON-105 or ECON-105H

KINESIOLOGY

KIN-120. Concepts of Wellness. 3 Units. This introductory study investigates various dimensions of wellness as they relate to stewardship of the body. Addresses issues of personal choice, attitude, change and personal responsibility, as well as understanding health risk, human challenges and destructive behaviors associated with lifestyle choices. Students participate in a variety of lab activities to reflect on and self-assess each dimension of wellness, as well as seek opportunities to apply positive changes towards improving their well-being and quality of life.

KIN-121. Concepts of Wellness. 3 Units. An introductory course that studies the different dimensions of wellness. Special emphasis is given to health-related fitness. Other emphases include nutrition, destructive behaviors and spirituality. Students learn basic concepts, applications and strategies that can be applied to positively affect each of these areas. A portion of the course is activity based in which students learn to apply various exercise techniques.

Degree completion students only; May not be audited

KIN-251. Foundations of Kinesiology. 3 Units. An introductory study of philosophical, historical, social, and ethical foundations of certain key disciplines within kinesiology. Emphasis also placed on initial discussion of professionalism, including development of personal professional philosophy and service through one’s profession. The division of kinesiology, including details of programs are introduced.

May not be audited

KIN-270. Nutrition. 3 Units. This is an introductory course that studies the fundamentals of proper nutrition for lifelong health. The focus is on understanding the components of proper nutrition and their incorporation into daily life. Nutritional practices for certain populations, such as children and athletes, will be addressed. Applications, including analysis of one’s own diet and developing a sound diet to meet personal goals, will also be addressed.

May not be audited
KIN-275. Sport First Aid. 3 Units. Prevention and care of injuries in athletic activities designed for prospective coaches, trainers, health and physical educators to aid in the recognition, evaluation and care of athletic injuries. Techniques in taping, prevention and rehabilitation of injuries will be studied. The textbook is from the American Sport Education Program and students will have the option of purchasing the ASEP certification course.

KIN-300. Principles of Health. 3 Units. This course is designed to give a comprehensive exposure to health education theory and school health programs. Included will be specific health content including nutrition, substance abuse, human sexuality, family living topics, mental and emotional health, growth and development and injury prevention and safety. Teaching strategies will also be included.

KIN-316. Coaching Methods. 3 Units. This course is based on the American Sports Education Program and espouses the philosophy of Athletes First, Winning Second. Based on knowledge from the sport sciences and integrated with the wisdom of master coaches, students learn how to help young people become better athletes and, more importantly, better human beings. Students have the option of completing the American Sport Education Program coaching certification, which is the certification desired by the state of California for all coaches in school settings.

KIN-320. Theory of Physical Education. 3 Units. Examines physical education curriculum from grades K-12, including concepts of teaching basic movement skills. Students experience a variety of games, sports and dance activities. Covers the significance of cultural and historical influences on games and sports, as well as the importance of promoting lifelong participation in physical activity. Growth patterns of boys and girls are also covered, along with implications for physical activity at the various ages.

KIN-321. Theory of Physical Education. 3 Units. Involves the planning of physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, is examined. Emphasis is also given to trends in movement education.

KIN-330L. Fundamentals of Motor Behavior. 4 Units. An introductory study of motor learning and control theory, principles and concepts as they relate to the acquisition of motor skills. Emphasis is placed on the practical application of this information in effectively instructing and developing a variety of motor skills across the lifespan.

KIN-331. Fundamentals of Motor Behavior. 4 Units. An introductory study of motor learning and control theory, principles and concepts as they relate to the acquisition of motor skills. Emphasis is placed on the practical application of this information in effectively instructing and developing a variety of motor skills across the lifespan.

KIN-331L. Fundamentals of Motor Behavior Lab. 0 Units.

KIN-340. Measurement Evaluation. 3 Units. The course begins with a basic introduction to statistics. It continues with lectures, labs and field experience pertinent to the evaluation in cognitive, psychological and affective domains of physical education. Application of elementary statistical techniques and computers to aid in health and physical education research is stressed.

KIN-345. Analysis of Individual and Dual Sports. 2 Units. A study of individual and dual sports commonly taught in middle school and high school physical education curriculums. Emphasis placed on teaching progressions, application of motor learning principles and teaching cues that make it easier for learners to be successful. Creating team cohesion within the context of these kinds of sports is also covered. Elemental competencies will be required.

KIN-351. Analysis of Team Sports. 2 Units. Study of team sports commonly taught in middle school and high school physical education curriculums. Emphasis will be placed on teaching progressions, application of motor learning principles and teaching cues that make it easier for learners to be successful. Methods to teach strategies for offensive and defensive systems for each sport will be covered. Elemental competencies will be required.

KIN-357. Analysis of Outdoor Activities. 1 Unit. A study of outdoor education activities that are typically taught in a school setting. Activities include orienteering, backpacking, wall climbing, bicycling, survival skills and canoeing. Elemental competencies will be required.

KIN-359. Analysis of Fundamental Movements. 1 Unit. Focuses on basic locomotor and non-locomotor skills, movement patterns and manipulative skills, as well as knowledge of elements and qualities of movement.

KIN-368. Analysis of Aquatics. 1 Unit. Focuses on water safety and being able to demonstrate and teach both buoyancy and specific swimming strokes. Students will be able to understand and teach the dynamics of working with people with various disabilities within aquatic facilities. Elemental competencies will be required.

KIN-369. Analysis of Fitness Activities. 1 Unit. Study of various fitness activities appropriate for the development and/or maintenance of the health-related fitness components (cardiorespiratory capacity; muscular strength, endurance and flexibility) across the lifespan. Understanding and basic proficiency is emphasized through activity participation.

KIN-370. Analysis of Non-Traditional Sports. 1 Unit. A study of games and activities that may be very popular in other parts of the country or world. Students are exposed to a variety of activities, which will allow them to develop a knowledge of methods to
promote critical thinking, decision making, problem solving, collaboration, leadership and communication as they learn and participate.

Prerequisites: KIN-320 and one additional analysis course; KIN major/minor or liberal studies concentration only; May not be audited

KIN-375. Analysis of Dance. 2 Units. This course is designed to go beyond the basics of learning a variety of dances and go into the realm of being able to teach them to others. Students will develop knowledge of skills used in rhythmic activities, creative dance and structured dance forms such as modern, ballet, jazz, tap, social, folk, country, ethnic and classical. Students will understand the use of dance to express perceptions, feelings, images and thoughts. They will also be able to understand dance concepts, forms and basic vocabulary. Students will show the ability to teach dance through the correct use of group formations, progressions in teaching and crowd control. An elemental performance competency will be required.

Prerequisites: PE-120; May not be audited

KIN-385. Kinesiology Practicum. 1-3 Units. Students do observations in two different contexts. Students use each unit of credit to gain experience in areas in which they hope to work. Practica usually involve observing and providing assistance to a professional. Forty-five hours make up each unit and students are allowed to register for 1, 2 or 3 units in a semester.

Repeatable for credit; May not be audited; Graded CR/NC

KIN-390. Internship in Kinesiology. 1-3 Units. Provides supervised intern experience within a physical therapy, occupational therapy or related clinical or fitness setting for the purpose of acquiring additional knowledge and skills desirable for professional development. Emphasis is placed on applying knowledge gained through the academic program courses as well as learning new related principles and concepts through the intern experience. This course is offered on a credit, no-credit basis only and is repeatable for a maximum of three units. Each unit of internship requires a minimum of 50 hours of supervised experiences.

Repeatable for credit; May not be audited; Graded CR/NC

KIN-395. Sport and Exercise Psychology. 3 Units. Recommended prior coursework: PSY-120. An overview of fundamental psychological theory and its application to physical activity and sport. Topics covered focus on the interrelationships between physical activity and psychological variables, including personality, motivation, competitiveness, arousal, stress, anxiety, competition, reinforcement, intrinsic motivation, group and team dynamics, group cohesion, imagery, self-confidence, morality goal-setting and concentration. In addition, the relationship between exercise and psychological well-being will be addressed.

KIN-401. Biomechanics. 4 Units. An introductory study of selected mechanical principles as well as musculoskeletal structure and function as they relate to human movement. Emphasis is placed on concepts and applications relevant to understanding, developing, and refining common movement patterns.

May not be audited

KIN-401L. Biomechanics Lab. 0 Units.

May not be audited; Graded CR/NC

KIN-406. Physiology of Exercise I. 4 Units. An introductory study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on concepts and applications relevant to the prevention of chronic diseases associated with a lack of regular exercise and to the development of fitness in public health, physical education and athletic performance settings.

Prerequisites: BIOL-332, BIOL-332L; May not be audited

KIN-406L. Physiology of Exercise I Lab. 0 Units.

May not be audited; Graded CR/NC

KIN-410. First Aid/CPR Instructor’s Class. 2 Units. The purpose of this course is to: 1) introduce students to the history, structure and activities of the American Red Cross, 2) prepare and authorize students to teach American Red Cross first aid and 3) give CPR courses to diverse populations and teach students the policies and procedures of the American Red Cross to ensure course consistency, quality and appropriate reporting.

KIN-441. Fitness Assessment and Exercise Prescription. 3 Units. Advanced study of fitness assessment and exercise prescription guidelines, principles and procedures. Emphasis placed on health-related fitness assessment and exercise prescription for the healthy (low-risk) adult population; some aspects of performance assessment will also be addressed.

Prerequisites: KIN-401, KIN-401L; May not be audited

KIN-441L. Fitness Assessment and Exercise Prescription Lab. 0 Units.

May not be audited; Graded CR/NC

KIN-450L. Exercise Programming for Fitness and Performance. 3 Units. Study of exercise techniques used for resistance training, speed and agility, and muscular flexibility. Additionally, exercise program design principles and guidelines for health and performance-fitness applications are addressed, including exercise adherence, safety, facilities and administration.

Prerequisites: KIN-369, KIN-406; May not be audited

KIN-451. Exercise Programming for Fitness and Performance. 3 Units. Study of exercise techniques used for resistance training, speed and agility, and muscular flexibility. Additionally, exercise program design principles and guidelines for health and performance-fitness applications are addressed, including exercise adherence, safety, facilities and administration.

Prerequisites: KIN-401, KIN-401L; May not be audited

KIN-451L. Exercise Programming for Fitness and Performance. 0 Units.

May not be audited; Graded CR/NC

KIN-470L. Physiology of Exercise II. 3 Units. An advanced study, including exercise metabolism, cardiovascular function, the electrocardiogram and interpretation, muscle physiology and various laboratory techniques commonly used in exercise physiology. Also includes discussion of the scientific method and requires formation of a research topic, collection and analysis of data, and presentation of findings.

Prerequisites: KIN-406, KIN-406L; May not be audited
KIN-481. Research in Kinesiology. 1-3 Units. Provides supervised research experience on an approved topic within the disciplines of kinesiology. Emphasis on data collection, analysis and presentation of the work in written form (e.g., research manuscript) and/or oral presentation (e.g., professional meeting; FPU Undergraduate Research Day). Specific requirements determined on an individual basis and reflect the number of registered course units.

Signature required; Repeatable for credit; May not be audited

KIN-485. Senior Seminar. 2 Units. Culminating experience course that primarily focuses on final preparation and presentation of a senior portfolio. Professionalism is more formally visited with an emphasis on reviewing and revision of the personal professional philosophy. Students write résumés and gain experience in interviewing for jobs. Students are exposed to a virtual view of leadership and ethics. Should be taken during the last spring semester of the academic contract

Kinesiology majors only; Seniors only; May not be audited

LIBERAL ARTS

LA-180. Paths to Teaching. 3 Units. Provides an orientation to the role of a teacher in an urban, multilingual, general education classroom. Includes an introduction to requirements for teacher credentialing. Examines other school settings, including private, home, charter, suburban and rural schools, as well as bilingual and special education classrooms.

May not be audited

LA-322. Discovery Learning in the Mind, Brain and Body. 3 Units. Students develop an understanding of how people process information and learn; studying the history, content and application of learning theories, intelligence and thinking dispositions, including the development of the mind and brain and its role in education.

Prerequisites: PSY-120 or PSY-121; Degree completion students only; May not be audited

LA-324. Memory Tools: Mind Maps. 1 Unit. Helping the memory recall and retrieve information is the goal of this course, using pictorial arrangements known as mind maps (a form of graphic organizer”). Mind maps form a powerful visual picture of information and allow the mind to see undiscovered patterns and relationships. Students will learn how to use mind maps as a learning tool for any subject area

Degree completion students only; May not be audited

LA-325. Emotional Intelligence. 3 Units. Introduces issues related to the study of emotions, including reviews of theories that concern functions, mechanisms and meaning of emotions, as well as the role of emotions in human development, thinking, memory and social interactions. How individuals regulate moods and deal with overwhelming emotions will be considered, along with the nature of specific emotions such as love, hostility, fear and disgust. A personalized emotional intelligence profile and application to leadership and teamwork will be analyzed.

Degree completion students only; May not be audited

LA-380. Learning Communities. 3 Units. A seminar course with two hours per week of field experience that will focus on learning communities of elementary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject programs.

Prerequisites: LA-180; May not be audited

LA-381. Introduction to Teaching. 2 Units. A seminar course with appropriate field experiences that will focus on learning communities for which the multiple subject credential is required of its teachers. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject program.

Degree completion students only; May not be audited

LA-383. Power of Optimism. 1 Unit. Based on the premise that optimism is a skill that can be learned, students acquire background knowledge in the psychology of optimism, understand their own optimist/ pessimist tendencies in light of those definitions and leave with specific, practical skills for engaging the strategies of successful optimists. Final study is highly application-oriented and focuses on harnessing the power of optimism, with particular emphasis on how to do so in the workplace and on the role of faith in maintaining hope.

Degree completion students only; May not be audited

LA-384. The Art of Motivation. 1 Unit. An overview of motivational research in psychology, management and education. Explores how social environments shape and influence individual motivation. Students develop effective leadership strategies that promote motivation, learn verbal encouragement techniques that motivate by reinforcing participant’s effort and reducing risk and discover how purposeful work and goal achievement can support all types of learners and employees.

Degree completion students only; May not be audited

LA-385. Critical Approaches to Teaching. 3 Units. A seminar course with two hours per week of field experience that will focus on learning communities of secondary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the subject matter waiver programs.

May not be audited

LA-415. Senior Research Seminar. 3 Units. A capstone course focusing on an interdisciplinary analysis of issues and topics relevant to future educators in California’s Central Valley. The culminating activity will be an integrative research project presented orally and in writing.

Degree completion students only; May not be audited

LANGUAGE STUDIES

LANG-170. English for Academic Purposes. 3 Units. At an advanced level, develops the process of writing, revising and editing compositions, a process which includes logical development and organization of ideas; develops analytical and critical thinking skills by reading and responding to student’s own writing; reinforces grammar skills through self-editing instruction in complex linguistic structures. May be repeated up to three times for credit.

Degree completion students only; All students except seniors; Repeatable for credit; May not be audited

LANG-171. English for Academic Purposes. 3 Units. At an advanced level, develops the process of writing, revising and editing compositions, a process which includes logical development and organization of ideas; develops analytical and critical thinking skills by reading and responding to student’s own writing; reinforces grammar skills through self-editing instruction in complex linguistic structures. May be repeated up to three times for credit.

Degree completion students only; All students except seniors; Repeatable for credit; May not be audited
compositions, a process which includes logical development and organization of ideas; analytical and critical thinking skills by reading and responding to student's own writing; grammar skills through self-editing instruction in complex linguistic structures.

May not be audited

LANG-310. First and Second Language Acquisition. 3 Units. An introduction to the ways human beings acquire a first and second language and the conditions that support acquisition.

Prerequisites: LANG-340

LANG-311. Principles of Language Acquisition. 3 Units. Overview of first and second language acquisition theories, learning styles, sociocultural factors and communicative competence, with an emphasis on second language acquisition.

Degree completion students only; May not be audited

LANG-320. Teaching English Language Learners. 3 Units. This course will provide insights into how a second language is learned and demonstrate the kind of classroom approaches that best facilitate second language acquisition. An emphasis on integrating English through a whole language approach will give students an understanding of how to promote learning in multicultural classrooms. Models and methods of bilingual education will be discussed, as well as methods of language assessment and evaluation. Students who anticipate teaching non-native speakers of English at home or abroad will find this course reviews the theoretical and practical aspects of teaching a second language.

LANG-330. Linguistics and Modern Grammar. 4 Units. Recommended prior coursework: COM-110, COM-120. A study of the structure of the English language through an analysis of phonology, morphology and syntax. Emphasis is placed on the sentence as a primary structure and the application of grammar to writing.

Juniors or seniors only

LANG-331. Linguistics and Modern Grammar. 3 Units. A study of the structure of the English language through an analysis of phonology, morphology and syntax. Emphasis is placed on the sentence as a primary structure and the application of grammar to writing.

Degree completion students only; May not be audited

LANG-340. Introduction to Linguistics. 3 Units. Recommended prior coursework: COM-110, COM-120. Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.

LANG-350. Modern English Grammar. 3 Units. A structural examination of modern English using both pregenerative treatments of English grammar and transformational models, with an emphasis on their pedagogical application in the teaching of English, particularly in relation to writing development.

May not be audited

LANG-420. Teaching English as an Additional Language. 3 Units. This course will acquaint those interested in teaching English to adults in foreign (EFL) or domestic (ESL) settings with current theories and models of second language acquisition, as well as assist them in developing an approach to teaching adult language learners that is sensitive to the learning context. Attention will be paid to the role of individual learning differences, culture, teaching purposes, teaching setting and values in the teaching and learning of English in EFL and ESL settings. Case studies will help students connect theory and practice. This course is particularly useful for those who may find themselves in domestic or foreign settings in which as native or near-native speakers of English they will be invited to teach English as a foreign or second language.

Prerequisites: LANG-310, LANG-340

LANG-462. Literacy Development for Adult English Learners. 3 Units. This course explores methodology designed to help adult English learners develop literacy. Course topics include the use of effective reading strategies and materials, a process approach to writing and appropriate grammar mini-lessons.

Prerequisites: LANG-310, LANG-340

LANG-496. Language Studies Internship. 3 Units. Allows students in the language studies minor or concentration to apply knowledge gained in the classroom to a real world setting. Students work with international students in Fresno Pacific University's Intensive English Language Program or in an off-campus site that allows for interaction with English language learners.

May not be audited

LEADERSHIP STUDIES

LEAD-100. Leadership Team Retreat. 1 Unit. This activity is an invitation-only event for selected student leaders and president's scholars. Emphasis is on team building and exploring theological and character issues that form the foundation of servant-leadership. Program includes both on- and off-campus locations.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

LEAD-120. Perspectives in Leadership. 1 Unit. Survey of disciplinary perspectives on leadership. Focus is on issues and contributions of diverse fields of study regarding leadership.

May not be audited

LEAD-120H. Perspectives in Leadership. 1 Unit. Exploration and application of principles of Christian leadership, using selected readings from secular, Christian and biblical sources with lectures, self-assessment, discussion and short writing assignments.

University scholars program students only; May not be audited

LEAD-200. Theories of Leadership. 3 Units. In-depth review and analysis of dominant leadership theories and themes. Emphasizes the historical development of leadership as a field of study, as well as the contribution of theory to the practice of leadership.

Prerequisites: LEAD-120

LEAD-300. Leadership Conflict Resolution. 1 Unit. This course is designed to build conflict resolution and supportive skills in resident assistants and other student leaders. The format will be 10 hours of training sessions, with additional reading such as the Little Book of Restorative Justice and PACS CR Training Manual and two five-page papers. Students will learn options for handling conflict, how to recognize and break unmanaged conflict cycles, listening and basic mediation skills.
LEAD-320. Operations and Organizations. 1 Unit. Study of technical and social functions and skills required to support effective leadership behavior. Specific requirements of leaders in day-to-day situations and at significant events will be addressed.

May not be audited

LEAD-405. Leadership Concepts and Practice. 3 Units. Prepares students for leadership roles in their organizations, community and chosen professions. Provides students with the knowledge, skills and practical tools necessary to be a modern leader. Students study values-based leadership, as well as servant-based leadership and learn how to become an effective leader, how to motivate staff, implement mission and how to manage change.

Prerequisites: MGT-350; May not be audited

LEAD-476. Internship. 1-3 Units. In-depth, integrative field-service experience. In addition to a valuable service to constituents, provides a focused, consistent context for service and reflection. Requires evidence of learning through portfolio compilation and a presentation of program impact.

Signature required; Repeatable for credit; May not be audited

LITERATURE

LIT-180. Introduction to Literature. 3 Units. A study of outstanding examples of the short story, novel, poetry and drama genres. Designed to introduce the student to the world of literature, to create an appreciation for it and to provide analytical tools for further study.

LIT-181. Exploring Literature. 3 Units. Examination of literary concepts, conventions and genres through close reading and written analyses of novels, drama and poetry.

Degree completion students only; May not be audited

LIT-350. American Wilderness Literature and Philosophy. 3 Units. Exploration of American ideas about wilderness, the natural world and human relationships to them. Includes a four-day field trip to the eastern side of the Sierra Nevada. Readings include Thoreau, Muir, Austin, Abbey, Snyder and Williams.

Same as HIST-430, PHIL-430, SOC-311

LIT-355. American Literature: Beginnings to 19th Century. 3 Units. A study of poetry, fiction and nonfiction during this period of literature, including such authors as Louisa May Alcott, Emily Dickinson, Henry David Thoreau and Walt Whitman. Texts will be studied in relation to their cultural and historical contexts.

Prerequisites: LIT-180

LIT-360. American Literature: 20th Century. 3 Units. Study and analysis of American writers from diverse ethnic, cultural and racial backgrounds who challenge traditional definitions of American identity. Authors may include Ernest Hemingway, Langston Hughes, Sylvia Plath and Gloria Anzaldua.

LIT-370. The Novel. 3 Units. The course explores the history and development of the novel as a distinct genre in literary studies. Significant works that have had an impact on the understanding of the genre will be read and explored. Selection of novels represents multiple literatures, including world literature and non-canonical texts.

Prerequisites: LIT-180

LIT-380. World Theater: Roots to 1800. 3 Units. A study of early forms of theater from Africa, South and Central America, Greece and Rome, India and Japan, with attention to the role of religion in the making of early performance texts. Also explores European playtexts from the medieval to the neoclassical periods.

LIT-382. Greece: Drama and Paideia in the Polis. 4 Units. Investigates the cultural, intellectual, political and social history of Greece from Homer to Alexander through the analysis of numerous literary sources, including mythologies, poetry, drama, history and philosophy.

Prerequisites: HIST-120; Same as HIST-360

LIT-385. World Theater: 1800 to Present. 3 Units. A study of performance texts of the 19th to the 21st centuries, drawn from various styles (e.g., realist, expressionist, absurdist, epic theater, protest theater, the musical, performance art) and perspectives (e.g., national, colonial, post-colonial, ethnic, multicultural).

LIT-395. Text and Performance. 3 Units. A study of performance as a critical tool for understanding human communication. The course will examine the components of performance including text, performer, audience and context.

May not be audited

LIT-400. Medieval Life, Thought and Literature. 4 Units. A study of the intellectual and cultural life of High Middle Ages and the literature of Medieval England. Topical studies include chivalric life and romance, the literature and theology of romantic love, scholasticism and the via antiqua, theological and philosophical poetry, allegory as literature and as interpretive technique, popular literature and culture and the English mystics. Readings include selections from 12th through 14th century philosophers, theologians and mystics, as well as Arthurian Romance, Chaucer, Langland and the Gawain Poet.

Prerequisites: HIST-130; Same as HIST-370

LIT-405. The Renaissance and English Literature. 4 Units. Through readings in the humanist literature of Italy and England, this course covers the development of the early modern outlook from Petrarch through the English Renaissance ending with Milton. Thought patterns, ideas and typical genre are examined including the literature of the court; use and appreciation of the classics; epic, sonnet, pastoral and Italianate drama; the poetry of religious experience; and the distinctive character of the Christian humanist tradition in thought and poetry.

Prerequisites: HIST-130; Same as HIST-375

LIT-410. Early Modern Europe. 4 Units. A study of society and culture during the period of absolutism and revolution. This will be accomplished through an analysis of major literary documents of the period. Attention will be given to the multifaceted role of religion during these centuries.

Prerequisites: HIST-140; Same as HIST-385
LIT-415. Shakespeare. 3 Units. A study of seven major plays, including comedies, tragedies and problem plays. Course includes analysis of historical background materials, literary criticism and film adaptations.
   Prerequisites: LIT-180

LIT-420. English Literature: Romantic and Victorian Literature. 3 Units. A study of selected poetry and fiction from these two periods. Course includes the major Romantic poets and major poets and novelists of the Victorian period.
   Prerequisites: LIT-180

LIT-425. English Literature: 20th Century Literature. 3 Units. A study of the poetry and short fiction of several major writers from 1900 to the 1960s, including W. B. Yeats, T. S. Eliot, Dylan Thomas, Seamus Heaney and others.
   Prerequisites: LIT-180

LIT-426. English Literature: C.S. Lewis. 3 Units. A study of C.S. Lewis's memoir, fiction, poetry and nonfiction, as well as a biography of his life and the film Shadowlands.
   Prerequisites: LIT-180

LIT-440. Spanish Literature. 3 Units. This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain, along with their corresponding historical periods. The goals of the class are: (a) to enable students to develop an appreciation for Spanish culture, its people, literature and literary history; (b) to enable students to be able to identify authors and their works and (c) to help students to recognize the styles of the various epochs and works. This course may be taught in the Spanish or English language.
   Prerequisites: LIT-180

LIT-445. Latin American Literature. 3 Units. Literary works of the most famous authors from Mexico and Central and South America will be studied, analyzed and critiqued. The historical setting of the works and the bibliographies of the authors will also be examined. This course may be taught in either the Spanish or English language.
   Prerequisites: LIT-180

LIT-448. Multicultural Literature. 3 Units. The cultural and ethnic voices of California including Hispanic, Native American, Japanese American, Chinese American, Vietnamese, Hmong and African American writers provide the focus for the reading and analysis of literature in this course.
   Prerequisites: LIT-180

LIT-449. Literature and Film. 3 Units. This course will focus on literary texts and their film adaptations. The course will examine the formal differences between literature and film; techniques of adaptation; and the role of historical, cultural and political issues in the adaptation process.

LIT-460. Critical Approaches to Literature. 3 Units. An examination of several methods for evaluating and analyzing literature; and introduction to literary criticism with application of techniques to literary genre.

LIT-465. Literature for Children and Young Adults. 3 Units. This course is a survey course in the literature for children from preschool through junior high school. The course is particularly designed to assist teachers and teacher candidates in the selection and use of literature in the classroom.
   Prerequisites: LIT-180

LIT-467. Literature for Children and Young Adults. 3 Units. This course surveys literature for children from preschool through junior high school. The course is particularly designed to assist teachers and teacher candidates in the selection and use of literature in the classroom.
   Degree completion students only; May not be audited

LIT-480. Narrative. 3 Units. Narrative is a way of knowing. The stories we hear and tell shape the trajectory of our lives. This course examines narrative knowing and story from the perspectives of biblical narrative, history and culture, storytelling, the construction of a personal narrative, narrative structures and response to others' stories. Narrative research methodologies will be employed to apprehend stories of faith and experience. The course meets capstone requirement for English, communication and drama majors.
   Prerequisites: LIT-180

LIT-496. Literature Internship. 1-3 Units. Provides students in the English major with an opportunity to apply knowledge gained in the classroom to a real world setting such as a library, high school or publishing company.
   Signature required; Repeatable for credit; May not be audited; Graded CR/NC

MATH-106. College Algebra. 3 Units. Designed to enhance student competency with algebra. Topics include order of operations, linear relationships, graphing, solving systems of equations (linear and non-linear systems), quadratic equations, functions, exponential growth and decay, proportional reasoning to include variation, problem solving with algebra, dimensional analysis and others as appropriate.

MATH-110A. Principles of Mathematics I. 2 Units. MATH-110A and MATH-110B constitute a year-long slower paced version of Principles of Mathematics. Both MATH-110A and 110B must be taken to satisfy the general education requirement. MATH-110A provides exposure to a wide spectrum of mathematics. Rigorous problem-solving techniques using inductive and deductive reasoning will be studied. Topics include finite difference, Pascal's triangle, permutations and combinations.

MATH-110B. Principles of Mathematics II. 2 Units. A continuation of MATH-110A. Topics include probability, statistics, number theory and topology. Includes problem solving experiences using computers. Both MATH-110A and 110B must be taken to satisfy the general education requirement.
   Prerequisites: MATH-110A

MATH-120. Principles of Mathematics. 4 Units. Exposure to a wide spectrum of mathematics. Rigorous problem-solving techniques using inductive and deductive reasoning will be studied. Topics include finite difference, Pascal's triangle, permutations, combinations, probability, statistics, number theory and topology.
MATH-121. Mathematical Problem Solving. 3 Units. This course provides a broad survey of mathematical techniques and topics, including problem solving from inductive and deductive perspectives. Topics include finite differences, Pascal’s triangle, permutations, combinations, probability, statistics, number theory and topology.

Degree completion students only; May not be audited

MATH-132. Arithmetic and Data Analysis. 3 Units. This course is one of the two courses required for liberal studies majors intending to be elementary school teachers. The purpose of the course is to strengthen the students’ conceptual understanding of the mathematics taught in the K-7 settings. Topics will include: Numeration systems, a variety of algorithmic structures in arithmetic, simple set theory, probability, descriptive statistics, graphical interpretations of data, construction of appropriate graphical structures.

MATH-134. Algebraic Thinking and Geometry. 3 Units. This course is one of the two courses required for liberal studies majors intending to be elementary school teachers. The purpose of the course is to strengthen the students’ conceptual understanding of mathematics taught in the K-7 settings. Topics will include: The interplay of algebra and arithmetic, generalization of algorithms from arithmetic to algebra, functions and equations, the hierarchical ordering of operations, basic analytic geometry, elementary geometric ideas of area, perimeter, classification, and spatial relationships.

MATH-136. Mathematics Concepts I. 3 Units. Designed to prepare liberal arts majors for teaching at the elementary level. Topics include problem-solving strategies, number theory, algorithms for operations with numbers, prime numbers, rational numbers, proportions and probability.

Degree completion students only; May not be audited

MATH-137. Mathematics Concepts II. 3 Units. Designed to prepare Liberal Arts majors for teaching at the elementary level. Focus is on various applications of the mathematical concepts introduced in part I as they are used in graphing linear equations, algebraic problem solving and geometric measurements.

Degree completion students only; May not be audited

MATH-140. Pre-Calculus. 4 Units. Introduction to qualitative and quantitative analytic reasoning skills used in college science and math, particularly in calculus, algebraic relations, functions, graphs, interpreting graphical information, elementary problem solving, abstract modeling and exponential, logarithmic and trigonometric functions.

MATH-210. Calculus I. 4 Units. Recommended prior coursework: MATH-110A and 110B; or MATH-120. Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation.

Prerequisites: MATH-140

MATH-220. Calculus II. 4 Units. Integration, applications of integration, logarithmic and exponential functions, trigonometric functions, techniques of integration.

Prerequisites: MATH-210


Prerequisites: MATH-220

MATH-250. Introduction to Statistics. 3 Units. Introduces basic concepts of analysis and interpretation of data collected in a statistical frame work. Primary course objectives are to develop mastery of basic statistical concepts, to develop the ability to apply these concepts correctly, to communicate effectively in writing the results of a statistical analysis and to gain exposure to modern statistical computing software. Topics include but are not limited to summarizing and graphing data, central tendency, measures of variations, measures of position, binomial distribution, normal distribution, estimation, hypothesis testing, correlation and regression, and one-factor analysis of variance (ANOVA).

Prerequisites: MATH-106; Degree completion students only; May not be taken by criminology and restorative justice studies students; May not be audited

MATH-311. Statistics for the Natural Sciences. 3 Units. Recommended prior coursework: MATH-140. Introduces basic and advanced concepts of analysis and interpretation of data collected in a statistical framework. Primary course objectives include mastery of basic and advanced statistical concepts, ability to apply these concepts correctly to natural science fields, communicating results of statistical analysis effectively in writing and exposure to modern statistical computing software such as SPSS. Topics include summarizing and graphing data; measures of central tendency; probability; discrete, binomial, normal, t, and chi-square distributions; central limit theorem; hypothesis testing; estimation; and one- and two-way ANOVA, correlation, regression, and nonparametric statistics. Applications of each topic to biology, chemistry and health-related fields.

Prerequisites: MATH-106; May not be audited

MATH-320. Principles of Geometry. 3 Units. Fundamental concepts of Euclidean geometry from the modern point of view; axioms of collinearity, order, congruence, theorems of Ceva and Menelaus, loci, transformations of the plane; selected topics from geometry of the circle and triangle; non-Euclidean geometries.

Prerequisites: MATH-210

MATH-325. Introduction to Topology. 3 Units. Covers fundamentals of topology, including topology of line and plane, topological spaces, continuous function and homeomorphisms, basis for topology, metric spaces, connectedness and compactness.

Prerequisites: MATH-210; May not be audited

MATH-330. Abstract Algebra. 3 Units. Groups, rings, integral domains, ordered fields, isomorphisms; rational, real and complex numbers.

Prerequisites: MATH-210
MATH-331. Abstract Algebra II. 3 Units. A continuation of MATH-330, this course covers rings, fields, Sylow theorems, symmetry and counting and introduction to Galois theory.

Prerequisites: MATH-330; May not be audited

MATH-335. Linear Algebra. 3 Units. Techniques for solving systems of equations, examination of existence and uniqueness of solutions, matrix operations, matrix inverses, eigenvalues and eigenvectors, diagonalization, vector spaces, linear transformations, Gram-Schmidt orthogonalization and applications of linear algebra to calculus, least squares solutions and differential equations.

Prerequisites: MATH-210

MATH-340. Number Theory. 3 Units. Divisibility, prime numbers, greatest common divisor, Euler's function, arithmetic functions, congruences, Diophantine equations and continued fractions.

Prerequisites: MATH-210

MATH-345. Numerical Analysis. 3 Units. Recommended prior coursework: MATH-335, CS-120. Elementary discussion of sources and propagations of errors, numerical solutions to linear systems of equations and nonlinear equations, numerical techniques for solving the algebraic eigenvalue problem, numerical differentiation and integration.

Prerequisites: MATH-230

MATH-350. Problem Solving. 3 Units. An investigation of the process of problem solving in mathematics. Topics studied include specialization, generalization, analogy, induction, recursion, etc. Practice in applying these ideas to a variety of non-routine problems.

Prerequisites: MATH-210

MATH-357. Operations Research. 3 Units. Recommended prior coursework: MATH-220. Introduction to mathematical optimization with applications to business and finance. Graphical and numerical solutions, using the simplex method and linear programming. Duality, transportation and assignment problems, network optimization, dynamic programming, integer programming, nonlinear programming, simulated annealing, introduction to game theory and decision analysis. A brief introduction to queuing and inventory theory.

Prerequisites: MATH-210; May not be audited

MATH-360. Probability and Statistical Methods. 3 Units. Recommended prior coursework: MATH-220. Brief overview of descriptive statistics, basic probability theory, counting methods, Bayes' theorem and applications. Discrete and continuous random variables and their respective distributions, expected values, variance, the central limit theorem. Joint probability distributions, covariance and correlation. Inferential statistics, confidence intervals and hypothesis testing, introduction to analysis of variance. Linear regression and correlation, nonlinear and multiple regression.

Prerequisites: MATH-210

MATH-365. Differential Equations. 3 Units. Solving first-order and second-order linear differential equations, numerical solutions, introduction to the existence-unicness theorem and applications to the physical and life sciences. An emphasis on qualitative, as well as quantitative solutions.

Prerequisites: MATH-230


Prerequisites: MATH-210

MATH-375. Introduction to Game Theory. 3 Units. Recommended prior course: MATH-210. Game theory is a collection of mathematical models used to study situations involving conflict and/or cooperation. This contemporary mathematical subject is concerned with human interactions, competitive encounters, notions of value, bargaining and negotiations and fairness. It has application throughout social, systems, behavior, managerial and decision sciences. The course covers two person zero sum non-cooperative games, two person general sum non-cooperative games, two person general sum cooperative games, games in extensive form and games in n-person coalition form.

Prerequisites: MATH-210; May not be audited

MATH-415. Advanced Applied Mathematics. 3 Units. Recommended prior course MATH-365. This two-part class covers the basics of vector calculus in part I, and an introduction to calculus of variations in part II. Part I will include line integrals, the fundamental theorem of line integrals, forms of Green's Theorem, surface area and surface integrals, and the theorems of Gauss and Stokes. Part II will cover the concepts of functionals, various representations of the Euler-Lagrange Equation, numerical techniques including weighted residuals, optimizing functional expressions with constraints, and applications to dynamics, structure of materials, geodesics and quantum mechanics.

Prerequisites: MATH-230

MATH-418. Fourier Analysis. 3 Units. An introduction to principles and applications of Fourier series and Fourier transforms. Includes Fourier sine and cosine series, complex form of Fourier series, Parseval's theorem, Fourier integral, Fourier transform and its properties, convolutions, application to partial differential equations, windowed Fourier transforms, Shannon's sampling theorem, discrete Fourier transform, sampled Fourier series, the n-point DFT and filtering, fast Fourier transform, amplitude and frequency modulation, application to music composition and a brief introduction to wavelets.

Prerequisites: MATH-230; May not be audited

MATH-420. Real Analysis. 3 Units. Students study logic, set relations, functions, sequences, continuity, differentiation and an introduction to the Riemann Integral. An emphasis is placed on developing the ability to handle definitions, theorems and proofs. A course goal is the deepening of the student's understanding of the logical foundations of the calculus learned in MATH-210 and MATH-220.

Prerequisites: MATH-220

MATH-421. Real Analysis II. 3 Units. A continuation of MATH-420, this course covers infinite series, sequences and series of functions, power series, the Riemann-Stieltjes Integral, metrics and further topology of real numbers. Emphasis is placed on developing the ability to handle definitions, theorems and proofs. A course goal is the deepening of the student's understanding of the logical foundations of the calculus learned in MATH-210 and MATH-220.

Prerequisites: MATH-420; May not be audited
MATH-454. Complex Analysis. 3 Units. This course will include the algebra and geometry of complex numbers, analytic functions, Cauchy Riemann Equations and harmonic functions, elementary functions including rational, exponential, trigonomic and logarithmic functions, the Contour Integral, independence of path, and Cauchy’s integral theorem. A focus is placed on the application of complex valued functions.

Prerequisites: MATH-230

MATH-477. Independent Research. 2 Units. Working with faculty, the student selects a mathematical topic of interest. By midterm the student prepares a concise and clear abstract, a review of relevant published literature and a brief research proposal. By the end of the semester the student presents his or her independent work, some of which may consist of duplicating published results. The student is expected to present results in a semi-formal venue such as Undergraduate Research Day, oral presentations to faculty and/or a brief written report. Students are encouraged to select a topic for possible future graduate-level research.

Seniors only; Signature required; May not be audited; Students may take up to 2 semesters to complete the course.

MATH-480. History of Mathematics. 3 Units. A historical survey of mathematical development from earliest times to the 20th century.

Prerequisites: MATH-210

MATH-482. Practicum in Mathematics. 1-2 Units. An experience designed for those students working towards a single subject teaching credential in mathematics. Students will work as tutors and/or instructional aides. Also open to selected non-math majors who would like the experience of serving as math tutors.

Seniors only; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

MATH-485. Senior Seminar in Mathematics. 1 Unit. Seminar presentations by students and faculty on advanced topics of interest and experience. Students develop and refine a presentation investigated in a research project, review paper or internship experience. Other summative activities such as a portfolio, major field test or reflective essay may be required.

Seniors only; May not be audited

MANAGEMENT

MGT-315. Principles of Management. 3 Units. Introduces management as a science and develops some of the major themes.

Degree completion students only; May not be audited

MGT-350. Organizational Theory. 3 Units. A study of organizational structure and design. Topics include the external environment, the role of technology, types of organizational and task structures and management practices.

Same as PS-460

MGT-352. Organizational Communication. 3 Units. Recommended prior coursework: MGT-350. A study of organizational communication from three perspectives: 1) written forms of organizational communication; 2) personal forms of communication, such as oral, interpersonal and employment; and 3) technological communication. Students are exposed to both the theoretical and applied issues as they relate to these forms of communication.

MGT-353. Organizational Communication. 3 Units. A study of organizational communication from the perspectives of oral forms of business communication, technology-enabled communication, fundamentals of business writing, values and ethics, communication behaviors and communicating for effectiveness when dealing with organizational conflict.

Degree completion students only; May not be audited

MGT-355. Organizational Behavior. 3 Units. Recommended prior coursework: MGT-350. A study of group dynamics, conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.

Same as PS-465, SOC-375

MGT-360. Human Resource Management. 3 Units. Recommended prior coursework: MGT-350. A study of recruitment, selection and employment procedures; performance appraisals; and labor relations.

MGT-362. Nonprofit Management. 3 Units. Recommended prior coursework: MGT-350. This course provides an understanding of nonprofit management. During the course, the following topics are highlighted: board of trustees, volunteerism, grant writing and general nonprofit management.

MGT-368. Operations Research. 3 Units. Recommended prior coursework: BUS-465. A study of the quantitative decision-making process, as well as the research methods that enable the prospective manager to handle operations systems and problems, including facility location, materials handling, operation planning and control, inventory control and work measurement. Students learn how to apply quantitative methods to the solution of national and international operations problems.

MGT-430. Business Information Systems. 3 Units. A study of the role information technology possesses in strategic business decision making. Topics include the role of information technology in decision making, issues in electronic commerce and networked computing and the impact of information technology on existing internal systems, namely business process reengineering. The impact of advancing information technology on humanity and organizations is explored.

MGT-441. Community Project Proposal. 2 Units. Completion of a proposal for the community project.

Degree completion students only; May not be audited

MGT-442. Community Project. 3 Units. This is the major project directed to business organizations and the community.

Prerequisites: MGT-441; Degree completion students only; May not be audited

MGT-443. Organizational Project. 3 Units. Students create an in-depth written project designed to systematically improve an organization.

Degree completion students only; May not be audited

MGT-450. Management and Organizational Behavior. 3 Units. This course examines the role of management, servant-leadership and
people within organizations. The course also looks at structure and culture related to productivity and change.

Degree completion students only; May not be audited

MGT-457. Risk Management. 3 Units. Students learn to identify and analyze all types of organizational risk and manage this risk through insurance and other tools. The overall assumption will be that risk can be managed if it is identified prior to a loss.

MGT-460. Human Resources Management. 3 Units. Starting with the philosophy and theory of human resources management, students will study the policies and practices affecting employment issues, anti-harassment, equal employment opportunity, diversity, performance appraisal, fair labor standards and internal labor relations.

Degree completion students only; May not be audited

MINISTRY

MIN-200. Perspectives on Contemporary Christian. 1 Unit. An introductory look at the various ministries and opportunities for those interested in the field of contemporary Christian ministries. Class time will be spent in discussion and on-site observation of ministries and Christian agencies, exposing students to a breadth of perspectives.

MIN-310. Intro to CML/Internship. 1 Unit. An introductory look at the various ministries and opportunities for students pursuing a Christian ministry and leadership major. Students are oriented to their program-long internship in this course, culminating in the selection of a ministry internship and field supervisor.

Degree completion students only; May not be audited

MIN-340. Theology, Culture and U2. 2 Units. The rock band U2 has delivered a consistent message of Christian faith and social justice since its 1980 debut album. The band members, heavily influenced in their early years by living in war-torn Ireland and belonging to a Christian community called Shalom, fill their music with rich biblical imagery. Lead singer Bono has become a political activist, addressing global issues of poverty, inequity, fair trade, AIDS and debt relief. In this course students explore how U2's message and theology interact with culture to create a unique expression of Christian faith. The course critically examines the works of U2 and challenges students to think theologically about current cultural issues.

MIN-356. Church and the Mission of God. 2 Units. Investigates the nature of the church (ecclesiology) in light of historical theological and sociological perspectives. Emphasis is given to the church's role in the Missio Dei as it relates to local and global contexts.

Degree completion students only; May not be audited

MIN-357. Christian Leadership and Administration. 4 Units. A study of the biblical concept of leadership for those within the church, Christian community and/or secular world. The life of Jesus Christ will be the primary model for this examination, focusing on the principles and values found in the Kingdom of God. Each student will integrate the course content with a small practicum experience.

MIN-358. Creative Communication in Ministry. 2 Units. An examination of how to creatively communicate the Bible to different age groups in a variety of settings. Basic learning theory, teaching methods of Christ and a variety of contemporary methodologies will be covered.

MIN-360. The Church in an Urban World. 3 Units. This course attempts an analysis of the nature and function of the church from a theological and sociological perspective. How can the church faithfully minister to broken and hurting people in an urban culture? When is change warranted and what contemporary methods of ministry are appropriate and effective for the church facing an urban future? How can the church penetrate its urban community with the good news of the Gospel? These and other questions will be studied.

MIN-375. Discipleship and Evangelism. 2 Units. This course will study the biblical basis for evangelism and discipleship. Through a series of reflective and practical assignments, students will examine the responsibility of church and individual for this topic in a postmodern, unchurched culture.

MIN-376. Current Practices in Evangelism and Discipleship. 2 Units. Study of the biblical basis for evangelism and discipleship. Students examine the responsibility of the church and the individual for these areas in a postmodern, unchurched culture.

Degree completion students only; May not be audited

MIN-378. Introduction to Worship Ministries. 3 Units. For those choosing to pursue a ministry in church worship. The course will examine the nature and principles of Christian worship; liturgical, traditional and contemporary forms of worship will be examined. The emphasis will be on leading and coordinating corporate worship in the local church.

MIN-379. Spiritual Formation. 2 Units. The emphasis in this course is on developing and maintaining the personal spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Spiritual formation and character development are the goals of this course.

MIN-382. Introduction to Children's Ministries. 3 Units. For those choosing to pursue a ministry to children, this course will focus on the design, planning and implementation of programs of ministry for children. A study of the developmental needs of children and an overview of current children's ministry options are offered.

MIN-383. Introduction to Youth Ministries. 3 Units. This course will examine some basic theological, cultural and philosophical understandings of ministry to adolescents. Students will develop their own personal philosophies of youth ministry through reflection and investigation of course content.

MIN-390. Introduction to Preaching. 2 Units. A practical exploration of preaching as a specific method of communication, looking at the various of sermon preparation and different types of sermons. Students will observe and critique preaching, as well as prepare and present sermons within the class.

MIN-392. Biblical Interpretation and Teaching. 2 Units. An examination of how to accurately interpret the Bible and communicate it appropriately, according to context. Basic learning theory, teaching methods of Christ, investigation of sermon...
preparation and styles and a variety of methodologies are considered.

**Degree completion students only; May not be audited**

**MIN-396. Ministry Discernment. 1 Unit.** All students majoring in contemporary Christian ministries will be required to take this discernment course in the spring semester of their sophomore or junior year. The course will use a number of practical assessment tools and small-group encounters to help clarify giftedness, ability and call to ministry.

*Contemporary Christian ministries majors or minors only*

**MIN-397. Spiritual Formation: Perils, Pitfalls and Potential of Ministry. 2 Units.** Promotes discernment for ministry and spiritual formation of the pastoral leader by encouraging students to consider the various dangers and opportunities of ministry. Emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

**Degree completion students only; May not be audited**

**MIN-398. Spiritual Formation: Cultivating a Prayerful Heart. 2 Units.** Promotes discernment for ministry and spiritual formation of the pastoral leader by engaging students in the development of a life of prayerfulness and sensitivity to God's direction. Emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

**Degree completion students only; May not be audited**

**MIN-399. Spiritual Formation: Taking Care of the Inner Life. 2 Units.** Promotes discernment for ministry and spiritual formation of the pastoral leader by developing important areas of spiritual self-care as part of a long-term view toward lifelong ministry. It emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

**Degree completion students only; May not be audited**

**MIN-420. Ministry Across Cultures. 2 Units.** This course aims to equip students to understand the role of culture in human life and faith and to understand cultures different from their own. Students will investigate major world religious traditions, learn how Christians live and believe in other parts of the world and develop an understanding of how to minister in cross-cultural settings.

**Degree completion students only; May not be audited**

**MIN-430. Urban Ministry. 2 Units.** Students are introduced to the issues and problems of ministering in urban settings. Special attention is paid to critically examining the biblical text for developing models and strategies for caregiving and ministry.

**Degree completion students only; May not be audited**

**MIN-450. Leadership in Ministry. 2 Units.** This course will explore a theology of Christian leadership, using Jesus as a primary model. A developmental approach to leadership will be studied in an attempt to understand the relationship between leadership and community and between personal characteristics, roles and organizational structures.

**Degree completion students only; May not be audited**

**MIN-470. Pastoral Ministries. 3 Units.** This course will help students interested in working within the church to understand the numerous roles a pastor must fill. Topics to be covered include weddings, funerals, baptisms, boards, finances, visitation, counseling and others. Students will explore a wide variety of perspectives in examining the responsibilities of a pastor.

**Degree completion students only; May not be audited**

**MIN-471. Pastoral Ministries. 2 Units.** Helps students interested in the various pastoral ministries to understand the numerous roles a pastoral minister must fill. Topics include weddings, funerals, baptisms, boards, finances, visitation, counseling, ministerial ethics and others.

**Degree completion students only; May not be audited**

**MIN-475. Urban Los Angeles Immersion. 1 Unit.** This is a field experience that takes students into the urban Los Angeles environment for a weekend. While living in the city students will be challenged to see it from spiritual, cultural, political and social perspectives and will observe and participate in ministries to the poor.

*Contemporary Christian ministries majors or minors only*

**MIN-480. Contemporary Christian Ministries Seminars. 1-2 Units.** A rotating series of special seminars designed to enrich the elective menu of the contemporary Christian ministries major will be offered. Some of these will be the product of a specific agency (Youth Specialties, Walk Through the Bible), and others will be regular (Cults and Sects, Preaching).

**MIN-482. Contemporary Ministries Practicum. 1-3 Units.** A supervised work experience in Christian ministry, either in a church or parachurch organization. Practica provide students a place to develop ministry skills, to grow in their understanding of ministry, to grow in self-awareness and to discern their readiness for ministry. Contemporary Christian ministries majors are required to take a total of 6 units of practica.

*Contemporary Christian ministries majors or minors only; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course*

**MIN-483. CML Internship. 3 Units.** A supervised ministry experience where students practice ministry under the guidance of a field supervisor and the course instructor. Classroom experiences focus on professional and personal development through the use of case study methodology. This course must be repeated for all three semesters of the CML program for a total of nine units of credit.

**Degree completion students only; May not be audited**

**MARKETING**

**MKT-300. Principles of Marketing. 3 Units.** Trains students in the understanding of concepts in marketing. In order to be successful in
business, one must understand how to market to the needs and wants of a consumer target group. Hence, students learn the marketing process by developing the marketing mix, understanding the adoption process, managing marketing services and formulating marketing strategies.

MKT-303. Market Research. 3 Units. Market research is the systematic and objective planning, gathering, recording and analyzing of information communicated to marketing managers to enhance decision making. To effectively perform marketing research, students must have a solid grasp of its fundamentals. Therefore, the students learn the theoretical aspects of marketing research and how to apply marketing research to aid marketing managers.

Prerequisites: MKT-300

MKT-305. Consumer Behavior. 3 Units. The course focuses on the nature and determinants of consumer behaviors. Based on a market-segmentation process, this course introduces various influences on the consumers' decision-making process.

Prerequisites: MKT-300

MKT-307. Advertising and Promotion. 3 Units. A study of advertising and promotions from a marketing communications perspective. The course focuses on decision making in the management of the elements of the firm's promotional mix, such as advertising, sales promotion, packaging and publicity.

Prerequisites: MKT-300

MKT-311. Nonprofit Marketing. 3 Units. A study of the distinctive aspects of services offered/市场ed by nonprofit organizations. Student learn tools for analyzing, positioning, targeting and managing the customer/client experience. The challenges of creating, delivering, pricing, communicating and promoting services are explored.

Prerequisites: MKT-300

MKT-314. Logistics. 3 Units. This course examines the management of the physical flow of products and information throughout the entire supply chain, including warehousing, transportation, inventory control and purchasing. It also considers how wholesalers, agents and retailers combine into alternative marketing channels to permit the firm to reach a variety of target markets.

Prerequisites: MKT-300

MKT-316. Sales Management. 3 Units. A study of the fundamentals of sales, including prospecting, planning the sale, the approach, the sales interview, handling objections and the close. As part of class activities, the course includes use of videotape technology so that students can learn from simulated sales calls they make to each other.

Prerequisites: MKT-300

MKT-320. World of Marketing. 3 Units. This course provides an in-depth examination of the four main areas of marketing: price, product, promotion and physical distribution.

Degree completion students only; May not be audited

MKT-439. Database Management Systems. 3 Units. A study of database management, stressing design and development of efficient business information systems. Emphasis is placed on user's requirements, database software products, data models, SQL language and data normalization. ER diagrams, and the development of a project that illustrates these concepts, is included.

Same as CS-435

MUSIC

MUS-101. Elements of Musicianship. 3 Units. Essential knowledge and skills in music reading and performing are emphasized. Prospective elementary school teachers will find the material useful in preparation for classroom experience. Students with an interest in a music major, but with limited musical experience, will find it to be a valuable introduction to the major. Students with demonstrable skills equal to this course will enroll directly in Music 110L. This course fulfills the requirements for the liberal studies major music concentration.

MUS-102. Music Appreciation. 3 Units. An introductory study of music history and literature in reference to other art forms. Designed to create an understanding and appreciation of human artistic expression.

MUS-103. Introduction to American Popular Music. 3 Units. A survey of the various types of music that have evolved into today's popular music styles, including influences from African, European, Latino, Brazilian and Caribbean cultures.

MUS-104. Music Appreciation. 3 Units. A survey of past, present, classical and popular musical styles to develop aesthetic appreciation for music of different cultures.

Degree completion students only; May not be audited

MUS-107. Elements of Musicianship. 3 Units. Elements of Musicianship will provide an introduction to the elements of music, including beat, rhythm, dynamics, tempo and written notation. The class will loosely follow a lecture format: lecture will be used to introduce concepts, but various practice activities will be used in class to reinforce said concepts in whole class, individual, and group performance settings. Practice activities will include singing, dancing, clapping, playing instruments, writing, notating music, reading, listening to music and viewing video examples. Lecture and practice activities will be presented in a way that has shown to be effective in an elementary classroom setting, and special attention will be given to applications of these techniques in the classroom.

Degree completion students only; May not be audited

MUS-109. Pep Band. 2 Units. The university Pep Band plays for the athletic department's home volleyball and basketball games. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-110L. Music Theory and Aural Skills. 4 Units. Recommended prior coursework: MUS-101. This course introduces the basic principles of musicianship and harmonic theory. Special attention will be devoted to aural skills.

3 hours lecture, 1 hour lab

MUS-114. Crosswind. 2 Units. A choral and instrumental group designed to study and perform various styles of music with a concentration in contemporary Christian music. A minimum of four
hours of rehearsal each week, including off-campus performances and a year-end tour. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-115. Vocal Performance Workshop. 2 Units. Students participate in performances that will vary, but will be chosen largely from musical theater and opera. Entire productions, scenes or even a revue-type program will be selected and cast according to the personnel for any given semester. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-116. Concert Choir. 2 Units. A selected group of vocalists representing the university in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year and periodically travels to Europe. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-117. San Joaquin Chorale. 2 Units. Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. Audition required.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-118. Vocal Ensemble. 2 Units. May include Men's Chorus, Women's Chorale, Jazz Choir or a selected group of vocalists who perform, such as a trio or quartet, under the direction of music faculty. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-119. Pacific Chamber Singers. 2 Units. Performance of religious, jazz, ethnic and secular choral literature. Singers also participate in MUS-116/316 Concert Choir. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-120. Instrumental Ensemble-Brass, Woodwinds, Strings, Handbells, Flutes. 2 Units. Performance of instrumental music in an ensemble setting. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-121. Jazz Band. 2 Units. Study and performance of compositions for jazz band or combo. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-122. Baroque Orchestra. 2 Units. Performance of music of the Baroque to the Modern Era. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-123. Community Wind Ensemble. 2 Units. Performance of wind band music in a large, symphonic setting. Open to university students, faculty, staff and the community. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-125. University String Quartet. 2 Units. Study and performance of string quartet repertoire from the Classic Era to the Modern Era. Extensive rehearsal schedule (minimum of five hours weekly) is required in addition to weekly class meetings. Includes extensive on- and off-campus performance commitment. Quartet members also participate in MUS-122/322 Baroque Orchestra. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-127. Woodwind Choir. 2 Units. Performance of standard and contemporary woodwind literature in an ensemble setting. By audition or permission of instructor.
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-130. Class Voice. 1-2 Units. Prerequisite to private voice instruction. Voice instructors may make an exception to this requirement if situation warrants. Instruction offered in a small group for the purpose of establishing the basics of correct vocal technique: breathing, support and vocal apparatus.
May not be audited

MUS-131. Piano Class. 2 Units. This class offers group instruction for students with little or no keyboard experience. The class may be repeated at no extra fee.
May not be audited

MUS-132. Piano Proficiency Class. 2 Units. This course is for music majors only and incorporates all elements of the required piano proficiency examination.
Music majors only; Repeatable for credit; May not be audited

MUS-133. Beginning Worship Guitar. 2 Units. This class offers instruction in a group setting for students with little or no guitar experience.
May not be audited

APPLIED MUSIC (PRIVATE MUSIC INSTRUCTION). 1-2 UNITS.
Private music instruction is available with an additional fee. Contact the program director for information about individual instructors. Non-majors may choose CR/NC grading.
Repeatable for credit; May not be audited; Additional fee

MUS-135. Private Instruction in Piano
MUS-137. Private Instruction in Organ.
MUS-138. Private Instruction in Guitar.
MUS-139. Private Instruction in Harpsichord.
Prerequisites: MUS-130; Signature required;
MUS-143. Private Instruction in Brass.
MUS-145. Private Instruction in Strings.
MUS-146. Private Instruction in Harp.
MUS-147. Private Instruction in Woodwinds.
MUS-149. Private Instruction in Composition.
MUS-210L. Music Theory and Counterpoint. 4 Units. This course includes continued study in musicianship and harmonic theory with the introduction of counterpoint. Special attention will be devoted to sight singing, ear training and melodic dictation.

Prerequisites: MUS-110L; 3 hours lecture, 1 hour lab

MUS-230. Lyric Diction I. 2 Units. Required for all voice majors and highly recommended for all students involved in vocal music, including music education and conducting majors, and as a corollary to vocal teaching skills. The basis for the course is the International Phonetic Alphabet, used for pronunciation guides in all languages. This course addresses enunciation, pronunciation of the English, Latin, Italian and Spanish as commonly used in voice study and understanding how the sounds are formed and applied to the singer’s art. Recommended for students in their second year of vocal study.

MUS-231. Lyric Diction II. 2 Units. Required for all voice majors and highly recommended for all students involved in vocal music, including music education and conducting majors, and as a corollary to vocal teaching skills. This course assumes a working knowledge of International Phonetic Alphabet and addresses enunciation, pronunciation of German, French and Slavic languages as commonly used in voice study and understanding how the sounds are formed and applied to the singer’s art. Recommended for students in their second year of voice study.

Prerequisites: MUS-230

MUS-233. Intermediate Worship Guitar. 2 Units. For students who understand basic guitar methods and/or who have satisfactorily completed MUS-133 Beginning Worship Guitar.

1 hour lecture, 1 hour lab; Repeatable for credit; May not be audited

MUS-305. Music in the Classroom. 3 Units. Music skills and effective means of teaching them are the subject of this class. A variety of approaches to teaching music, including the Kodaly method, will be explored. Students will learn the basics of reading and performing music. This course fulfills the requirement of the liberal studies major.

MUS-309. Pep Band. 2 Units. The university Pep Band plays for the athletic department’s home volleyball and basketball games. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-310. Music Theory and Analysis. 4 Units. The course will be equally divided between advanced harmonic theory and musical analysis.

Prerequisites: MUS-210L

MUS-314. Crosswind. 2 Units. A choral and instrumental group designed to study and perform various styles of music with a concentration in contemporary Christian music. A minimum of four hours of rehearsal each week, including off-campus performances and a year-end tour. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-315. Vocal Performance Workshop. 2 Units. Students participate in performances that will vary, but will be chosen largely from musical theatre and opera. Entire productions, scenes or even a revue-type program will be selected and cast according to the personnel for any given semester. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-316. Concert Choir. 2 Units. A selected group of vocalists representing the university in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year and periodically travels to Europe. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-317. San Joaquin Chorale. 2 Units. Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-318. Vocal Ensemble. 2 Units. May include Men’s Chorus, Women’s Chorale, Jazz Choir or a selected group of vocalists, such as a trio or quartet. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-319. Pacific Chamber Singers. 2 Units. Performance of religious, jazz, ethnic and secular choral literature. Singers also participate in MUS-116/316 Concert Choir. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-320. Instrumental Ensemble: Brass, Woodwinds, Strings, Handbells, Flutes. 2 Units. Performance of instrumental music in an ensemble setting. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-321. Jazz Band. 2 Units. Study and performance, including improvisation, of compositions for jazz band or combo. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-322. Baroque Orchestra. 2 Units. Performance of music of the Baroque to the Modern Era. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-323. Community Wind Ensemble. 2 Units. Performance of wind band music in a large symphonic setting. Open to university students, faculty, staff and the community. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course
MUS-325. University String Quartet. 2 Units. Study and performance of string quartet repertoire from the Classic Era to the Modern Era. Extensive rehearsal schedule (minimum of five hours weekly) is required in addition to weekly class meetings. Includes extensive on- and off-campus performance commitment. Quartet members also participate in MUS-122/322 Baroque Orchestra. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-327. Woodwind Choir. 2 Units. Performance of standard and contemporary woodwind literature in an ensemble setting. By audition or permission of instructor.

Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-340. Brass Techniques. 2 Units. Basic performance techniques and teaching methodology in brass instruments.

1 hour lecture, 1 hour music instruction

MUS-341. String Techniques. 2 Units. Basic performance techniques and teaching methodology in strings.

1 hour lecture, 1 hour music instruction

MUS-342. Woodwind Techniques. 2 Units. Basic performance techniques and teaching methodology in woodwinds.

1 hour lecture, 1 hour music instruction

MUS-343. Percussion Techniques. 2 Units. Basic performance techniques and teaching methodology in percussion.

1 hour lecture, 1 hour music instruction

MUS-349. Music Research. 1 Unit. This course, which must be taken concurrently with the student's first semester of music history, introduces music research techniques and the writing of a significant paper on a relevant topic.

MUS-350. Early Music History. 3 Units. Recommended prior coursework: MUS-110L. An overview of music history from antiquity through 1725.

MUS-351. Music History: 1725-1900. 3 Units. Recommended prior coursework: MUS-110L. A study of the history of music in the Western European tradition from 1725 until 1900.

MUS-352. Music History and World Music Since 1900. 4 Units. Recommended prior coursework: MUS-110L. A study of concert music, with emphasis on listening to the major works of the period. A significant portion of the class will be devoted to the study of music outside the concert traditions of the Western world.

MUS-400. Music in the Church. 3 Units. Provides a scriptural basis on which to build a Christian life and work ethic, specifically in the field of music. Students study selected writings, Scripture and various types of Psalms to examine hymnody, as well as worship music. There is a significant final project for this course, integrating the semester's work into a thoughtful, personal experience relative to church music ministry.

Juniors or seniors only

MUS-410. Music Theory Since Debussy. 4 Units. Study of late 19th and early 20th century harmonic theory, as well as listening to and analyzing compositions of the period.

Prerequisites: MUS-310

MUS-411. Scoring and Arranging. 3 Units. Techniques of arranging music for various vocal and choral combinations, and scoring music for small and large instrumental ensembles.

Prerequisites: MUS-110L, MUS-210L

MUS-412. Studies in Music Education. 3 Units. A general discussion of the field of public school education, focusing on historical and philosophical developments, current issues in the professions and principles of curriculum development.

APPLIED MUSIC (PRIVATE MUSIC INSTRUCTION). 1-2 UNITS.
For students who have passed level 1 of the jury exam. Private advanced music instruction is available with an additional fee. Contact the program director for information about individual instructors. Non-majors may choose CR/NC grading.

Repeatable for credit; May not be audited; Additional fee

MUS-436. Private Instruction in Advanced Percussion.
MUS-437. Private Instruction in Advanced Organ.
MUS-441. Private Instruction in Advanced Voice.
MUS-443. Private Instruction in Advanced Brass.
MUS-446. Private Instruction in Advanced Harp.
MUS-447. Private Instruction in Advanced Woodwinds.
MUS-448. Private Instruction in Advanced Conducting.
MUS-449. Private Instruction in Advanced Composition.

MUS-450. Conducting I. 3 Units. This course assumes the basic skills a student has acquired in Music Theory and Counterpoint (MUS-210L). In addition to conducting skills, the student will be instructed in rehearsal techniques and music literature selection.

MUS-451. Conducting II. 3 Units. This course is a continuation of material covered in MUS-450. Particular attention will be given to more complex conducting problems in the vocal and instrumental genres.

MUS-460. Vocal Pedagogy. 2 Units. Methods of vocal instruction and solutions to various vocal problems are explored. The class is designed for those who plan to teach singing or work with choirs. Each class member will work with a private voice student as part of the course subject matter.

MUS-461. Piano Pedagogy. 2 Units. Methods of piano instruction for beginners, as well as more advanced students, will be reviewed. Selection of teaching material and the practical aspects of operating a teaching studio will be discussed. Each class member will work with a private piano student as part of the course subject matter.

MUS-493. Church Music Internship. 1-3 Units. Students will work from 10 to 20 hours each week in a church music program for at least one semester. They will be observed and guided in this experience by members of the music faculty and by on-site music leaders.
MUS-495. Senior Project. 1-3 Units. All music majors are required to complete a project in their senior year. This project is usually a solo recital in the area of their primary instrument. In some cases, alternative projects are arranged, such as research or conducting recitals. Students should make arrangements with the program director.

Senior standing only; Music majors only; May not be audited

MUS-497. Senior Project in Music Composition. 1-3 Units. Recommend prior coursework: 2 units of MUS-449. The capstone project for music majors in composition. Preparation and recital performance of works by the student.

Seniors only; Music majors only; May not be audited

NURSING

NURS-310. Professional Role Development and Nursing Theory. 2 Units. Examines what it means to be a nursing professional from a Christian perspective. Provides a solid foundation and a desire to learn and grow as a professional nurse throughout his or her career. Selected nursing theories examined and evaluated with emphasis on integration of faith, health and health care practices, from a holistic base of biological, psychological, sociological, cultural and spiritual aspects of health across the human life span.

Degree completion students only; May not be audited

NURS-320. Principles of Patho-Physiology. 3 Units. Presents principles of patho-physiology, using a system approach, as applied to current health care practices with an examination of human body systems and disease processes. Current research related to selected major health problems is discussed and evaluated to emphasize evidence based practice across the human life span. General chemistry needed as a prerequisite.

Prerequisites: CHEM-101L; Degree completion students only; May not be audited

NURS-330. Health Assessment. 3 Units. History of psychological, sociological, cultural and spiritual aspects of clients across the human life span. Head-to-toe assessment of individuals to obtain knowledge of normal findings. Common deviations and disease processes of chronic conditions such as diabetes, asthma and high risk pregnancy to give patient-centered care by collaborating with other members of the health care team.

Degree completion students only; May not be audited


Degree completion students only; May not be audited

NURS-410. Intermediate Pharmacology. 2 Units. Provides clinical pharmacological theories and concepts needed to provide safe nursing practice. Knowledge of physiological and pathological bodily response. Legal and ethical considerations related to pharmacological agents and products.

Degree completion students only; May not be audited

NURS-420. Nursing Research. 3 Units. Explores the historical, ethical, legal and philosophical aspects of nursing and research. Emphasis on research process, critical analysis of clinical and legal issues and application of research to improve nursing practice.

Degree completion students only; May not be audited

NURS-430. Teaching for Disease Prevention and Health Promotion. 2 Units. Demonstrates the nurse’s role as educator of health promotion and disease prevention with emphasis on self-care. Principles of teaching and learning theories applied to teach individuals, groups or communities. Opportunities for micro-teaching are provided. Fosters knowledge and understanding of integration of faith and learning of self-care for healthy living.

Degree completion students only; May not be audited

NURS-440. Community Health Nursing. 2 Units. Understanding health promotion and disease prevention at the individual and population level necessary to improve the health of the community. Develop competency in best practices, encompassing holistic aspects of community assessment for providing access to preventive and medical care, and developing policies that promote population health.

Degree completion students only; May not be audited

NURS-442. Community Health Nursing Practicum. 2 Units. Experience in community settings, helping students develop knowledge, skill and a positive attitude by collaborating with other health professionals to provide population-based assessment, interventions and evaluation to address populations at risk. Using epidemiological models, students identify levels of prevention and apply health prevention strategies to community health problems. Students develop beginning competencies in case management, infection control and a range of public health interventions. (Includes 90 hours of supervised clinical practicum needed to receive a Public Health Certificate from the California Board of Public Health Nursing.)

Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.

NURS-450. Information Technology and Health Care Economics. 3 Units. Addresses the impact of technology on the transformation of health care delivery to a more cost-effective as well as safer quality system. Discusses steps and issues of protection of privacy and confidentiality. Students develop basic competence in the use of information technology in gathering evidence to guide clinical decision making and in providing patient centered holistic care.

Degree completion students only; May not be audited

NURS-460. Leadership and Clinical Management. 2 Units. Examines theories of leadership and management, concepts of power, motivation, decision making, budgeting and management skills of delegation, supervision, negotiation and critical decision making related to professional nursing.

Degree completion students only; May not be audited

NURS-462. Leadership and Clinical Management Practicum. 2 Units. Practical application of leadership and management theories, working with leaders/managers in an area of interest in health care.

Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.
NURS-480. Senior Project. 3 Units. This culminating experience provides students with the opportunity to integrate, apply and evaluate learning based on all work done in the program. After the experience students will do a poster presentation with abstract.

   Degree completion students only; May not be audited; Students need 2 semesters to complete the course.

PEACEMAKING AND CONFLICT STUDIES

PACS-350. Victims, Trauma and Recovery. 4 Units. This course introduces the student to an overview of victimization and trauma, cycles of violence, and recovery processes. Covers victimological, restorative, coping and healing concepts used to deal with the challenges victims face in a range of settings: the criminal justice system, natural disasters, war and other kinds of violence, and situations involving the abuse of power. Includes a lab in the practical implementation of victim trauma and recovery.

   May not be audited; Students may take up to 2 semesters to complete the course.

PACS-410. Restorative Justice. 3 Units. Participants examine assumptions about crime and justice. Retributive and restorative paradigms of justice are compared and contrasted. Programs and crime prevention and intervention strategies are evaluated to discern retributive and restorative positioning and outcome effectiveness.

   Degree completion students only; May not be audited

PACS-437. Conflict Management. 1 Unit. Conflicts in the workplace, in school and at home are everyday occurrences. Although surrounded by conflict, people are often unsure of what causes conflict. This course introduces the student to examples and practices of conflict management, engaging a variety of interdisciplinary models for understanding conflict dynamics. Emphasis is placed on the development of theoretical and practical responses to conflicts faced by those in business and the classroom.

   Degree completion students only; May not be audited

PACS-440. Conflict Transformation. 3 Units. This course introduces students to biblical and contemporary perspectives that help them to understand and interpret behaviors of people in conflict. Models for constructive conflict management are proposed and training is provided in effective conflict management and mediation.

   Degree completion students only; May not be audited

PHYSICAL EDUCATION

1 UNIT

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

PE-100. Beginning Tennis.
PE-102. Intermediate Tennis.
PE-104. Badminton.
PE-106. Racquetball.
PE-110. Volleyball.
PE-112. Flag Football.
PE-114. Basketball.
PE-115. Frisbee Games.

PE-116. Softball. 1 Unit.
PE-118. Soccer. 1 Unit.
PE-120. Dance Movement.
PE-121. Ballroom Dancing. 1 Unit.
   Signature required;
PE-122. Aerobic Exercise/Kickboxing.
PE-123. Self Defense.
PE-124. Latin Dance. 1 Unit.
   Signature required;
PE-125. Aerobic and Weight Training for Women.
PE-130. Beginning Swimming.
PE-132. Intermediate Swimming. 1
PE-134. Golf. 1 Unit.
PE-136. Strength Program. 1
PE-138. Weight Training.
PE-140. Archery.
PE-142. Bowling.
PE-144. Bicycling.
PE-146. Backpacking. 1 Unit.
   Students may take up to 2 semesters to complete the course.; Additional fee
PE-152. Kayaking. 1 Unit.
   Additional fee
PE-154. Rock Climbing. 1 Unit.
   Additional fee

PHILOSOPHY

PHIL-100. Introduction to Philosophy. 3 Units. Problems and methods of philosophy. Metaphysics, ontology, ethics, logic, political theory, language and methodology are discussed through reading classic philosophical texts, east and west, ancient and modern. Readings include Socrates, Chuang-tzu, James and Navajo philosophy.

PHIL-103. Logic and Critical Thinking. 3 Units. Introduction to formal and informal logic, with a short overview of formal logic. Taught in conversational, seminar manner, using everyday experiences for examples.

PHIL-104. Applied Logic and Critical Thinking. 3 Units. Introduction to formal and informal logic. Critical thinking and critical analysis of various philosophical positions.

PHIL-110. Introduction to Philosophical Ethics. 3 Units. An historical introduction to western ethics with emphasis on virtue, principles and contemporary social justice. Readings include Aristotle, Aquinas, Kant, Wollstonecraft, Mill and Nietzsche. Concludes with ethical case study.

PHIL-330. Ancient Philosophy and Rhetoric. 4 Units. A survey of classical western philosophy and rhetoric with emphasis on Greek and Roman thought.

PHIL-333. Medieval Philosophy. 3 Units. Study of the tradition of thought, characterized by the goal of faith seeking understanding
PHIL-335. Modern Philosophy. 4 Units. History of Western philosophy from 1600 to 1900. Readings include Descartes, Hume, Kant, Hegel, Marx and Nietzsche.

PHIL-340. Eastern Philosophy, Ancient and Modern. 3 Units. Acquaints students with the central philosophical traditions of Eastern civilization, ancient and modern. Readings include Hesse, Laozi, Confucious, Dogen, Mao and contemporary Chinese philosophy.

PHIL-393. Twentieth Century Western Thought. 3 Units. Recommended prior coursework: HIST-140. Western philosophy and intellectual history of the 20th century. Topics include logical positivism, philosophy of language, post-Newtonian philosophy of science, status of the Other, neo-pragmatism and global ethics. Readings include Shelley, Conrad, Ayer, Wittgenstein, Levinas, Kuhn, Rorty and Nussbaum.

PHIL-395. Philosophy of Religion. 3 Units. Studies in the nature and validity of religious ideas by examining arguments for God's existence, the problem of evil, belief in God in an Age of Science, and use of language to describe God. Readings include Hume, Augustine, Hick, Plantinga, Hasker, Griffen and Diogenes Allen.

PHIL-430. American Wilderness Literature and Philosophy. 3 Units. Exploration of American ideas about wilderness, the natural world and human relationships to them. Includes a four-day field trip to the eastern side of the Sierra Nevada. Readings include Thoreau, Muir, Austin, Abbey, Snyder and Williams.

PHIL-450. History of Political Theory and Ideas. 3 Units. Recommended prior coursework: PHIL-100. Survey of political theorizing and the development of ideas on political order from ancient Greece, Rome, China, as well as Jewish and Christian theology, Medieval thinkers and the development of early-modern and modern political philosophy. Readings include Plato, Aristotle, Han Fei Tzu, biblical authors, medieval philosophers, Locke, Hobbes, Marx and American political philosophers.

PHIL-455. Philosophy of Language. 3 Units. A study of significant 20th century schools of thought concerning language. Disciplines encountered include philosophy, cognitive science, literary theory, sociolinguistics and etymological studies. Readings include Carroll, Lycan, Pinker, Wittgenstein, Barthes and Borges.

PHIL-460. Philosophy of History. 3 Units. Designed to consider from a metadisciplinary perspective the logic and method of historical discourse. Includes examination of pattern and meaning in history and a historiographic study in a period of the student's choice. Readings include Augustine, Hegel, Marx, Nietzsche and Martin.

PHIL-470. History and Philosophy of Science. 4 Units. A study of major developments in the history of science, such as the scientific revolution, evolutionary theory and the historical relationships of science and religious thought. A philosophical inquiry into the nature of science forms the basis for historical study.

PHIL-481. Navajo Philosophy and Ethics. 3 Units. An examination of Navajo philosophy and ethics, using their cosmological and ceremonial texts, Navajo autobiographies and secondary sources that interpret their philosophy. Readings include books by Haile, Wyman, Frisbie, Farella, Witherspoon and Gill.

PHYS-105L. Physical Science. 4 Units. An integrative study of the physical sciences, including the history and methods of science, the relationship of scientific truth and biblical truth and the relationship of modern technology to science and its consequences for society.

PHYS-106L. Physical Science Lab. 0 Units. Graded CR/NC

PHYS-120. General Physics I. 4 Units. Recommended prior coursework: MATH-140. Fundamental principles of classical physics, including statics, kinematics, rigid body motions, conservation laws, simple harmonic motion, mechanics of solids and fluids, waves, sound, heat and thermodynamics.

PHYS-121. General Physics II. 3 Units. Fundamental principles of classical physics including electrostatics, electric fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, radiation and geometrical and physical optics. Lab not included in PHYS-121.

PHYS-121L. General Physics II Lab. 0 Units. Graded CR/NC


PHYS-130L. University Physics I Lab. 0 Units. Graded CR/NC


PHYS-131L. University Physics II Lab. 0 Units. Graded CR/NC
PHYS-150. Earth Science. 3 Units. This course presents the concepts of the major geological processes affecting the physical earth and helps students appreciate the earth and understand environmental concerns. Exercises in mineral identification are also included.

PHYS-151. Geology and Planet Earth. 3 Units. This course explores the geological processes that are at work impacting this planet, and is intended to enhance an awareness of the power of nature and the environmental concerns facing Earth and its people.

Degree completion students only

PHYS-151L. Field Geology. 1 Unit. Four Saturday or weekend field trips. Field study of geologic features and processes. Field trips may include destinations such as the Sierra Nevada, coast ranges, Death Valley and the central California coast.

Prerequisites: PHYS-150; May not be audited

PHYS-160. Space Science. 3 Units. Introduction to the fundamental principles of space science, including the solar system, its components and its origins, and stellar evolution and cosmology. Emphasis will be placed on prominent themes such as Newton’s laws of motion and gravitation, conservation of energy, conservation of angular momentum, Doppler shifts, the fundamental nature of matter, fusion reactions and nucleosynthesis and general relativity.

POLITICAL SCIENCE

PS-120. American Politics and Society. 3 Units. Recommended prior coursework: ECON-105, HIST-150. Politics is central to the functioning of American society. Government’s impact on residents' lives is felt in many ways and has become the dominant force shaping that society. This course acquaints students with the nature and importance of politics in American society, increases their awareness of the structure and functioning of the political system and deepens their understanding of why the system functions as it does, particularly in relationship to the nation’s Constitution. The course further seeks to stimulate concern about the democratic quality of political decision making and the justice of governmental actions. (Meets the U.S. Constitution requirement for teaching credential candidates.)

PS-121. American Government. 3 Units. This course will survey U.S., state and local government, including the development of the U.S. Constitution and its interpretations, the various branches of the federal government, the checks and balances in place to maintain a free society, the structures and roles of state and local government, the processes by which civil authority and power are maintained, the limits of government, the development and impact of political parties and the responsibilities of the citizens of a democratic society.

Degree completion students only; May not be audited

PS-300. California History and Politics. 4 Units. Recommended prior coursework: HIST-150, PS-120. California is often viewed as the trendsetter for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time, it familiarizes them with the state’s current political system and the politics that surround it. (Meets the California history and government requirement for teaching credential candidates.)

Same as HIST-440

PS-371. American Law and Legal System. 3 Units. Recommended prior coursework: PS-120. This course is an introduction to American law and the American legal system. Students read case reports of real-world problems along with textual and appellate court discussions of alternative approaches and theories to resolving the underlying disputes. Case analysis helps students to develop an understanding of legal method and legal reasoning.

PS-372. Introduction to Alternative Dispute Resolution. 1 Unit. A review of the continuum of dispute resolution practices from negotiation to litigation. Evaluative and coercive practices will be compared to facilitative and cooperative methods. Provides an overview of the complete range of dispute resolution options.

Juniors or seniors only; Pre-law/criminal justice majors only;

PS-373. Nature, Law and Policy. 3 Units. Recommended prior coursework: PS-120. This course is an exploration of the issues surrounding environmental law, policymaking and politics. Students study how environmental decisions are made and enforced and what their impact is locally, nationally and globally.

PS-374. Legal Research and Writing. 3 Units. This course introduces students interested in a law-related career to legal research and writing. It includes an introduction to the law library, including federal and state statutory law, administrative law and case law. Computer-assisted legal research is covered, and students learn to read court decisions in order to extract the holding, summarize the court’s analysis and identify any dicta. The writing component of the course introduces students to fact-based, logic-based legal writing through the use of case briefs and other writing assignments. The focus is on a writing style that identifies the facts supporting a legal analysis and leads the reader to a logical legal conclusion.

PS-375. Criminal Justice in America. 4 Units. Recommended prior coursework: PS-120, PS-380, PSY-120 and SOC-120. A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to the political systems in operation through literature and field examination, invites them to assess the justice of its processes and encourages a particular concern for the latter.

PS-376. Law and Society. 3 Units. A study of how law shapes and is shaped by the social world. The course examines how laws influence social relationships (law as an independent variable) and conversely how social forces influence legal change (law as a dependent variable or outcome). Special emphasis is given to sociological analysis of gaps between the letter of the law” as “the spirit of the law.” Major sociological perspectives on law

Prerequisites: SOC-120

PS-377. Law and Society. 3 Units. A study of how law shapes and is shaped by the social world. The course examines how laws influence social relationships (law as an independent variable) and conversely how social forces influence legal change (law as a dependent variable or outcome). Special emphasis is given to sociological analysis of gaps between the letter of the law” as “the spirit of the law.” Major sociological perspectives on law

Prerequisites: SOC-120

PS-380. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of major social problems that increasingly concern society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years and familiarizes them with the social policies that
government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

Prerequisites: SOC-120; Same as SOC-450, SW-360

PS-385. Urban Society and the Welfare State. 3 Units. Recommended prior coursework: ECON-105, HIST-150, PS-120, SOC-120. As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu that has shaped them over time, develops an awareness of the impact they have had on their recipients and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issues of social justice.

Same as SW-350

PS-390. Religion and Politics in America. 4 Units. Recommended prior coursework: HIST-150, PS-120. Religion influences American politics and society in many ways. Is the connection necessary and proper, or the root of mischief and evil? How should Christians view the role of religion and should they endeavor to exert influence in politics? This course will explore answers to these questions and aid students in deciding how to respond to issues of current concern.

PS-395. American Foreign Policy in an Age of Terror. 1 Unit. Examines U.S. foreign policy as it has changed since September 11, 2001. Explores what has changed and what has remained the same in U.S. foreign policy goals and priorities.

Degree completion students only; May not be audited

PS-400. Comparative Politics. 3 Units. Recommended prior coursework: ECON-150, GEOG-220, HIST-140, PS-120. Modern communications and transportation, increasing economic interdependence and the spread of political unrest and conflict have made Americans more aware of the impact of the world on their lives. Yet their understanding of other countries, and the forces that influence their relationships with the United States, is often limited. This course acquaints students with the social, economic and political systems of varied nations around the world; helps them to understand why those nations function in the world community as they do; and explores their problems and prospects.

PS-411. Modern Latin America: History, Politics and Culture. 4 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. Modern Latin America is a dynamic and diverse region shaped by indigenous and old European cultures. This course explores the history and legacy of the pre-Columbian era and especially the political, social and religious developments—and interrelationships between them—since the early 19th century independence of these modern states.

May not be audited

PS-412. Modern Africa: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. Modern Sub-Saharan Africa remains a mystery to many people in the West today. This course will help unpack the mystery of Sub-Saharan Africa’s rich history and culture in the 19th and 20th centuries. Special emphasis will be given to the colonial and post-colonial history, politics and culture of Nigeria, the Congo, Kenya and South Africa.

Prerequisites: HIST-140; Same as HIST-400, SOC-332

PS-414. Modern Asia: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The experience of Asia in the colonial and post-colonial era will be studied with an eye towards understanding its unique character as an important region of the world today. The countries of China and India will be used as case studies to better understand and interpret important currents that run through Asian history and shape its contemporary politics and culture.

Prerequisites: HIST-140; Same as HIST-406, SOC-334

PS-416. Modern Middle East: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The Middle East is a region many in the West today view with apprehension and hostility. This course will examine the historical, cultural and political forces from the 19th and 20th centuries that have made the region what it is today. Special emphasis will be given to understanding contemporary Islamic and Jewish politics and culture, as well as ways the West has interacted with the Middle East over the past century.

Prerequisites: HIST-140; Same as HIST-418, SOC-336

PS-420. International Relations. 3 Units. Recommended prior coursework: GEOG-220, PS-400. This course will focus on understanding how different actors’ significantly impact international politics today. These actors include nation-states

PS-425. Global Economics and Sustainable Development. 3 Units. Recommended prior coursework: GEOG-220, INTB-370, PS-400. The increasing interconnectedness of the global economy affects people more profoundly today than ever before. This course will help students better understand and wrestle with some significant positive and negative aspects of the globalization process, as well as examine social, political and economic aspects of development and the varied impact of the development process on the world today.

Prerequisites: ECON-105; Same as ECON-390

PS-430. History and Contemporary Issues in U.S. Foreign Policy. 4 Units. Recommended prior coursework: ECON-105, GEOG-220, HIST-425, PS-120. The world is increasingly becoming a global community, and America finds itself faced with the challenges and opportunities of living in such a world. But what does it mean to live in a global community? Does America see itself and behave as a member of a global community? This course will explore answers to these questions by examining the nature of American foreign policy since World War II, analyzing various international issues and problems of contemporary concern and exploring what America’s response to them should be.

PS-450. History of Political Theory and Ideas. 3 Units. Recommended prior coursework: PHIL-100. Survey of political theorizing and the development of ideas on political order from ancient Greece, Rome and China, as well as Jewish and Christian theology, Medieval thinkers and the development of early-modern and modern political philosophy. Readings include Plato, Aristotle,
Han Fei Tzu, biblical authors, medieval philosophers, Locke, Hobbes, Marx and American political philosophers.

Prerequisites: HIST-120, HIST-130, HIST-140; Same as HIST-450, PHIL-450, SOC-340

PSY-120. General Psychology. 3 Units. An introduction to theories of learning as related to cognition and language, behavior and environments.

Degree completion students only; May not be audited

PSY-120H. General Psychology. 4 Units. An in-depth introduction to the discipline of psychology. Topics include psychology's major theories and theorists, influential experiments, current trends, future directions, major subfields and historical and contextual factors associated with the development of each. Special attention is given to philosophical and scientific implications of major movements within the discipline, integration of psychology with everyday life and other fields of study, and development of research skills associated with critical thinking. Students are assessed through exams, presentations, homework and a culminating formal research project. Class formats include seminar, lecture, multimedia presentations, group discussions and review of readings.

May not be audited

PSY-121. Human Learning. 3 Units. An in-depth introduction to the study of emotions, including reviews of theories that concern functions, mechanisms and meaning of emotions, as well as the role of emotions in human development, thinking, memory and social interactions. How individuals regulate moods and deal with overwhelming emotions will be considered, along with the nature of specific emotions such as love, hostility, fear and disgust. A
personalized emotional intelligence profile and application to leadership and teamwork will be analyzed.

Degree completion students only; May not be audited

**PSY-340. Psychological Assessment. 4 Units.** A study of theory and practice of psychological assessment methods as used primarily by the psychologist and educator. The course will include practice in the construction, giving, scoring and interpreting of tests and evaluation devices.

Prerequisites: PSY-120 or PSY-120H, PSY-300

**PSY-350. Child Development. 3 Units.** A study of the development of the child from conception to adolescence. Topics of development, such as physical, intellectual, social, emotional and moral are studied.

Prerequisites: PSY-120 or PSY-120H

**PSY-351. Child Growth and Development. 3 Units.** This course will focus on child growth and development from both classic and current theory and the effect that research has on our understanding of this complex field of study. The joint contributions of biology and environment to the developing child (birth through age eight) and his/her family will be examined throughout the course. Real-world situations will be studied and discussed as they pertain to the developing child and those who provide services including care, support and education. Illustrations and distinctions will be made as they address commonalities and differences between ethnic groups, cultures and traditions, with particular attention to our Central Valley and policy/programming issues that are crucial for safeguarding children and their families.

Degree completion students only; May not be audited

**PSY-352. Advanced Child Growth and Development. 3 Units.** This course is an advanced study of human development through a study of diverse cultural backgrounds. Professionals are provided a culturally sensitive account of developmental processes that will assist their young students to develop the skills, understanding and sensitivity needed in a pluralistic society. Included are advanced studies in the cognitive, physical, social, cultural and emotional development of children from conception to age eight from a multicultural perspective and a focus on typical and atypical child growth and development. Research, historical data, theories and recent trends are studied and applied through real-world case studies and applications.

Degree completion students only; May not be audited

**PSY-355. Adolescent Development. 3 Units.** The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied.

Prerequisites: PSY-120 or PSY-120H

**PSY-360. Life-Span Development. 3 Units.** This course uses the life-span developmental perspective to integrate theory and research related to adult development and aging. Its emphasis is on life transitions and life events and the psychosocial functioning of the adult.

Prerequisites: PSY-120 or PSY-120H; Same as SOC-440, SW-300

**PSY-365. Gerontology. 3 Units.** Recommend taking PSY-360 prior to this course. The process of aging from social, psychological, cultural and spiritual perspectives. Examines the needs and strengths of the older generation and the resources available to serve them, the fastest growing segment of the population. Enriched by a wide variety of professional presenters, videos, field trips and lecture format.

Prerequisites: PSY-120 or PSY-120H, SOC-120

**PSY-370. Cognitive Psychology. 4 Units.** This course surveys the broad range of theories and research regarding cognitive psychology, covering such topics as perception, attention, memory, language, problem solving, judgment and decision-making, pattern recognition, categorization, attitudes and consciousness.

Prerequisites: PSY-120 or PSY-120H

**PSY-375. Physiological Psychology. 4 Units.** The study of human behavior from a physiological point of view. Topics studied include the brain and nervous system, right-left brain functions, neurological disorders, biofeedback therapy, drugs, sleep, sexuality, psychophysiological measurements (EEG, EMG, skin temperature, etc.) and holistic health. Class demonstrations and experiments are emphasized.

Prerequisites: PSY-120 or PSY-120H

**PSY-377. Sport and Exercise Psychology. 3 Units.** Recommended prior coursework: PSY-120. An overview of fundamental psychological theory and its application to physical activity and sport. Topics covered focus on the interrelationships between physical activity and psychological variables, including personality, motivation, competitiveness, arousal, stress, anxiety, competition, reinforcement, intrinsic motivation, group and team dynamics, group cohesion, imagery, self-confidence, morality, goal-setting and concentration. In addition, the relationship between exercise and psychological well-being will be addressed.

**PSY-380. Behavioral Psychology. 4 Units.** A study of the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification and psychotherapy will be studied.

Prerequisites: PSY-120 or PSY-120H

**PSY-381. Psychology of Learning. 3 Units.** This course will introduce students to the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification and psychotherapy will be studied.

Degree completion students only; May not be audited

**PSY-382. Memory Tools: Mind Maps. 1 Unit.** Helping the memory recall and retrieve information is the goal of this course, using pictorial arrangements known as mind maps (a form of graphic organizer™). Mind maps form a powerful visual picture of information and allow the mind to see undiscovered patterns and relationships. Students will learn how to use mind maps as a learning tool for any subject area

Degree completion students only; May not be audited

**PSY-383. Power of Optimism. 1 Unit.** Based on the premise that optimism is a skill that can be learned, students acquire background knowledge in the psychology of optimism, understand their own optimistic/ pessimist tendencies in light of those definitions and leave with specific, practical skills for engaging the strategies of successful optimists. Final study is highly application-oriented and focuses on harnessing the power of optimism, with particular emphasis on how
to do so in the workplace and on the role of faith in maintaining hope.

Degree completion students only; May not be audited

PSY-384. The Art of Motivation. 1 Unit. An overview of motivational research in psychology, management and education. Explores how social environments shape and influence individual motivation. Students develop effective leadership strategies that promote motivation, learn verbal encouragement techniques that motivate by reinforcing participant’s effort and reducing risk and discover how purposeful work and goal achievement can support all types of learners and employees.

Degree completion students only; May not be audited

PSY-385. Increasing Personal Effectiveness. 1 Unit. Habits are powerful factors in our lives. Because they are consistent

Degree completion students only; May not be audited

PSY-390. Group Dynamics and Leadership. 3 Units. Recommended prior coursework: PSY-120. A study of the nature of group tasks, interpersonal relations in groups and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups and small groups in society generally.

Same as COM-430

PSY-395. Social Psychology. 3 Units. The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied.

Prerequisites: PSY-120 or PSY-120H; Same as SOC-400

PSY-397. Community Psychology. 4 Units. Explores the relationship between social systems and individual well-being in a community context. Students consider an array of social and mental health problems through the lenses of prevention, community-based intervention and community-based research.

Prerequisites: PSY-120 or PSY-120H; May not be audited

PSY-400. Psychology of Personality. 3 Units. Major personality theories are studied together with practical application and topics that emerge from the theories. Theorists such as Freud, Jung, Adler, Erikson, Bandura, Rogers and Maslow are studied. Application topics include anger management, marriage adjustment and self-modification of behavior.

Prerequisites: PSY-120 or PSY-120H

PSY-410. Abnormal Psychology. 4 Units. This upper-division psychology course is among the most controversial, fascinating and important in the field of psychology. Focuses extensively on the etiology, assessment, diagnosis and treatment of mental disorders, as well as on the latest findings in this complex and rapidly changing field. Students are introduced to how scientists define abnormality, cultural aspects of mental illness and what disorders are most common in our society. Ideal for students interested in preparing for more clinically oriented studies or professions. Also ideal for students entering helping professions, for which awareness of issues affecting troubled people is helpful.

Prerequisites: PSY-120 or PSY-120H

PSY-420. Childhood Disabilities and Psychopathology. 4 Units. The nature and treatment of common emotional and behavioral problems of children and adolescents. Topics such as psychosomatic disorders, autism, childhood schizophrenia, mental retardation, brain damage in children and learning disabilities will be studied. Child rearing approaches, family therapy and methods of assessment of problems will also be studied.

Prerequisites: PSY-350, PSY-355 or PSY-410

PSY-430. Adult Development and Life Planning. 4 Units. The emphasis in module one is on the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

Degree completion students only; May not be audited

PSY-440. Counseling. 4 Units. This course is a study of the principles and practices of counseling individuals and of guiding them toward life’s goals. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem solving. Laboratory components include role playing, case studies and other simulation experiences.

Prerequisites: PSY-120 or PSY-120H

PSY-441. Introduction to Counseling Theories. 3 Units. This course is designed to introduce students to the various theoretical components of counseling. Contemporary psychological theories are presented. The course will provide an introduction to interviewing and to individual and group counseling skills. Laboratory components include experiential activities, role playing, case studies and other simulation experiences.

Degree completion students only; May not be audited

PSY-450. History and Systems of Psychology. 4 Units. Two foci will organize the material covered in this course: First, the intellectual history of contemporary psychological perspectives is reviewed, then the various systems of psychology (behaviorism, psychoanalysis, existentialism and positivism) are examined.

Prerequisites: PSY-120 or PSY-120H

PSY-460. Psychology of Religion. 3 Units. The study of religious experiences from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry.

Prerequisites: PSY-120 or PSY-120H, SOC-120

PSY-471. Cross-Cultural Psychology. 4 Units. Recommended prior coursework: PSY-397 and PSY-410. Provides students with the opportunity to view psychology from a cross-cultural lens. Psychological research and practice is examined and critiqued from a non-Western socio-cultural perspective. Includes a one-week immersion experience in Central America, as well as lecture, discussion, and writing components. Additional cost for travel expenses.

Prerequisites: PSY-120 or PSY-120H; Juniors or seniors only; May not be audited
PSY-482. Psychological Practicum. 2-4 Units. Supervised work in an approved organization such as juvenile detention homes, mental hospitals, schools, youth work, etc. Limited to juniors and seniors who are psychology majors. Thirty hours of service required for 1 unit of course credit. A minimum of 3 units must be taken to count as a full psychology course.

Prerequisites: PSY-120 or PSY-120H; Juniors or seniors only; Psychology majors only; May not be audited; Graded CR/NC

PSY-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

Repeatable for credit; May not be audited; Graded CR/NC

PSY-485. Integration Symposium. 3 Units. Addresses topics relevant to the integration of psychology and theology. Participants attend Fuller Theological Seminary's annual Integration Symposium and hear several speakers whose presentations revolve around a specific theme. Students increase their awareness of the latest research into integrative studies, have opportunities to meet and dialogue with conference speakers and meet regularly with the instructor(s) to expand upon themes presented at the conference. Students write a culminating paper, reviewing and sharing the implications of the research presented at the conference.

Prerequisites: PSY-120 or PSY-120H; Psychology majors only; Signature required; Repeatable for credit

PSY-495. Psychology Research Project. 1-4 Units. Psychology majors engage in specialized research under the supervision of a psychology faculty member. Minimum 30-120 hours research, including literature review, feedback/discussion with faculty member and submission of a final summary report. Time requirement depends on the number of registered units.

Prerequisites: PSY-300 or SOC-462; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

PSY-496. Psychological Research Practicum. 1-4 Units. Involves student participation in a research project headed by the instructor. Students develop their knowledge concerning how to conduct various aspects of a research study. Students are selected through an application process and must apply for the practicum with the psychology program director. A minimum of 3 units must be taken to count as a full psychology course.

Prerequisites: PSY-300; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

REL-320. Introduction to Mennonite Arts. 4 Units. This interdisciplinary course includes contemporary and historical Mennonite expressions of poetry, music, art, fiction and drama. The course will also offer opportunities for original creative expressions of students in the arts.

REL-350. Interfaith Scholar Weekend. 1 Unit. This course provides an opportunity for students to learn from an established scholar of religion in an interfaith setting. The Interfaith Scholar Weekend is an annual event in Fresno.

Repeatable for credit; Graded CR/NC

REL-405. Philosophy of Religion. 3 Units. Study in the nature and validity of religious ideas.

REL-418. Culture, Religion and the Church. 3 Units. This course will explore the religious history, traditions and thought of major cultural groups in Central California, with particular attention to the history, teachings and practices of the Christian church in these cultures.

Same as SOC-360

REL-452. Christianity in the Non-Western World. 3 Units. How do Christians in other parts of the world live? Who do they understand themselves to be? How do they follow Christ? In this course, we will discover and investigate Christianity in its diverse forms in Asia, Africa and Latin America. We focus on ethnographic elements of Christian communities such as the ways they live as families, their organizational structure, boundaries around their communities, their rituals, their festivals and how they relate to the broader cultures around them.

Same as SOC-364

REL-460. Religions of the World. 3 Units. This course introduces students to the study of religion and to many of the diverse religious traditions in the world today. The course begins with a broad overview, investigating sacred texts, as well as regional, historical, cultural and social elements of various religious traditions, and then explores a few particular religions more deeply, using themes in religious studies.

Same as SOC-366

RUSSIAN LANGUAGE STUDIES

RUS-100. Elementary Russian I. 4 Units. This course is designed for people with little or no knowledge of Russian. The purpose of the course is to develop reading, writing, speaking and listening ability at a basic functional level in Russian. Classes will be conducted primarily in Russian.

May not be audited

RUS-105. Elementary Russian II. 4 Units. This course is structured for students who have completed an introductory course in Russian (or have demonstrated proficiency in elementary Russian). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in Russian.

Prerequisites: RUS-100; May not be audited

RUS-200. Intermediate Russian I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It
provides a comprehensive review of the basic grammatical structures of Russian, emphasizes vocabulary building and reading comprehension and promotes written and oral expression in all time frames.

Prerequisites: RUS-105; May not be audited

RUS-205. Intermediate Russian II. 4 Units. This course continues to build on skills attained in RUS-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Russian, emphasizes vocabulary building and reading comprehension and promotes written and oral expression in all time frames.

Prerequisites: RUS-200; May not be audited

SOCIOLOGY

SOC-120. Introduction to Sociology. 3 Units. An introduction to the principles and theoretical perspectives of sociology and their application to the fundamental problems of social life. A practical component consisting of experiences, observations and exercises in the local environment is included, as well. The course will focus on Western/American society, examining the effects of groups, environments is included, as well. Subjects covered are the human organization and cultures, kinship and descent, marriage, gender, religion, language and the role of anthropology in understanding all of these.

SOC-160. Introduction to Anthropology. 3 Units. An introduction to the history, subfields, concepts and tools of anthropology. A practical component, consisting of experiences in local and other environments is included, as well. Subjects covered are the human past, culture, ethnicity and ethnic relations, the changing shape of human organization and cultures, kinship and descent, marriage, gender, religion, language and the role of anthropology in understanding all of these.

SOC-164. Cultural Studies: Canada. 1 Unit. Overview of the methods and strategies used in cultural studies, using an interdisciplinary approach to analyze how culture influences individuals in society. Observations in three Canadian cities enhance understanding of Canadian and transnational culture. Comparison with American and Central Valley cultures.

Degree completion students only; May not be audited

SOC-205. Introduction to Cultural Anthropology. 3 Units. Analyzes major ideas and approaches to the study of cultures around the world.

SOC-210. Archaeology of the Land of the Bible: An Overview of the Ancient Near East. 3 Units. Discoveries in the field of archaeology demonstrate that the Bible is truly unique among ancient literature for its scope and style, but what do the findings say about its history? This offering highlights the times and places the Bible describes, as seen through the eyes of archaeology. Students will learn how archaeologists gather and assess data, and what impact it has on the biblical story. Students will come away with the skills and resources to critically interact with archaeological conclusions about the Bible found in popular culture.

May not be audited

SOC-301. Anthropology for Christian Witness. 3 Units. Presents anthropological perspectives and principles for cross-cultural ministry. Students develop skills for researching and interacting among diverse cultural and social groups.

Prerequisites: SOC-205

SOC-310. Cultural Communities of California. 3 Units. An examination of the folklore and historical background of the major parallel cultural (minority) groups in California.

SOC-311. American Wilderness Literature and Philosophy. 3 Units. An exploration of American ideas about wilderness, the natural world and human relationships to them.

Same as HIST-430, LIT-350, PHIL-430

SOC-320. Cultural Studies: Mexico. 1 Unit. Presents an introductory overview of methods and strategies used in cultural studies, using an interdisciplinary approach to analyze how culture influences individuals in society. Observations in three cities in Mexico enhance understanding of Mexican culture and of transnational (global) culture, and their comparison with American culture.

Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.

SOC-330. Introduction to Japanese Society. 0-3 Units. A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations.

Signature required

SOC-332. Modern Africa: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. Modern Sub-Saharan Africa remains a mystery to many people in the West today. This course will help unpack the mystery of Sub-Saharan Africa’s rich history and culture in the 19th and 20th centuries. Special emphasis will be given to the colonial and post-colonial history, politics, and culture of Nigeria, the Congo, Kenya and South Africa.

Prerequisites: HIST-140; Same as HIST-400, PS-412

SOC-334. Modern Asia: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The experience of Asia in the colonial and post-colonial era will be studied with an eye towards understanding its unique character as an important region of the world today. The countries of China and India will be used as case studies to better understand and interpret important currents that run through Asian history and shape its contemporary politics and culture.

Prerequisites: HIST-140; Same as HIST-406, PS-414

SOC-336. Modern Middle East: History, Politics And Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The Middle East is a region many in the West today view with apprehension and hostility. This course will examine the historical, cultural and political forces from the 19th and 20th centuries that have made the region what it is today. Special emphasis will be given to understanding contemporary Islamic and Jewish politics and culture, as well as ways the West has interacted with the Middle East over the past century.

Prerequisites: HIST-140; Same as HIST-418, PS-416

SOC-338. People and Cultures of Costa Rica. 3 Units. Pura vida (pure life or full life) is a common phrase used in many contexts in Costa Rica. In this class students explore the pura vida of Costa Rican culture with special attention given to the history.

Repeatable for credit; May not be audited
SOC-340. History of Political Theory and Ideas. 3 Units. Recommended prior coursework: PHIL-100. Survey of political theorizing and the development of ideas on political order from ancient Greece, Rome and China, as well as Jewish and Christian theology, Medieval thinkers and the development of early-modern and modern political philosophy. Readings include Plato, Aristotle, Han Fei Tzu, biblical authors, medieval philosophers, Locke, Hobbes, Marx and American political philosophers.
Prerequisites: HIST-120, HIST-130, HIST-140; Same as HIST-450, PHIL-450, PS-450

SOC-350. Marriage and Family. 3 Units. An introduction to marriage and family as both a social institution and a system of interaction patterns. The family life cycle from marriage through death, including marital relations, divorce, parenting, abuse, mate selection and changing patterns of family life, is examined.
Prerequisites: SOC-120; Same as SW-320

SOC-351. Marriage and the Family. 3 Units. An introduction to marriage and family as both a social institution and a system of interaction patterns. The family life cycle from marriage through death, including marital relations, divorce, parenting, abuse, mate selection and changing patterns of family life is examined.
Degree completion students only; May not be audited

SOC-355. Building Lasting Relationships. 3 Units. Offers the self-awareness, evaluation tools and communication skills to make wise choices in relationships, including lifetime marriage. Students evaluate the marriage model in the homes where they grew up or today's societal norms against a biblical worldview of marriage. Early childhood experiences are assessed to discover any residual anger that may distort relationships and deny the healing grace of Christ. Students practice communication skills that exhibit the loving care necessary to sustain a lifelong best friendship in marriage. Married and single students find these principles and practices enable healthy relationships in business, at church, among friends and in the extended family.
Degree completion students only; May not be audited

SOC-360. Sociology of Religion. 3 Units. A study of the social dimension of religious experiences, movements and institutions, along with the personal and social significance of religious phenomena.
Prerequisites: SOC-120 or SOC-160; Same as REL-418

SOC-364. Christianity in the Non-Western World. 3 Units. Investigates Christianity in all its diverse forms, focusing particularly on Asia, Africa and Latin America.
Same as REL-452

SOC-365. Religions of the World. 3 Units. An introduction to the study of religion and the diverse religious traditions in the world today.
Same as REL-460

SOC-370. Media and Society. 3 Units. Recommended prior coursework: COM-120. A study of mass media (television, radio, newspaper, etc.) as a social/communication force in American culture. Attention is given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media.

SOC-371. Criminology. 3 Units. A study of types of crime, sociological, biological, psychological, cultural, economic and political explanations for crime, and various schools of criminology. Attention is also given to a biblical/restorative justice perspective on evil and causes of deviant behavior.
Prerequisites: PSY-120, SOC-120; May not be audited

SOC-372. Juvenile Delinquency and Justice. 3 Units. A study of juvenile delinquency and the juvenile justice system. Attention is given to the portrait of delinquency, causal factors, agencies of justice, the correctional process, programs for control and prevention and a restorative justice perspective.
SOC-373. Corrections. 3 Units. Recommended prior course work:
PS-120, PSY-120, SOC-120. Provides the student with an overview of the history and the trends of adult and juvenile corrections, including probation and parole. Focuses on legal issues, specific laws, general operations of corrections and relationship between corrections and other components of the judicial system. Correctional philosophies, theories and practices, including restorative justice, are discussed. Introduces various employment opportunities available within the correctional system to students in social work, psychology, criminology, education and health majors.

SOC-374. Law and Society. 3 Units. A study of how law shapes and is shaped by the social world. The course examines how laws influence social relationships (law as an independent variable) and conversely how social forces influence legal change (law as a dependent variable or outcome). Special emphasis is given to sociological analysis of gaps between the letter of the law as "the spirit of the law." Major sociological perspectives on law
Prerequisites: SOC-120

SOC-375. Organizational Behavior. 3 Units. Recommended prior coursework: MGT-350. A study of group dynamics conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.
Same as MGT-355, PS-465

SOC-400. Social Psychology. 3 Units. Recommended prior coursework: SOC-120. The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied.
Prerequisites: PSY-120; Same as PSY-395

SOC-410. American Ethnicity and Pluralism. 3 Units. A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation's founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored. SOC 482 must be taken simultaneously if this course is being used to meet a focus series requirement.
Same as HIST-420

SOC-420. Intercultural Communication. 3 Units. Recommended prior coursework: COM-110, COM-120. A study of the principles involved in communication between people of different cultures.
Emphasis is placed on the practical aspect of intercultural communication through cross-cultural contacts.

Same as COM-400

SOC-430. Conflict Management and Resolution. 3 Units. Recommended prior coursework: COM-120. A study of the nature of human conflict and approaches to its management, resolution and transformation. This course focuses on the generic characteristics evident in most human conflict and surveys a variety of interdisciplinary approaches for understanding and responding constructively to conflict in interpersonal, intergroup and international settings.

Same as COM-420

SOC-440. Lifecourse Development. 3 Units. An introduction to development as a lifelong process. Changes in human behavior, personality competencies and social relations over the course of life are examined, as are historical, social-structural, demographic and contextual influences on human development.

Prerequisites: PSY-120, SOC-120; Same as PSY-360, SW-300

SOC-442. Social Gerontology. 3 Units. The study of the process of aging as it occurs within American culture. The impact of an increasingly aged population will also be explored, both on a social-psychological level and in terms of its impact upon the larger society. Other topics will include ageism, elderly abuse and Alzheimer's disease.

Prerequisites: PSY-120 or SOC-120; Same as SW-310

SOC-444. Constructions of the Self. 3 Units. Explores the theological understanding of the human person in various cultures as well as our own, and from biblical texts.

Same as THEO-447

SOC-446. Sociology of Gender. 3 Units. Recommended prior coursework: SOC-120. This is a survey course in the study of gender, particularly the sociology of gender. As such, the main purpose of this course is to investigate the ways in which gender is socially organized. In the process, students will continually return to three central questions: What is gender? How do we know it when we see it? How does gender appear in and affect life experiences of individuals in different social locations at different points in time? Students will address these questions by focusing on different areas of social life, as well as various theoretical perspectives and levels of analysis.

SOC-450. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of major social problems that increasingly concern society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

Prerequisites: SOC-120; Same as PS-380, SW-360

SOC-461. Introduction to Social Science Research. 3 Units. An introduction to qualitative and quantitative research methodologies; participant observation, survey, ethnography and secondary data analysis; organization and interpretation of data; and reading social research.

Same as PSY-310

SOC-462. Statistics. 4 Units. Students learn the organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods.

Prerequisites: MATH-120, SOC-120; Same as PSY-300

SOC-470. Introduction to Sociocultural Theory. 3 Units. An introduction to the major theoretical perspectives and schools of thought within the disciplines of sociology and anthropology. Theorists to be studied include Boas, Benedict, Levi-Strauss, Malinowski, Marx, Weber, Durkheim and Simmel.

SOC-480. Senior Thesis. 3 Units. The integration and synthesis of knowledge gained from major coursework. A research project is undertaken applying and demonstrating knowledge of theory and research principles. The ethical ramifications of student work, as well as the implications of Christian values, are explored.

Seniors only; Sociology majors only;

SOC-481. International Internship in Costa Rica. 3 Units. An intensive semester-long experience in which students are fully immersed in Costa Rican culture, involved in hands-on ministry and guided by a mentor. Goal-setting and journaling activities help students engage in self-reflection, and mentor evaluations provide them with constructive feedback about their ministry skills.

Repeatable for credit; May not be audited

SOC-482. Intercultural Practicum. 1 Unit. This practicum experience involves working as a volunteer in a local group in a group other than one's own. Orientation, on-going reflection and final debriefing are included in this experience. Living with a cultural host family or in an apartment or house within a cultural community may also be an option for some practicum experiences. Must be taken in conjunction with SOC-310 or 410 when those courses are used to meet a focus series requirement.

May not be audited; Graded CR/NC

SOC-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.; Same as COM-483, PSY-483, SW-483

SPANISH LANGUAGE STUDIES

SPAN-100. Elementary Spanish I. 4 Units. This course is designed for people with little or no knowledge of Spanish. The purpose of the course is to develop reading, writing, speaking and listening ability at
a basic functional level in Spanish. The course will give special attention to topics and tasks relevant for teaching in public schools. Classes will be conducted in Spanish.

**SPAN-105. Elementary Spanish II. 4 Units.** This course is structured for students who have completed an introductory course in Spanish (or have demonstrated proficiency in elementary Spanish). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Special attention will be given to topics and tasks relevant for teaching in public schools. Classes will be conducted in Spanish.

**SPAN-200. Intermediate Spanish I. 4 Units.** This course is designed to develop intermediate levels of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Spanish, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

*Prerequisites: SPAN-105; May not be audited*

**SPAN-205. Intermediate Spanish II. 4 Units.** This course continues to build on skills attained in SPAN-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Spanish, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

*Prerequisites: SPAN-200; May not be audited*

**SPAN-300. Advanced Spanish. 3 Units.** This course is designed to develop competency in written and oral communication through the study of language and content. The course will give particular attention to reading Spanish-language materials relevant to student purposes. Students will increase their cultural awareness and linguistic accuracy and fluency. Classes will be conducted entirely in Spanish.

*Prerequisites: SPAN-105*

**SPAN-305. Composition and Conversation in Spanish. 3 Units.** This course is designed for students who possess the skills normally acquired from two semesters of college-level Spanish language instruction. The student should be able to communicate well in spoken and written Spanish. The student will work on writing and understanding longer and more complex texts. The development of vocabulary, colloquial expressions and comprehension will be a part of the course, as well as impromptu communication. Attention will be given to topics and tasks relevant to public school teaching. Classes will be conducted entirely in Spanish.

*Prerequisites: SPAN-300*

**SPAN-310. Literary Spanish: Prose. 3 Units.** This course is designed to familiarize the student with the works of some of the best writers in the Spanish language, such as Borges, Cortazar, Garcia Marquez, Quiroga and Fuentes. Classes will be conducted in Spanish.

*Prerequisites: SPAN-300; Signature required*

**SPAN-315. Literary Spanish: Poetry. 3 Units.** This course is designed to develop appreciation for the styles and structure, as well as the themes, of the most prominent Spanish poets, such as Paz, Alberty, Lorca, Valencia, Silva and Mistral. Classes will be conducted in Spanish.

*Prerequisites: SPAN-300*

**SPAN-320. History of Spanish Language. 3 Units.** This course emphasizes the evolution of the Spanish language from the Roman domination of the Iberian Peninsula to the Castillian linguistic structure. Literary works will be emphasized, as well as the influence of other Romance languages on modern-day Spanish. The differences and similarities between Spanish, German and other languages will be studied. Classes will be conducted in Spanish.

**SPAN-325. Formal Spanish Oral Communication. 3 Units.** This is a public speaking course whose design and purpose is to prepare the student to speak correctly and confidently in public on selected topics. Classes will be conducted in Spanish.

*Prerequisites: SPAN-305*

**SPAN-328. Latin American Civilization and Culture. 3 Units.** Survey of the socio-political and cultural development of Latin America from the pre-Hispanic era to contemporary times. Classes are conducted in Spanish.

*Prerequisites: SPAN-300*

**SPAN-330. Latin American Thought: Readings in Spanish. 3 Units.** This course is a study of the summary of the most dominant philosophies and thought in the cultural development of Latin America. Extensive oral interpretative readings will be done in class. Classes will be conducted in Spanish.

*Prerequisites: SPAN-300*

**SPAN-440. Spanish Literature. 3 Units.** This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain, along with their corresponding historical periods. The goals of the class are: 1) to enable students to develop an appreciation for Spanish culture, its people, literature and literary history; 2) to enable students to be able to identify authors and their works; and 3) to help students to recognize the styles of the various epochs and works. This course may be taught in the Spanish or English language.

*Prerequisites: LIT-180*

**SPAN-445. Latin American Literature. 3 Units.** Literary works of the most famous authors from Mexico and Central and South America will be studied, analyzed and critiqued. The historical setting of the works and the bibliographies of the authors will also be examined. This course may be taught in either the Spanish or English language.

*Prerequisites: LIT-180*

**SPAN-450. Senior Seminar. 3 Units.** The objective of the Senior Seminar is to develop a significant research paper that may be used toward a scholarly publication or conference paper submission. To achieve this objective, students follow the steps marked by the professor. Steps include comprehension of specific criticism and theory and the particular literary epochs, understanding of authors and cultures, and application of methodological systems of writing research papers. The final product demonstrates advanced knowledge in spoken and written Spanish and depth of analytical and critical thinking. To be taken in the student's final spring semester.

*May not be audited*

**SPAN-496. Spanish Internship. 3 Units.** Allows Spanish-language students to apply knowledge gained in the classroom to the real world. Students work in Spanish-speaking or bilingual settings such
as a public school, tutoring program, college classroom, legal office, church, non-profit organization or business.
Prerequisites: SPAN-300; May not be audited

SOCIAL WORK

SW-100. Perspectives in Social Work. 1 Unit. A series of site visits, videos and discussions designed to expose students to the clients, social agencies and social problems with which social workers are involved. Students visit with clients and programs related to homelessness, developmental disabilities, domestic violence, child abuse, juvenile delinquency and alcohol/drug abuse, among others. Group discussion and videos are interspersed with the site visits to help integrate learning.
May not be audited; Graded CR/NC

SW-110. Participation in Volunteer Services. 1-3 Units. A minimum of 30 hours per semester volunteering in a social agency such as Big Brothers/Sisters, OASIS, YFC, Campus Life, Neighborhood Ministry, Juvenile Hall, Fresno County's Adult Transition Program or others. Group discussions and written journals supplement the experience.
May not be audited; Graded CR/NC

SW-120. Helping People: an Introduction. 3 Units. By means of readings, lectures, guest speakers, videos and discussion, students develop an overview of social work as a helping profession. Beginning with a definition, theory and value base of a servant model of helping, students explore a number of fields of social work, as well as micro- and macro-social work methods. Students also examine social work as a potential career.

SW-300. Human Behavior in the Social Environment. 3 Units. Recommended prior coursework: PSY-120, SOC-120. This course provides a basic understanding of the nature of human behavior from a life-span development perspective using systems theory. It enables the student to explore the interrelationship of biological, psychological, social/cultural and spiritual systems to discover how they affect human growth, development and behavior throughout the life cycle. Course content is designed to help students integrate the various explanatory schemes and consider their implications for social work practice.
Same as PSY-360, SOC-440

SW-310. Social Gerontology. 3 Units. The process of aging from social, psychological, cultural and spiritual perspectives. Examines the needs and strengths of the older generation and the resources available to serve them, the fastest-growing segment of the population. Enriched by a wide variety of professional presenters, videos, field trips and lecture format.
Same as SOC-442

SW-320. Marriage and Family. 3 Units. An introduction to marriage and family as social institutions, with particular emphasis on the American system of mate selection, marital adjustment and changing patterns of family life.
Prerequisites: SOC-120; Same as SOC-350

SW-350. Urban Society and the Welfare State. 3 Units. Recommended prior coursework: ECON-105, HIST-150, PS-120, SOC-120. As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state welcomed by some, resisted by others. This course acquaints an understanding of the political milieu that has shaped them over time, develops an awareness of the impact they have had on their recipients and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issues of social justice.
Same as PS-385

SW-360. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of the major social problems that increasingly concern our society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.
Prerequisites: SOC-120; Same as PS-380, SOC-450

SW-390. Chemical Dependency Intervention. 3 Units. This course offers an introductory overview of the addictive disease progression and its effects on family members. It gives those in the helping professions (including youth and pastoral ministry) an understanding of the basics regarding addiction, which has an impact on more than one-quarter of America's families. The societal impact of alcohol/drug dependence, the addictive thinking process, the dysfunctional family and its rules and roles are explored, as are the dynamics of addictions, such as codependency, work, food, rage, sex, gambling, perfectionism and busyness. Women's treatment issues and aspects of fetal alcohol/fetal drug syndrome are also explored, along with an understanding of 12-step recovery programs and their biblical basis. The course offers a list of community referrals for both inpatient and outpatient care, and treatment methods that target dual diagnoses clients who have both a mental illness and a chemical dependency.

SW-395. Studies in Domestic Violence. 2 Units. This course is designed to give the student insights into the problems of domestic violence in American society. The students will examine the causes, symptoms and results of domestic violence on families and the community. They will become acquainted with strategies for working with victims and abusers, and how to access community and professional resources available. The course uses videos, presentations from professionals in the field, review of literature, plus lecture and course handouts.

SW-400. Foundations of Social Work Practice. 4 Units. This course introduces the basic concepts of the generalist and ecological approaches to social work practice and familiarizes students with specific social work models, theories and techniques. Additionally, students learn the skills and knowledge upon which helping relationships are founded. It provides advanced practice training in case management and interviewing.
Prerequisites: PSY-120, SOC-120, SW-120
SW-410. Working with Groups. 3 Units. Students experience the group process by forming small groups. The class then uses this experience, along with readings, experiential exercises and lecture/discussions, to understand the stages of a group, as well as leadership, planning, assessment and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading a group for at least one class session under the supervision of the instructor.  
Prerequisites: PSY-120, SOC-120, SW-120

SW-420. Becoming a Change Agent. 3 Units. Recommended prior coursework: SW-400, SW-410. Using a task-group process and the generalist social work method, students take on the role of change agents, using themselves to systematically identify, explore and plan a change project. Interspersed with the project are a series of readings, lectures and discussions aimed at facilitating the change project, as well as understanding the range of change agent practice: community development, social planning, social action, organization development, social administration, social research and social policy.  
Prerequisites: PSY-120, SOC-120, SW-120

SW-480. Senior Seminar in Social Work. 3 Units. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student’s field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one’s skills in counseling, group work, diagnosis and social assessment; organize and manage one’s work; deal with one’s feelings and stress; and refine one’s career goals. Weekly journals, as well as the presentation of at least one case, are required.  
Prerequisites: SOC-461 or PSY-310, SW-400; Juniors or seniors only; Social work majors only; May not be audited

SW-481. Senior Social Work Thesis. 3 Units. Usually taken concurrently with SW-480 and SW-482. Students must have successfully completed SOC-461 before taking this course. Having completed their research proposal in SOC-461, students learn how to complete their research project and write their senior thesis. Students learn to conduct qualitative and quantitative research projects. They obtain IRB approval if necessary. They then conduct the chosen research, analyze their findings and write their results and discussion sections. After completing those sections, they combine all of the elements of their thesis paper from the fall and spring semesters into an integrated whole with references, appendices and acknowledgments. The final project is turned in as a culminating experience.  
Prerequisites: SOC-461; Signature required; May not be audited

SW-482. Field Instruction in Social Work. 8 Units. Field instruction is the culmination of a student’s social work education. Each student is placed in an agency mutually agreed upon by the student, instructor and field agency. The student works in the agency as a social worker for 32 hours per week for one semester. He or she performs such tasks as individual counseling, working with groups as a co-leader, making referrals, writing social assessments and managing a small caseload under the supervision of an MSW social worker.  
Prerequisites: SOC-461 or PSY-310, SW-400; Juniors or seniors only; Social work majors only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SW-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.  
Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.; Same as COM-483, PSY-483, SOC-483

THEOLOGY

THEO-170. Introduction to Theology and Ethics. 3 Units. The course will provide students with an introduction and general overview of the major theological and ethical affirmations in the Christian tradition.

THEO-365. Current Perspectives on Missions. 3 Units. Who and what are missionaries? How can one be faithful to Jesus’ call to mission in the world today? This course explores issues in the history and current practices of mission. Students discover perspectives on mission from non-Western countries, as well as those of the West. Students combine experiences in intercultural contexts related to mission with close study of theory and analysis.

THEO-370. Expansion of the Christian Faith. 3 Units. This course is designed to study the missionary movements through the centuries. Major emphases focus on biblical, theological, anthropological, sociological and cross-cultural principles operative in the history of the Christian expansion.

THEO-400. Theologies of the Christian Imagination. 3 Units. This survey course explores the stances that Christian traditions have taken in relation to secular culture, especially its art and entertainment. Provides a conceptual understanding of the biblical and theological reasons for Christian involvement in culture, including a sense of the cultural mandate that God has given humanity, as his image-bearers, for godly creativity and artistry. Explores the tension between Christianity and the arts, both challenges and opportunities, in the current market. Encourages students’ awareness of their own responses to and involvement in these issues, both as appreciators and critics of Christian and non-Christian art.

THEO-425. Theological Ethics and the Environment. 3 Units. The course will be a general survey of the issues and debates in ecotheology and ethics. Particular attention will be given to the values of humanity in relation to the environment, and the connection between those values and theological conviction.

THEO-430. Contemporary Theologies. 3 Units. A study of major theological thinkers and movements in the 20th and 21st centuries from Karl Barth to the present, including consideration of context, methodology and distinctive contributions.

THEO-434. Theologies of Radical Discipleship. 3 Units. How does one articulate what it means to be a Christian community? What impact do culture and history have? This course answers these questions from the perspective of one historical tradition, Anabaptism, in the context of the world today. Students explore
how various communities in North America and around the world express their understanding of Christian community, discipleship and peacemaking as part of the Anabaptist tradition. Guided by people from the communities students are learning about, participants pay particular attention to the way historical and cultural contexts shape these understandings.

THEO-445. Biblical Theologies of Mission. 3 Units. The course investigates the crucial biblical texts forming the foundation for the missionary mandate of the Christian church. Special focus is given to an understanding of the Old Testament expectation, the great commission, the purpose of the church, the motivation for mission and one's personal response to God’s call in the contemporary world.

THEO-447. Theologies of the Human Person. 3 Units. With all the diversity among individual people, groups within any one society and cultures around the world, what is it that makes one commonly human? The purpose of this course is to discover and deepen one's theological understanding of the human person. Students begin by exploring understandings and experiences of being human in other cultures, then in their own cultures and religious subcultures and last in the biblical texts. Participants will develop awareness of the complexities of understanding what it means to be human, as well as broaden their cognizance of the variety of such theologies historically, culturally and religiously.

Same as SOC-444

THEO-465. Theological Ethics of Conflict and Peacemaking. 3 Units. A study of the biblical teaching on conflict, peace and justice, including questions raised on historical and theological levels. Crucial aspects of the study will include the Old Testament teachings on covenant and peace, justice, war, Jesus as exemplar of peacemaking and the church's responsibility in conflict and peacemaking.

THEO-482. Mission Practicum. 1-3 Units. A supervised work experience in an intercultural/multicultural setting, including, but not limited to, Christian mission. The practicum provides a place to develop cross-cultural skills in ministry and other forms of work and service. One unit of practicum is required for the Studies in Mission Focus Series.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

VICTIMOLOGY

VICT-350. Victims, Trauma and Recovery. 4 Units. This course introduces the student to an overview of victimization and trauma, cycles of violence and recovery processes. Covers victimological, restorative, coping and healing concepts used to deal with the challenges victims face in a range of settings: the criminal justice system, natural disasters, war and other kinds of violence and situations involving the abuse of power. Includes a lab in the practical implementation of victim trauma and recovery.

May not be audited; Students need 2 semesters to complete the course.

VICT-351. Victim Recovery. 3 Units. Having skill to encourage healing from trauma and victimization can be beneficial in many settings. Victims are often forgotten in the criminal justice system, as well as during disasters, war and abuse of power. This course shows how to use victimological, restorative, coping and healing concepts to deal with the challenges victims face.

Degree completion students only; May not be audited

VICT-420. Victimology. 3 Units. Victimology is a study that has emerged from criminology, law, sociology, psychology, and restorative justice. The history and emerging directions of victimology and victim services impact many areas in society, including the criminal justice system. This course covers concepts and definitions, essential theories and taxonomies of causation as applied to victims, victim data, trauma theory, social change theory, and coping and grief theory.

Degree completion students only; May not be audited
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Associate Professor, Spanish Language and Culture
B.A., Pontificia Universidad Javeriana
B.A., Universidad Pedagogica Nacional
M.A., Ph.D., University of Colorado at Boulder

Jay Pope (2005)
Associate Professor, Psychology
B.A., Westmont College
M.A., Ph.D., Fuller Theological Seminary

Ronald Pratt (2000)
Associate Professor, Math/Sciences
B.Sc. Colorado School of Mines
M.Sc. Fuxin Institute of Mining and Technology
Ph.D. Colorado School of Mines

Associate Dean, Accreditation Registrar
B.A., Bethel College
M.A., California State University, Fresno
Ed.D., University of La Verne

Jaime Ramirez (1996)
Associate Professor, Kinesiology
Head Coach, Men’s Soccer
B.A., M.A., Fresno Pacific College

Denise Rea (2004)
Assistant Professor, Education
B.A., University of California, Santa Barbara
M.A., Fresno Pacific University

Julia Reimer (2001)
Associate Professor, Theater
B.A., Fresno Pacific College
M.A., Bowling Green State University
Ph.D., Southern Illinois University

Valerie Rempel (1996)
Associate Professor, J.B. Toews Chair of History and Theology
Associate Dean, FPU Biblical Seminary
B.A., Tabor College
M.A., Mennonite Brethren Biblical Seminary
M.A., Ph.D., Vanderbilt University

Laura Schmidt Roberts (1994)
Associate Professor, Biblical and Religious Studies
B.A., University of California, Berkeley
M.Div., Fuller Theological Seminary
Ph.D., Graduate Theological Union

David Bruce Rose (2006)
Associate Professor, Marriage and Family Therapy
B.A., College of Idaho
M.Div., Fuller Theological Seminary
M.A., Ph.D., California School of Professional Psychology

Duane Ruth-Heffelbower (1996)
Associate Professor, Peacemaking and Conflict Studies/Business
B.A., Kansas State University
M.Div., Associated Mennonite Biblical Seminary
J.D., Golden Gate University, School of Law

Kelsey Ryska (2011)
Instructor, Mathematics
B.S., Fresno Pacific University
M.S., California Polytechnic State University

Deborah Sauer-Ferrand (1992)
Associate Professor, Music
B.Music, Queens College
M.A., California State University, Fresno
D.M.A. candidate, University of Illinois

Walter Saul (2003)
Professor, Music
A.B., Duke University
M.M., D.M.A., University of Rochester

Jill Schellenberg
Assistant Professor, Criminology and Restorative Justice Studies
B.A., M.A., Fresno Pacific University
Ph.D. candidate, University of Tilburg

Ryan Schellenberg (2012)
Assistant Professor, Biblical and Religious Studies
B.A., Canadian Mennonite University
M.A., Mennonite Brethren Biblical Seminary
Ph.D., University of St. Michael’s College
Adam Schrag (2012)  
Assistant Professor, Communication  
B.A., Bethel College  
M.A., Ph.D., University of Minnesota  

Brian Schultz (2007)  
Associate Professor, Biblical and Religious Studies  
B.A., Briercrest Bible College  
M.A., Jerusalem University College  
Ph.D., Bar Ilan University  

Eric Schwab (1994)  
Associate Professor, Kinesiology  
Head Coach, Track/Cross Country  
B.A., Austin College  
M.Ed., Asuza Pacific University  

Cory Seibel (2008)  
Assistant Professor, Pastoral Ministries  
B.S., Liberty University  
M.Th., University of Wales  
Ph.D., University of Pretoria  

Assistant Professor, Education  
B.A., M.A., Fresno Pacific University  
Ph.D., University of Virginia  

Cheryl Smith (2012)  
Instructor, Sociology  
B.A., Fresno Pacific College  
M.S., M.A., Fuller Theological Seminary  

Nathan Smith (2011)  
Assistant Professor, Business Administration/Finance and Economics  
B.A., University of Notre Dame  
M.A., Harvard University  
Ph.D., George Mason University  

Peter Smith (2011)  
Assistant Professor, Peacemaking and Conflict Studies  
B.A., Fresno Pacific College  
M.A., Fuller Theological Seminary  
Ph.D., International Baptist Theological Seminary/University of Wales  

Cindy Steele (2005)  
Executive Director, Regional Centers  
B.A., Pepperdine University  
M.A. M.R.C.C., Azusa Pacific University  

Bryan Suhovy (2007)  
Head Coach, Men’s Water Polo/Women’s Water Polo  
B.A., University of La Verne  

Diane Talbot (1997)  
Associate Professor, School Counseling  
B.A., M.A., California State University, Fresno  
Ed.D., University of California, Davis  

JT Thiesen (2004)  
Associate Head Coach, Track/Cross Country  
B.A., Fresno Pacific University  

Alan Thompson (2001)  
Associate Professor, Biology  
B.S., University of California, Davis  
Ph.D., Harvard University  

James Van Slyke (2011)  
Assistant Professor, Psychology  
B.S., Missouri State University  
M.S., M.A., Ph.D., Fuller Theological Seminary  

Stephen Varvis (1985)  
Professor, History  
Provost  
B.A., California State University, Fresno  
Ph.D., Claremont Graduate University  

Rojelio (Roy) Vasquez (2006)  
Assistant Professor, Business Administration/Marketing and Strategy  
B.A., Fresno Pacific University  
M.B.A., California State University, Fresno  

Krista Venecia (2013)  
Assistant Professor, Education  
B.A., Occidental College  
Ph.D., University of California, Davis  

Randall Wallace (2012)  
Associate Professor, Business  
B.A., Trinity College  
M.A., Azusa Pacific University  
Ph.D., Regent University  

Peter Wasemiller (1983)  
Assistant Professor, Business Administration/Law and Ethics  
B.A., Fresno Pacific College  
J.D., The San Joaquin College of Law  

Assistant Professor, School Counseling/School Psychology  
B.A., M.A., California State University, Fresno  
M.A., Fresno Pacific University  
Psy.D., Alliant International University
Joanne Weiss (2012)
Associate Professor, Education
Associate Dean of Institutional Effectiveness
B.A., Western New England College
M.A., University of Phoenix
Ed.D., Northcentral University

Peng Wen (1990)
Professor, Business Administration|Finance
B.A., National Taiwan University
M.B.A., Oklahoma City University
Ph.D., University of Florida

Billie Jean Wiebe (1992)
Associate Professor, Communication|English
B.A., Fresno Pacific College
M.A., Northwestern University
Ph.D., Claremont Graduate University

Richard Wiebe (1973)
Associate Professor, Philosophy
B.A., Fresno Pacific College
M.A., University of Chicago

Kelly Winter (2011)
Head Coach, Women’s Volleyball
B.A., M.A., Fresno Pacific University

University Pastor
B.A., Fresno Pacific University
M.A., Wheaton College
M.A., Birmingham Theological Seminary

R. Sandie Woods (2010)
Assistant Professor, Liberal Studies
B.S., M.Ed., University of Nevada
Ed.D., California State University, Fresno

Randy Worden (2008)
Dean of Students
B.A., Seattle Pacific University
M.Ed., Azusa Pacific University
D.Min., George Fox University

Chris Wright (2010)
Head Coach, Men’s Basketball
B.S., University of Texas at Austin
M.A., Fresno Pacific University

Dieter Wulfhorst (2007)
Associate Professor, Music
M.M., D.M.A., University of Maryland-College Park

Terence Yi (2006)
Assistant Professor, Mathematics
B.S., University of California, Davis
M.B.A., National University
M.S., Claremont Graduate University
Ph.D., Northcentral University

Brice Yocum (2011)
Assistant Professor, Business Administration|Law and Ethics
B.S., California State University, Fresno
J.D., Pepperdine University

David Youngs (1988)
Professor, Mathematics Education|Science Education
B.A., California State University, Fresno
M.A., Fresno Pacific College
ScEd.D, Curtin University of Technology

Denette Zaninovich (2011)
Assistant Professor, Education
B.A., M.A., Fresno Pacific University

Steven Zook (2011)
Instructor, Mathematics
B.A., Fresno Pacific University
M.A., California State University, Fresno

EMERITUS

Anita Andresen (1989)
Emerita Administrative Services
B.A., California State University, Fresno
M.A., Fresno Pacific College
Ed.D., University of San Francisco

Donald Braun (1957)
Emeritus Chemistry
B.A., M.A., Fresno State College
Ph.D., University of the Pacific

Robert Enns (1970)
Emeritus Sociology
B.A., University of California, Santa Barbara
B.D., Fuller Theological Seminary
M.A., Ph.D., University of California, Santa Barbara

President Emeritus
Professor, Adult Education
B.A., Tabor College
M.A., Ph.D., University of Wisconsin-Madison
Jean Fennacy (1980)  
Emerita Education | Reading  
B.A., University of California, Davis  
M.S., Pepperdine University  
Ed.D., University of Southern California

Delores Friesen (1988)  
Emerita Marriage and Family Therapy  
B.A., B.S., Goshen College  
M.S., Indiana University  
Ph.D., University of Iowa

Adina Janzen (1991)  
Emerita Education  
B.A., M.A., California State University, Fresno  
J.D., San Joaquin College of Law

Edmund Janzen (1968)  
President Emeritus  
Emeritus Biblical and Religious Studies  
Diploma of Biblical Studies, Ontario M.B. Bible Institute  
B.A., McMaster University  
Th.B., Mennonite Brethren Bible College  
B.D., Mennonite Brethren Biblical Seminary  
Th.M., Golden Gate Baptist Theological Seminary  
Graduate Studies, Theological Union

Ruth Toews Heinrichs (1980)  
Emerita Business  
B.A., Fresno Pacific College  
M.Sc., California State University, Fresno  
Advanced Studies, Claremont Graduate School  
P.A., University of La Verne

Judith Hillen (1985)  
Emerita Mathematics Education  
B.S., California State Polytechnic College  
M.A., Fresno Pacific College  
Ed.D., University of Southern California

Roy Klassen (1977)  
Emeritus Music  
B.A., Occidental College  
M.A., California State University, Los Angeles  
D.M.A., Arizona State University

Richard Kriegbaum (1984)  
President Emeritus  
Professor, Leadership  
B.A. Wheaton College  
M.A. Ball State University  
Ph.D. State University of New York, Buffalo

Dennis Langhofer (1973)  
Emeritus Business  
A.A., Fresno City College  
B.A., M.B.A., California State University, Fresno  
Ed.D., University of San Francisco

Leslie Mark (1979)  
Emeritus Biblical Studies | Spanish  
A.B., Berkshire Christian College  
M.Div., Gordon-Conwell Theological Seminary, Universidad de Guadalajara

Elmer Martens (1970)  
President Emeritus Seminary  
Emeritus Old Testament  
B.A., University of Saskatchewan  
B.Ed., University of Manitoba  
B.D., Mennonite Brethren Biblical Seminary  
Ph.D., Claremont Graduate School

Wilfred Martens (1965)  
Emeritus English  
B.A., Tabor College  
M.A., California State University, Los Angeles  
Ph.D., University of Wales

Dale Michael Matson (1992)  
Emeritus Psychology  
B.A., University of Wisconsin  
M.S.E., University of Wisconsin, White Water  
Ph.D., Marquette University

Gary Nachtigall (1961)  
Emeritus Geography  
B.A., Tabor College  
M.A., Fresno State College

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Emeritus Psychology  
B.A., Tabor College  
M.A., Ph.D., University of California, Los Angeles

Karen Neufeld (1990)  
Emerita Education  
B.S., M.S., Kansas State University  
Ed.D., University of Kansas

Lorin Neufeld (1990)  
Emeritus Natural Sciences  
B.A., Tabor College  
M.S., Western Michigan University  
Ph.D., Kansas State University
Adonijah Pauls (1967)  
Librarian Emeritus  
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M.L.S., University of Washington

Dalton Reimer (1960)  
Emeritus Communication  
B.A., Fresno State College  
M.A., Ph.D., Northwestern University

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Emerita English  
B.A., Fresno Pacific College  
M.A., Purdue University

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Emeritus AIMS Professor in Mathematics  
B.A., Fresno State College  
M.A., Stanford University

Adina Schmidt (1964)  
Registrar Emerita  
B.S., M.Sc., University of Omaha

Joseph Taylor (1990)  
Emeritus Special Education  
B.S., M.Ed., University of Southern Mississippi  
Ed.D., The University of Alabama

Richard Thiessen (1987)  
Emeritus Mathematics Education  
B.A., Friends University  
M.N.Sc., Ph.D., University of Oklahoma

John E. Toews (1977)  
Emeritus Academic Dean Seminary  
Emeritus New Testament  
B.A., Tabor College  
M.A., Wichita State University  
Ph.D., Northwestern University

Paul Toews (1967)  
Emeritus History  
B.A., Tabor College  
M.A., University of Kansas  
Ph.D., University of Southern California

Larry Warkentin (1966)  
Emeritus Music  
B.A., Tabor College  
M.A., Fresno State College  
D.M.A., University of Southern California

Richard Unruh (1968)  
Emeritus Political Science  
B.A., Fresno Pacific College  
M.A., University of Washington  
Ph.D., University of California, Santa Barbara

Arthur Wiebe (1960)  
Emeritus Mathematics Education  
President Emeritus  
B.A., Southwestern State  
M.A., Fresno State College  
Ed.D., Stanford University

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Emeritus Humanities|Philosophy|History  
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B.D., Yale Divinity School  
Ph.D., University of Chicago

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Emeritus Biblical and Religious Studies  
B.A., Friends University  
B.D., Fuller Theological Seminary  
M.A., Ph.D., University of Southern California  
Post-doctoral study, Hebrew Union College, Biblical and Archeological School, Oriental Institute of the University of Chicago

Hugo Zorrilla (1989)  
Emeritus Biblical and Religious Studies  
Th.B., Seminario Biblico Latinamericano, San Jose, Costa Rica  
B.A., Universidad de Costa Rica, Central America  
M.A., Trinity Evangelical Divinity School  
PH.D., Universidad Pontificia de Salamanca
<table>
<thead>
<tr>
<th><strong>abstract</strong></th>
<th>1) Summary of journal article, 2) portion of a thesis project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>academic advisor</strong></td>
<td>A faculty or professional staff member trained to help students select courses and plan programs</td>
</tr>
<tr>
<td><strong>accreditation</strong></td>
<td>Regional recognition that an educational institution maintains an association’s standards. The United States has six regional accreditation associations. FPU is accredited by the Western Association of Schools and Colleges.</td>
</tr>
<tr>
<td><strong>advanced placement</strong></td>
<td>Credit granted for examination programs</td>
</tr>
<tr>
<td><strong>appeals</strong></td>
<td>Formal written request by a student for permission to deviate from university policy</td>
</tr>
<tr>
<td><strong>auditing</strong></td>
<td>Attending and participating in a class without receiving credit for the course. Audit fees apply.</td>
</tr>
<tr>
<td><strong>baccalaureate</strong></td>
<td>Applicable to a bachelor’s degree</td>
</tr>
<tr>
<td><strong>bachelor’s degree</strong></td>
<td>A degree granted after completing a specified amount of academic study beyond the completion of high school and fulfilling all graduation requirements</td>
</tr>
<tr>
<td><strong>blended or hybrid course</strong></td>
<td>Blends online and face-to-face delivery. A substantial portion of the content is delivered online, typically uses online discussions and has a reduced number of face-to-face meetings, also referred to as reduced seat time.</td>
</tr>
<tr>
<td><strong>block registration</strong></td>
<td>Registration for a group of courses</td>
</tr>
<tr>
<td><strong>board</strong></td>
<td>A term used for a meal plan at the university</td>
</tr>
<tr>
<td><strong>CampusCruiser</strong></td>
<td>University Web portal, used to access university email, courses, calendars, schedules, educational planning, registration, etc.</td>
</tr>
<tr>
<td><strong>certificate</strong></td>
<td>Recognition given for completion of an educational program of less than four years university work</td>
</tr>
<tr>
<td><strong>CEU, continuing education unit</strong></td>
<td>Recognition for participation in a non-credit program or workshop</td>
</tr>
<tr>
<td><strong>check-in</strong></td>
<td>Final step of undergraduate registration process occurring at the beginning of each semester</td>
</tr>
<tr>
<td><strong>co-requisite</strong></td>
<td>A course which must be taken in the same semester as a given course</td>
</tr>
<tr>
<td><strong>commencement</strong></td>
<td>Ceremony celebrating anticipated completion of degrees</td>
</tr>
<tr>
<td><strong>concentration</strong></td>
<td>A sequence of courses within a major designed to accommodate specific interests of students and meeting requirements of the California Commission on Teacher Credentialing</td>
</tr>
<tr>
<td><strong>continuing education</strong></td>
<td>Credit-bearing courses designed for lifelong learning and enhancement of professional effectiveness, not applicable toward a degree</td>
</tr>
<tr>
<td><strong>credential</strong></td>
<td>Formal recognition of completion of requirements of an external agency</td>
</tr>
<tr>
<td><strong>credit/no credit</strong></td>
<td>A method used to evaluate performance in courses and which is separate from the grade point system. Course grade does not affect GPA.</td>
</tr>
<tr>
<td><strong>deadline</strong></td>
<td>The date by which certain information must be received by any given office or unit</td>
</tr>
<tr>
<td><strong>degree</strong></td>
<td>Title bestowed as official recognition for the completion of a curriculum</td>
</tr>
<tr>
<td><strong>degree completion</strong></td>
<td>An accelerated program designed to give working adults the opportunity to complete a bachelors degree</td>
</tr>
<tr>
<td><strong>degree student</strong></td>
<td>A student who has been admitted to a degree category and is seeking a bachelor’s or a master’s in a planned course of study</td>
</tr>
<tr>
<td><strong>diploma</strong></td>
<td>Official document attesting to completion of a formal educational program</td>
</tr>
<tr>
<td><strong>directed study</strong></td>
<td>A catalogued course taken outside the classroom, one on one with a faculty member.</td>
</tr>
<tr>
<td><strong>drop</strong></td>
<td>An official procedure for withdrawing from individual classes without removing registration from all classes</td>
</tr>
<tr>
<td><strong>educational plan</strong></td>
<td>Individualized plan to guide students in completing degree requirements</td>
</tr>
<tr>
<td><strong>elective</strong></td>
<td>A course which will count as credit toward a degree, but is not a specific program requirement</td>
</tr>
<tr>
<td><strong>emphasis</strong></td>
<td>A sequence of courses within a major designed to accommodate specific interests of students</td>
</tr>
<tr>
<td><strong>externship</strong></td>
<td>A required period of supervised, advanced practice done off campus or away from one’s affiliated institution</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>general education</td>
<td>A program of education designed to help the student discover the relatedness of knowledge and acquire a core of information, attitudes and skills basic to formal college education and continuing education through life.</td>
</tr>
<tr>
<td>grade point</td>
<td>The numerical value given to letter grades. For example, an A is equivalent to 4 points, an A- to 3.5 points, and a B is 3 points.</td>
</tr>
<tr>
<td>grade point average</td>
<td>A student’s scholastic average computed by dividing total grade points by total credit hours attempted.</td>
</tr>
<tr>
<td>graduation</td>
<td>Formal recognition of completion of degree requirements by the posting of the degree to the official academic record.</td>
</tr>
<tr>
<td>grant</td>
<td>Financial assistance to students which does not have to be repaid.</td>
</tr>
<tr>
<td>hold</td>
<td>A barrier placed on a student’s ability to register for classes or receive transcripts, as a result of an unfulfilled monetary obligation or other action by the university.</td>
</tr>
<tr>
<td>incomplete</td>
<td>A temporary course grade, I, granted only if a student is temporarily unable to complete course requirements because of unusual circumstances beyond the control of the student.</td>
</tr>
<tr>
<td>independent study</td>
<td>A course of study undertaken outside the classroom by a student under the supervision of one or more faculty members.</td>
</tr>
<tr>
<td>Internship</td>
<td>Any official or formal program to provide practical experience for beginners in an occupation or profession on or off campus; synonymous with practicum.</td>
</tr>
<tr>
<td>leave of absence</td>
<td>An official status for withdrawing from the university for one semester or more.</td>
</tr>
<tr>
<td>loan</td>
<td>Financial assistance to students which must be repaid.</td>
</tr>
<tr>
<td>lower division</td>
<td>Courses at the 100-200 level, generally intended for freshmen or sophomores.</td>
</tr>
<tr>
<td>major</td>
<td>Student’s field of primary academic emphasis.</td>
</tr>
<tr>
<td>matriculation</td>
<td>The first registration following admission as a classified student.</td>
</tr>
<tr>
<td>mentor</td>
<td>A relational faculty or professional staff member who assists students in selecting courses and being successful in their university experience.</td>
</tr>
<tr>
<td>minor</td>
<td>A sequence of related courses that provides a student with limited competency in the designated field of study.</td>
</tr>
<tr>
<td>Moodle</td>
<td>Online instructional tool.</td>
</tr>
<tr>
<td>non-baccalaureate</td>
<td>Not applicable to a bachelor’s degree, e.g. preparatory courses, continuing education.</td>
</tr>
<tr>
<td>nonmatriculating</td>
<td>Describes a student who does not intend to seek a degree.</td>
</tr>
<tr>
<td>online course</td>
<td>A course where most or all of the content is delivered online. Typically no face-to-face meetings.</td>
</tr>
<tr>
<td>petitions</td>
<td>Formal written request by a student for permission to deviate from university policy.</td>
</tr>
<tr>
<td>practicum</td>
<td>Any official or formal program to provide practical experience for beginners in an occupation or profession; synonymous with internship.</td>
</tr>
<tr>
<td>prerequisite</td>
<td>A course that must be completed before a given course.</td>
</tr>
<tr>
<td>regalia</td>
<td>Cap, gown and tassel worn at commencement.</td>
</tr>
<tr>
<td>registration</td>
<td>The process of enrolling in and paying tuition and fees for courses each semester or session.</td>
</tr>
<tr>
<td>scholarship</td>
<td>Financial assistance to students awarded on the basis of achievement. Financial need may or may not be a factor.</td>
</tr>
<tr>
<td>school</td>
<td>An administrative division of the university, housing one or more academic departments or divisions.</td>
</tr>
<tr>
<td>section</td>
<td>An offering of a course at a specific time, in a specific place, with a specific instructor.</td>
</tr>
<tr>
<td>semester</td>
<td>The undergraduate and graduate academic year is divided into three semesters: fall, spring and summer. The degree completion academic year is divided into two semesters: fall and spring.</td>
</tr>
<tr>
<td>session</td>
<td>A portion of a semester.</td>
</tr>
<tr>
<td>topics courses</td>
<td>Occasional or experimental courses designed to meet student interests and needs. They are not regularly scheduled.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Transcript</td>
<td>A copy of the student’s permanent academic record at a particular institution, including courses taken and grades received</td>
</tr>
<tr>
<td>Transcript Evaluation</td>
<td>An official process which determines the number and type of transfer credits awarded</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>Credit earned at another institution and accepted towards an FPU degree</td>
</tr>
<tr>
<td>Tuition</td>
<td>The amount of money which must be paid for courses, based on the number of credits for which the student registers</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Post-secondary student who has not received a bachelor's degree. Usually refers to traditional undergraduate students, rather than degree completion students.</td>
</tr>
<tr>
<td>Unit of Credit</td>
<td>One semester unit of credit represents the amount of time a typical student is expected to devote to learning, including 15 hours of instruction and 30 hours of assignments</td>
</tr>
<tr>
<td>Upper Division</td>
<td>Courses at the 300 or 400 level, generally intended for juniors or seniors</td>
</tr>
<tr>
<td>Wait List</td>
<td>A course wait list is a list of students who wish to register for a course if and when space becomes available.</td>
</tr>
<tr>
<td>Web-Enhanced Course</td>
<td>Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments.</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>An official procedure for leaving the university</td>
</tr>
</tbody>
</table>
# OFFICE PHONE DIRECTORY

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>559-453-2000</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>559-453-5585</td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
</tr>
<tr>
<td>Degree Completion</td>
<td>559-453-2016</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>559-453-2039</td>
</tr>
<tr>
<td>Athletics</td>
<td>559-453-2009</td>
</tr>
<tr>
<td>Bookshop</td>
<td>559-453-2078</td>
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VISALIA CENTER
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Visalia, CA 93291
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BAKERSFIELD CENTER
11000 River Run Blvd., Suite 200
Bakersfield, CA 93311
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Merced, CA 95340
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