SCHOOL OF BUSINESS

MASTER’S DEGREES
Master’s in Business Administration
Leadership Studies

SCHOOL OF EDUCATION

MASTER’S DEGREES
Administrative Services
Curriculum and Teaching—Offered in online & blended formats
Educational Technology—Offered online
Math Education
Reading and Language Arts
School Counseling
School Counseling and School Psychology
School Library and Information Technology – Offered online
School Psychology
Special Education
STEM Education
Teaching

CREDENTIALS
Administrative Services
Early Childhood Special Education
Education Preliminary Education Specialist
Education Specialist Clear
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Multiple Subjects
School Counseling
School Psychology
Single Subjects
Special Education Professional Level II Education Specialist—Offered Online
Teacher Librarian Services—Offered online

CERTIFICATES
BCABA
BCBA
Bilingual Cross-Cultural Language and Academic Development
Emotional Disturbance
Reading
Reading/Language Art

AUTHORIZATIONS
Adapted Physical Education
Emotional Disturbance

SCHOOL OF HUMANITIES, RELIGION & SOCIAL SCIENCES

MASTER’S DEGREES
Individualized Master’s Program (IMAP)
Peacemaking and Conflict Studies

CERTIFICATES
Church Conflict and Peacemaking
Mediation
Peacemaking and Conflict Studies
Personalized Peacemaking and Conflict Studies
Restorative Justice
School Conflict Resolution and Peacemaking
Workplace Conflict Management and Peacemaking

SCHOOL OF NATURAL SCIENCES

MASTER’S DEGREES
Athletic Training
Kinesiology—Offered online
Nursing
Sports Administration

FPU BIBLICAL SEMINARY

MASTER’S DEGREES
Christian Ministry
Master of Divinity
Marriage and Family Therapy
New Testament
Old Testament
Theology
Urban Mission

CERTIFICATES
Christian Studies
Congregational Care
Evangelism and Church Planting
Integration
Mennonite Brethren Studies—Offered online
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APPENDIX
The Following Updates have been made to the 15-16 Graduate Catalog

School of Natural Sciences
The following MA’s were added:
MA Athletic Training
MA Sports Administration

The following MA Emphasis were rescinded:
Master of Arts in Kinesiology: Athletic Training Emphasis
Master of Arts in Kinesiology: Sport Admin Emphasis

Course Descriptions
Pg. 148
Clerical Error- SPEC 734,736,750,751,756 and 760-767 have been added back into the 15-16 course descriptions
Pg. 115
COUN 736- Change to course description

Confession of Faith
pg. 2 and pg. 3
The word Mennonite has been removed after Anabaptist
“Fresno Pacific University is sponsored by the Pacific District Conference of Mennonite Brethren Churches. The school is deeply and intentionally rooted in the Anabaptist movement. As such, it is committed to the Anabaptist and evangelical ideals, including the…”
“The official Confession of the University is the Detailed Version of the Confession of Faith of the US Conference of Mennonite Brethren Churches, which can be found at:
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:
WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
510-748-9001, wascsenior.org

Fresno Pacific Biblical Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:

- Master of Divinity (M.Div.)
- Master of Arts in Christian Ministries (M.A. in Christian Ministries)
- Master of Arts in Marriage and Family Therapy (M.A. in Marriage and Family Therapy)
- Master of Arts in Urban Mission (M.A. in Urban Mission)

The Commission contact information is:
The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275
USA
Telephone: 412-788-6505
Fax: 412-788-6510
Website: www.ats.edu
School of Education credentials and certificates are accredited by:

State of California  
Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814-4213

Behavior Analyst Certification Board  
2888 Remington Green Lane, Suite C  
Tallahassee, FL 32308

The Master 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 CAMPUSES

Fresno Pacific University's main campus is located on 50 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 and Fresno offers museums, a philharmonic orchestra, professional sports, parks and other cultural and social amenities. For seminary students, apartments are available on the main campus.

Graduate students may also learn close to home and career thanks to regional campuses 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.

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, the hope each year is that a dynamic community of learners will emerge, 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.

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.

CONFESSION OF FAITH

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, as expressed in the Confession of Faith of the US 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 distinctives 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 has 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, Peacemaking and Reconciliation
We believe that God in Christ reconciles people to Himself and to one another, making peace through the cross. As peacemakers we alleviate suffering, reduce strife, promote justice, and work to end violence and war, that others may see a demonstration of Christ’s love. As in other peace Churches many of us choose not to participate in the military, but rather in alternative forms of service.

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 which 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 triumphantly 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 official Confession of the University is the Detailed Version of the Confession of Faith of the US Conference of Mennonite Brethren Churches, which can be found at: http://www.usmb.org/menus/Confession-of-Faith-Detailed-Version.html

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.

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 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 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.
GRADUATE AND SEMINARY ACADEMIC CALENDAR

The graduate and the seminary 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. Graduate students typically use the summer term as an integral part of their program.

Professional development or continuing education students may begin and end their courses at various times, depending on the nature of the coursework undertaken.

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions application priority filing</td>
<td>July 15</td>
<td>November 14</td>
<td>March 13</td>
</tr>
<tr>
<td>Registration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online registration opens</td>
<td>June 29</td>
<td>November 16</td>
<td>March 14</td>
</tr>
<tr>
<td>Add courses without late fee: last day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>September 6</td>
<td>January 24</td>
<td>May 22</td>
</tr>
<tr>
<td>Session 2</td>
<td>November 1</td>
<td>March 27</td>
<td>July 3</td>
</tr>
<tr>
<td>Add courses with late fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>September 7-20</td>
<td>January 25 -</td>
<td>May 23-June 5</td>
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<tr>
<td></td>
<td></td>
<td>February 7</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>November 2-15</td>
<td>March 28 -</td>
<td>July 4-17</td>
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<td></td>
<td></td>
<td>April 10</td>
<td></td>
</tr>
<tr>
<td>Drop courses without grade penalty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1 courses</td>
<td>September 27</td>
<td>February 14</td>
<td>June 6</td>
</tr>
<tr>
<td>Full-term courses</td>
<td>November 1</td>
<td>March 27</td>
<td>June 26</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>November 22</td>
<td>April 17</td>
<td>July 17</td>
</tr>
<tr>
<td>Project/Thesis due</td>
<td>November 2</td>
<td>March 28</td>
<td>n/a</td>
</tr>
<tr>
<td>Classes begin</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Full-term and Session 1</td>
<td>August 24</td>
<td>January 11</td>
<td>May 9</td>
</tr>
<tr>
<td>Session 2</td>
<td>October 19</td>
<td>March 14</td>
<td>June 20</td>
</tr>
<tr>
<td>Grading</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Last day to request grading option</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>September 54</td>
<td>January 22</td>
<td>May 20</td>
</tr>
<tr>
<td>Session 2</td>
<td>October 30</td>
<td>March 25</td>
<td>July 1</td>
</tr>
<tr>
<td>Last day to change seminary course to audit</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Full-term</td>
<td>October 9</td>
<td>February 26</td>
<td>June 17</td>
</tr>
<tr>
<td>Session 1</td>
<td>September 18</td>
<td>February 5</td>
<td>May 27</td>
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<tr>
<td>Session 2</td>
<td>November 13</td>
<td>April 8</td>
<td>July 8</td>
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<tr>
<td>Grades due</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Session 1</td>
<td>October 20</td>
<td>March 8</td>
<td>June 21</td>
</tr>
<tr>
<td>Full-term and Session 2 courses</td>
<td>December 15</td>
<td>May 10</td>
<td>August 2</td>
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<td>Incomplete, last day to apply for</td>
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<td></td>
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<tr>
<td>Session 1</td>
<td>October 16</td>
<td>March 4</td>
<td>June 17</td>
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<tr>
<td>Full-term and Session 2</td>
<td>December 11</td>
<td>May 6</td>
<td>July 29</td>
</tr>
<tr>
<td>Last day of classes</td>
<td></td>
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<tr>
<td>Session 1</td>
<td>October 16</td>
<td>March 4</td>
<td>June 1917</td>
</tr>
<tr>
<td>Full-term and Session 2</td>
<td>December 11</td>
<td>May 6</td>
<td>July 29</td>
</tr>
</tbody>
</table>
## 2015-2016 GRADUATE ACADEMIC CATALOG

### Fall 2015 | Spring 2016 | Summer 2016
---|---|---
**Last day to accept student assignments**
Session 1 | October 16 | March 4 | June 17
Full-term and Session 2 | December 11 | May 6 | July 29

### Commencement

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to apply for participation</td>
<td>September 30</td>
<td>January 31</td>
<td>n/a</td>
</tr>
<tr>
<td>Clearance documentation due</td>
<td>November 1</td>
<td>March 15</td>
<td>n/a</td>
</tr>
<tr>
<td>Ceremony</td>
<td>December 11</td>
<td>May 6</td>
<td>n/a</td>
</tr>
<tr>
<td>Holidays</td>
<td>Mid-term break (no classes)</td>
<td>n/a</td>
<td>March 7-11</td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 7</td>
<td>January 18</td>
<td>May 30</td>
</tr>
<tr>
<td></td>
<td>November 26-27</td>
<td>February 15</td>
<td>July 4</td>
</tr>
<tr>
<td></td>
<td>December 24- January 1, 2016</td>
<td>March 25</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL OF BUSINESS
Dean: John Kilroy, Ph.D.

MASTER’S IN BUSINESS ADMINISTRATION

Overview
In a world of increasingly interconnected economies, a degree with a global perspective gives graduates an extreme advantage. This unique MBA offers an innovative, practitioner-based business education designed to develop leaders with the highest business competencies, strong ethical standards, professional integrity and practical skills.

An MBA degree is a career accelerator, providing graduates greater managerial skills, a better understanding of businesses and organizations and increased salary potential. A hands-on, practical perspective combined with international field experience, the FPU MBA ensures that graduates are able to understand global business issues and how they affect local businesses.

Curriculum focuses on best practices as students build on their own foundational knowledge and benefit from faculty with practical experience. This program is locally focused and globally aware. Recognizing the opportunities in Central California, our graduates will be prepared to advance in their current workplace, or launch their entrepreneurial skills in a business of their own. The curriculum will challenge and inspire, integrating technology, hands-on projects, critical thinking and leadership from a Christian perspective.

Admissions Requirements
• Official transcripts verifying bachelor’s degree
• Minimum GPA of 3.0
• Statement of intent
• Three current reference forms
• Interview with program director
• Resume
• GRE, GMAT or MAT results: minimum score in all sections—top 50 percent of all test-takers as reported by official testing company (GRE, GMAT or MAT) at time of score.
• Prerequisites completed:
  o Introduction to Economics
  o Introduction to Accounting
  o Introduction to Statistics
• Letter of explanation if GPA less than 3.0, or official test score below min required

Program Student Learning Outcomes
1. MBA graduates will demonstrate knowledge of foundational business process and techniques.
2. MBA graduates will demonstrate comprehension of global business perspectives and best practices.
3. MBA graduates will incorporate Christian ethical perspectives and global experience into business applications.
4. MBA graduates will apply critical thinking and analytical tools to business problems.
5. MBA graduates will practice leadership and teamwork skills.

Locations Offered
North Fresno Center and Visalia Center

PREREQUISITES
ACCT-220 Principles of Accounting I (4)
BUS-465 Statistics (3)
ECON-101 Principles of Microeconomics (3)
ECON-102 Principles of Macroeconomics (3)

REQUIRED COURSES (41 UNITS)*
MBA-700 Global Economics (3)
MBA-705 Global Managerial Accounting (3)
MBA-710 Marketing in a Global Economy (3)
MBA-714 Entrepreneurial Immersion (3)
MBA-720 Management in Global Business (3)
MBA-725 Strategic Financial Management (3)
MBA-730 Research Methods (3)
MBA-735 Regional Business Field Experience: National Travel (1)
MBA-745 Operations Management in Global Business (3)
MBA-750 International Business Field Experience (3)
MBA-755 Strategic Management in Global Business (3)
MBA-760 Advanced Finance (3)
MBA-765 Law, Ethics and Values in a Global Environment (3)
MBA-770A Business Plan I (1)
MBA-770B Business Plan II (1)
MBA-770C Business Plan III (2)

*All coursework must be taken at Fresno Pacific University.

MASTER OF ARTS IN LEADERSHIP AND ORGANIZATIONAL STUDIES

Overview
The Master of Arts Degree in Leadership and Organizational Studies is an interdisciplinary program designed to create leaders who can serve as change agents in organizations and communities. The M.A. in Leadership and Organizational Studies is an action-oriented program created so that as students build on their own foundational knowledge they develop effective leadership and organizational competencies. The focus is on innovative ways for leaders to change the way
they see the world and to therefore transform the lives of individuals and the work of organizations and communities.

The unique combination of cutting-edge academic subjects and relevant practical applications addresses challenges for leaders who want to make a difference in the world. The integration of ethical leadership and creative approaches to leading change adds value for organizations and communities.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Statement of Intent
- Three current professional reference forms
- GRE, GMAT or MAT results
- Program Interview Verification Form
- Letter of petition if GPA is under 3.0

Program Student Learning Outcomes
1. Students will exhibit knowledge and scholarship within the Leadership and Organizational Studies disciplines in the context of human, organizational and community-wide systems.

2. Students will articulate a Christian moral values perspective and the FPU Idea as a component of decision-making and self-conduct in the context of human, organizational and community-wide systems.

3. Students will understand team building, including the role of diversity, as it relates to human, organizational and community-wide systems.

4. Students will build their own philosophy of leadership as it relates to change and servant leadership in the context of human, organizational and community-wide systems.

Locations Offered
North Fresno Campus and Visalia Campus

Program Length
This program can be completed in less than two years, in six semesters with classes meeting once per week and online.

The required courses in the leadership and organizational studies program must be taken at FPU in a cohort model unless waived by Program Director.

REQUIRED COURSES (36 UNITS)
LEAD-705 Introduction to Leadership Studies (3)
LEAD-707 Organizational Behavior and Group Dynamics (3)
LEAD-720 Communications and Marketing (3)
LEAD-721 Conflict, Collaboration and Negotiations (3)
LEAD-722 Human Resource Management (3)
LEAD-723 Sustainable Leadership Strategies (3)
LEAD-730 Financial Decision Making (3)
LEAD-732 Change and Transformation Strategies (3)
LEAD-734 Integral Inquiry (3)
LEAD-752 Developing Proposals for Change (3)
LEAD-762 Leadership in Different Contexts (3)
LEAD-766 Leadership Capstone Project (3)
SCHOOL OF EDUCATION
Dean: Gary Gramenz, Ph.D.

ADMINISTRATIVE SERVICES PROGRAM
Program Director: Gary Gramenz, Ph. D.

Overview
The administrative services program offers work leading to a preliminary credential, an administrative intern credential, and a Master of Arts in Education with an emphasis in administrative services.

The preliminary credential and the intern credential programs focus on the needs of the school site administrator. The programs are entirely competency-based and have an emphasis on practicality, with a close relationship to school districts.

Up to 9 units of credit from an accredited graduate program in administration or a related area may be transferred into the administrative services credential program, where such courses are judged by the program director to be equivalent to those required in the graduate program. All other provisions of the general graduate policy on transfer of credit shall apply. A maximum of 6 units may apply to the preliminary credential

Accreditation
State of California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

Admissions Requirements: Tier 1
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director
- Verification of passing the CBEST
- Copy of preliminary teaching credential
- Verification of current negative TB test (within 12 months)
- Letter of explanation if GPA is under 2.75

Admissions Requirements: Master of Arts
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director
- Verification of current negative TB test (within 12 months)

- Copy of valid preliminary teaching credential or certificate of clearance issued by the California Commission on Teacher Credentialing
- Letter of explanation if GPA is under 2.75

Program Student Learning Outcomes
1. Vision of Learning. Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. Student Learning and Professional Growth. Each candidate is able to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conductive to student learning and staff professional growth.
3. Organizational Management for Student Learning. Each candidate promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. Working with Diverse Families and Communities. Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interest and needs and mobilizing community resources.
5. Personal Ethics and Learning Capacity. Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. Political, Social, Economic, Legal and Cultural Understanding. Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Preliminary Administrative Services Credential (Tier 1)

The program competencies of the preliminary credential are clustered into a series of five courses and five fieldwork experiences. The coursework scope and sequence are developed to provide an acceptable balance between theory and practice. The fieldwork interfaces with and relates directly to the cluster of concepts appropriate to a particular course. The fieldwork projects will deal with actual, on-site problems of the administrator at a specific school.

One fieldwork must be performed at a school where at least 20 percent of the pupils are of an ethnic/racial group other than that of the candidate, and one must be performed at a school level other than that of the candidate’s current level of assignment. The first tier of this credential leads to a certificate of eligibility (24 units) or a preliminary
administrative services credential (if the candidate is offered a position requiring an administrative services credential).

**REQUIRED COURSES (24 UNITS)**
ADM-740 Building Shared Vision and Leadership Capacity (2)
ADM-740A Fieldwork: Building Shared Vision and Leadership Capacity (1)
ADM-741 Developing Student Learning in a Standards-Based System (4)
ADM-741A Fieldwork: Developing Student Learning in a Standards-Based System (2)
ADM-742 Organizational Management in Support of Student Learning (4)
ADM-742A Fieldwork: Organizational Management in Support of Student Learning (2)
ADM-743 Meeting Diverse Needs of Family and Community (2)
ADM-743A Fieldwork: Meeting Diverse Needs of Family and Community (1)
ADM-744 Connecting the Broader Influences on Schools (4)
ADM-744A Fieldwork: Connecting the Broader Influences on Schools (2)
ADM-793G Internship (1-1-1-1)

*Meets necessary California requirements for an entry-level administrative position in grades K-12.*

**Administrative Services Intern Credential (Tier 1)**
The program competencies for the intern credential are identical to the preliminary administrative services credential and require the enrollment in the 1-unit ADM-793G Internship each semester until the internship coursework is completed (Tier 1). In addition, the intern credential candidate must be in an administrative position and have completed the CBEST prior to enrollment in the program. (See the program director prior to enrollment.)

**REQUIRED COURSES (24 UNITS)**
ADM-740 Building Shared Vision and Leadership Capacity (2)
ADM-740A Fieldwork: Building Shared Vision and Leadership Capacity (1)
ADM-741 Developing Student Learning in a Standards-Based System (4)
ADM-741A Fieldwork: Developing Student Learning in a Standards-Based System (2)
ADM-742 Organizational Management in Support of Student Learning (4)
ADM-742A Fieldwork: Organizational Management in Support of Student Learning (2)
ADM-743 Meeting Diverse Needs of Family and Community (2)
ADM-743A Fieldwork: Meeting Diverse Needs of Family and Community (1)
ADM-744 Connecting the Broader Influences on Schools (4)

**Master of Arts in Administrative Services**
A minimum of 36 semester units of coursework are required for a Master of Arts in Administrative Services coursework scope and sequence are developed to provide an acceptable balance between theory and practice. Up to 9 units of transfer credit may apply to the master of arts degree. Transfer students must have taken a minimum of 27 units at FPU in addition to the transfer credit in order to be considered for the degree.

**REQUIRED COURSES (36 UNITS)**
ADM-740 Building Shared Vision and Leadership Capacity (2)
ADM-740A Fieldwork: Building Shared Vision and Leadership Capacity (1)
ADM-741 Developing Student Learning in a Standards-Based System (4)
ADM-741A Fieldwork: Developing Student Learning in a Standards-Based System (2)
ADM-742 Organizational Management in Support of Student Learning (4)
ADM-742A Fieldwork: Organizational Management in Support of Student Learning (2)
ADM-743 Meeting Diverse Needs of Family and Community (2)
ADM-743A Fieldwork: Meeting Diverse Needs of Family and Community (1)
ADM-744 Connecting the Broader Influences on Schools (4)
ADM-744A Fieldwork: Connecting the Broader Influences on Schools (2)
ADM-735 Leadership and Change (3)
ADM-736 Leadership and Change—Proact (3)
ADM-798 Project/Thesis Proposal (1)
ADM-799 Project/Thesis (3)
ED-771 Research Methods in Education (3)
ED-779 Values in School and Society (3)

**CURRICULUM AND TEACHING PROGRAM**
*(Online Program/Blended Program)*
*Program Director: Jeanne Janzen, Ed.D.*

**Overview**
**Mission.** Curriculum and teaching graduate programs develop candidates who are equipped for leadership in teaching and in
the design, implementation and evaluation of curriculum that engages all learners in authentic inquiry and lifelong learning.

Vision. Curriculum and teaching candidates are known for their commitment to reach all students, valuing human diversity and personhood; demonstrated by critical thinking, innovation of practice and skill in curricular design.

Description. This master of arts degree is an accelerated sequence of courses (32 units total) for educators who desire to grow professionally as a curriculum leader at their school, district or institution. The program focuses on leadership and technology, using a cohort model. Candidates are given a strong foundation through engaging and challenging content. This program is designed for candidates who are comfortable with interactive online learning.

There are three program options (strands) available to fit different goals. Each option is designed to provide experienced teachers with an opportunity to grow into qualified leaders at their school, as mentors and master teachers, on school or district curriculum development teams and/or as curriculum consultants.

- The **blended strand** is an accelerated program with a focus on leadership and technology. It is specifically designed for those who live within driving distance and enjoy interactive online learning. Students meet face-to-face at least once per course.
- The **online strand** is also an accelerated program with a focus on leadership and technology. This strand is fully online and designed for the out-of-state learner.
- The **general strand** gives teachers a direction and purpose for future professional development and has two options within it. The **general strand: individualized** program is designed to develop in-depth expertise in an area of interest, for example, early childhood education. The **general strand: clear credential** is a set of online courses aligned with field experiences which meet state requirements for the clear credential, if the candidate is not employed in a district with an approved induction program. For teachers who are completing induction with their district, their experience transfers in at reduced cost. Contact the program director for details on this option.

Accreditation

Clear Credential  
State of California  
Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814-4213

Admissions Requirements: Master of Arts

- Official transcripts verifying bachelor’s degree
  - Minimum GPA of 2.75
  - Statement of intent
  - Three current reference forms
  - Interview with program director
  - Letter of explanation if GPA is under 2.75

Admissions Requirements: Clear Credential Program

- Official transcripts verifying bachelor’s degree
  - Minimum GPA of 2.75
  - Statement of intent
  - Three current reference forms
  - Interview with program director
  - Copy of preliminary credential
  - Induction program unavailability form
  - Letter of explanation if GPA is under 2.75

Program Student Learning Outcomes

1. Personal and Professional Responsibility  
   a. Adheres to ethical behavior as an educator.  
   b. Exhibits a global perspective and innovative stance, valuing collaborative inquiry and the richness of diversity.  
   c. Advocates for the development of community; supporting learning through teaching, collaborative inquiry, mentoring and conflict resolution.  
   d. Demonstrates commitment to personal and professional development through engagement in professional organizations, lifelong learning and contributions to the scholarship of the field.

2. Research and Scholarly Inquiry  
   a. Applies the habits and practices of a researcher to site challenges, demonstrating a holistic view of curriculum in relationship to today’s educational issues and trends, based on sound knowledge of theory and practice and promoting intellectual freedom.  
   b. Keeps abreast of current advances within the field.  
   c. Uses existing research methodologies and techniques: identifying and accessing appropriate resources, synthesizing findings and critically analyzing and evaluating results.

3. Leadership  
   a. Demonstrates an ability to motivate, foster collegial relationships and set a sense of vision.  
   b. Exhibits knowledge of the leader’s role in the change process and demonstrates the requisite skills: moral purpose, building relationships, creating and sharing knowledge and coherence making.  
   c. Expands understanding of personal leadership role, facilitating a positive impact on their professional community.
4. Subject Matter Competency
   a. Examines principles of human learning and development, including the biology of learning and constructivist methodologies.
   b. Demonstrates skillfulness in designing, implementing and evaluating curriculum aligned to content standards that stimulates student inquiry and effectively differentiates for diverse students.
   c. Displays knowledge of a range of assessment methods and their underlying assumptions about learning, using the assessment cycle (plan > teach > reflect > apply) to inform instruction and facilitating the formation of one’s own assessment pedagogy.
   d. Uses technology personally and with students as a means to discover, apply and communicate knowledge and information.

5. Communication
   a. Speaks effectively, clearly articulating ideas and eliciting those of others.
   b. Writes clearly, analytically and persuasively for a variety of purposes.
   c. Uses a variety of media to enhance both personal and professional communications/presentations.

Locations Offered
The master of arts degree is offered on the Fresno main campus, blended and fully online. The clear credential is fully online.

Program Length/Semester Start
The blended strand and online strand are four semesters in length, plus project/thesis. New cohorts begin each semester, with summer being the optimal start. The clear credential program is three semesters in length with fall starts and spring starts with individualized plan, with remaining master’s degree courses to be completed.

Master of Arts in Curriculum and Teaching
This master’s degree requires 32 units within four phases: foundation courses, core courses, content focus courses and capstone courses. Courses provide a balance between theory and practice. Class sessions often involve collaboration and discussion, as developing a sense of community is critical to thoughtful learning.

Blended Strand or Online Strand (32 Units)

REQUIRED COURSES

Phase I Foundations (6 units)
CRI-704 Conflict Management & Peacemaking in Schools (3)
CRI-707 Historical Foundations of Curriculum (3)
CRI-708 Curriculum Design: Theory and Practice (3)
CRI-710 Successful Online Learning Orientation (1)

Phase II and III Core and Content Focus
CRI-709 Using Technology in Differentiating Curriculum (2)
CRI-725 Essentials of Qualitative Assessment (2)
CRI-726 Curriculum Mapping (2)
CRI-727 Leadership: A Personal Perspective (3)
CRI-728A Curricular Leadership (3)
CRI-728B Leadership Practicum (1)

Phase IV Master of Arts Capstone
CRI-771 Methods in Educational Research Design (3)
CRI-779 Values in School and Society (3)
CRI-799 Project/Thesis-Curriculum and Teaching (3)

General Strand: Individualized (Minimum 32 Units)

REQUIRED COURSES

Phase I Foundations
CRI-710 Successful Online Learning Orientation (1)
CRI-708 Curriculum Design: Theory and Practice (3)
CRI-725 Essentials of Qualitative Assessment (2)

Phase II Core

Choose 6-9 Units:
CRI-704 Conflict Management and Peacemaking in Schools (3)
CRI-707 Historical Foundations of Curriculum (3)
CRI-709 Using Technology in Differentiating Curriculum (2)
CRI-726 Curriculum Mapping (2)
CRI-727 Leadership: A Personal Perspective (3)
CRI-728A Curricular Leadership (3)

Phase III Options

Choose one focus option:

Individualized Focus (9-11 Units)
An individualized area of expertise is created. Candidates may choose from areas like early childhood development, administrative services, conflict resolution, math/science education, reading certificate, etc. If a candidate is using this phase to clear their credential or bringing in district induction.
experience, this content focus coursework will be designated to meet those requirements. The program director will create an individualized educational plan with each candidate.

Clear Credential Focus (9-11 Units)
CRI-710 Successful Online Learning Orientation (1)
CRI–714A Goals, Growth and Reflective Practice (3)
CRI-716 Advanced Studies in Teaching English Learners (2)
CRI-717 Advanced Studies in Teaching Special Populations (2)
Choose 1-3 additional units from Phase II to meet 32 unit minimum.

Early Childhood Focus (11 units)
ECD-710 Issues in Early Childhood Education: Improving Professional Practice (3)
ECD-715 A Multicultural Perspective: Early Child Development (2)
ECD-720 Communication, Collaboration and Consultation in Special Education (2)
ECD-725 Early Literacy for English Learners (4)

Phase IV Capstone—Integration (9 units)
CRI-771 Methods in Educational Research Design (3)
CRI-779 Values in School and Society (3)
CRI-799 Project/Thesis-Curriculum and Teaching (3)

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY (Online Program)
Program Director: Henrietta Siemens, Ph.D.

Overview
This program is designed for candidates who plan to assume technology leadership roles in a school setting. Participants in this program will explore the application of technology in education and develop an expertise in using technology as a tool to enhance teaching and learning. A variety of the most current and efficient uses of technology will be explored. Coursework focuses on current learning theories and instructional strategies for the effective use of technology in the classroom setting. Candidates will understand the implications of the digital world in relation to ethical and moral uses in terms of global responsibilities. Candidates should possess a teaching credential and/or express an interest in the educational use of technology. This degree requires a minimum of 31 units of coursework.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director
- Letter of explanation if GPA is under 2.75

Program Student Learning Outcomes
The educational technology program is aligned with the Association for Educational Communications and Technology (AECT) Standards and the National Educational Technology Standards for Teachers (NETS-T).

AECT Standards
1. **Content Knowledge:** Candidates demonstrate the knowledge necessary to create, use, assess and manage theoretical and practical applications of educational technologies and processes.
2. **Content Pedagogy:** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.
3. **Learning Environments:** Candidates facilitate learning by creating, using, evaluating and managing effective learning environments.
4. **Professional Knowledge and Skills:** Candidates design, develop, implement and evaluate technology-rich learning environments within a supportive community of practice.
5. **Research:** Candidates explore, evaluate, synthesize and apply methods of inquiry to enhance learning and improve performance.

NETS-T Standards
1. Facilitate and Inspire Student Learning and Creativity.
2. Design and develop digital age learning experiences and assessments.
4. Promote and model digital citizenship and responsibility.
5. Engage in professional growth and leadership.

Locations Offered
This program is offered online only.

Program Length/Semester Starts
The program can be completed in six-seven semester terms or two years depending on thesis completion. New cohorts begin every spring and fall semester.

REQUIRED COURSES
- ET-705 Intro to Teaching With Digital Technology (3)
- ET-710 Technology Leadership and Change (3)
- ET-715 Foundations of Learning Theory (3)
- ET-720 Developing Technology Rich Curriculum (3)
- ET-725 Literacies in the Digital Age (3)
MET-730 Multimedia in Education (3)
MET-735 Creating on the Web (3)

Master of Arts Core
ED-779 Values in School and Society (3)
ED-771 Research Methods in Education (3)
ET-798 Project/Thesis Proposal (3)
ET-799 Project/Thesis (1)

MATHEDUCATION PROGRAM
Program Director: Christopher S. Brownell, Ph.D.

Master of Arts in Mathematics Education

Overview
The mathematics education program offers a choice of two options. One is designed for teachers with multiple-subject credentials. The second is designed for high school teachers of mathematics having a single-subject credential in mathematics. Students in the program may choose one option or may, with program director approval, design their own program by selecting courses from each option.

The elementary-middle school option offers a balance of courses from mathematics and mathematics education. It is intended to give teachers both content knowledge and an understanding of how to foster and maintain interest in mathematics among students with widely varying abilities and backgrounds.

The secondary school option is designed for teachers with single-subject credentials in mathematics. The program is not intended as preparation for advanced study in mathematics, but rather the courses place emphasis on depth and breadth of understanding of the mathematics taught at the high-school level. Based on a constructivist understanding of how students learn, the program incorporates the spirit of current reform documents in mathematics and mathematics education.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.00
- Statement of intent
- Three current reference forms
- Interview with program director
- Letter of explanation if GPA is under 3.00

Program Student Learning Outcomes
1. Explain mathematical results and arguments clearly, both orally and in writing.
2. Solve mathematical problems using the appropriate technological tools.
3. Use problem-solving skills strategically to solve real-world problems.
4. Illustrate and describe the key concepts (number sense, place value, proportional reasoning, algebraic thinking, etc.) underlying K-12 mathematics.
5. Apply best practices for mathematics teaching and learning.
6. Analyze an instructional intervention and critique its practice in relation to educational theories through the completion of a master’s project showcasing knowledge gained.

REQUIRED COURSES (33 UNITS)
Select one of the options listed below:

Elementary-Middle School Option
Select electives from the following courses:
MTHE-721 Puzzles and Problem Solving (2)
MTHE-743 Arithmetic of Rational Number Systems: Content & Pedagogy (2)
MTHE-751 Informal Geometry: Content & Pedagogy (2)
MTHE-753 Concepts of Algebra: Content & Pedagogy (2)
MTHE-755 Probability and Statistics: Content & Pedagogy (Middle School Emphasis) (2)
MTHE-765 History of Mathematics (2)
MTHE-786* Topics in Mathematics (2)
EDUC 775 Research Team I, II, III (1) (taken three times for a total of 3 units)
*May be repeated with program director approval.

Secondary School Option
Select electives from the following courses:
MTHE-724* Problem Solving in Mathematics (2)
MTHE-757 Contemporary Mathematics (3)
MTHE-761 Advanced Geometry (3)
MTHE-762 Advanced Algebra (3)
MTHE-763 Probability and Statistics (3)
MTHE-764 Discrete Mathematics (2)
MTHE-765 History of Mathematics (2)
MTHE-786* Topics in Math Education (2)
EDUC 775 Research Team I, II, III (1) (taken three times for a total of 3 units)
*May be repeated with program director approval.

Master of Arts Core (required for both options)
ED-771 Research Methodology (3)
ED-779 Values in School and Society (3)
MED-798 Project/Thesis Proposal (1)
MED-799 Project/Thesis Mathematics Education (3)

Master of Arts in STEM Education

Overview
This program is designed to help teachers become better informed in the content areas included and integrated in...
STEM education. This program combines content area instruction, leading-edge methodology, a research focus on the benefits of integration of topics and active participation in the research groups at the AIMS Center for Math & Science Education.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.00
- Statement of intent
- Three current reference forms
- Interview with program director
- Letter of explanation if GPA is under 3.00

Program Student Learning Outcomes
1. Explain mathematical, scientific and engineering results and arguments clearly, both orally and in writing.
2. Solve engineering, scientific and mathematical problems using the appropriate technological tools
3. Use problem-solving skills strategically to solve real-world problems in the STEM subjects through the creation of lessons that teach, encourage and assess these same skills in their students.
4. Illustrate and describe the key concepts (number sense, place value, proportional reasoning, algebraic thinking, the four seasons, phases of the moon, force and motion, ecological elements etc.) underlying K-12 mathematics and science.
5. Apply best practices for mathematics and science teaching and learning through the crafting of lessons for their classroom, and the critique of research literature.
6. Analyze an instructional intervention and critique its practice in relation to educational theories through the completion of a master’s project showcasing knowledge gained.

REQUIRED COURSES (33 UNITS)

Required Courses
EDUC-775* Research Team I, II, III (1) (taken three times for a total of 3 units)
EGNE-700 Engineering in Elementary Classroom I: Content & Pedagogy (2)
EGNE-705 Engineering in Elementary Classroom II: Content & Pedagogy (2)
MTHE-743 Arithmetic of Rational Number System: Content & Pedagogy (2)
MTHE-751 Informal Geometry: Content & Pedagogy (2)
MTHE-753 Concept of Algebra: Content & Pedagogy (2)
MTHE-755 Probability and Statistics: Content & Pedagogy (2)
SCIE-762 Earth Science: Content & Pedagogy (2)
SCIE-763 Physical Science Concepts: Content & Pedagogy (2)
SCIE-764 Life Science Concepts: Content & Pedagogy (2)
SCIE-765 Space Science Concepts: Content & Pedagogy (2)

Education Core
ED-779 Values in School and Society (3)
ED-771 Research Methodology (3)
MED-798 Thesis Proposal (1)
MED-799 Thesis STEM Education (3)

READING AND LANGUAGE PROGRAM

Program Director: Martille R. Elias, Ph.D.

Overview
The Masters of Arts in Reading and Language equips candidates to put literacy theory into practice, to become confident decision makers and to develop the skills to be change agents. Coursework and related experiences focus on the many factors that influence the development of language and literacy skills with particular emphasis on understanding foundational and theoretical perspectives, improving instruction and understanding relevant research as a means of guiding literacy practice. Candidates graduating from this program come to view literacies as cultural ways of thinking, reasoning and engaging, which support how we make meaning and get work done across multiple domains. The program helps teachers develop balanced and meaning-focused literacy instruction to serve all pupils, including English-language learners.

The reading and language program offers courses leading to a California reading certificate and a Master of Arts in Education with a reading/language arts emphasis. All courses for the certificate may be applied to the master’s degree. Visiting scholar seminars are an integral part of the master’s degree program, providing opportunities for an exchange of ideas and information as well as for the pursuit of individual research. Highly qualified instructors who have both practical and theoretical knowledge of issues in reading and language arts instruction teach all courses. Courses follow an interactive rather than a lecture format with an emphasis on practical application of concepts studied.

Program Student Learning Outcomes
Upon successful completion of all courses required for the reading and literacy added authorization and the Master of Arts degree:
1. Candidates develop a strong, coherent vision of a culture of literacy at school and community levels which acknowledges that language and literacy experiences are individual and that
cultural contexts impact instruction and learning.
2. Candidates articulate the reciprocal nature of language, reading and writing processes in the development of effective literacy practices and demonstrate an understanding of the power of language and literacy competency in shaping their students’ academic identities and social capital.
3. Candidates will demonstrate an understanding of contrasting theories of learning and literacy from several perspectives—sociological, psychological, linguistic—and how these contrasting theories of learning are a reflection of the broader debates in literacy education.
4. Based on an analysis of current, high-quality literacy research, candidates will create effective literacy learning environments strongly rooted in a theoretical base that engage all students including English Language Learners, and design and carry out appropriate literacy instruction based on the needs of individual students, including struggling readers/writers.
5. Candidates develop a repertoire of assessment and evaluation strategies to analyze learners’ strengths and next learning steps as readers and writers and create strategic interventions and approaches to support individual literacy development.
6. Candidates will understand 21st century literacies, including a semiotic perspective that embraces a variety of sign systems to enhance the meaning-making process, and will be able to articulate how critical pedagogy and critical literacy create a framework for them to enact work in diverse, urban, and multicultural settings.
7. Candidates will articulate an understanding of current standards in the field and will demonstrate how to engagingly embed these standards in pedagogical practice.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director

- Writing sample
- Copy of preliminary teaching credential
- Letter of explanation if GPA is under 2.75

Reading Certificate

REQUIRED COURSES (15 UNITS)
LLC-700 Reading Process and Practice (3)
LLC-708 Issues in Literacy: Multilingual Learner (3)
LLC-715 Writing Process and Practice (3)
LLC-720 Assessment and Evaluation in Literacy (3)
LLC-728 Literacy Practicum I: Assisting Struggling Readers (3)

Master of Arts in Reading and Language

REQUIRED COURSES (31 UNITS)
LLC-700 Reading Process and Practice (3)
LLC-708 Issues in Literacy: Multilingual Learner (3)
LLC-715 Writing Process and Practice (3)
LLC-720 Assessment and Evaluation in Literacy (3)
LLC-728 Literacy Practicum I: Assisting Struggling Readers (3)
LLC-731 Literature Study: from Language to Literacy (3)
LLC-732 Issues: Adolescent Literacy across Content Areas (3)
ED-779 Values in School and Society (3)
LLC-760 Literacy Practicum II: Advanced Literacy (3)
LLC-767 Current Trends in Literacy, Language and Culture (3)
EDUC-704 Research Methodology: Qualitative Action Research (3)
EDUC-705 MAT Research Project (2)

Elective
LLC-765 Research in Language, Literacy and Culture (3)

SCHOOL COUNSELING PROGRAM

Program Director: Diane Talbot, Ed.D.
Program Director: Dave Weber, Psy.D., Visalia

Pupil Personnel Services School Counseling Credential

Overview
The school counseling credential requires a minimum of 50 semester units of coursework in the advanced component listed below. Up to 12 units from an accredited graduate program may be transferred at the discretion of the program director. In addition to the 50 units, there are five prerequisites. A sequence of courses is determined by the program director.

Accreditation
State of California
Admissions Requirements

- Official Transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director*
- All other official transcripts from colleges/universities attended
- Copy of valid California credential or certificate of clearance (fingerprints)
- Verification of current negative TB test (last 12 months)
- Verification of passing the CBEST
- GRE or MAT results
- Letter of explanation if your GPA is under 2.75
- Prerequisite courses:
  - Child Development
  - Educational Statistics and Research Design
  - Intercultural Communication
  - Introduction to Counseling Theories
  - Introduction to Psychology

*Program applicants will be required to submit an impromptu writing sample of approximately one page at the time they are scheduled to meet with the program director for an interview. The sample of written expression will be part of the documentation required to determine candidate competence. In the event that program prospects are judged by the Graduate Admission Committee to have writing deficiencies (provided they have met the other requirements) they may be accepted under the condition that they take a professional writing class.

REQUIRED COURSES

PACS-736 Institute in School Peer Mediation Program Development (2-3)
PPC-700 Comprehensive School Counseling and Guidance (3)
PPC-702A Academic Planning (2)
PPC-702B Career Planning (2)
PPC-703 Prevention and Intervention for Achievement (3)
PPC-707 Organizational Systems and Program Development (3)
PPC-775 Seminar in Learning Theory (3)
PPC-791 Practicum in School Counseling (1)
PPC-792 Field Experience (4)
PPS-704 Counseling Applications in School Settings (3)
PPS-705 Family-School Collaboration and Consultation (3)
PPS-708 Counseling for Diversity (3)
PPS-710 Assessment and Measurement (3)
PPS-712 Laws and Ethics (3)
PPS-713 Safe School Environments (3)
PPS-714 Practicum in Group Process (3)
PPS-715 Leadership and Change (3)
PPS-717 Seminar in Behavior Pathology in Schools (3)

Program Student Learning Outcomes

CCTC Standards for Pupil Personnel Services Credentials

Generic Standards
Standard 1 Program Design, Rationale and Coordination
Standard 2 Growth and Development
Standard 3 Socio-Cultural Competence
Standard 4 Assessment
Standard 5 Comprehensive Prevention and Early Intervention for Achievement
Standard 6 Professional Ethics and Legal Mandates
Standard 7 Family-School Collaboration
Standard 8 Self-Esteem and Personal and Social Responsibility
Standard 9 School Safety and Violence Prevention
Standard 10 Consultation
Standard 11 Learning Theory and Educational Psychology
Standard 12 Professional Leadership Development
Standard 13 Collaboration and Coordination of Pupil Support Systems
Standard 14 Human Relations
Standard 15 Technological Literacy
Standard 16 Supervision and Mentoring

School Counselor Specialization Standards

I. Core Knowledge Base and Foundations
   Standard 17 Foundations of the School Counseling Profession
   Standard 18 Professionalism, Ethics and Legal Mandates

II. Professional Skills and Training
   A. Domains of School Counseling and Guidance
      Standard 19 Academic Development
      Standard 20 Career Development
      Standard 21 Personal and Social Development
   B. Themes of School Counselor Preparation
      Standard 22 Leadership
      Standard 23 Advocacy
      Standard 24 Learning, Achievement and Instruction
   C. Functions of School Counselors
      Standard 25 Individual Counseling
      Standard 26 Group Counseling and Facilitation
      Standard 27 Collaboration, Coordination and Team Building
      Standard 28 Organizational and System Development
      Standard 29 Prevention Education and Training
      Standard 30 Research, Program Evaluation and Technology

III. Field Experience and Competency Evaluation
    Standard 31 Field Experience
    Standard 32 Determination of Candidate Competence
Master of Arts in School Counseling

Overview
A minimum of 60 semester units of coursework is required for a Master of Arts in School Counseling degree. Up to 15 units from an accredited graduate program may be transferred at the discretion of the program director. In addition to the 60 units, there are five prerequisites. A sequence of courses is determined by the program director. Students will also be required to obtain liability insurance before practicum or field experience can begin.

Admissions Requirements
- Official Transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director*
- All other official transcripts from colleges/universities attended
- Copy of valid California credential or certificate of clearance (fingerprints)
- Verification of current negative TB test (last 12 months)
- Verification of passing the CBEST
- GRE or MAT results
- Letter of explanation if your GPA is under 2.75
- Prerequisite courses:
  - Child Development
  - Educational Statistics and Research Design
  - Intercultural Communication
  - Introduction to Counseling Theories
  - Introduction to Psychology

*Program applicants will be required to submit an impromptu writing sample of approximately one page at the time they are scheduled to meet with the program director for an interview. The sample of written expression will be part of the documentation required to determine candidate competence. In the event that program prospects are judged by the Graduate Admission Committee to have writing deficiencies (provided they have met the other requirements) they may be accepted under the condition that they take a professional writing class.

School Counseling Program Student Learning Outcomes
Candidates will demonstrate knowledge and application skills in a school setting in the following areas.

1. Counseling and Intervention
   - Applying individual counseling methods and techniques.
   - Applying small-group counseling methods and techniques.
   - Applying conflict resolution techniques.

2. Consultation and Collaboration
   - Working effectively with a diversity of individual students, faculty, administrators and staff on behalf of students.
   - Recognizing and using the expertise of others.
   - Applying leadership in large-group (classroom) guidance.
   - Understanding classroom instructional practices.
   - Consulting with parents.
   - Collaborating with school and outside professionals to meet student needs.

3. Assessment
   - Explain assessments and interpret results to pupils, teachers, administrators, parents and others.
   - Using assessment methods (e.g., career, college entrance, CAHSEE, CST, CELDT, etc.) and information appropriately for personal, educational and career decision making.
   - Using a variety of assessment strategies (school district student information systems, GE accommodations, SST data reviews, reviewing transcripts, grades, CST, etc.) to identify students at risk.

4. Program Development
   - Collecting and analyzing student data.
   - Developing interventions and school programs based upon assessed student needs.
   - Identifying areas of improvement of an existing school counseling program.
   - Developing, implementing and evaluating components of a school counseling and guidance program.

5. Leadership
   - Using institution’s policies and procedures.
   - Adhering to ethical standards and practices.
   - Being sensitive to the effect of one's own values and biases on the manner of providing services to the school community.
   - Understanding and working effectively with individuals from different cultural and ethnic backgrounds.
   - Exercising perseverance and follow through.

Locations Offered
Offered at the North Fresno Center, Visalia Center and Bakersfield Center.

Program Length/Semester Starts
The program is six semesters in length with cohorts starting in fall.

**REQUIRED COURSES**

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<tr>
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<th>Course Title</th>
<th>Units</th>
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<td>PACS-736</td>
<td>Institute in School Peer Mediation Program</td>
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<tr>
<td>PPC-700</td>
<td>Comprehensive School Counseling and Guidance</td>
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<td>PPC-702</td>
<td>Academic and Career Planning</td>
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<td>PPS-714</td>
<td>Practicum in Group Process</td>
<td>(3)</td>
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<td>PPS-715</td>
<td>Leadership and Change</td>
<td>(3)</td>
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<tr>
<td>PPS-717</td>
<td>Seminar in Behavior Pathology in Schools</td>
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**Master of Arts Core**

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<td>ED-779</td>
<td>Values in School and Society</td>
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*Select one of the following groups:*

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<td>PPS-777B</td>
<td>Field-Based Research</td>
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<td>OR</td>
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<td>PPS 798</td>
<td>Project/Thesis Proposal</td>
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<tr>
<td>PPS 799</td>
<td>Project/Thesis—School Counseling and Psychology</td>
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</table>

**SCHOOL PSYCHOLOGY PROGRAM**

*Program Director: Robert Murray, Ed.D.*

*Program Director: Dave Weber, Psy.D., Visalia*

*Program Director: Bill Gillaspie, Ed.D., Bakersfield*

**Master of Arts in School Psychology/ School Psychology Credential**

**Overview**

The school psychology credential/Master of Arts in School Psychology degree requires a minimum of 69 units of coursework in the advanced component listed below. A sequence of courses is determined by the program director. In addition to the 69 units, there are six prerequisites.

Students will be required to obtain liability insurance before fieldwork or supervised experience can begin.

Up to 16 units of credit from an accredited graduate program in counseling, psychology or a related area may be transferred into the school psychology program, where such courses are judged by the program director to be equivalent to those required in the graduate program. All other provisions of the general graduate policy on transfer of credit shall apply.

The following additional program requirements must be met to be employed as a school psychologist:

1. A master's degree in school psychology or a related area.
2. A 1,200-hour internship completed prior to receiving a clear credential. Students will need to have completed all courses except those needed for the master's and internship hours to apply for the internship credential. Once the internship (and master's if necessary) is/are completed the individual may apply for the full credential.
3. The minimum credential requirement will include 54 units of classes and practicum, 8 units of internship and a 7- or 9-unit master's component.
4. A passing score on the NASP praxis exam. This exam will serve as the program comprehensive exam following the credential coursework.

**Accreditation**

State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

**Admissions Requirements**

- Official Transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director*
- All other official transcripts from colleges/universities attended
- Copy of valid California credential or certificate of clearance (fingerprints)
- Verification of current negative TB test (last 12 months)
- Verification of passing the CBEST
- GRE or MAT results
- Letter of explanation if your GPA is under 2.75
- Prerequisite courses:
  - Child Development
  - Educational Statistics and Research Design
  - Intercultural Communication
  - Introduction to Counseling Theories
  - Introduction to Psychology
  - Psychology of Learning

*Program applicants will be required to submit an impromptu writing sample of approximately one page at the time they are
scheduled to meet with the program director for an interview. The sample of written expression will be part of the documentation required to determine candidate competence. In the event that program prospects are judged by the Graduate Admission Committee to have writing deficiencies (provided they have met the other requirements) they may be accepted under the condition that they take a professional writing class.

Program Student Learning Outcomes

CCTC Standards for Pupil Personnel Services Credentials

Generic Standards
Standard 1 Program Design, Rationale and Coordination
Standard 2 Growth and Development
Standard 3 Socio-Cultural Competence
Standard 4 Assessment
Standard 5 Comprehensive Prevention and Early Intervention for Achievement
Standard 6 Professional Ethics and Legal Mandates
Standard 7 Family-School Collaboration
Standard 8 Self-esteem and Personal and Social Responsibility
Standard 9 School Safety and Violence Prevention
Standard 10 Consultation
Standard 11 Learning Theory and Educational Psychology
Standard 12 Professional Leadership Development
Standard 13 Collaboration and Coordination of Pupil Support Systems
Standard 14 Human Relations
Standard 15 Technological Literacy
Standard 16 Supervision and Mentoring

School Counselor Specialization Standards
I. Core Knowledge Base and Foundations
   Standard 17 Foundations of the School Counseling Profession
   Standard 18 Professionalism, Ethics and Legal Mandates
II. Professional Skills and Training
   A. Domains of School Counseling and Guidance
      Standard 19 Academic Development
      Standard 20 Career Development
      Standard 21 Personal and Social Development
   B. Themes of School Counselor Preparation
      Standard 22 Leadership
      Standard 23 Advocacy
      Standard 24 Learning, Achievement and Instruction
   C. Functions of School Counselors
      Standard 25 Individual Counseling
      Standard 26 Group Counseling and Facilitation
      Standard 27 Collaboration, Coordination and Team Building
      Standard 28 Organizational and System Development
      Standard 29 Prevention Education and Training
      Standard 30 Research, Program Evaluation and Technology
II. Field Experience and Competency Evaluation
   Standard 31 Field Experience
   Standard 32 Determination of Candidate Competence

School Psychology Program Student Learning Outcomes
Candidates will demonstrate knowledge and application skills in a school setting in the following areas.

1. Counseling and Intervention.
   a. Applying individual counseling methods and techniques.
   b. Applying small group counseling methods and techniques.
   c. Applying conflict resolution techniques.
   d. Assisting students in personal growth and development.
   e. Advising students about academic concerns.
   f. Assisting students with appropriate educational and career planning.

2. Consultation and Collaboration
   a. Working effectively with a diversity of individual students, faculty, administrators and staff on behalf of students.
   b. Recognizing and using the expertise of others.
   c. Applying leadership in large-group (classroom) guidance.
   d. Understanding classroom instructional practices.
   e. Consulting with parents.
   f. Collaborating with school and outside professionals to meet student needs.

3. Assessment
   a. Explain assessments and interpret results to pupils, teachers, administrators, parents and others.
   b. Using assessment methods (e.g., career, college entrance, CAHSEE, CST, CELDT, etc.) and information appropriately for personal, educational and career decision making.
   c. Using a variety of assessment strategies (school district student information systems, GE accommodations, SST data reviews, reviewing transcripts, grades, CST, etc.) to identify students at risk.

4. Program Development
   a. Collecting and analyzing student data.
   b. Developing interventions and school programs based upon assessed student needs.
   c. Identifying areas of improvement of an existing school counseling program.
   d. Developing, implementing and evaluating components of a school counseling and guidance program.

5. Leadership
   a. Using the institution’s policies and procedures.
   b. Adhering to ethical standards and practices.
c. Being sensitive to the effect of one's own values and biases on the manner of providing services to the school community.

d. Understanding and working effectively with individuals from different cultural and ethnic backgrounds.

e. Exercising perseverance and follow through.

Locations Offered
Offered at Fresno main Campus, Visalia Campus and Bakersfield Campus.

Program Length/Semester Starts
The program is 6 semesters in length with cohorts starting in the fall.

PREREQUISITES
MATH-250 Introduction to Statistics (3)
PSY-120 General Psychology (3)
PSY-351 Child Growth and Development (3)
PSY-381 Psychology of Learning (3)
PSY-441 Introduction to Counseling Theories (3)
SOC-420 Intercultural Communication (3)

REQUIRED COURSES
PPP-716 Psychological Assessment and Prescription for Linguistically Diverse Students (3)
PPP-718 Behavioral Assessment/Intervention (3)
PPP-720 Seminar in School Psychology (3)
PPP-722 Assessment I (3)
PPP-724 Assessment II (3)
PPP-734 Early Intervention and Behavioral Assessment (3)
PPP-771 Behavioral Research Methods in Education (3)
PPP-793 Supervised Experience (3)
PPS-704 Counseling Applications in School Settings (3)
PPS-705 Family-School Collaboration and Consultation (3)
PPS-708 Counseling for Diversity (3)
PPS-710 Assessment and Measurement (3)
PPS-712 Laws and Ethics (3)
PPS-713 Safe School Environments (3)
PPS-714 Practicum in Group Process (3)
PPS-715 Leadership and Change (3)
PPS-717 Seminar in Behavior Pathology in Schools (3)

Master of Arts Core (Third Year)
ED-771 Research Methods in Education (3)
ED-779 Values in School and Society (3)
PPP-794 Internship (8)

Select one of the following groups:
ED-777A Issues in Education (3)
and ED-777B Field-Based Research (3)
OR

PPS-798 Project/Thesis Proposal (1)
and PPS-799 Project/Thesis: School Counseling and Psychology (3)

SCHOOL COUNSELING/SCHOOL PSYCHOLOGY DUAL PROGRAM
Program Director: Diane Talbot, Ed.D,
Program Director: Robert Murray, Ed.D.
Program Director: Dave Weber, Psy.D., Visalia

Master of Arts in School Counseling and School Psychology

Overview
In the dual school counseling/school psychology program candidates will complete separate credentials in school psychology and school counseling as well as earn a single master's degree in school counseling and school psychology.

The marketability and flexibility of obtaining both the school counseling and school psychology credentials will provide many options for both students and school districts. Graduates will be equipped with the necessary expertise in assessment and intervention as well as the knowledge and skills to develop and implement comprehensive guidance and counseling programs. The sequence of courses for the dual program has been carefully determined to provide maximum utility and background experience for fieldwork experiences as well as sequential coursework.

Accreditation
State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

Admissions Requirements
- Official Transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director*
- All other official transcripts from colleges/universities attended
- Copy of valid California credential or certificate of clearance (fingerprints)
- Verification of current negative TB test (last 12 months)
- Verification of passing the CBEST
- GRE or MAT results
- Letter of explanation if your GPA is under 2.75
- Prerequisite courses:
  - Child Development
2015-2016 GRADUATE ACADEMIC CATALOG

Program Student Learning Outcomes

CCTC Standards for Pupil Personnel Services Credentials

Generic Standards
Standard 1 Program Design, Rationale and Coordination
Standard 2 Growth and Development
Standard 3 Socio-Cultural Competence
Standard 4 Assessment
Standard 5 Comprehensive Prevention and Early Intervention for Achievement
Standard 6 Professional Ethics and Legal Mandates
Standard 7 Family-School Collaboration
Standard 8 Self-esteem and Personal and Social Responsibility
Standard 9 School Safety and Violence Prevention
Standard 10 Consultation
Standard 11 Learning Theory and Educational Psychology
Standard 12 Professional Leadership Development
Standard 13 Collaboration and Coordination of Pupil Support Systems
Standard 14 Human Relations
Standard 15 Technological Literacy
Standard 16 Supervision and Mentoring

I. Core Knowledge Base and Foundations
Standard 17 Foundations of the School Counseling Profession
Standard 18 Professionalism, Ethics and Legal Mandates

II. Professional Skills and Training
A. Domains of School Counseling and Guidance
Standard 19 Academic Development
Standard 20 Career Development
Standard 21 Personal and Social Development

B. Themes of School Counselor Preparation
Standard 22 Leadership
Standard 23 Advocacy
Standard 24 Learning, Achievement and Instruction

C. Functions of School Counselors
Standard 25 Individual Counseling
Standard 26 Group Counseling and Facilitation

Standard 27 Collaboration, Coordination and Team Building
Standard 28 Organizational and System Development
Standard 29 Prevention Education and Training
Standard 30 Research, Program Evaluation and Technology

III. Field Experience and Competency Evaluation
Standard 31 Field Experience
Standard 32 Determination of Candidate Competence

School Psychologist Specialization Standards

I. Core Knowledge Base and Foundation
Standard 17 Psychological Foundations
Standard 18 Educational Foundations
Standard 19 Legal, Ethical and Professional Foundations

II. Professional Skills and Training
Standard 20 Collaborative Consultation
Standard 21 Wellness Promotion, Crisis Intervention and Counseling
Standard 22 Individual Evaluation and Assessment
Standard 23 Program Planning and Evaluation
Standard 24 Research, Measurement and Technology

III. Field Experience and Practica
Standard 25 Practica
Standard 26 Culminating Field Experience
Standard 27 Determination of Candidate Competence

School Psychology Program Student Learning Outcomes

Candidates will demonstrate knowledge and application skills in a school setting in the following areas.
1. Data-based decision making and accountability.
2. Consultation and collaboration.
3. Intervention and instructional support to develop academic skills.
4. Interventions and mental health services to develop social and life skills.
5. School-wide practices to promote learning.
6. Preventive and responsive services.
7. Family--school collaboration services.
8. Diversity in development and learning.
9. Research and program evaluation.
10. Legal, ethical and professional practice.

Locations Offered
Offered at the North Fresno Center, Visalia Center and Bakersfield Center.

Program Length
The program is three years (eight semesters) in length with cohorts starting in the fall. Attending full time, the 82-84 unit program will take three years to complete. Following the sequence of courses provided, students will complete the requirements for their clear school counseling credential by the end of the second year of the program and the
requirements for their clear school psychology credential as well as the master’s degree at the end of the third year.

**REQUIRED COURSES**

PPP-702A Academic Planning (2)  
PPP-702B Career Planning (2)  
PPP-707 Organizational Systems and Program Development (3)  
PPP-791 Practicum in School Counseling (1)  
PPP-792 Field Experience (3-4)  
PPP-716 Psychological Assessment and Prescription for Linguistically Diverse Students (3)  
PPP-718 Behavioral Assessment/Intervention (3)  
PPP-720 Seminar in School Psychology (3)  
PPP-722 Assessment I (3)  
PPP-724 Assessment II (3)  
PPP-734 Early Intervention and Behavioral Assessment (3)  
PPP-771 Behavioral Research Methods in Education (3)  
PPP-793 Supervised Experience (2-3)  
PPP-704 Counseling Applications in School Settings (3)  
PPP-705 Family-School Collaboration and Consultation (3)  
PPP-708 Counseling for Diversity (3)  
PPP-710 Assessment and Measurement (3)  
PPP-712 Laws and Ethics (3)  
PPP-713 Safe School Environments (3)  
PPP-714 Practicum in Group Process (3)  
PPP-715 Leadership and Change (3)  
PPP-717 Seminar in Behavior Pathology in Schools (3)

**Master of Arts Core (Third Year)**

ED-771 Research Methods in Education (3)  
ED-779 Values in School and Society (3)  
PPP-794 Internship (8)

Select one of the following groups:

- PPP-777A Topical Review of Education Research (3)  
  and PPP-777B Field-Based Research (3)
- OR
  - PPP-798 Project/Thesis Proposal (1)  
    and PPP-799 Project/Thesis: School Counseling and Psychology (3)

**BOARD CERTIFIED ASSOCIATE BEHAVIOR ANALYST (BCaBA®) CERTIFICATE PROGRAM**

*Program Director: Robert Murray, Ed.D.*

**Overview**

The board certified associate behavior analyst has a bachelor’s degree or higher and can work as an independent practitioner, but may also work as an employee or independent contractor for an organization. They assess behavior, evaluate results and develop and implement strategies for making behavior changes across a wide variety of settings. They have completed at least 9 credit hours of graduate level coursework and have had extensive supervision in the application of ABA services. Candidates must pass the certification exam developed and administered by the BACB. This certification program is especially valuable for individuals with an existing bachelor’s degree in a behavioral science area who wish to pursue or enhance their employment with public or private organizations in the development of systematic individual behavior support plans. In addition, the sequence of classes is flexible enough to allow candidates who possess advanced degrees to complete the sequence of classes to secure certification.

**Accreditation**

Behavior Analyst Certification Board  
2888 Remington Green Lane, Suite C  
Tallahassee, FL 32308

**Admissions Requirements**

- Official Transcripts verifying bachelor’s degree  
- Minimum GPA of 2.75  
- Statement of intent  
- Three current reference forms  
- Interview with program director  
- Letter of explanation if GPA is under 2.75

**REQUIRED COURSES (17 UNITS)**

PPP-718 Behavioral Assessment/Intervention (3)  
PPP-734 Early Intervention and Behavioral Assessment (3)  
PPP-771 Behavioral Research Methods in Education (3)  
PPP-793B BCBA Supervised Experience (8)

**BOARD CERTIFIED BEHAVIOR ANALYST (BCBA®) CERTIFICATE PROGRAM**

*Program Director: Robert Murray, Ed.D.*

**Overview**

In the BCBA certificate program, candidates will complete a series of graduate-level classes approved by both the California Commission on Teacher Credentialing (CCTC) and the Behavior Analyst Certification Board (BACB). This sequence of classes prepares individuals to assist people to learn new behaviors, increase or reduce existing behaviors and teach individuals when to use specific behaviors in specific instances. The scope of these services ranges from addressing challenging behaviors of an individual, to changing the behavior of an entire organization, school or school-community. This certification program is especially valuable for individuals pursuing their master’s degree in pupil counseling and/or school psychology because of the increasing demand in schools for expertise in developing systematic individual behavior support plans. Candidates must pass the
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certification exam developed and administered by the BACB. Certificate enrollees also need to complete supervised practicum hours to qualify for the certification exam.

Accreditation
Behavior Analyst Certification Board
2888 Remington Green Lane, Suite C
Tallahassee, FL 32308

Admissions Requirements
- Official Transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director
- One of the following:
  o A completed master’s degree in school counseling, school psychology or a related area
  o Currently enrolled in a master’s degree program in a related area
  o Advancement to candidacy for the school counseling, school psychology, dual credential or master’s program
- Letter of explanation if GPA is under 2.75

REQUIRED COURSES (28 UNITS)
PPP-718 Behavioral Assessment/Intervention (3)
PPP-734 Early Intervention and Behavioral Assessment (3)
PPP-737 Ethics in Applied Behavior Analysis (3)
PPP-739 Advanced Behavior Assessment: Application to Autism Spectrum Disorder (3)
PPP-740 Advanced Procedures for Behavior Change and Support (3)
PPP-771 Behavioral Research Methods in Education (3)
PPP-793B BCBA Supervised Experience (10)

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY (MFT) AND PPS SCHOOL COUNSELING CREDENTIAL PARTNERSHIP

PPS Program Director: Diane Talbot, Ed.D.
MFT Program Director: Cynthia McGrady, Ph.D.
PPS Program Director: David Weber, Psy.D. Visalia
MFT Program Director: Autumn Lindberg, M.A. Visalia

Overview

Candidates successfully completing both programs, an M.A. in MFT as well as a PPS school counseling credential, will produce MFT/PPS professionals who are knowledgeable and skilled in the implementation of developmental school counseling and guidance programs that include mental health wraparound services for the school student population. A PPS professional with MFT license will enable schools to provide services for their students without having to contract out for mental health services. For a complete overview of the Master of Arts in Marriage and Family Therapy, refer to FPU Biblical Seminary section of the catalog.

Accreditation
State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

Admissions Requirements
Completion of a Master of Arts in Marriage, Family and Child Counseling or Marriage and Family Therapy program. In addition, applicants must provide a passing score on the CBEST.

Program Student Learning Outcomes
Generally, every student will graduate with the disposition, skills and knowledge to engage in the role of a pupil personnel services school counseling professional who also has the disposition, skills and knowledge of a marriage and family therapist.

MA/MFT:
Every student will
1. Demonstrate commitment to live as a disciple of Jesus in Christian community.
2. Articulate commitment to a biblical theological Christian perspective.
3. Interpret diverse cultural contexts of ministry using theological perspectives integrated with social scientific approaches.
4. Practice leadership skills in marriage, family and child counseling.

PPS - School Counseling Program Student Learning Outcomes
Students will demonstrate knowledge and application of effective counseling and intervention skills in a school setting in the following areas:
1. Counseling and Intervention.
   a. Applying individual counseling methods and techniques.
   b. Applying small-group counseling methods and techniques.
   c. Applying conflict resolution techniques.
   d. Assisting students in personal growth and development.
   e. Advising students about academic concerns.
   f. Assisting students with appropriate educational and career planning.
2. Consultation and Collaboration
a. Working effectively with a diversity of individual students, faculty, administrators and staff on behalf of students.
b. Recognizing and using the expertise of others.
c. Applying leadership in large-group (classroom) guidance.
d. Understanding classroom instructional practices.
e. Consulting with parents.
f. Collaborating with school and outside professionals to meet student needs.

3. Assessment
a. Explain assessments and interpret results to pupils, teachers, administrators, parents and others.
b. Using assessment methods (e.g., career, college entrance, CAHSEE, CST, CELDT, etc.) and information appropriately for personal, educational and career decision making.
c. Using a variety of assessment strategies (school district student information systems, GE accommodations, SST data reviews, reviewing transcripts, grades, CST, etc.) to identify students at risk.

4. Program Development
a. Collecting and analyzing student data.
b. Developing interventions and school programs based upon assessed student needs.
c. Identifying areas of improvement of an existing school counseling program.
d. Developing, implementing and evaluating components of a school counseling and guidance program.

5. Leadership and Diversity
a. Using the institution’s policies and procedures.
b. Adhering to ethical standards and practices.
c. Being sensitive to the effect of one’s own values and biases on the manner of providing services to the school community.
d. Understanding and working effectively with individuals from different cultural and ethnic backgrounds.
e. Exercising perseverance and follow through.

Locations Offered
Offered at Fresno main campus and Visalia Center.

Length of Program/Semester Starts
The MFT program has open enrollment in the fall semester of each year. MFT courses are developmentally sequenced and so it is recommended they be taken in a prescribed order. PPS school courses are prescribed and sequenced.

REQUIRED COURSES

Biblical/Theological Studies
BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (2)
BIB-760 Theology for Integration (3)
THEO-705 Christian Thought (2)

Practical Studies
COUN-710 Introduction to Counseling (1)
COUN-721 Professional Ethics in Counseling (2-3)
COUN-726 Human Development (3)
COUN-728 Family Violence (1.5)
COUN-730 Clinical Assessment (3)
COUN-732 Aging and Long-Term Care (1)
COUN-734 Counseling Families (3)
COUN-736 Counseling Children (2)
COUN-736L Counseling Children LAB (1)
COUN-740 Psychopathology (3)
COUN-744 Research Testing and Family Assessment (2)
COUN-747 Counseling Individuals and Couples I: Modern Theories (2)
COUN-747L Counseling Individuals and Couples 1 LAB (1)
COUN-748 Counseling Individuals and Couples II: Post-Modern Theories (1)
COUN-752 Human Sexuality (3)
COUN-754 Group Counseling (3)
COUN-755 Contemporary Issues in Counseling (1)
COUN-756 Grief Counseling (1)
COUN-759 Psychobiology and Psychopharmacology (0.5)
COUN-760 Substance Abuse (1)
COUN-764 Trainee/Practicum Assessment (0)
COUN-793A Practicum I (3)
COUN-793B Practicum II (3)

PPS School Counseling
ED-775 Seminar in Learning Theory (3)
PACS-736 Institute in School Peer Mediation Program Development (2)
PPC-700 Comprehensive School Counseling and Guidance (3)
PPC-702A Academic Planning (2)
PPC-702B Career Planning (2)
PPC-703 Prevention and Intervention for Achievement (3)
PPC-791 Practicum in School Counseling (1)
PPC-792 Field Experience (1, 1, 1) 150 hours, 150 hours, 150 hours
PPS-705 Family-School Collaboration and Consultation (3)
PPC-707 Organizational Systems and Program Development (3)
PPS-713 Safe School Environment (3)
PPS-710 Assessment and Measurement (3)
PPS-712 Laws and Ethics (3)
PPS-715 Leadership and Change (3)
(See additional MFT transfer courses below.)
Personal/Social Formation
COUN-724 Interpersonal Communication (3)
COUN-738 Person, Family and Culture (2)
COUN-750A Cross-Cultural Counseling: Los Angeles or COUN-750D Cross-Cultural Counseling: San Francisco (1.5)
MIN-705 Mentoring/Connecting (1)
MIN-770 Ministry Discernment (0)
THEO-730 Discipleship and Ethics (2)

Choose one of the following:
COUN-750B Cross-Cultural Counseling: Fresno (1.5)
or COUN-750C Cross-Cultural Counseling: International (1.5)

Capstone
COUN-790 Advanced Family Studies (3)
or COUN 799 Thesis (6)

MFT Transfer courses for the PPS School Counseling Credential
COUN-736 Counseling Children (2) and COUN 736L Counseling Children Lab (1)
For PPS-704 Counseling Applications in School Settings (3)
COUN 750A/B/C/D Cross Cultural Counseling (1.5/1.5) – Must have two of the four courses for a total of 3 units.
For PPS 708 Counseling for Diversity (3)
COUN 744 Research, Testing and Family Assessment (2)
For PPS 710 Assessment and Measurement (1.5)
COUN 721 Professional Ethics in Counseling (2)
For PPS 712 Laws and Ethics (1.5)
COUN-754 Group Counseling (3)
For PPS-714 Practicum in Group Counseling (3)
COUN-740 Psychopathology (3)
For PPS-717 Seminar in Behavior Pathology in Schools (3)
COUN-793A Practicum (150 hours) (3)
COUN-793B Practicum (3)
For PPC 792 Field Supervision (1)

SPECIAL EDUCATION
Division Chair: Megan Chaney, M.A.

Merced Site Director: TBD
Visalia Site Director: Donna Martin, M.S.
Early Childhood Special Education Program Director: Celsa Shewan, M.S., M.A.
Mild/Moderate Program Director: Lisa Keith, Psy.D.
Moderate/Severe Program Director and Physical & Health Impairment Program Director: Sarah R. Johnson, M.A.
Master of Arts Program Director: Julie M. Lane, Ed.D.

Overview
The Special Education Division prepares education specialists through Christ’s example and evidence-based practice to serve individuals with exceptionality in an ethical, professional and compassionate manner. These professionals lead and inspire environmental and curricular innovations that model exemplary pedagogical principles for an inclusive learning community. They empower learning communities toward greater independence, self-reliance and personal fulfillment. Candidates seek opportunities for personal and professional growth as they integrate their faith and stewardship into practice.

The special education program offers coursework for the preliminary and Level II education specialist credentials in mild/moderate disabilities, moderate/severe disabilities, physical and health impairments, and early childhood special education. The division also offers the clear education specialist credential. The autism, early childhood, emotional disturbance and resource specialist added authorizations are offered.

Independent teaching coursework is completed at the candidate’s employment site or a directed teaching experience may be completed under a master teacher for those who are not yet employed. Multiple credentials (mild/moderate, moderate/severe, physical and health impairments, early childhood special education and multiple subjects) may easily be obtained due to the integrated design of the program. However, candidates may pursue only one credential at a time.

Students may also earn a master of arts in special education. Academic/research writing skills are a high priority for program candidates as well as the use of technology in all coursework. All program candidates are encouraged to have access to a laptop for all class sessions. Specific instructional supports are available and may be required for some candidates.

Accreditation
State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

Program Student Learning Outcomes
Candidates of the Special Education Division will:
• Demonstrate knowledge of theology regarding God’s intention for disability and suffering.
• Demonstrate knowledge of historical, legal, ethical, theoretical and philosophical foundations of special education.
• Implement legal and ethical practices within the learning community.
• Demonstrate comprehensive knowledge and understanding of characteristics and needs of individuals with exceptionality and their families.
• Demonstrate cultural awareness of exceptionality and its implications within the family system.
• Implement ethical principles and evidence-based practice for assessment and evaluation to determine individual needs, develop programs of service and measure progress.
• Apply a breadth of knowledge of general education curricula to provide equitable access within the learning community.
• Apply evidence-based practice for curriculum selection, instructional strategies and adaptations.
• Apply a working knowledge of assistive technology and augmentative communication systems within the learning community.
• Demonstrate evidence-based practice for development of positive learning environments and behavioral adaptations and interventions.
• Demonstrate effective communication and team building through consultation and collaboration with individuals with exceptionalities, families, educational personnel and the greater community.
• Implement transitional services for individuals with exceptionalities for education, employment and individualized living objectives.
• Demonstrate proficient written communication by synthesizing and articulating information in standard formats to inform practice.

**Locations Offered**
Fresno Main Campus, Visalia Campus, Merced Campus, online and/or synchronous

**Education Preliminary Education Specialist Credentials**

**Admissions Notes**
Provisions are made for entry into the preliminary specialization programs in special education by the application and documentation of the requirements for eligibility.

All candidates must meet admissions requirements as outlined. Each candidate must complete a personal interview with the program or site director. All candidates must have passed the CBEST and at least one of the three multiple subjects CSET subtests or the three multiple subjects CSET subtests and the writing subtest prior to beginning the program. All candidates must pass all three of the multiple subject subtests prior to the third term of the cohort. With program advisor’s approval, the candidate may begin initial coursework after completing an application for unclassified status. Candidates must be fully admitted to the special education program prior to registration for the second semester of coursework. Eligibility for full admission to the special education program for all candidates is determined by the faculty review panel and fulfillment of the university’s admission requirements:

**PRELIMINARY CREDENTIAL FOR THOSE CANDIDATES WHO POSSESS A CALIFORNIA TEACHING CREDENTIAL**

**Admissions Requirements**
• Official transcripts verifying bachelor’s degree
• Minimum GPA of 3.0
• Three current reference forms
• Educational plan
• All other official transcripts from colleges/universities attended
• Proctored writing sample
• Addendum to Graduate Application: Education Specialist Credential Program
• Verification of negative TB test (within last 12 months)
• Copy of valid California teaching credential
• Letter of explanation if GPA is under 3.0
• Technology recommendation: In order to prepare future teachers to effectively use technology, students are highly encouraged to have access to a laptop for all coursework and class meetings.

**REQUIRED COURSES**

*Choose one credential:*

**Early Childhood Special Education Credential (Minimum of 34 Units)**
SPEC-600 Education Specialist Seminars (3)
SPEC-601 Foundations, Health and Observations (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-603 Theology of Disability (1)
SPEC-605 Positive Behavior Support Plans (3)
SPEC-606 Medical Implications (2)
SPEC-607 Comparative Development (3)
SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-611 Transition for Moderate/Severe, Early Childhood and Physical and Health Impairments Disabilities (3)
SPEC-615 Curriculum and Technology for Early Childhood Disabilities (3)
SPEC-620 Early Childhood: Program Design and Development (3)
SPEC-682 Directed Final Practicum and Seminar (4) or SPEC-692 Intern Final Practicum and Seminar (4) or SPEC-693 Final Independent Practicum and Seminar (4)
*SPEC-689 Independent Teaching Support*
**SPEC-690 Intern Support (2)**
*Students who are employed in a teaching position on a contract other than an intern contract must enroll in SPEC 689 each term they are enrolled in the FPU preliminary credential program.*
**Students who are school district interns are required to enroll in the Intern Support course each term that they are
enrolled in the FPU preliminary credential program and are working as an intern.

**Mild/Moderate Disabilities Credential (Minimum of 34 Units)**
SPEC-600 Education Specialist Seminars (3)
SPEC-601 Foundations, Health and Observations (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-603 Theology of Disability (1)
SPEC-605 Positive Behavior Support Plans (3)
SPEC-606 Medical Implications (2)
SPEC-607 Comparative Development (3)
SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-610 Transition for Mild/Moderate Disabilities (3)
SPEC-612 Curriculum and Technology for Mild/Moderate Disabilities (3)
SPEC-682 Directed Final Practicum and Seminar (4)
or SPEC-692 Intern Final Practicum and Seminar (4)
or SPEC-693 Final Independent Practicum and Seminar (4)
*SPEC-689 Independent Teaching Support
**SPEC-690 Intern Support (2)
*Students who are employed in a teaching position on a contract other than an intern contract must enroll in SPEC 689 each term they are enrolled in the FPU preliminary credential program.

**Students who are school district interns are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and are working as an intern, unless enrolled in SPEC-692 or SPEC-693.

**Moderate/Severe Disabilities Credential (Minimum of 35 Units)**
SPEC-600 Education Specialist Seminars (3)
SPEC-601 Foundations, Health and Observations (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-603 Theology of Disability (1)
SPEC-605 Positive Behavior Support Plans (3)
SPEC-606 Medical Implications (2)
SPEC-607 Comparative Development (3)
SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-611 Transition for Moderate/Severe, Early Childhood and Physically Handicapped (3)
SPEC-613 Curriculum and Technology for Moderate/Severe Disabilities (4)
SPEC-682 Directed Final Practicum and Seminar (4)
or SPEC-692 Intern Final Practicum and Seminar (4)
or SPEC-693 Final Independent Practicum and Seminar (4)
*SPEC-689 Independent Teaching Support
**SPEC-690 Intern Support (2)
*Students who are employed in a teaching position on a contract other than an intern contract must enroll in SPEC 689 each term they are enrolled in the FPU preliminary credential program.

**Students who are school district interns are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and are working as an intern.

PRELIMINARY CREDENTIAL FOR CANDIDATES WHO DO NOT POSSESS A CALIFORNIA TEACHING CREDENTIAL
The preliminary program is designed to provide theory and practice in both general education and special education.

**Admissions Requirements**
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Three current reference forms
- Educational plan
- All other official transcripts from colleges/universities attended
- Proctored writing sample
- Verification of negative TB test (within last 12 months)
- CBEST results
- CSET/multiple subject exam results
  - One subset passed for admission
  - Second subset should be passed by the beginning of the second semester
  - All subtests passed by the beginning of the third semester
  - Not required for early childhood special education candidates
- Copy of valid Certificate of Clearance
- Addendum to Graduate Application: Education Specialist Credential Program
- Letter of explanation if GPA is under 3.0
- Technology recommendation: In order to prepare future teachers to effectively use technology, students are highly encouraged to have access to a laptop for all coursework and class meetings.

**REQUIRED COURSES**

*Select one credential:*

**Early Childhood Special Education Credential (Minimum of 40 Units)**
EDUC-642 Language and Literacy: Theory and Practice I (4)
EDUC-646 Language and Literacy: Theory and Practice II (3)
SPEC-600 Education Specialist Seminars (3)
SPEC-601 Foundations, Health and Observations (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-603 Theology of Disability (1)
SPEC-605 Positive Behavior Support Plans (3)
SPEC-606 Medical Implications (2)
SPEC-607 Comparative Development (3)
SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-611 Transition for Moderate/Severe, Early Childhood and Physically Handicapped (3)
SPEC-615 Curriculum and Technology for Early Childhood Disabilities (3)
SPEC-620 Early Childhood: Program Design and Development (3)
SPEC-681 Directed Initial Practicum and Seminar (2)
or SPEC-691 Initial Intern Practicum and Seminar (2)
SPEC-682 Directed Final Practicum and Seminar (4) or SPEC-692 Intern Final Practicum and Seminar (4)
*SPEC-689 Independent Teaching Support**
**SPEC-690 Intern Support (2)
*Students who are employed in a teaching position on a contract other than an intern contract must enroll in SPEC 689 each term they are enrolled in the FPU preliminary credential program.

**Students who are school district interns are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and are working as an intern.

Mild/Moderate Disabilities Credential (Minimum of 40 Units)
EDUC-642 Language and Literacy: Theory and Practice I (4)
EDUC-643 Teaching Elementary Mathematics (3)
EDUC-646 Language and Literacy: Theory and Practice II (3)
SPEC-600 Education Specialist Seminars (3)
SPEC-601 Foundations, Health and Observations (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC 603 Theology of Disability (1)
SPEC-605 Positive Behavior Support Plans (3)
SPEC-606 Medical Implications (2)
SPEC-607 Comparative Development (3)
SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-610 Transition for Mild/Moderate Disabilities (3)
SPEC-612 Curriculum and Technology for Mild/Moderate Disabilities (3)
SPEC-681 Directed Initial Practicum and Seminar (2)
or SPEC-691 Initial Intern Practicum and Seminar (2)
SPEC-682 Directed Final Practicum and Seminar (4) or SPEC-692 Intern Final Practicum and Seminar (4)
*SPEC-689 Independent Teaching Support**
**SPEC-690 Intern Support (2)
*Students who are employed in a teaching position on a contract other than an intern contract must enroll in SPEC 689 each term they are enrolled in the FPU preliminary credential program.

**Students who are school district interns are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and are working as an intern.

Moderate/Severe Disabilities Credential (Minimum of 41 Units)
EDUC-642 Language and Literacy: Theory and Practice I (4)
EDUC-643 Teaching Elementary Mathematics (3)
EDUC-646 Language and Literacy: Theory and Practice II (3)
SPEC-600 Education Specialist Seminars (3)
SPEC-601 Foundations, Health and Observations (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-603 Theology of Disability (1)
SPEC-605 Positive Behavior Support Plans (3)
SPEC-606 Medical Implications (2)
SPEC-607 Comparative Development (3)
SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-611 Transition for Moderate/Severe, Early Childhood and Physically Handicapped (3)
SPEC-613 Curriculum and Technology for Moderate/Severe Disabilities (4)
SPEC-681 Initial Direct Practicum and Seminar (2)
or SPEC 691 Initial Intern Practicum and Seminar (2)
SPEC-682 Directed Final Practicum and Seminar (4) or SPEC-692 Intern Final Practicum and Seminar (4)
*SPEC-689 Independent Teaching Support**
**SPEC-690 Intern Support (2)
*Students who are employed in a teaching position on a contract other than an intern contract must enroll in SPEC 689 each term they are enrolled in the FPU preliminary credential program.

**Students who are school district interns are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and are working as an intern.

Preliminary Education Specialist Credential with Add-on Multiple Subjects Credential
A special education candidate may also obtain a multiple subjects credential concurrently with an education specialist credential. Candidates who are interested in completing a multiple subjects credential concurrently, must seek academic advice from the program or site director of teacher education and special education.

ADDITIONAL REQUIRED COURSES (8 UNITS)
EDUC-637 Curriculum Perspectives and Design: Multiple Subjects (3)
EDUC-645 Curriculum Design and Implementation: Multiple Subjects (3)
EDUC-647 Teaching Elementary Science (2)

REQUIREMENTS
Complete and pass all teacher performance assessments as required under the multiple subjects credential program.
Internship Program

All FPU preliminary candidates who are employed as special education teachers may seek qualification for an internship credential. An application may or may not be accepted due to qualifications and/or suitability of the candidate. This credential may be applied for and obtained following the successful completion of 120 hours of specific pre-service coursework, qualifying experiences, and employer agreement. All criteria are determined satisfactory at the discretion and evaluation of the program or site director. Intern candidates are considered promising educators who demonstrate the innate qualities of a distinguished teacher and educational leader.

Internship program participation may lead to the opportunity for the preliminary candidate to teach with the same status and benefits of a fully credentialed teacher for up to two years. The program or site director is able to serve both as an advocate for the candidate and an administrative partner to the employer. These advantages allow for an enhanced degree of communication between parties and permit the university faculty to monitor the mentorship structure provided by the employer.

The university provides candidates with special training seminars and activities specifically designed to assist them in their new responsibilities. An internship is an expanded opportunity to augment communication with the university faculty, peers and the employer. Interns maintain an vigorous program of study. New interns are required to enroll for Intern Support (SPEC 690) each term enrolled as a preliminary credential candidate and an intern under contract with a district. Intern Support is in addition to the candidate’s regular coursework and practicum experience.

An intern candidate must meet all of the requirements of admissions, demonstrate maturity and a professional manner, maintain grades of A or B in all coursework and progress on their academic plan as designed. Preliminary coursework is expected to be completed within the provisions of the two-year internship credential.

Requirements
1. Acceptance to classified standing by FPU School of Education.
2. Satisfactory completion of CBEST/CSETs (the CSET is not required for ECSE).
3. Completion of political science course or constitution exam.
4. Maintain adherence to the prescribed FPU education plan.
5. Grades of A or B in all coursework.
6. Enroll and successfully complete Intern Support each term (SPEC-690) as advised.

Education Specialist Clear Credential

The education specialist clear program serves as the second tier credentialing program required of preliminary credential holders. Participation in the clear program once may serve to clear all credentials held by a candidate. Speak with an advisor for additional information. The clear program at Fresno Pacific University allows candidates to exponentially expand their knowledge, range of serviceability and degree/credential repertoire. (Minimum of 12 units.)

Candidates who hold preliminary education specialist credentials issued by the state of California may apply to the clear program. Successful completion of the clear program requires the satisfactory completion of two prescribed courses and ten elective units—which may include non-Institution of Higher Education (non-IHE) units that address the candidate’s Individualized Induction Plan (IIP).

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Three current reference forms
- Educational plan
- FPU clear induction plan
- All other official transcripts from colleges/universities attended
- Proctored writing sample
- Addendum to Graduate Application: Education Specialist Credential Program
- Verification of negative TB test (within last 12 months)
- Copy of valid California teaching credential
- Letter of explanation if GPA is under 3.0

REOUIRED COURSES (2 UNITS)
SPEC-719 Initial Clear Induction (1)
SPEC-795 Final Clear Induction (1)

ELECTIVE COURSES
Ten units from concurrent participation in the following programs may be used toward satisfaction of the clear program. Consult with an advisor for additional information.
- Adapted Physical Education Added Authorization
- Emotional Disturbance Added Authorization

Electives
SED-714 Augmentative Communication and Technology (2)
SED-734 Individuals with Intellectual and Developmental Disabilities (3)
SED-736 Psychological, Sociological and Vocational Implications of Physical and Health Disabilities in the School and Community (3)
SED-750 Advanced Learning Theory and Brain Research (3)
SED-760 Collaboration, Consultation, and Inclusion (3)
ADAPTED PHYSICAL EDUCATION ADDED AUTHORIZATION

The Adapted Physical Education (APE) added authorization program prepares teachers to work within a school setting and engage children and adolescents in meaningful and beneficial physical exercise. Candidates participate in a comprehensive program that prepares them to identify motor needs and the necessary supports to engage students in meaningful physical exercise. Candidates complete courses addressing the characteristics and needs of students served in the APE setting; roles, responsibilities, and legal considerations for serving students with special needs; instructional design for APE settings; motor behavior for APE settings; and scientific principles of motor behavior. Candidates participate in a culminating practicum experience to receive guided support toward implementation of course principles and to participate in a formal evaluation of competencies.

**Admissions Requirements**

- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Three current reference forms
- Educational plan
- All other official transcripts from colleges/universities attended
- Verification of negative TB test (within last 12 months)
- Addendum to Graduate Application: Education Specialist Credential Program
- Applicants must hold a valid Ryan Specialist Credential in CH, LH, PH, SH or VH or hold a valid Preliminary or Level I credential in ECSE, D/HOH, M/M, M/S, PHI, or VI or a multiple subjects credential or a single subjects credential in physical education. (Additional course work may be required dependent upon physical education course work previously completed.)
- Letter of explanation if GPA is under 3.0

**REQUIRED COURSES (19 UNITS)**

SPEC-762 Characteristics of Students in Adapted Physical Education (3)
SPEC-763 Motor Behavior as Applied to Adapted Physical Education (3)
SPEC-764 Scientific Principles of Human Behavior (3)
SPEC-765 Adapted Physical Education: Roles and Responsibilities (3)
SPEC-767 Adapted Physical Education: Curriculum and Technology (3)
SPEC-770 Psychology, Psychopharmacology, and the Student with Emotional or Behavioral Disorders (3)
SPEC-771 Empathic Teaching & Therapeutic Communication (3)
SPEC-772 Instruction & Collaboration in the Classroom for Students with Emotional or Behavioral Disorders (3)
SPEC-791APE Final Direct Practicum: APE (4)
SPEC-791EC Final Directed Practicum: Early Childhood (4)
SPEC-791ED Final Directed Practicum: Emotional Disturbance (4)
SPEC-792APE Final Independent Practicum: APE (4)
SPEC-787 Participatory Action Research: An Introduction (3)
SPEC-789 Participatory Action Research Thesis (1)
SPEC-792EC Final Independent Practicum: Early Childhood (4)
SPEC-792ED Final Independent Practicum: Emotional Disturbance (4)
SPEC-798 Capstone Thesis: An Introduction (3)
SPEC-799 Capstone Thesis (1)
Non-IHE (1-3 units)

**Added Authorizations**

FPU currently offers two added authorizations. Please contact graduate admissions for further information.
EMOTIONAL DISTURBANCE ADDED AUTHORIZATION (10 UNITS)
This document authorizes appropriate credential holders to expand service to populations characterized by emotional disturbances, from newborns to 22 year olds.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Three current reference forms
- Educational plan
- All other official transcripts from colleges/universities attended
- Verification of negative TB test (within last 12 months)
- Addendum to Graduate Application: Education Specialist Credential Program
- Letter of explanation if GPA is under 3.0

REQUIRED COURSES
SPEC-770 Psychology, Psychopharmacology and the Student with Emotional or Behavioral Disorders (3)
SPEC-771 Empathic Teaching and Therapeutic Communication (3)
SPEC-772 Instruction and Collaboration in the Classroom for Students with Emotional or Behavioral Disorders. (3)
SPEC-791ED Final Directed Practicum (4)
or SPEC-792ED Final Independent Practicum (4)

University Certificates
Fresno Pacific University provides certificates for individuals in the following specialty coursework. Certificate programs are designed to prepare non-teaching personnel to serve individuals with specific types of disability or enhance specific skill sets of authorized teachers.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Three current reference forms
- Educational plan
- All other official transcripts from colleges/universities attended
- Verification of negative TB test (within last 12 months)
- Addendum to Graduate Application: Education Specialist Credential Program
- Letter of explanation if GPA is under 3.0

EMOTIONAL DISTURBANCE CERTIFICATE (17 UNITS)
SPEC-603/703 Theology of Disability (1)
SPEC-605/705 Positive Behavior Support (3)

SPEC-770 Psychology, Psychopharmacology and the Student with Emotional or Behavioral Disorders (3)
SPEC-771 Empathic Teaching and Therapeutic Communication (3)
SPEC-772 Instruction and Collaboration in the Classroom for Students with Emotional or Behavioral Disorders (3)
SPEC-791ED Directed Practicum (4)
or SPEC-792ED Independent Practicum (4)

Master of Arts in Special Education
The Master of Arts in Special Education prepares candidates to be leaders in their respective positions. Candidates learn how to utilize research to foster change based upon best practices. A minimum of 36 semester units of coursework is required for a Master of Arts in Special Education. The Special Education Division offers three pathways for obtaining a master’s degree.

1. Applicants may apply for the preliminary education specialist credential and M.A. in Special Education concurrently.
2. Applicants may apply for the clear education specialist credential and M.A. in Special Education concurrently.
3. Applicants may seek an M.A. in Special Education only.

All candidates must receive advisement and an education plan from the special education credential program director related to their chosen credential and the master’s degree in special education program director prior to admission to the program. Fourteen core units must be completed along with a minimum of 22 elective units. Candidates may apply selected credential course work as elective units. Up to 9 units may be transferred from another university.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA 3.0
- Letter of explanation if GPA is under 3.0
- Three current reference forms
- Education plan completed by the M.A. program director
- All official transcripts from colleges/universities attended
- Academic writing sample
- Copy of valid certificate of clearance
- Verification of negative TB test (within last 12 months)

REQUIRED COURSES (14 UNITS)
Master of Arts Core
ED-771 Research Methods in Education (3)
ELECTIVE

Introduction

Select

SPEC

SPEC

SED

ED

779 Values in School and Society (3)
SPEC-603 Theology of Disability (1)
SPEC-708 Abstract, Critical, & Technical Writing (2)
SPEC-796 Leadership and Communication (1)
SPEC-799 Final Thesis (1)

Select one of the following:

SPEC-787 Participatory Action Research Thesis: An Introduction (3)
SPEC-798 Capstone Thesis: An Introduction (3)

ELECTIVE UNITS (22 UNITS)

Elective options reflect the three pathways for obtaining a Master of Arts in Special Education

1. Applicants who completed an FPU preliminary or Level 2 education specialist credential may apply the following course work to meet the 22 required elective units.

SED-714 Augmentative Communication & Technology (2)
SED-734 Individuals with Intellectual and Developmental Disabilities (3)
SED-736 Psychological, Sociological and Vocational Implications of Physical and Health Disabilities (3)
SED-750 Learning Theory and Brain Research (3)
SED-756 Advanced Laws and Ethics (3)
SED-760 Collaboration, Consultation and Inclusion (3)
SED-775 Educating Learners with Autism (3)
SED-776 Assessment to Intervention for Learners with Autism Spectrum Disorder (3)
SPEC-601 Foundations and Health (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-605 Positive Behavior Support (3)
SPEC-606 Medical Implications (2)
SPEC-607 Comparative Development (3)
SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-610 Transition: Mild/Moderate Disabilities (3)
SPEC-611 Transition: Moderate/Severe & Early Childhood (3)
SPEC-612 Curriculum and Technology: Mild/Moderate (3)
SPEC-613 Curriculum and Technology: Moderate/Severe (3)
SPEC-615 Curriculum and Technology: Early Childhood Special Education (3)
SPEC-620 Early Childhood: Program Design & Development (3)

2. Applicants who did not complete an FPU preliminary educational specialist credential and are seeking concurrent enrollment in the education specialist clear credential and Master of Arts in Special Education may select from the following coursework to meet the 22 required elective units.

SED-714 Augmentative Communication & Technology (2)
SED-734 Individuals with Intellectual and Developmental Disabilities (3)
SED-736 Psychological, Sociological and Vocational Implications of Physical and Health Disabilities (3)
SED-750 Learning Theory and Brain Research (3)
SED-760 Collaboration, Consultation and Inclusion (3)
SED-775 Theory to Practice: Education Learners with Autism (3)
SED-776 Assessment to Interventions for Learners with ASD (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-605 Positive Behavior Support (3)
SPEC-610 Transition: Mild/Moderate (3)
SPEC-611 Transition: Moderate/Severe and Early Childhood Special Education (3)
SPEC-612 Curriculum and Technology: Mild/Moderate (3)
SPEC-613 Curriculum and Technology: Moderate/Severe (3)
SPEC-615 Curriculum and Technology: Early Childhood Special Education (3)
SPEC-721 Special Education Assessment (3)
SPEC-727 Coordination of Special Education Services (3)
SPEC-770: Psychology, Psychopharmacology and the Student with Emotional or Behavioral Disorders (3)
SPEC-771: Empathic Teaching & Therapeutic Communication (3)
SPEC-772: Instruction & Collaboration in the Classroom for Students with Emotional or Behavioral Disorders (3)

3. Applicants seeking a Master of Arts in Special Education only may select from the following coursework to meet the 22 required elective units.

SED-714 Augmentative Communication & Technology (2)
SED-734 Individuals with Intellectual and Developmental Disabilities (3)
SED-736 Psychological, Sociological and Vocational Implications of Physical and Health Disabilities (3)
SED-750 Learning Theory and Brain Research (3)
SED-760 Collaboration, Consultation and Inclusion (3)
SED-775 Theory to Practice: Education Learners with Autism (3)
SED-776 Assessment to Interventions for Learners with ASD (3)
SPEC-602 Law and Ethics in Special Education (3)
SPEC-721 Special Education Assessment (3)
SPEC-727 Coordination of Special Education Services (3)
SPEC-762 Characteristics of Students with Adaptive Physical Education (3)
SPEC-770 Psychology, Psychopharmacology and the Student with Emotional or Behavioral Disorders (3)
SPEC-771 Empathic Teaching & Therapeutic Communication (3)
TEACHER EDUCATION PROGRAM

Division Head: Linda Hoff, Ph.D.
Master of Arts in Teaching Program Director: Sharon Merritt, Ph.D.
Multiple Subjects Interim Program Director: Darrell Blanks, M.A.
Single Subject Program Director: Robin K. Perry, M.A.
Visalia Program Director:
Merced Program Director: Krista Venecia, Ph.D.
Bakersfield Program Director: Ann Paslay, M.A.
Credential Analyst: Edith Thiessen, M.A.

- Master of Arts in Teaching (MAT) with Preliminary Multiple Subjects Credential
- Master of Arts in Teaching (MAT) with Preliminary Single Subject Credential
- Preliminary Multiple Subjects Credential
- Preliminary Single Subject Credential

Mission Statement
We encourage candidates in the teacher education program at FPU to embrace teaching as a calling to redemptive service. We expect our graduates will become scholars, professionals, peacemakers and leaders as they enter the teaching profession.

Program Overview
Applicants may apply for the Master of Arts in Teaching (MAT) with the preliminary teaching credential when they start their teacher preparation program. MAT students complete their preliminary credential (approx. 36 units) and then return to FPU to complete the 12 post-credential MAT units within the first few years of teaching.

Alternatively, applicants may apply for the preliminary multiple or single subject credential as a stand-alone credential program.

Credential program completers may return to FPU within the first one-three years of teaching to apply to complete the MAT program.

Program Descriptions
These credential programs at FPU have been designed to provide students with thorough preparation to teach in a multilingual, diverse society. The multiple subject credential program prepares candidates to teach in elementary or middle school (K-8). The single subject credential program prepares candidates to teach in middle or high schools (Grades 7-12). The MAT degree is completed in two phases:

Phase I: Completion of the preliminary credential program. Preliminary credential coursework includes the study of foundations of education, methods of teaching subject matter, curriculum studies and courses that address the needs of English learners and exceptional learners. Coursework prepares students to apply what they learn in their university courses throughout their school-based field experiences, wherein they are mentored by expert teachers who serve as cooperating teachers and university mentors.

Phase II: Completion of 12 units of post-credential MAT coursework. After completing the requirements for the preliminary credential and securing a teaching position, MAT students extend and deepen their understanding of effective teaching strategies and curriculum analysis by enrolling in 12 units of post-credential coursework. MAT students are challenged to reflect on their roles as teachers and their commitment to teaching as their vocation. Students develop an understanding of qualitative research methodology and skills, which they apply by completing a classroom action research project. The program uses features such as the cohort model and online, blended course delivery systems to foster a robust, supportive, professional community.

Special Features
- Emphasis on application of theory to practice.
- Student teaching cohort model with placement in partnering school districts.
- Personal and professional support by program advisors, university mentors, instructors and school-based cooperating teachers.
- Opportunity to engage in rigorous scholarly and professional dialogue about issues critical to new teachers.
- Coursework aligned with California Induction programs.
- Flexible pacing plans: part-time and full-time available in most regional centers.
- High rate of employment.

Accreditation
FPU’s credentials are accredited by the California Commission on Teacher Credentialing (CTC). The CTC website provides extensive guidelines pertaining to becoming a teacher in California (ctc.ca.gov).

State of California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

Admissions Requirements: MAT and Credential-Only Programs
FPU undergraduate students seeking a teaching credential must apply and be admitted to the program prior to taking any teacher education courses.

The program expects applicants from FPU as well as other universities to complete their application and submit all
application documents to the program at least six weeks before they expect to begin coursework.

Admissions Requirements

- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0 (or approved letter of explanation if GPA is under 3.0) Statement of intent
- Three current reference forms
- Interview with program director
- Verification of current negative TB test (last 12 months)
- All other official transcripts from colleges/universities attended
- Teacher education addendum: description of 90 hours working with children and/or adolescents. (Counts as statement of intent.)
- Certificate of Clearance
- Letter of explanation if GPA is under 3.0

Testing Results Required to Advance to Field-Based Coursework

- Official passing results on Basic Skills Test (CBEST)
- Verification of subject matter competence
  - Multiple subject candidates: CSET for multiple subjects
  - Single subject candidates: appropriate CSET or subject matter waiver letter from another university documenting completion of a CTC-approved program.

Admissions Procedure

1. Submit application online (grad.fresno.edu/programs/credentials)
2. Meet with a qualified FPU representative to learn about program options and admissions requirements.
3. Submit application requirements by the priority date
   - Fall semester—July 15
   - Spring semester—November 15
   - Summer semester—March 15
4. When application file is complete, schedule an admissions appointment to meet with the appropriate program director, who will develop a course plan with the applicant
5. Contact Student Financial Services to develop a financial plan

Admission Requirements: Intern Program

Occasionally prospective students who are interested in the teacher education program are offered full-time teaching positions and seek admission to the FPU intern program. Interested students should contact the appropriate program director for more information.

Eligibility Requirements: Post-Credential MAT Coursework

When FPU credential program graduates are ready to enroll in the post-credential coursework that is required for completing the MAT they must submit the following documents in order to be eligible for enrollment. All forms are available at the GDC Office.

- Complete the Graduate Application Update Form
- Must have started and completed the Fresno Pacific teacher education credential program within the last 5 years
- Verification of employment as a teacher by employer
- MAT program plan, signed by program advisor

Program Student Learning Outcomes

The Division of Teacher Education has developed a plan for preparing teachers which is defined by two frameworks for teacher preparation: the FPU Teacher Education Mission and Vision and The Teacher Performance Expectations, which were designed by the California Commission on Teacher Education.

Program Mission and Vision:

2. Effective Communicator: Demonstrates ability to communicate effectively with students, staff, administrators and the general public.
3. Collaborator: Intentionally seeks opportunities to work with colleagues to improve student learning.
4. Advocate: Respect and value the rights of all students and be proactive in ensuring that their educational needs are met.
5. Passionate Inquirer: Exhibits a love of learning and a natural curiosity to gain an understanding of the world and its inhabitants.
6. Reflective, Skillful Practitioner: Knowledge and skill in the systematic design, implementation and assessment of curriculum, instruction and learning.
7. Facilitator of Classroom as Community: Demonstrates an ability and desire to maintain respectful relationships, creating a sense of equity and community in each situation.
8. Bridge builder between School and Community: Develops an understanding of the culture, heritage and community demographics represented in the classroom.

The Teacher Performance Expectations (TPEs)

Developed by the California Commission on Teacher Credentialing (CTC), TPEs are aligned with the California Standards for the Teaching Profession (CSTP).

1. Specific Pedagogical Skills for Subject Matter Instruction
2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments
4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
7. Teaching English Learners
8. Learning About Students
9. Instructional Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal and Ethical Obligations
13. Professional Growth

Locations
The programs are offered at the Fresno Main Campus, Visalia Campus, Bakersfield Campus and Merced Campus.

Program Length/Semester Starts/Pacing Options
The program offers students opportunities to start the preliminary credential phase of the MAT program in the summer, fall or spring terms. Coursework for the post-credential phase of the MAT begins in the fall term only. Many students who wish to start their credential in the fall choose to jumpstart their program by taking one or two courses the summer before.

Credential Program Pacing Options
The teacher education program recognizes that some students wish to pursue their credentialing in as timely a manner as possible, while others prefer extended program plans. Therefore, the program offers multiple options. Courses occur in the afternoon or evening and student teaching requirements are completed during the day. All students must complete the program by enrolling in the semester-long final directed student teaching course which involves full-time student teaching placements and evening courses.

Full-Time Student Teaching Option. Three semesters (summer, fall and spring): one semester of non-field based coursework, one semester which includes initial student teaching and coursework and one semester when students complete daily student teaching and coursework.

Part-Time Student Teaching Option (Multiple Subject Candidates Only). Four semesters, including one semester of non-field based coursework, two semesters which include one day/week initial student teaching and evening coursework, and one semester when students complete daily student teaching.

MAT Post-Credential Pacing Options.
When students decide to complete their post-credential courses, they may select from two pacing options:

Option 1 (three years): Designed for teachers who prefer a slower pace of coursework. This option is appropriate for recent credential graduates who wish to enroll in the MAT coursework while they are concurrently completing their district’s requirements for Induction.

Option 2 (two years): Designed for FPU credential graduates who prefer a faster pace of coursework. Option 2 may be particularly attractive to students who are returning to FPU to complete their MAT coursework after completing at least one year of teaching.

The Multiple and Single Subject Independent Teaching Programs, including Internships: Program Overview
The independent teaching/internship program is an alternative to the traditional student teaching program. It is not meant to be the typical route for the majority of candidates. In establishing intern programs, the state had two goals in mind: 1) to meet the needs of districts and 2) to meet the needs of mature individuals with exceptional experience with children and youth and with expertise in the content area designated by the credential.

The internship program best serves those mature individuals who are able to tie theory and practice together in on-the-job preparation for the professional career. Districts generally hire interns in credential areas that are underserved by credentialed teachers, such as special education, mathematics and science. Interns complete credential courses while teaching independently as a salaried teacher.

In addition, students who enter the student teaching program are sometimes offered internships after they complete their first full-time semester in the program. In such cases, and with strong recommendations from their program advisor and university mentor, these students change from the student teaching option to the intern option and complete their credential in the intern program. See program director for details. Applicants interested in pursuing this alternative pathway must consult with their program director.

EARLY COMPLETION INTERNSHIP OPTION

Overview
Senate Bill 57 requires that all California Commission on Teacher Credentialing (CTC) approved multiple- and single-subject internship programs offer an early completion internship option to qualified candidates.

Admissions Requirements
The early completion option provides people who have the requisite skills and knowledge, and have passed the Teaching Foundations Examination, to work with an accredited teaching internship program to complete a performance assessment. Updated information on this option can be found on the CTC website. Interested candidates should seek counsel from an appropriate program director.
Master of Arts in Teaching
Multiple Subjects Credential

ELECTIVES
EDUC-620 Critical Observations in School: Multiple Subject (2) (Designed to provide early field experience for candidates new to teaching.)
EDUC-632 Independent Teaching Practicum: Multiple Subjects (2) (Required for intern candidates.)

CO-REQUISITE COURSE
This course is an additional requirement of the state of California for multiple subjects candidates who have not completed comparable coursework in their baccalaureate studies:
EDUC-638 Health Education (1)

REQUIRED COURSES (35 UNITS)
EDUC-605 Teaching Exceptional Learners (3)
EDUC-641 Foundations of Education: Multiple Subjects (4)
EDUC-642 Language and Literacy: Theory and Practice I (4)
EDUC-643 Teaching Elementary Mathematics (3)
EDUC-644 Teaching with Technology (1)
EDUC 637 Curriculum Perspectives and Design: Multiple Subjects (3)
EDUC-645 Curriculum Design and Implementation: Multiple Subjects (3)
EDUC-646 Language and Literacy: Theory and Practice II (3)
EDUC-647 Teaching Elementary Science (2)

CHOOSE ONE OF THE FOLLOWING TRACKS
Student Teaching Track
EDUC-610 Directed Initial Student Teaching: Multiple Subjects (2)
Or EDUC-633A Extended Initial Directed Student Teaching: Multiple Subjects (1) and EDUC-633B Extended Initial Directed Student Teaching (1)
EDUC-630 Directed Final Student Teaching: Multiple Subjects (7)

Independent Teaching Track
Pre-Intern
EDUC-632 Independent Teaching Practicum: Multiple Subjects (2)
EDUC-640A Independent Teaching I: Multiple Subjects (3)

Intern
EDUC-640B Independent Teaching II: Multiple Subjects (3)
EDUC-640C Independent Teaching III: Multiple Subjects (7)

Dual Program with Special Education
Candidates for the multiple subject credentials may be interested in adding a credential in special education. The preliminary multiple subject credential and preliminary education specialist credential programs have been designed with this interest in mind. Many courses are the same in the two programs to facilitate opportunities for candidates to complete both credentials. Students in the elementary education and secondary education programs interested in special education are urged to seek advice from faculty in the special education division.

Admission Requirements
- Official Transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Three current reference forms
- Interview with program director
- Proctored writing sample
- All other official transcripts from colleges/universities attended
- Verification of negative TB test (within last 12 months)
- CBEST results
- CSET/multiple subject exam results
  - One subset passed for admission
  - Two subsets passed by the beginning of 2nd semester
  - All subtests passed by the 3rd semester
- Not required for early childhood special education candidates
- Valid Certificate of Clearance
- Letter of explanation if GPA is under 3.0
- Addendum to Graduate Application: Education Specialist Credential Program. (Counts as statement of intent.)
- Teacher education addendum

Master of Arts in Teaching
Single Subject Credential

ELECTIVES
EDUC-629 Critical Observations in School: Single Subject (2) (Designed to provide early field experience to candidates new to teaching)

CO-REQUISITES
These courses are additional requirements of the state of California for single subject candidates who have not completed comparable coursework in their baccalaureate studies:
EDUC-698 Positive Adolescent Development (2)
EDUC-652 Linguistics for Teachers (2)
EDUC-638 Health Education for Teachers (1)

REQUIRED COURSES (34 UNITS)
EDUC-605 Teaching Exceptional Learners (3)
EDUC-644 Teaching with Technology (1)
EDUC-691 Foundations of Education: Single Subject (4)
EDUC-692 Foundations of Language and Literacy (3)
EDUC-693 Reading/Writing in Secondary Classrooms (4)
EDUC-694 Curriculum Perspectives and Design: Single Subject (3)
EDUC-695 Curriculum Design and Implementation: Single Subject (3)

Select one of the following specific pedagogy courses aligned with the credential subject matter area of the candidate:
EDUC-696AR Single Subject Methods: Art (2)
EDUC-696EN Single Subject Methods: English (3)
EDUC-696LO Single Subject Methods: Language Other Than English (LOTE) (3)
EDUC-696MA Single Subject Methods: Mathematics (3)
EDUC-696MU Single Subject Methods: Music (3)
EDUC-696PE Single Subject Methods: Physical Education (3)
EDUC-696SC Single Subject Methods: Science (3)
EDUC-696SS Single Subject Methods: Social Studies (3)

CHOOSE ONE OF THE FOLLOWING TRACKS:

Student Teaching Track
EDUC-619 Directed Initial Student Teaching: Single Subject (2)
EDUC-639 Directed Final Student Teaching: Single Subject (8)

Independent Teaching Track
Pre-Intern
EDUC-634 Independent Teaching Practicum: Single Subject (2)
EDUC-649A Independent Teaching I: Single Subject (3)
Intern
EDUC-649B Independent Teaching II: Single Subject (3)
EDUC-649C Independent Teaching III: Single Subject (7)

Bilingual Education
Students interested in teaching in a bilingual classroom should seek advice from their program director. Students may also learn about options for obtaining a bilingual certification by investigating the CCTC website (ctc.ca.gov).

TEACHER LIBRARIAN PROGRAM (Online Program)
Program Director: Melanie Lewis, M.A.

Overview
The teacher librarian program offers courses leading to a teacher librarian services credential and a Master of Arts in Education with a school library and information technology emphasis. The effective teacher librarian works collaboratively with classroom teachers to develop and implement programs related to curriculum, as well as to select, organize, manage and guide the use of learning resources in all formats.

Teacher Librarian Services Credential

Overview
Teacher librarian services credential program courses are designed to ensure candidates are exposed to a rich set of experiences that prepare them for service in school libraries. At the completion of the teacher librarian credential coursework, candidates may apply to add a special class authorization (SCA) to their clear teacher librarian services credential that would authorize providing departmentalized instruction in the content areas of information literacy, digital literacy and digital citizenship. This credential program has been approved by the California Commission on Teacher Credentialing. The course of study is specifically intended to prepare librarians for service inside the school environment, in grades K-12.

Accreditation
State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

Admission Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Statement of intent
- Three current reference forms
- Interview with program director
- Verification of passing the CBEST
- Valid California teaching credential, including an English learner authorization.
- Minimum of three years of successful teaching experience is desirable
- Letter of explanation if GPA is under 3.0

Formal acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met and a sequence of courses and
Program Student Learning Outcomes

Mission
The mission of the teacher librarian program is to expose candidates to a set of rich experiences that prepares them to administer successful and resourceful school library programs. The effective teacher librarian must be able to work independently and cooperatively with classroom teachers to develop and implement programs related to curriculum, as well as to select, organize, manage and guide the use of learning resources in all formats.

Objectives
The objectives of the teacher librarian services credential program are to prepare professionals who:

- Work independently or collaboratively with classroom teachers to plan, teach and evaluate the integration of the library media program into the curriculum.
- Apply sound principles of evaluation and selection of instructional resources and technology to build and maintain a collection which supports the curriculum of the school.
- Implement policies and procedures for effective acquisition, cataloging, processing, circulating and maintaining equipment and resources to ensure all students have equitable access to ideas and information.
- Select, prepare, evaluate and use instructional strategies, activities and resources that are appropriate to the diverse needs and learning styles of all students.
- Promote multicultural understanding through technology, course design and field experiences.
- Provide leadership and assistance to faculty and students in the design, implementation and assessment of curriculum, instruction and learning.
- Demonstrate knowledge of traditional and contemporary literature for children and young adults.
- Communicate effectively with students, staff, administrators and the public.
- Use the latest technology for managerial and instructional purposes in the library media center and the classroom.
- Model the legal and ethical use of ideas and information, including awareness of the implications inherent in the use of Internet resources.
- Demonstrate an understanding of the properties of information in terms of digital literacy, transliteracy, the cycle of and ethical use of information.
- Design lesson plans and programs to meet the desires and needs of all 21st century learners, notwithstanding interest or ability level, ethnic, cultural, racial or socioeconomic differences.
- Candidates articulate how formats and communication channels impact information and how information and ideas are processed and transformed using digital tools.

Locations Offered
Online

Program Length/Semester Starts
Full semester, fall, spring, summer

REQUIRED COURSES (32 UNITS)

LIB-705 Digital-Age School Library Technology (4)
LIB-710 Library Media Center Programs (3)
LIB-715 Administration of the School Media Center (3)
LIB-720 Analysis, Evaluation and Selection of Learning Resources (3)
LIB-725 Information Services in School Library Media Programs (3)
LIB-732 A Critical Look at Children’s Literature (3)
LIB 736 A Critical Look at Young Adult Literature (3)
LIB-740 Information and Communication Technologies (3)
LIB-745 Organization of Learning Resources (3)
LIB-792 Field Studies in School Librarianship I (2)
LIB-793 Field Studies in School Librarianship II (2)

Special Class Authorization (SCA)
Fresno Pacific University offers this course to teacher librarians with a clear teacher librarian services credential who wish to add this authorization to their credential. The SCA allows teacher librarians to teach information and digital literacy in a self-contained classroom setting.

LIB-751 Twenty-First Century School Librarianship (3)

Master of Arts: School Library and Information Technology

Overview
A minimum of 42 semester units are required for a Master of Arts in Education with an emphasis in school library and information technology. The program focuses on an integrated approach to library services through resource-based instruction. The program provides a theoretical and practical foundation in school librarianship by developing specialized teaching skills as well as administrative and library science and information technology skills.
Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 3.0
- Statement of intent
- Three current reference forms
- Interview with program director
- Letter of explanation for GPA below the minimum of 3.0

Locations Offered
Online

Semester Starts
Fall, spring, summer

REQUIRED COURSES (42 UNITS)

- LIB 705 Digital-Age School Library Technology (4)
- LIB 710 Library Media Center Programs (3)
- LIB 715 Administration of the School Media Center (3)
- LIB 720 Analysis, Evaluation and Selection of Learning Resources (3)
- LIB 725 Information Services in School Library Media Programs (3)
- LIB 732 A Critical Look at Children’s Literature (3)
- LIB 736 A Critical Look at Young Adult Literature (3)
- LIB 740 Information and Communication Technologies (3)
- LIB 745 Organization of Learning Resources (3)
- LIB 792 Field Studies in School Librarianship I (2)
- LIB 793 Field Studies in School Librarianship II (2)

Master of Arts Core
- ED 779 Values in School and Society (3)
- LIB 798 Project/Thesis Proposal (1)
- ED 771 Research Methods in Education (3)
- LIB 799 Project/Thesis-School Library Media (3)
SCHOOL OF
HUMANITIES, RELIGION
AND SOCIAL SCIENCES

Dean: Ronald Herms, Ph.D.

Overview
The graduate programs are characterized by a commitment to the needs of the student. They are concerned with developing a community of learners who view education holistically and who share a commitment to the highest standards of professional, moral and personal behavior. All programs are accredited by the Western Association of Schools and Colleges and, where appropriate, by the California Commission on Teacher Credentialing.

The intent of the programs is to prepare leaders and change agents to serve in schools, business and other professional and academic settings. The cooperation of surrounding school districts, businesses and other agencies facilitates continuous practical application of learning.

INDIVIDUALIZED MASTER OF ARTS
PROGRAM

Program Director: Rod Janzen, Ed.D.

Overview
The Individualized Master of Arts program (IMAP) provides a structure for master’s-level study in areas where the university has significant strengths but does not offer a formal program. The program offers the opportunity for students, in consultation with a mentor/advisor, to design a program around specific areas of interest subject to approval by the IMAP Council and the availability and willingness of university faculty to supervise study in the proposed area. A significant provision of the program is the possibility of drawing on expertise and resources outside the university in pursuing the proposed study. All proposals are subject to approval by the IMAP Council.

Program Structure
The degree typically consists of a minimum of 36 units, or their equivalent, that constitutes a coherent disciplinary or interdisciplinary focus. The course of study must include a core of at least 3 units in biblical/theological/ethics studies or a related area and 4 units of thesis or project work. The 3 units of biblical/theological/ethics study are required as part of the university’s commitment to the Christian faith. At least 24 units must be taken at FPU. Six units are to be taken in a setting that provides for interaction with others—in a classroom or online.

The content and structure of each course of study is negotiated with the program advisor and may combine taught courses, independent study or research, tutorials, seminars or supervised field experience. Each final study plan is subject to approval by the IMAP Council and the dean(s) of the school(s) in which the area of study resides.

A maximum of 12 units completed prior to admission may be considered for transfer from other accredited graduate programs and must be included in the proposed program. No course may be more than 10 years old at the time of completion of the IMAP.

Faculty
The program director and an IMAP Council provide general oversight to the program under the auspices of the graduate academic committee. The IMAP Council oversees the general and core requirements of the program and appoints a faculty mentor/advisor for each admitted student. Advisors are regular university faculty. Individuals from outside the university with recognized experience and expertise in the area of study may be invited to serve as instructors or supervisors of student learning experiences.

Admissions Requirements
- Official transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director
- Letter of explanation if GPA is under 2.75

In addition students submit a preliminary proposal of study. Students are expected to have sufficient background in the proposed area of study to make their success in the program likely. The IMAP Council may recommend or require prerequisite studies if deemed appropriate.

1. Prospective students schedule a meeting or make a telephone call to the program director (or representative) to discuss their interests, to determine whether or not the program is likely to meet their needs and whether or not Fresno Pacific University is able to offer study in the proposed area.

2. Applicants must prepare a preliminary proposal of study (two to three pages long) that will later be developed into their final study plan and that includes their proposed objectives, a proposed concentration, a summary of their preliminary proposal of study and a summary of their background for study in the proposed area.

Program Student Learning Outcomes
1. Demonstrate subject matter competence in a discipline-based or interdisciplinary academic field.
2. Demonstrate an understanding of basic principles of research methodology as related to the student’s chosen field of study.

3. Demonstrate an understanding of ethical decision making in the student’s chosen field of study.

4. Demonstrate oral and written communication that informs and persuades others.

5. Demonstrate an understanding of cultural and global perspectives in order to understand complex systems.

Proposed Course of Study

The IMAP course of study must demonstrate internal coherence and should include a section that pays attention to the theoretical context of the proposed study. The proposed plan should provide evidence that specified outcomes are likely to be met. The proposed course of study should include at least these components:

1. Theoretical context for the field(s) in which the study will be undertaken.

2. Rationale and objectives for the program of study, including how they fit into professional and/or personal goals.

3. A title that reflects the field of study and a brief description of the content.

4. Key questions to be investigated and/or skills to be developed.

5. Lists of activities and experiences, including proposed courses, faculty and unit credit information. (Courses of study should typically involve at least five faculty members.) A proposed time frame for completing coursework should be part of this exposition.

6. A tentative focus for the master’s degree project or thesis.

7. The major resources to be accessed, including preliminary overview of available bibliographic and human resources.

The proposed course of study, when approved, is considered to be a learning contract and students will be held accountable to it at the time the IMAP is completed. At the same time, the plan is not intended to be constraining. What students discover and learn during the early part of their study may lead to modifications later on. Any substantive changes in coursework must be put in writing and must be approved by the program advisor and the IMAP program director, with a copy placed in the student’s file.

PEACEMAKING AND CONFLICT STUDIES PROGRAM

Master of Arts in Peacemaking and Conflict Studies

Program Director: Peter Smith, Ph.D.

Overview

The master’s program in peacemaking and conflict studies has been designed for people who wish to become skilled and effective practitioners, educators and leaders in the constructive management and peaceful resolution of conflict.

Program options are designed to meet the needs of those who wish to specialize in the field and those who want to become more skilled in dealing with conflict in the settings in which they live, work and move. Courses of study address the breadth of conflict and peace topics from the interpersonal to the international. The 40-unit academic program is closely linked to the practical, community-based activities of the university’s Center for Peacemaking and Conflict Studies (CPACS).

The program draws from current knowledge and wisdom of both past and present within the field. The approach is multidisciplinary, though rooted firmly in Christian values and thought that emphasize justice and right relationships as represented in the ancient and holistic ideal of shalom.

Admissions Requirements

- Official transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director
- Letter of explanation for GPA below the minimum of 2.75
- Academic writing sample

Work or volunteer experience in an organization related to the proposed concentration in the program is highly recommended.

Program Student Learning Outcomes

1. Professional: PACS graduates will be skilled and effective practitioners, educators and leaders in the constructive management and peaceful resolution of conflict.

2. Working Knowledge: PACS graduates will have a working knowledge of historical and current practice, scholarship and wisdom in the field of peacemaking and conflict studies.

3. Philosophy–Faith Based Values: PACS graduates will understand, discern and apply philosophical and
faith-based values in the field of peacemaking and conflict studies.

Locations Offered
The program is offered on the main Fresno campus. One required course is taught online and several upper-level tutorials are amenable to distance learning.

Program Length/Semester Starts
The program has rolling admission with students starting in any semester. Students move through the program at their own pace.

REquired Courses (Minimum 40 Units)

Foundations
PACS-700 Basic Institute in Conflict Management and Mediation (2)
PACS-708 Conflict Analysis (3)
PACS-710 Introduction to Alternative Dispute Resolution (1)

History and Theology
Select a minimum of one of the following:
BIB-736 Violence and Nonviolence (3)
PACS-702 Theological Ethics of Conflict and Peacemaking (3)
PACS-730 Historical Peacemakers (3)

Mediation
PACS-756* Introductory Practicum in Mediation (1)
PACS-758 Advanced Mediation (3)
PACS-760 Mediation and the Law (3)
*May be waived if student has had previous experience in mediation.

Master of Arts Core
PACS-771 Methods in Peace Research Design (2)

Select one of the following:
PACS-798 Project/Thesis Proposal (1)
and PACS-799 Project/Thesis-Conflict Management and Peacemaking (3)
OR
PACS-790 Integrative Seminar (3)

Select One of the Following Concentrations
Concentration area courses provide more focused and in-depth study in a selected area of interest within the field. Students take a minimum of 9 units in one of six areas listed below.

Church Conflict and Peacemaking Concentration

REQUIRED COURSES
PACS-752 Church Conflict Management and Leadership (3)

Select a minimum of two of the following:
COUN-724 Interpersonal Communication: Person, Family and Community (3)
PACS-716 Group Dynamics and Processes (3)
PACS-730 Historical Peacemakers (3)
PACS-751 Conflict and Peacemaking Across Cultures (3)

Mediation Concentration

REQUIRED COURSES
PACS-739 Institute in Establishing a Mediation Practice (1)
PACS-764 Internship in Peacemaking (2-5)
PACS-762 Family Mediation (3)
AND/OR
PACS-751 Conflict and Peacemaking Across Cultures (3)

Restorative Justice Concentration

REQUIRED COURSES
PACS-737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)
PACS-746 Restorative Justice (3)
PACS-751 Conflict and Peacemaking Across Cultures (3)
PACS-764 Internship in Peacemaking (2)

Personalized Concentration

REQUIRED COURSES
Select courses in consultation with the program director to meet a special interest or need.

Electives
Choose from the listed PACS courses to complete the program. With the prior approval of the program director, students may also choose related courses from other areas of the graduate curriculum or courses from the Biblical Seminary. Directed and independent studies are also available to pursue special interests. Students intending to do a research thesis in contrast to a project thesis should give special attention to preparatory coursework in research methodologies.
PEACE MAKING AND CONFLICT STUDIES

CERTIFICATE PROGRAM

The certificate program in peacemaking and conflict studies (15 units) is designed for professional and lay people with bachelor’s degrees who wish to develop additional expertise in a particular area of the field. They require graduate-level coursework connected to the Master of Arts in Peacemaking and Conflict Studies. Certificates may be completed independently or may constitute a portion of the master’s degree program. Other university programs offer variations on these certificates. See your program director for information.

Admissions Requirements

- Official transcripts verifying bachelor’s degree
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms
- Interview with program director
- Letter of explanation for GPA below the minimum of 2.75
- Academic writing sample

People applying for the certificate program in school conflict management must also have a teaching credential or be currently employed in a school counseling or leadership position.

Certificate in Church Conflict and Peacemaking

The purpose of this program is to prepare both church leaders and lay people to be effective peacemakers and conflict managers in the church.

REQUIRED COURSES (15 UNITS)

Core

PACS-700 Basic Institute in Conflict Management and Mediation (2)
PACS-702 Theological Ethics of Conflict and Peacemaking (3)
PACS-708 Conflict Analysis (3)
PACS-752 Church Conflict Management and Leadership (3)
PACS-756 Introductory Practicum in Mediation (1)

Electives

Select one of the following:
PACS-716 Group Dynamics and Processes (3)
PACS-751 Conflict and Peacemaking Across Cultures (3)
PACS-758 Advanced Mediation (3)
Other approved elective

Certificate in Mediation

This program is designed for individuals who wish to develop skill in mediation in preparation for professional or voluntary work in mediation. Individuals in leadership may also wish to use the certificate program to enhance their mediation skills in their continuing roles.

REQUIRED COURSES (15 UNITS)

Core

PACS-700 Basic Institute in Conflict Management and Mediation (2)
PACS-710 Introduction to Alternative Dispute Resolution (1)
PACS-756* Introductory Practicum in Mediation (1)
PACS-758 Advanced Mediation (3)
PACS-760 Mediation and the Law (3)
PACS-764 Internship in Peacemaking (2-6)
*May be waived if student has had previous experience in mediation.

Electives

Select a minimum of one from the following to complete the program:
PACS-737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)
PACS-739 Institute in Establishing a Mediation Practice (1)
PACS-746 Restorative Justice (3)
PACS-750 International Conflict and Peacemaking (3)
PACS-751 Conflict and Peacemaking Across Cultures (3)
PACS-752 Church Conflict Management and Leadership (3)
PACS-762 Family Mediation (3)
PACS-766 Mediator Certification Course (1)

Certificate in Restorative Justice

The purpose of this program is to prepare people to become trainers and leaders in developing victim-offender reconciliation and other restorative justice programs.

REQUIRED COURSES (15 UNITS)

Core

PACS-700 Basic Institute in Conflict Management and Mediation (2)
PACS-737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)
PACS-746 Restorative Justice (3)
PACS-751 Conflict and Peacemaking Across Cultures (3)
PACS-764 Internship in Peacemaking (2)
Electives

Select one of the following:
PACS-716 Group Dynamics and Processes (3)
PACS-740 Victims, Trauma and Recovery (3).

Certificate in Workplace Conflict Management and Peacemaking

This program draws on the resources of the peacemaking and conflict studies graduate programs to help people understand the nature of organizations and the dynamics of conflict in order to develop skills in constructive conflict management. Individualized courses taught by the tutorial-method will focus on workplace issues. (For non-LEAD students.)

REQUIRED COURSES (15-16 UNITS)
PACS-700 Basic Institute in Conflict Management and Mediation (2)
PACS-708 Conflict Analysis (3)
PACS-710 Introduction to Alternative Dispute Resolution (1)
PACS-716 Group Dynamics and Processes (3)
PACS-756* Introductory Practicum in Mediation (1)
PACS-758 Advanced Mediation (3)
PACS-760 Mediation and the Law (3)
*May be waived if student has experience in mediation.

Certificate in Workplace Conflict Management and Peacemaking (LEAD)

This program draws on the resources of both the peacemaking and conflict studies and leadership studies graduate programs to help people understand the nature of organizations and the dynamics of conflict in order to develop skills in constructive conflict management. Only students in the LEAD program are eligible for this certificate.

REQUIRED COURSES (16-17 UNITS)

CORE

Peacemaking and Conflict Studies Courses
PACS-708 Conflict Analysis (3)
PACS-710 Introduction to Alternative Dispute Resolution (1)
PACS-756* Introductory Practicum in Mediation (1)
*May be waived if student has experience in mediation.

Leadership Studies Courses
LEAD-707 Organizational Behavior and Group Dynamics (3)
LEAD-721 Conflict, Collaboration and Negotiations (3)
LEAD-722 Human Resource Management (3)

ELECTIVES

Select one of the following:
LEAD-762 Leadership in Different Contexts (3)
PACS-758 Advanced Mediation (3)

Personalized Certificate in Peacemaking and Conflict Studies

This certificate provides students with the opportunity to design a program in conflict management and peacemaking to meet a special interest or need.

REQUIRED COURSES (15 UNITS)

Students may design a personalized program in consultation with the peacemaking and conflict studies program director and faculty. Final approval of the proposed program by the peacemaking and conflict studies program director is required.
SCHOOL OF NATURAL SCIENCES

Dean: Karen Cianci, Ph.D.

Overview
The graduate programs are characterized by a commitment to the needs of the student. They are concerned with developing a community of learners who view education holistically and who share a commitment to the highest standards of professional, moral and personal behavior. All programs are accredited by the Western Association of Schools and Colleges and, where appropriate, by the California Commission on Teacher Credentialing.

The intent of the programs is to prepare leaders as change agents to serve in schools, businesses and other professional and academic settings. The cooperation of surrounding school districts, businesses and other agencies facilitates continuous practical application of learning.

KINESIOLOGY PROGRAM (Online Program)
Program Director: Jim Ave, Ph.D.

Overview
The master’s program in kinesiology is designed to prepare professionals to become exemplary practitioners in the areas of athletic administration, athletic training and physical education pedagogy by providing opportunities for academic, social, spiritual, professional and personal development. A fee is charged for KIN-796 Comprehensive Exam.

Program Student Learning Outcomes
By the completion of Master of Arts in Kinesiology program the exceptional kinesiology practitioner will be able to:
1. Analyze disciplinary content knowledge/theories and modes of inquiry that form the bases for kinesiology programs and instruction (NASPE, 2008).
2. Apply disciplinary content knowledge and theories to design and conduct appropriate learning and professional experiences (NASPE, 2008).
3. Practice continuous professional learning to further their own professional development, to be an advocate for the kinesiology discipline and to be a responsive and reflective practitioners (NASPE, 2008).
4. Evaluate theories and abilities of kinesiology and sport leaders and develop their own personal and professional leadership skills appropriate for their chosen career.

Locations Offered
This program is completely online.

Master of Arts in Athletic Training

Locations Offered
This program is completely online.

Overview
This fully online program prepares post-professional athletic trainers to become exemplary and scholarly athletic training practitioners by providing evidence-based educational opportunities to achieve academic, social, spiritual, professional, and personal development. The program provides intensive study in evidence-based practice, athletic training teaching methods, administration and organization, as well as advanced therapeutic exercise and rehabilitation. Clinical experience in the field is expected during the fall and spring semesters.

Admissions Requirements
• Official transcripts verifying bachelor’s degree (must be in athletic training or related area)
• Minimum GPA of 2.75
• Statement of intent
• Three current reference forms (at least one must be from a supervising ATC)
• Interview with program director
• Letter of explanation if GPA is below 2.75
• Two writing samples indicating potential graduate level work
• Current resume including all related professional and extracurricular experience
• Current BOC, INC. certification with good standing or eligibility for the BOC certification examination

Master of Arts in Athletic Training Mission Statement
The mission of the Master of Arts in Athletic Training is to prepare post-professional athletic trainers to become exemplary and scholarly athletic training practitioners by providing evidence-based educational opportunities to achieve academic, social, spiritual, professional, and personal development.

Program Student Learning Outcomes (P-SLOs)
By the completion of Master of Arts in Athletic Training the Post-Professional Athletic Trainer will be to:
1. Analyze disciplinary content knowledge/theories and modes of inquiry that form the basis for athletic training practice (NASPE, 2008).
2. Apply disciplinary content knowledge and theories to their athletic training rehabilitation techniques, administration and leadership abilities, and didactic and clinical teaching skills (NASPE, 2008).
3. Practice continuous professional learning to further his or her own professional development, to be an advocate for the athletic training discipline, and to be
a responsive and reflective clinical practitioner (NASPE, 2008).
4. Integration of evidence-based practices principals to inform their clinical reasoning and decision-making process.
5. Analyze ethical and moral situations that are related to sport, teaching physical education, coaching sports, practicing athletic training, and administering

Program Length/Semester Starts
The athletic training emphasis starts in the summer semester and the program is 14 months in length.

REQUIRED COURSES
Program Length/Semester Starts
The Master of Arts in Athletic Training starts in the summer semester and the program is 13 months in length.

REQUIRED COURSES (21 units)
ATR 700: Evidence Based Practice in Athletic Training (6)
ATR 705 Advanced Therapeutic Exercise (3)
ATR 715 Athletic Training Pedagogical Studies (3)
ATR 720 Advanced Athletic Training Administration (3)
ATR 792A Practicum in Athletic Training I (3)
ATR 792B Practicum in Athletic Training II (3)

Master of Arts Core (9 units)
KIN 715 Legal Aspects in Kinesiology and Sport (3)
KIN 771 Research Methods in Kinesiology (3)
KIN 779 Values in Kinesiology and Sport (3)
KIN 796 Comprehensive Examination (0)

Master of Arts in Kinesiology: Physical Education Emphasis

Overview
This graduate program is for students with background in physical education and/or coaching. It is designed for students who wish to enhance competencies in teaching, coaching, consulting or program administration and prepare for a variety of physical or sport-related careers.

Admissions Requirements
- Official transcripts verifying bachelor’s degree (Must be in a kinesiology-related area*)
- Minimum GPA of 2.75
- Statement of intent
- Three current reference forms (At least one must be from a college instructor or supervisor)
- Interview with program director
- Letter of explanation if GPA is below 2.75

Program Length/Semester Starts
The Master of Arts in Athletic Training starts in the summer semester and the program is 13 months in length.

REQUIRED COURSES (24 units)
- Two writing samples indicating potential graduate-level work
- Current Resume including all related professional extracurricular experience

*Individuals without a B.A./B.S. in kinesiology or related area may satisfy the requirement one of the following ways:
- Having a minimum of 12 semester units of study in physical education.
- For each year of verified, full-time physical education teaching and/or coaching experience, 3 units of prerequisites may be waived with the approval of the program director.
- For each year of part-time teaching/coaching, 1.5 units may be waived.

Emphasis Student Learning Outcomes
By the completion of the physical education emphasis the student will be able to:
1. Design content- and/or grade-specific standards-based curriculum.
2. Analyze professional standards to identify and develop effective, developmentally appropriate and standards-based lesson plans, as well as engage in reflective practices to improve instructional effectiveness.
3. Develop and use a variety of standards-based assessment tools and techniques and statistically analyze results for program improvement.

Locations Offered
This program is completely online.

Program Length/Semester Starts
The PE emphasis requires either 14 or 17 months to complete. The program starts each spring and summer semester.
REQUwED COURSES
Kinesiology Courses (24 units)
KIN-710 Technology in Kinesiology (3)
KIN-715 Legal Aspects of Kinesiology and Sport (3)
KIN720 Psychology of Sports (3)
KIN-725 Program Design in Physical Education (3)
KIN-740 Advanced Methods of Teaching Physical Education (3)
KIN-745 Assessment in Physical Education (3)
KIN-792A Practicum in Physical Education I (3)
KIN-792B Practicum in Physical Education II (3)

Master of Arts CORE (12-13 Units)
KIN-771 Research Methods in Kinesiology (3)
KIN-779 Values in Kinesiology and Sport (3)

Course Option
KIN-777A Issues in Kinesiology (2)
KIN-777B Field-Based Research (3)

Thesis Option
KIN-777A Issues in Kinesiology (2)
KIN-798 Project/Thesis Proposal (1)
KIN-799 Project/Thesis-Physical Education or Athletic Training (3)

Comprehensive Examination option
KIN-7390 History and Philosophy in Kinesiology (3)
KIN-777A Issues in Kinesiology (2)
KIN-796 Comprehensive Examination (0)

Master of Science in Nursing
Program Director: Stacy Manning, DNP, NP-C, MSN, AOCNP

Overview

developed with the latest recommendation from the American Association of Critical Care Nurses, The Essentials for Master’s Education in Nursing. The program also integrates the National Organization of Nurse Practitioner Faculties’ Nurse Practitioner competencies “acquired through the mentored patient care experiences, with an emphasis on independent and interprofessional practice; analytical skills for evaluating and providing evidence-based, patient-centered care across settings; and advanced knowledge of the health care delivery system” (NONPF, 2012). A master’s education in nursing equips nurses with valuable knowledge and skills to lead change, promote health and alleviate suffering in various levels and settings in synergy with current and future healthcare reform legislation.

With a focus on assessment, prevention and instruction, the Master of Science in Nursing gives a broad education, applicable in today’s evolving health care field. An FNP emphasis focuses on primary care across the lifespan with practicums that prepare participants for this specialty. Family nurse practitioners demonstrate a commitment to and understanding of the relevance of the family’s identified community in the delivery of family-centered care.

Admission Requirements
• Official transcripts verifying bachelor’s degree
• Minimum GPA of 3.0
• Statement of intent

The complexities of health and nursing care today make expanded nursing knowledge a necessity in contemporary care settings. The transformation of health care and nursing practice requires a new conceptualization of master’s education with Christian perspective. The MSN program is
• Three current reference forms
• Interview with program director
• BSN degree from an accredited nursing program
• All other official transcripts from colleges/universities attended; Transcripts must verify satisfactory completion of:
  o Statistics
  o Chemistry
  o Upper-division writing
• Letter of explanation if GPA is below 3.0
• Licensure as a professional nurse (RN) in the state of California
• Certification as a Public Health Nurse (PHN) in the state of California
• Background check from Certified Background. (Call 559-573-7831 for instructions about placing an order.)
• Evidence of current malpractice insurance
• Evidence of current physical exam and immunization
• Resume or curriculum vitae
• Minimum two years experience in direct patient care

All applicants to FPU’s graduate nursing program will be considered on an individual basis. Admissions decisions will be based on the applicant's complete profile, which includes previous academic work, nursing experience, professional references and a personal interview.
**Program Student Learning Outcomes**

The graduate will:

1. **Critical Analysis**: Critically analyze information to provide leadership, education and service across the lifespan in health care settings.

2. **Theoretical Integration**: Integrate applicable leadership, organization and role theories to lead and teach at micro and macro levels in health care.

3. **Technologies Integration**: Employ informatics and health care technologies to evaluate and improve the quality and safety of patient care.

4. **Evidence into Practice**: Use evidence-based scholarship, leadership and ethical health care policy, practice and service in clinical prevention and health care maintenance across the lifespan.

5. **Collaboration and Advocacy**: Professionally collaborate and advocate for the improvement of individual, family and community health outcomes across the lifespan.

6. **Health Disparities**: Apply ethically and culturally sound principles and solutions to complex socio-economic issues related to the health of families, communities and populations.

7. **Advanced Practice**: Demonstrate advanced knowledge, skills and professional dispositions to lead and promote change in health care settings.

8. **Christian Integration**: Synthesize Christian beliefs and values in the nursing field to advance a culture of excellence professionally and personally through lifelong learning.

**Project**

Nursing students complete a project during the program. The master’s project is a scholarly piece of research, analysis and writing which must be relevant to the discipline of nursing and the student’s chosen practice area. The purpose of the activity is to foster an understanding and application of the scientific method as a basis for studying problems in advanced nursing roles. The paper should be analytic in nature and grounded in theory and research with recommendation for implementation.

**Locations Offered**

**NURS-700** Professional Foundation and Advanced Nursing Role Development (3)

**NURS-705** Christian Values for Social Justice, Health Care Economics and Advocacy (3)

**NURS-710** Nursing Curriculum, Planning, Implementation and Evaluation (3)

**NURS-710A** Microteaching Practicum (1) 45 hours

**NURS-715** Advanced Health Assessment(3)

**NURS-720** Advanced Patho-Physiology (3)

**NURS-725** Advanced Pharmacology (3)

**NURS-730** Advanced Nursing Research (3)

**NURS-735** Primary Prevention: Individual, Family and Community Health (3)

**NURS-735A** Primary Prevention Practicum (3) 135 hours

**NURS-740A** Thesis/Project Development (2)

**NURS-740B** Thesis/Project Development (1)

**NURS-745** Secondary Clinical Prevention: Individual, Family and Community Health (3)

**NURS-745A** Secondary Prevention Practicum: Individual, Family (3) 135 hours

**NURS-750** Tertiary Prevention: Older Adults (3)

**NURS-750A** Tertiary Prevention Practicum (3) 135 hours

**NURS-755** Systems Leadership, Business and Budget Planning (3)

**NURS-760** Role Synthesis and Evaluation for Advance Practice (2)

**NURS-790** Clinical Immersion Experience (3) Minimum 225 hours
Master of Arts in Sport Administration

Locations Offered
This program is completely online.

Overview
The program is designed for students with or without a background in sport administration, or those who are currently employed as sport administrators. The program will provide advanced knowledge in sport leadership and administration, sport marketing, revenue and finance, sales and sponsorship to position students for sport administration positions. Students are expected to be working or volunteering in the sport administration field during the fall and spring semesters.

ADMISSION REQUIREMENTS:
- Application form and fee
- Phone interview with program director
- Three letters of recommendation
- Statement of intent
- Two writing samples indicating potential graduate-level work
- Official transcripts verifying BA/BS degree in kinesiology, sport management, or business
- Minimum GPA of 2.75
- Letter of explanation if GPA is below 2.75
- A current résumé including all related professional and extra-curricular experience

Master of Arts in Sport Administration Mission Statement
The mission of the Master of Arts in Sport Administration is to prepare individuals to become exemplary and scholarly sport administrators and leaders by providing educational opportunities to achieve academic, social, spiritual, professional, and personal development.

Program Student Learning Outcomes (P-SLOs)
By the completion of Master of Arts in Sport Administration the student will be to:
1. Analyze disciplinary content knowledge/theories and modes of inquiry that form the basis for sport administration practice (NASPE, 2008).
2. Apply disciplinary content knowledge and theories to affect their sport administration and leadership abilities (NASPE, 2008).
3. Practice continuous professional learning to further his or her own professional development, to be an advocate for the sport administration discipline, and to be a responsive and reflective sport administrator (NASPE, 2008).
4. Evaluate leadership theories to identify and develop their own sport administration leadership philosophy.
5. Analyze ethical and moral situations that are related to sport, teaching physical education, coaching sports, practicing athletic training, and administering sport programs using the values, principles, and standards of one’s profession.

Program Length/Semester Starts
The Master of Arts in Sport Administration starts in the summer semester and the program is 13 months in length.

REQUIRED COURSES (24 units)
SPA 700 Sport Career Development (3)
SPA 705 Sport Marketing (3)
SPA 710 Sport Revenue and Finance (3)
SPA 715 Sport Leadership and Administration (3)
SPA 720 Sport Sales and Sponsorship (3)
SPA 792A Practicum in Sport Administration I (3)
SPA 792B Practicum in Sport Administration II (3)

Master of Arts Core (9 units)
KIN 715 Legal Aspects of Kinesiology and Sport (3)
KIN 771 Research Methods in Kinesiology (3)
KIN 779 Values in Kinesiology and Sport (3)
KIN 796 Comprehensive Examination (0)
FPU BIBLICAL SEMINARY

Overview
Fresno Pacific Biblical Seminary is a learning community that develops kingdom-minded leaders who equip the church and engage the world with the transformative love of Jesus.

We give witness to a biblical theology that is both Anabaptist and evangelical, teaching that the church is called by Jesus Christ to represent God’s reign in the world by the power of the Holy Spirit as its community (being), servant (doing) and messenger (telling).

The seminary practices the following intentional learning practices:
1. Clear and effective oral and written communication
2. Close reading of texts
3. Social analysis
4. Theological reflection
5. Collaboration
6. Integrity and originality
7. Practical application
8. Information research literacy

Accreditation
Fresno Pacific Biblical Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:
- Master of Divinity (M.Div.)
- Master of Arts in Christian Ministries (M.A.C.M.).
- Master of Arts in Marriage and Family Therapy (M.F.T.).
- Master of Arts in Urban Mission (M.A.U.M.)

The commission contact information is:
The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275
USA
Telephone: 412-788-6505
Fax: 412-788-6510
Website: www.ats.edu

Admissions Requirements
- Strong commitment to and desire for Christian ministry and service
- Bachelor’s degree from an accredited college or university* (minimum 2.5. GPA; 3.0 for MFT program**)
- Application form and fee
- Personal profile statement
- Three references from a pastor or other ministry leader, a current or former employer and a friend or family member using the Seminary Reference Form (please do not use a family member as the pastoral or employer reference)
- Writing sample from undergraduate education (for ministry/missions/teology/biblical studies applicants only; can be any paper submitted for a letter grade regardless of subject)
- Personal interview

Additional requirements for the MFT program
- GRE test results
- Answers to short-answer questions
- Additional course prerequisites (viewable on the MFT program page)
- Writing sample as part of interview process

International students, please check International Applicants page for additional requirements and documents.

*A bachelor’s degree from a regionally accredited institution or an institution accredited by one of the following agencies is acceptable:
- Association for Biblical Higher Education (ABHE)
- Association for Theological Schools (ATS)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)

Students will be considered for admission to the seminary into the M.Div., M.A.-CM, M.A.-UM, or M.A.-MFT degrees or one of the diploma/certificate programs without the equivalent of a bachelor’s degree if they have:
- A minimum of two years of post-secondary education (i.e. 60 semester units)
- Some years of work experience, preferably in a leadership role
- Evidence of life experience which has prepared them for graduate theological education

In compliance with the Association of Theological Schools, 15 percent of the annual enrollment in the above programs may be comprised of individuals who do not have a bachelor’s degree or its equivalent. Such students may only pursue the degree or program to which they have applied.

** Under special circumstances, may be waived

Advanced Standing
FPU undergraduate students may gain credit for up to 25% of specific seminary M.A. programs (15 units) or the M.Div. degree (22.5 units) if they have completed certain courses and received a final grade of B or higher. For the classes where
undergraduate and graduate students are in the same classroom, undergraduates must declare the course to be used for advanced standing prior to the end of the course and must have used the graduate level syllabus. Contact the admissions advisor for additional information.

Program Student Learning Outcomes
The following is a condensed version of the FPU Biblical Seminary education outcomes. A full version (with additional sub points) is available upon request.

Every student will
1. Demonstrate commitment to live as a disciple of Jesus in Christian community
   1.1. Practice spiritual disciplines that promote maturing authentic discipleship.
   1.2. Demonstrate self-awareness that promotes maturing, authentic humanity.
   1.3. Accept coaching through mentoring relationships under the auspices of FPU Biblical Seminary.
   1.4. Develop relationship with a cohort of fellow learners under the auspices of FPU Biblical Seminary.
   1.5. Witness persuasively to the Gospel of Jesus Christ in a postmodern secular context.
   1.6. Lead individuals and a Christian community in spiritual growth.
2. Articulate commitment to a biblical theological Christian perspective
   2.1. Exegete biblical texts within a design that includes the descriptive, synthetic, hermeneutical and pragmatic analytical tasks.
   2.2. Describe personal and denominational theological position in dialogue with values of Anabaptism and the rest of Christian tradition.
   2.3. Articulate and defend a biblical view of leadership and Christian ministry in the world.
   2.4. Analyze, synthesize and engage contemporary church and world issues from a biblical theological perspective.
3. Interpret diverse cultural contexts of ministry using theological perspectives integrated with social scientific approaches
   3.1. Describe the Missio Dei view of church as a people called and sent to represent God’s reign as community, servant and messenger in dialogue with personal and denominational theology/sociology of church.
   3.2. Use theological and social scientific tools and practices to understand and interpret the culture of a ministry and the cultural context of the ministry.
   3.3. Assess the significance of cultural context for interpreting Scripture within and across cultures.
   3.4. Apply biblical theological perspectives in serving and leading in one’s own and other ministry contexts.
3.5. Dialogue respectfully, witness effectively and serve and lead faithfully among diverse cultural and religious communities.
4. Practice leadership skills in pastoral ministry: (M.Div. and MACM)
   4.1. Proclaim the Gospel message through words and deeds with the purpose of leading all people to faith in Jesus Christ and into a relationship with the church.
   4.2. Summarize, interpret and integrate biblical, historical and theological perspectives and theories related to faithful pastoral leadership in the 21st century.
   4.3. Describe how to minister among God’s people to evoke the trust, credibility and confidence that a congregational leader requires during times of change.
   4.4. Explain how to nurture the imagination and growth of God’s people through the conviction that God’s reign is among them.
   4.5. Prepare and proclaim sermons that are faithful to the biblical text and relevant to God’s people in their cultural contexts.
   4.6. Plan and lead services of Christian worship that are biblical as well as appropriate to one’s congregational tradition.
   4.7. Provide congregational leadership with the recognition that leadership in the local church is team leadership shared by men and women whom the congregation calls to prepare, equip and empower it for participation in God’s mission in the world.
   4.8. Attend to the pastoral care needs of the congregation.
5. Practice leadership skills in marriage, family and child therapy: (M.A.-MFT)
   5.1. Articulate integrative views of humanity, theology and counseling.
   5.2. Demonstrate understanding of individual and family life cycle development and intervention across the life span.
   5.3. Demonstrate appropriate use of one’s personal self in response to human need.
   5.4. Demonstrate practice consistent with the laws and ethics that apply to marriage, family and child therapy.
   5.5. Demonstrate understanding of a wide variety of counseling theories and techniques.
   5.6. Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family and child therapists.
   5.7. Demonstrate proactive understanding, awareness and relational skills across cultures, religions and special populations.
5.8. Demonstrate proactive commitment to a community of witness, justice and peace.
5.9. Develop ability to understand, use and evaluate research and assessment tools.
6. Practice leadership skills in intercultural mission: (M.A.-UM)
   6.1. Demonstrate a commitment to intercultural ministry by developing a biblical, theological and historical foundation for mission.
   6.2. Demonstrate passion for cross-cultural and urban ministry by developing biblical contextualization skills.
   6.3. Demonstrate the ability to serve and lead in cultural and religious diversity by applying biblical/theological perspectives.
   6.4. Demonstrate skills for intercultural ministry by using contextualization tools such as anthropology, sociology and missiology principles.
   6.5. Demonstrate preparedness for intercultural ministry by developing and maintaining healthy interpersonal relationships and communication links with diverse cultural groups.
7. Practice leadership skills in educational leadership. (M.A.-NT, OT, theology)
   7.1. Summarize, interpret and apply the assumptions, historical perspectives, theories and relevant literature of the academic disciplines vital to educational leadership.
   7.2. Demonstrate strong research and writing skills.
   7.3. Develop a solid foundation in the chosen field of study (theology, OT or NT).

Locations Offered

Programs are offered on the main campus in Fresno. In addition, MFT is also offered at the Visalia Center. The Certificate in Mennonite Brethren Studies is offered online.

Bible Knowledge Requirement

Students must meet a Bible knowledge requirement within the first 15 units of their seminary studies. To meet this requirement, students are encouraged to attend a one-day workshop offered in the first month of the term. Alternative means of meeting the requirement are available upon inquiry with the seminary dean.

MASTER OF DIVINITY

Overview

To prepare people for pastoral leadership, family ministry, youth work, pastoral care and counseling, church planting, Bible teaching, community development and cross-cultural ministry, this degree combines classroom and field-based learning to produce personal growth in biblical knowledge, theological understanding, community building, and practical ministry experience. Students serve in a supervised ministry position for a minimum of four semesters. The electives provide opportunity for specialization. The M.Div. is the required degree for admission to Doctor of Ministry programs.

REQUIRED COURSES (90 UNITS)

Foundations

*BIB-720 The Church and God’s Mission in the World (3)
*BIB-725 Biblical Interpretation I (3)
HIST-712 History of Christianity (3)
*MIN-705 Mentoring/Connecting (1)
*MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
or *MIN-750D Cross-Cultural Encounter: San Francisco (1.5)
*MIN-750B Cross-Cultural Encounter: Fresno (1.5)
or *MIN-750C Cross-Cultural Encounter: International (1.5)
THEO-705 Christian Thought (3)

Expanding the Base

Choose one set^:
BIB-710 Elementary Greek I (3)
BIB-711 Elementary Greek II (3)
or
BIB-715 Elementary Hebrew I (3)
BIB-716 Elementary Hebrew II (3)
^Students may petition to substitute biblical language requirements (9 units) with BIB-722 Biblical Language Tools (3) and 6 units of Bible content courses. Interested students should discuss this option with their faculty advisor.

**BIB-750 Biblical Theology I (3)
**BIB-752 Biblical Theology II (3)
COUN-724 Interpersonal Communication (2)
MIN-710 Spiritual Formation (2)
MIN-720 Personal Evangelism (1)

Testing the Theory

BIB-712 Intermediate Greek Exegesis (3)
or BIB-717 Intermediate Hebrew Exegesis (3)
*MIN-793A Supervised Ministry Experience I (1.5)
*MIN-793B Supervised Ministry Experience II (1.5)
*MIN-793C Supervised Ministry Experience III (1.5)
HIST-716 Anabaptist Evangelical Story (3)
THEO 760 Anabaptist Evangelical Confessions (3)
or HIST-718 North American Religious History (3)
*THEO-730 Discipleship and Ethics (3)

Practicing the Theory

MIN-740 Preaching I (3)
or MIN-742 Preaching for Contemporary Listeners (3)
MIN-744 Pastoral Care and Counseling (3)
MIN-746 Christian Worship (3)
PACS-700 Basic Institute in Conflict Management and Mediation (2)

**Capstone Learning**
BIB-790 Senior Seminar (3)
or MIN-799 Thesis (6)
MIN-793D Supervised Ministry Experience IV (1.5)
MIN-748 Pastoral Leadership (3)
MIN-770 Ministry Discernment (0)

**Electives**
New Testament or Old Testament Bible content courses (5-6 units)
Practical studies (3 units)
MFT course (1.5 units)
Free electives (12.5-15.5 units)

*Must be FPU Biblical Seminary course.

**At least one biblical theology course must be an FPU Biblical Seminary course.

**MASTER OF ARTS IN CHRISTIAN MINISTRY**

**Overview**
This degree is designed for a variety of students. Those with pastoral experience and those who are involved with ministry through Christian agencies will have the opportunity to strengthen the foundations of ministry and develop new skills. Some may wish to strengthen their volunteer ministry in their congregation. Others may want training to help them minister more effectively in the marketplace. With its emphasis on practical and personal formation, as well as its solid underpinning of biblical and theological studies, the degree gives knowledge and skills for a continuing and deepening ministry. The electives provide the opportunity for students to focus on areas of special interest.

**REQUIRED COURSES (60 UNITS)**

**Foundations**
*BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (3)
**BIB-750 Biblical Theology I (3)
*MIN-705 Mentoring/Connecting (1)
*MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
or *MIN-750D Cross-Cultural Encounter: San Francisco (1.5)
*MIN-750B Cross-Cultural Encounter: Fresno (1.5)
or *MIN-750C Cross-Cultural Encounter: International (1.5)
Theo-705 Christian Thought (3)

**Expanding the Base**
**BIB-752 Biblical Theology II (3)

**Testing the Theory**
MIN-732 Church Educational Ministries (3)
MIN-748 Pastoral Leadership (3)
*MIN-793A Supervised Ministry Experience I (1.5)
*MIN-793B Supervised Ministry Experience II (1.5)
PACS-700 Basic Institute in Conflict Management and Mediation (2)
Theo-715 Anabaptist Mennonite Brethren Studies (3)
or HIST-718 North American Religious History (3)
*Theo-730 Discipleship and Ethics (3)

**Capstone Learning**
*BIB-790 Senior Seminar (3)
*MIN-770 Ministry Discernment (0)

**Electives**
Biblical Interpretation, New Testament or Old Testament courses (5-6 units)
Practical studies (3 units)
MFT course (1.5 units)
Free electives (6.5-7.5 units)

*Must be FPU Biblical Seminary course.

**At least one biblical theology course must be an FPU Biblical Seminary course.

**MASTER OF ARTS IN URBAN MISSION**

**Overview**
This degree equips practitioners personally, theologically and practically to provide effective leadership in urban mission in both North American and global contexts. The program has two concentrations. The community leadership concentration maintains an explicit focus upon preparing students to lead congregations and faith-based community benefit organizations in today’s complex urban environments. The global mission concentration provides students the opportunity to tailor this program to prepare for service in a variety of urban or non-urban settings. The program includes biblical and theological foundations; cross-cultural, sociological and anthropological tools; analysis of historical and contemporary mission issues; ministry skills; and partnership opportunities in mission. Internships and other opportunities give students experience in Fresno’s complex urban culture. This degree integrates evangelism, community development, church planting, leadership development, peacemaking, contextual theology and the mission of God.
REQUIRED COURSES (60 UNITS)

General Theological Courses
BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (3)
BIB-750 Biblical Theology I (3)
BIB-752 Biblical Theology II (3)
BIB-790 Senior Seminar (3)
or MIN-799 Thesis (6)
COUN-724 Interpersonal Communication (2)
MIN-705 Mentoring/Connecting (1)
MIN-770 Ministry Discernment (0)
THEO-705 Christian Thought (2)
THEO-730 Discipleship and Ethics (3)

Mission Foundation Courses
MIN-720 Personal Evangelism (1)
MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
or MIN-750D Cross-Cultural Encounter: San Francisco (1.5)
MIN-750B Cross-Cultural Encounter: Fresno (1.5)
MIN-728 Anthropology for Christian Witness (3)
MIN-793A Supervised Ministry Experience I (1.5)
and MIN-793B Supervised Ministry Experience II (1.5)
or MIN-794A & B Urban Mission Practicum I & II (3)
PACS-700 Basic Institute in Conflict Management and Mediation (2)
THEO-740 Global Christian Theologies (3)

SELECT ONE CONCENTRATION:

Community Leadership
MIN-726 Kingdom Entrepreneurship (3)
MIN-752 Urban Ministry Into the Neighborhood
MIN-754 Urban Ministry Engaging the City (3)
MIN-751 Leading Multicultural Communities (3)
MIN-756 Ministry Among Marginalized Peoples (3)

Choose one or more of the following (1.5 units):
COUN-728 Family Violence (1.5)
COUN-742 HIV/AIDS (1)
COUN-756 Grief Counseling (1)
COUN-760 Substance Abuse (1)

Global Mission
MIN-724 Urban Ministry Church Planting (2)
MIN-752 Urban Ministry Into the Neighborhood (3)
or TBA Ministry Among Marginalized Peoples (3)
MIN-730 Christians and Religious Neighbors (3)
MIN-725 Issues and Theologies of Mission (3)
Electives in mission or ministry (3 units)

Electives
Choose an additional 2.5-8 units.

MARRIAGE AND FAMILY THERAPY PROGRAMS

Program Director: Cynthia McGrady, Ph.D.

Overview
The intent of the marriage and family therapy (MFT) program is to prepare Christian counselors with the knowledge, skill, and insight to practice counseling in the church or in clinical settings. The curriculum encourages the integration of theology, theory, personal formation and professional practice. Students are expected to engage in their own personal counseling to enhance personal growth, self-awareness and understanding of the therapeutic process in preparation for work in this field. The program covers the content areas required for state licensure exams and student membership in the American Association for Marriage and Family Therapy.

Locations Offered
Fresno Main Campus and the Visalia Campus

Master of Arts in Marriage and Family Therapy

REQUIRED COURSES (65 UNITS)

Biblical/Theological Studies
*BIB-720 The Church and God’s Mission in the World (3)
*BIB-725 Biblical Interpretation I (2)
*BIB-760 Theology for Integration (3)
THEO-705 Christian Thought (2)

Practical Studies¹
COUN-710 Introduction to Counseling (1)
COUN-721 Professional Ethics in Counseling (3)
COUN-726 Human Development (3)
COUN-728 Family Violence (1.5)
COUN-730 Clinical Assessment (3)
COUN-732 Aging and Long Term Care (1)
COUN-734 Counseling Families (3)
COUN-736 Counseling Children (2)
COUN-736L Counseling Children Lab (1)
COUN-740 Psychopathology (3)

COUN-744 Research Testing and Family Assessment (2-3)
COUN-747 Counseling Individuals and Couples: Modern Theories (2)
COUN-747L Counseling Individuals and Couples Lab (1)
COUN-748 Counseling Individuals and Couples: Post-Modern Theories (1)
COUN-752 Human Sexuality (3)
COUN-754 Group Counseling (1-3)
COUN-755 Contemporary Issues in Counseling (1)
COUN-756 Grief Counseling (1)
COUN-759 Psychobiology and Psychopharmacology (0.5)
COUN-760 Substance Abuse (1)
COUN-764 Trainee/Practicum Assessment (0)
COUN-793A Practicum I (3)
COUN-793B Practicum II (3)

1Where a range of units is listed, the lower numeral is the number of units required and the additional units are electives.

Personal/Social Formation
COUN-724 Interpersonal Communication (3)
COUN-738 Person, Family, and Culture (2)
*COUN-750A Cross-Cultural Counseling: Los Angeles (1.5)
or COUN-750D Cross-Cultural Counseling: San Francisco (1.5)
*COUN-750B Cross-Cultural Counseling: Fresno (1.5)
or *COUN-750C Cross-Cultural Counseling: International (1.5)
*MIN-705 Mentoring/Connecting (1)
THEO-730 Discipleship and Ethics (2)

Capstone
*COUN-790 Advanced Family Studies (3)
or *COUN-799 Thesis (6)
MIN-750 Ministry Discernment (0)

*Must be an FPU Biblical Seminary course.

Master of Divinity and Master of Arts in Marriage and Family Therapy

REQUIRED COURSES (120 UNITS)

Foundations
*BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (2)
COUN-721 Professional Ethics in Counseling (3)
COUN-724 Interpersonal Communication (3)
COUN-726 Human Development (3)
COUN-728 Family Violence (1.5)
COUN-730 Clinical Assessment (3)
*COUN-750A Cross-Cultural Counseling: Los Angeles (1.5)
*COUN-750B Cross-Cultural Counseling: Fresno (1.5)
or *COUN-750C Cross-Cultural Counseling: International (1.5)
HIST-712 History of Christianity (3)
*MIN-705 Mentoring/Connecting (1)
THEO-705 Christian Thought (2)

Expanding the Base
Choose one set^:
BIB-710 Elementary Greek I (3)
BIB-711 Elementary Greek II (3)
or
BIB-715 Elementary Hebrew I (3)
BIB-716 Elementary Hebrew II (3)

^Students may petition to substitute biblical language requirements (9 units) with BIB-722 Biblical Language Tools (3) and 6 units of Bible content courses. Interested students should discuss this option with their faculty advisor.

**BIB-750 Biblical Theology I (3)
**BIB-752 Biblical Theology II (3)
COUN-736 Counseling Children (2)
COUN-736L Counseling Children Lab (1)
COUN-738 Person, Family and Culture (2)
COUN-740 Psychopathology (3)
MIN-710 Spiritual Formation (2)
MIN-720 Personal Evangelism (1)
*THEO-730 Discipleship and Ethics (3)

Testing the Theory
BIB-712 Intermediate Greek Exegesis (3)
or BIB-717 Intermediate Hebrew Exegesis (3)
COUN-734 Counseling Families (3)
COUN-744 Research Testing and Family Assessment (2)
COUN-747 Counseling Individuals and Couples: Modern Theories (2)
and COUN-747L Counseling Individuals and Couples Lab (1)
COUN-748 Counseling Individuals and Couples: Postmodern (1)
COUN-752 Human Sexuality (3)
COUN-764 Trainee/Practicum Assessment (0)
*MIN-793A Supervised Ministry Experience I (1.5)
*MIN-793B Supervised Ministry Experience II (1.5)
*MIN-793C Supervised Ministry Experience III (1.5)
THEO-715 Anabaptist Mennonite Brethren Studies (3)
or HIST-718 North American Religious History (3)

Practicing the Theory
COUN-732 Aging and Long-Term Care (1)
COUN-755 Contemporary Issues in Counseling (1)
COUN-759 Psychobiology and Psychopharmacology (0.5)
COUN-760 Substance Abuse (1)
COUN-793A Practicum I (3)
COUN-793B Practicum II (3)
MIN-740 Preaching (3)
or MIN-742 Preaching for Contemporary Listeners (3)
MIN-744 Pastoral Care and Counseling (3)
MIN-746 Christian Worship (3)
PACS-700 Basic Institute in Conflict Management and Mediation (2)
Capstone Learning
*BIB-760 Theology for Integration (1)
*COUN-790 Advanced Family Studies (3)
or *COUN-799 Thesis (6)
MIN-748 Pastoral Leadership (3)
*MIN-793D Supervised Ministry Experience IV (1.5)
*MIN-750 Ministry Discernment (0)

Electives
New Testament or Old Testament courses (5-6 units)
MIN courses (3 units)
Free electives (2 -5 units)

*Must be FPU Biblical Seminary course.
**At least one biblical theology course must be an FPU Biblical Seminary course.

ACADEMIC MASTER OF ARTS PROGRAMS

Overview
These degrees provide an understanding of the biblical and theological disciplines that will prepare the student for teaching and preaching in the church or in a college or university, and are the academic foundation for doctoral studies. Each program is 60 units.

Master of Arts Old Testament

REQUIRED COURSES (60 UNITS)

Foundations
BIB-715 Elementary Hebrew I (3)
BIB-716 Elementary Hebrew II (3)
*BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (3)
**BIB-750 Biblical Theology I (3)
*MIN-705 Mentoring/Connecting (1)
MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
or MIN-750D Cross-Cultural Encounter: San Francisco (1.5)
THEO-705 Christian Thought (3)

Expanding the Base
BIB-717 Intermediate Hebrew Exegesis (3)
BIB-718 Advanced Hebrew Exegesis (3)
BIB-726 Biblical Interpretation II (2)
**BIB-752 Biblical Theology II (3)
BIB-756 Old Testament Backgrounds (3)
MIN-760 Practicum Assessment and Discernment (0)
HIST-716 Evangelical Anabaptist Story (3)
or THEO-760 Evangelical Anabaptist Confessions (3)
or HIST-718 North American Religious History (3)

*THEO-730 Discipleship and Ethics (3)

Practicing the Theory
Choose one:
COUN-724 Interpersonal Communication (3)
MIN-732 Church Educational Ministries (3)
MIN-740 Preaching I (3)
or MIN-742 Preaching for Contemporary Listeners (3)
MIN-793A Supervised Ministry Experience I (1.5)
and MIN-793B Supervised Ministry Experience II (1.5)

Capstone Learning
*BIB-790 Senior Seminar (3)
or *BIB-799/MIN-799 Thesis (6)
*MIN-770 Ministry Discernment (0)

Electives
Old Testament courses (6 units)
Free electives (4.5-7.5 units)

*Course must be FPU Biblical Seminary course.
**At least one biblical theology course must be FPU Biblical Seminary course.

Master of Arts New Testament

REQUIRED COURSES (60 UNITS)

Foundations
BIB-710 Elementary Greek I (3)
BIB-711 Elementary Greek II (3)
*BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (3)
**BIB-750 Biblical Theology I (3)
*MIN-705 Mentoring/Connecting (1)
MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
or MIN-750D Cross-Cultural Encounter: San Francisco (1.5)
THEO-705 Christian Thought (3)

Expanding the Base
BIB-712 Intermediate Greek Exegesis (3)
BIB-713 Advanced Greek Exegesis (3)
BIB-726 Biblical Interpretation II (2)
**BIB-752 Biblical Theology II (3)
BIB-758 New Testament Backgrounds (3)
MIN-760 Practicum Assessment and Discernment (0)
HIST-716 Evangelical Anabaptist story (3)
or THEO-760 Evangelical Anabaptist confessions (3)
or HIST-718 North American Religious History (3)
or *THEO-730 Discipleship and Ethics (3)
Practicing the Theory

Choose one:
COUN-724 Interpersonal Communication (3)
MIN-732 Church Educational Ministries (3)
MIN-740 Preaching I (3)
or MIN-742 Preaching for Contemporary Listeners (3)
*MIN-793A Supervised Ministry Experience I (1.5)
and *MIN-793B Supervised Ministry Experience II (1.5)

Capstone Learning

*BIB-790 Senior Seminar (3)
or *BIB-799/MIN-799 Thesis (6)
*MIN-770 Ministry Discernment (0)

Electives

New Testament courses (6 units)
Free electives (4.5-7.5 units)

*Course must be taken at FPU Biblical Seminary.
**At least one biblical theology course must be taken at FPU Biblical Seminary.

Master of Arts Theology

REQUIRED COURSES (60 UNITS)

Foundations

*BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (3)
**BIB-750 Biblical Theology I (3)
HIST-712 History of Christianity (3)
*MIN-705 Mentoring/Connecting (1)
*MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
or MIN-750D Cross-Cultural Encounter: San Francisco (1.5)
THEO-705 Christian Thought (3)

Expanding the Base

BIB-726 Biblical Interpretation II (2)
**BIB-752 Biblical Theology II (3)
MIN-760 Practicum Assessment and Discernment (0)
HIST-716 Evangelical anabaptist story (3)
or THEO-760 Evangelical Anabaptist confessions (3)
or HIST-718 North American Religious History (3)
*THEO-730 Discipleship and Ethics (3)
THEO-734 Contemporary Theology (3)

Practicing the Theory (3 Units)

Choose one:
COUN-724 Interpersonal Communication (3)
MIN-732 Church Educational Ministries (3)
MIN-740 Preaching I (3)
or MIN-742 Preaching for Contemporary Listeners (3)

*MIN-793A Supervised Ministry Experience I (1.5)
and *MIN-793B Supervised Ministry Experience II (1.5)

Capstone Learning

*BIB-790 Senior Seminar (3)
or *THEO-799 Thesis (6)
*MIN-770 Ministry Discernment (0)

Electives

Theology or history courses (9 units)
Bible course (3 units)
Free electives (7.5-10.5 units)

**Must be FPU Biblical Seminary course.
**At least one biblical theology course must be an FPU Biblical Seminary course.

CERTIFICATE PROGRAMS

Certificate in Christian Studies

REQUIRED COURSES (30 UNITS)

BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (2)
MIN-705 Mentoring/Connecting (1)
THEO-730 Discipleship and Ethics (3)

Electives

Select 21 units from the following:
MIN-750A/B/C/D Cross Cultural Encounter or intercultural mission course (3)
Bible courses (3-9 units)
Theology or history courses (3-9 units)
Ministry or mission courses (3-9 units)
Bible knowledge requirement

Certificate in Congregational Care

REQUIRED COURSES (30 UNITS)

Biblical and Theological Studies

BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (2)
THEO-730 Discipleship and Ethics (3)
Bible knowledge requirement
Bible elective (2)

Practical Studies

COUN-710 Introduction to Counseling (1)
COUN-721 Professional Ethics in Counseling (2)
COUN-728 Family Violence (1.5)
COUN-760 Substance Abuse (1)
COUN-736L Counseling Children Lab (1)
MIN-744 Pastoral Care and Counseling (3)
MIN-770 Ministry Discernment (0)

Personal and Social Formation
COUN-724 Interpersonal Communication (3)
MIN-705 Mentoring/Connecting (1)
MIN-710 Spiritual Formation (2)
MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
    or MIN-750D Cross-Cultural Encounter: San Francisco (1.5)

Electives
Choose 4-5 units from the following courses:
COUN-726 Human Development (3)
COUN-732 Aging and Long Term Care (1)
COUN-736 Counseling Children (2)
COUN-742 HIV/AIDS (1)
COUN-752 Human Sexuality (3)
COUN-747 Counseling Individuals and Couples I (3)
COUN-748 Counseling Individuals and Couples II (1)
COUN-756 Grief Counseling (1)
PACS-700 Basic Institute in Conflict Management and Mediation (2)

Certificate in Evangelism and Church Planting

REQUIRED COURSES (30 UNITS)
BIB-720 The Church and God’s Mission in the World (3)
BIB-725 Biblical Interpretation I (2-3)
BIB-790 Senior Seminar (3)
    or COUN-790 Advanced Family Studies (3)
COUN-738 Person, Family and Culture (2)
COUN-793A Practicum I (3)
MIN-705 Mentoring/Connecting (1)
MIN-710 Spiritual Formation (2)
MIN-770 Ministry Discernment (0)
THEO-730 Discipleship and Ethics (3)

Electives
Bible elective (3 units)
Theology elective (3 units)
Free electives (1-2 units)

Certificate in Mennonite Brethren Studies
(Online Program)

Overview
This certificate provide an orientation to the Mennonite Brethren church. It is designed for pastors who are being credentialed by the denomination and meets requirements for MB studies orientation, as well as students who are interested in their own personal enrichment. The certificate focuses on biblical theology with an evangelical Anabaptist orientation. It is a building block to current ATS-accredited programs.

Admissions Requirements
In addition to the standard admissions requirements, applicants must demonstrate or submit:
- Commitment to an evangelical Anabaptist community of learners
- Bachelor’s degree from an accredited school with a minimum GPA of 2.5
- Personal profile statement
- Three letters of reference
- English competency

Location
Offered online

REQUIRED COURSES (9 UNITS)
Mennonite Brethren Studies (6 Units)
HIST-716 Evangelical Anabaptist Story (3)
TBA Evangelical Anabaptist Confessions (3)
Evangelical Anabaptist Studies (3 Units)

Choose one course:

BIB-720 Church and God’s Mission (3)
THEO-730 Discipleship and Ethics (3)
BIB-750 Biblical Theology I (3)
BIB-752 Biblical Theology II (3)

TBA Evangelical Anabaptist Mission and Evangelism (3)
TBA Cultural Hermeneutics and Contextualization

Other Certificate Programs

Individualized certificate programs are also available in areas such as Bible, Christian leadership, church planting, personal formation, Christian community development, intercultural mission, urban leadership or Anabaptist theology. (15-30 Units)
CONTINUING EDUCATION

Executive Director, Matt Gehrett, Ed.D.

The mission of continuing education is to extend the Kingdom of God by providing opportunities for excellence through lifelong learning.

Continuing education
- Uses innovative strategies
- Integrates theory and practice
- Advances professional learning based on educational needs
- Models and inspires ethical behavior

CENTER FOR PROFESSIONAL DEVELOPMENT

The Center for Professional Development (CPD) provides lifelong learning for the improvement and enhancement of the professional effectiveness of educators, primarily those in elementary and secondary education.

Professional development courses at Fresno Pacific University serve preschool through community college educators and administrators. The primary goal of the center is to meet the needs of school districts and provide courses that strengthen the teachers and the students they serve. Courses are offered in a variety of formats: online, workshop, distance learning, seminar, conference and institute.

CPD courses are primarily designed for educators who have baccalaureate degrees and appropriate teaching credentials. Courses in the 1000 series are post-baccalaureate, professional development units that are not part of a degree but are designed in collaboration with school districts to meet specific professional development needs. Courses in the 900 series are graduate units that are not part of a degree program, but instead are primarily used for professional advancement. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential or local school district requirement.

Important Note: Health/Physical Education (HPE) and Computer Technology (TEC) courses do not fulfill the computer or health component requirements for the California Clear Credential.

POLICIES AND PROCEDURES

University Credit

University credit is earned on a semester-unit basis. Numbers 999-1999 designate courses that meet objectives that cannot be served by established baccalaureate and/or graduate offerings. Coursework offered for college credit adheres to 45 hours per semester unit for 900 series independent study courses and 12.5 contact hours per unit, plus an assignment, for 1000 series professional development courses.

Enrollment Requirements

Open enrollment is available for all CPD independent study courses. Students register online at ce.fres.edu/cpd or by calling 800-372-5505 using Visa, MasterCard, American Express or Discover Card.

Students may be registered for a maximum of nine (9) units concurrently:
- A maximum of six (6) units may be completed in three (3) weeks
- A maximum of nine (9) units may be completed in six (6) weeks

Students may complete a maximum of 18 units in a semester; semester dates as defined by the CPD are:
- Spring Semester: January 1 through April 30
- Summer Semester: May 1 through August 31
- Fall Semester: September 1 through December 31

Students have up to one year from their registration date to complete a course, and the minimum completion time is three weeks. Instructors are notified daily of new registrants. Course information/materials are then mailed or emailed directly from the instructor, not the CPD Office.

Instructors are notified daily of new registrants. Course materials are then sent directly from the instructor, not the CPD Office.

Tuition and Materials Fees

The price per course consists of $120 tuition per semester unit plus applicable materials, online and administrative fees. All prices of taxable items include sales tax reimbursement computed to the nearest mil. Tuition and fees are subject to change without notice. CPD courses do not qualify for financial aid or loan deferment.

For courses listing a partial materials fee, certain materials may be shared with another student. Students ordering partial materials must ascertain that they have access to all the required materials before ordering. Any shipment of materials after the partial materials have been mailed may be subject to additional postage and handling fees.

A telephone and/or additional postage fee may be charged, at the instructor’s discretion, to students receiving materials in Hawaii, Alaska, U.S. territories or foreign countries.
Dropping and Adding

Students are permitted to either drop a course or drop a course and add an alternative course within four weeks of the registration date. A full refund for tuition and fees, less a $30 handling fee, will be granted if a course is dropped within four weeks of the registration date and all materials are returned to the instructor in their original condition. After four weeks, a 50 percent refund will be granted through nine weeks. After nine weeks, there is no tuition refund.

Withdrawal Requirements

Students must officially withdraw from a course or a No Credit grade will automatically be issued one year after the date of registration.

 Extensions

Students may request an extension for up to six months from the director of independent studies prior to the original due date. An Extension Request form must be submitted prior to the original course due date, accompanied by a $30 handling fee. Grades will not be released until all tuition and fees have been paid. If students do not complete course requirements within the six-month extension period, a grade of No Credit will automatically be issued.

Reducing Number of Units

Students are not permitted to reduce the number of units in an independent study or online course for which they are enrolled.

Receiving Credit

Students must submit satisfactorily completed coursework to the instructor within one year of the registration date in order to receive credit. The postmark or date on coursework mailed or transmitted to the instructor determines completion date. Students may not receive credit for duplicate courses. Grades will not be released until all tuition and fees have been paid to the university.

Grading System

Independent Study Courses are graded as either A, B or Credit/No Credit. Credit is equivalent to a letter grade of B. A grade of No Credit will be issued if coursework does not meet the course requirements. A grade of No Credit will automatically be issued if coursework is not completed within one year from date of registration and no extension has been requested.

Official Grade Reports

Grades are posted by the CPD Office within five business days upon receipt of the grade form from the instructor. The electronic grade report will reflect the grade in the semester in which the course was registered. The transcript will reflect the course beginning and ending dates.

Re-Enrollment

Students may re-enroll in independent study courses if they have previously received a grade of No Credit. The current tuition fee and materials fees, if necessary, must be paid in order to re-enroll.

Grade Appeals

Grade appeals must be made within one year from the date the grade report was issued. Appeals must first be presented to the instructor. If necessary, a second appeal may be made to the CPD director of independent studies, and finally to the continuing education executive director.

Plagiarism

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. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in this catalog.

COURSE OFFERINGS

For details regarding course offerings and schedules, contact the Center for Professional Development by telephone at 559-453-2015 or 800-372-5505, by email at profdev@fresno.edu or on the Internet: ce.fresno.edu/cpd.

Courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. They are standards-based, and are developed in the content areas described below:

Mathematics

Emphases include number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning. Course objectives include: content that enhances teachers’ proficiency in mathematics; experiences that provide pedagogical tools to teachers to ensure that all students meet or exceed grade-level standards; and resources that help teachers understand the theory and research behind a standards-based curriculum in order to make effective use of such materials in the classroom.

Language Arts/Reading/English

Emphases include explorations in each of the following content areas: reading, writing, written and oral English-language conventions and listening and speaking.
Comprehensive, balanced language arts practices are explored in which curriculum and instruction are differentiated according to assessed needs for all students.

**Social Science**

Emphases include: 1) A study of cultural understandings through explorations of historical, ethical, cultural, geographic and economic events, people and places., 2) A study of social political understanding offered through in-depth explorations of important historical events—with opportunities for reflective and critical thinking and writing assignments., 3) A close look at democratic understanding and civic values, including national identity, constitutional heritage, rights and responsibilities through resources that incorporate an understanding of our national identity, constitutional heritage, civic values and rights and responsibilities and 4) Multiple applications of skills attainment and social participation, including basic study skills, critical thinking skills and participation skills that are essential for effective citizenship.

**Visual/Performing Arts**

Emphases include artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships and applications. By developing avenues of perception (visual, aural, tactile and kinesthetic), as well as positive emotional and aesthetic responses, students explore relationships among dance, drama/theater, music and visual arts and other areas of the curriculum.

**Science**

Emphases include achieving scientific attitudes, achieving rational and creative thinking processes, achieving manipulative and communicative skills and achieving scientific knowledge in physical, earth and life sciences. The courses provide breadth and depth of knowledge required to support successful standards-based science instruction. Investigations and experiments are explored with attention to developmentally appropriate content at each grade level to deepen the understanding of science content for both teacher and students.

**Health Education**

Emphases include the development of self-awareness and decision-making and coping skills in consumer and community health, injury prevention and safety, nutrition, environmental health, family living, individual growth and development, communicable and chronic diseases, alcohol, tobacco and other drugs and other lifelong, positive health-related attitudes and behaviors.

**Physical Education/Athletics**

Emphases include movement skills and movement knowledge, self-image and personal and social development and coaching skills.

**Technology/Multimedia/Computer Education**

Emphases include integrating instruction through the use of technology, word processing skills, uses of spreadsheets and databases, review of instructional software, integrating multimedia material into subject area disciplines, appropriate use of Internet resources and classroom applications.

**Human Behavior/Classroom Management/Counseling**

Emphases include child-through-adult development, school climate, appropriate student and teacher behavior, student misbehavior, character education and conflict resolution strategies for organizing and managing a classroom.

**Bible Education**

Emphases include integration of biblical educational content and teaching strategies for Christian educators, Sunday School teachers and others who are interested in teaching various aspects related to the Bible to help students develop a deep understanding of history, structure, biblical principles and real-world applications.

**Early Childhood Education**

These courses offer strong classroom connections between the pedagogy, theory and best practices for guiding and assessing the development of young learners. Coursework directly addresses national (NAEYC/NCATE), state and local standards and helps students design and implement a child-centered and developmentally appropriate curriculum specifically for the young learner in preschool, transitional kindergarten, and kindergarten classrooms. An interdisciplinary approach to curriculum design and assessment is presented which provides for the diverse needs of young children.
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.

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).
- 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.

Current Programs

ACADEMIC PROGRAMS
- Master’s degree and certificate options in peacemaking and conflict studies

COMMUNITY PROJECTS
- FPU campus discipline/mediation
- Restorative Justice Initiative with Fresno County Juvenile Court
- VORP (Victim Offender Reconciliation Program) with Fresno County Probation and Juvenile Court
- 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.

See peace.fresno.edu for additional information.

CENTER FOR ANABAPTIST STUDIES

Director: Lynn Jost, Ph.D.

The Center for Anabaptist Studies (CAbS) promotes research and discussion around contemporary evangelical Anabaptist thought and practice.

Purpose and Mission of CAbS
The center was established at FPU in 2011 through the generosity of Dr. Herb and Jessie Penner. Its purpose is to foster communication regarding the study of Anabaptist theology, history, ecclesiology and peacemaking among scholars, students, church leaders and people with potential to influence the church and world. This is done through academic scholarship, theological training programs and other forms of communication and study with the goal of helping participants proclaim the Good News of Jesus, particularly as it relates to peacemaking, justice and reconciliation. The center’s work is rooted in a vision of the church as a community of faith embodied in nonviolent service, devout discipleship and a primary identity with the people of God.
• FPU Division of Biblical and Religious Studies
• FPU Center for Peacemaking and Conflict Studies
• FPU Center for Mennonite Brethren Studies

The center welcomes associate partners who wish to engage in dialogue that explores both the roots and contemporary expressions of Anabaptism.

Programs and Activities

The center participates in:

• Global Anabaptist Peacebuilders Institute (GAP Institute), a program of Mennonite Central Committee West Coast
• local, distributed and online theological education.
• Development of symposia for advanced study, research and engagement, as well as cooperative scholarship in academic research and curriculum at FPU.
• Collection and dissemination of theological resources.
• Research and support for the theological work of the Mennonite Brethren Church.

Center for Community Transformation

Executive Director: Randy White, D.Min.

The Center for Community Transformation (CCT) expresses Fresno Pacific University’s mission by fostering initiatives that work toward the transformation of communities in Fresno and the Central Valley into places of abundance and peace. We exist at the Fresno Pacific Biblical Seminary to provide a faithrooted, institutional engine and catalyst for systemic and sustainable change in our region, so that it flourishes with entrepreneurial creativity, spiritual freedom, economic vitality and justice, environmental integrity, cross-cultural/social collaboration and political health. What we do: To that end we research concentrated poverty solutions, convene leaders around those solutions and do specialized training in the skill sets necessary to achieve those solutions. Our initiatives: Social enterprise development via our Summit and Spark Tank competition, Latino leadership certification, financial literacy training for extreme poverty neighborhoods, GED completion and civic renewal efforts, including City Summit and others. For more information visit our website at TransformCentralValley.org.
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.

The graduate programs are guided by the university philosophy expressed in the Fresno Pacific Idea, which emphasizes a holistic, integrated approach to education, learning in community, integration of theory and practice and an ethic of servanthood and leadership. The admission process seeks to admit students likely to respond positively to these goals within a context of academic excellence.

The graduate programs encourage applications from recent graduates as well as from those who may have been out of school for some time or whose first language is not English. The programs are prepared to consider nontraditional indicators of academic potential in admission decisions when deemed appropriate.

Specific programs or emphases may have additional admission requirements. These may include a request to complete additional coursework in areas of weakness prior to or concurrent with admission.

APPLICATION PROCESS

Students interested in applying for admission should request application materials by contacting the Regional Enrollment Office or by applying online at fresno.edu. Notification of acceptance will be sent as soon as all necessary documents are on file and have been reviewed by the admissions committee.

International students in F-1 status are not permitted to study in unclassified standing unless enrolled in another program full time at Fresno Pacific University or another institution.

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) 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

All students wishing to apply to a graduate program must submit an application with a nonrefundable application fee.

Students who wish to pursue a master’s degree, credential or certificate must apply to the specific program. The following documents are required to be considered for classified standing.

1. Official transcripts—verify bachelor’s degree and any post baccalaureate work from a regionally accredited institution that is deemed relevant to this application.
2. Statement of Intent—provide a statement of career goals and a description of how participation in this graduate program will contribute to growth and development towards these goals. This essay should be no longer than two pages.
3. Three current reference forms—at least two from professional and/or academic individuals who are able to endorse the student’s professional and personal characteristics.

Additional documents may be required for certain programs as deemed necessary by program directors.

Graduate Prerequisite Courses

Graduate applicants needing baccalaureate courses as prerequisites to a specific graduate program, should submit a Graduate Prerequisite Registration form to the Regional Enrollment Office. This form can be obtained through the applicant’s outreach and admission representative. Courses are available through the Degree Completion program or the traditional undergraduate programs.

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, MBA, and teacher education 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 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.
Conditional Admit
Students who have applied to a graduate program and are conditionally admitted pending the completion of certain application requirements have one semester to complete these requirements. Students will remain on conditional standing and will be prevented from future registration until all conditions are met. Students attending under a conditional admission are not eligible for federal, state or institutional financial aid.

Nondegree Students
Students who wish to enroll in a graduate or a seminary class but do not intend to earn a degree/credential/certificate from Fresno Pacific University can apply for unclassified standing. Students must submit a transcript showing proof of bachelor’s degree.

Admission Incentive Dates
Applications for admission to graduate programs should be submitted by the following dates: June 15 for the fall semester, November 15 for the spring semester, March 15 for the summer semester. For teacher education incentive dates see Teacher Education Program below. Student notification is handled on a rolling basis. Applications received later than these dates will be considered pending availability in the program.

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 are received

Readmission
Graduate and seminary students who have not enrolled for one semester or been granted an official leave of absence will need to reapply to the university. Students may reapply by meeting with their program director and submitting a Graduate Admissions Application Update form to the Regional Enrollment Office. Additional admission documents may be required for certain programs as deemed necessary.

THESIS/PROJECT TIME LIMITATIONS

Continuous Registration
If a student has not completed the thesis/project by the end of the culminating experience course as outlined in the course requirements, the student will be given the grade of IP (in progress) for the course and will have one additional consecutive semester (including summer) to complete the work without paying an additional fee. If the student exceeds the timeframe, the student is required to register for

Continuation of Thesis/Project each semester and pay the corresponding fee until all requirements for the degree are complete, all substantive and format revisions have been made and the thesis/project is signed off by the dean.

Leave of Absence for Culminating Experience
A student may apply for a leave of absence under extenuating circumstances from thesis/project study for one semester. The leave must be supported in writing by the department chair in order to be valid. A student cannot have any outstanding financial balance when applying for a leave of absence. See also, Leave of Absence, below.

During the leave of absence, the student will remain in active status (i.e., the leave still counts against the 6 or 8 year time limit given to complete the program), but no tuition is charged. Following a leave of absence, the student must resume continuous registration until the thesis/project is complete and signed by the dean. No retroactive leaves will be granted.

Inactive Status
If a thesis student allows the continuous registration to lapse for two consecutive semesters, the student will be placed on inactive status, the student’s thesis committee will dissolve and all other services will cease. If the student would like to be reinstated, the student will need to apply for readmission as follows.

Readmission after Inactivation
If a student has exceeded the program/degree time limit or his/her status is inactive, the student must reapply to the program and submit an application for advancement to candidacy.

Time Limit Extension
If the thesis/project is not complete by the end of the length of time to complete a graduate degree, program faculty will review a request for an extension of one year beyond the sixth or eighth year, if the following conditions have been met:

1. All coursework has been completed.
2. There are no outstanding IPs.
3. The student has been advanced to candidacy, has formed a committee, has an approved proposal, and is currently making significant progress on the thesis/project as verified by the thesis/project chair.
4. The student is not financially delinquent.

If the student does not have an approved thesis/project proposal, the student may appeal for an extension but may be required to take more coursework.
ADMISSION POLICIES AND PROCEDURES

Admission Standards
Students considered for admission in an FPU graduate program must meet the following criteria:
- An appropriate academic background in the selected course of study with a minimum 2.75 GPA. A 3.0 GPA is required for certain programs. See program details for additional information.
- Personal values compatible with the university mission and philosophy.
- A commitment to professional growth, excellence and servant-hood.
- Each program may have additional requirements. Check the program listing.

International Student Applicants
Documents
In addition to the documents listed in the Graduate Admissions Application Process section, international students desiring to apply need the following documents. (These policies also apply to seminary students.)
1. TOEFL or IELTS 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. A certified English translation and evaluation of the candidate’s transcripts by one of the agencies approved by FPU (AERC or WES) that verifies that the candidate holds a bachelor’s (or master’s) degree that is equivalent to a degree granted by a regionally accredited college or university. When ordering an evaluation, the candidate must request a Course-by-Course Report rather than a Document (degree) Report to verify their GPA for FPU admissions and programmatic requirements. [The Document (degree) Report is included in the Course-by-Course Report.]
4. Financial documentation that includes an Affidavit of Financial Sponsorship 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. International students may request an express mailing service for their immigration documents. Please note, there are many forms of additional statuses other than F-1. If applicants do not intend to enroll as F-1 visa category students, they may contact the international admissions specialist to verify which requirements apply.

English Proficiency Requirements
The university reserves the right to require English testing and/or support classes if application materials and interviews indicate that the student’s level of English proficiency may not be sufficient for university studies. In addition, faculty at FPU may require students to take English support classes if students appear to be having difficulty in their studies. The student’s ability to communicate in English will be important for success in studies at FPU. If, while in graduate 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) program director who may require the student to enroll in IELP courses.

Students need to demonstrate or gain English proficiency in order to study at Fresno Pacific University. The two ways to demonstrate and fulfill the English Proficiency Requirements are:

1. PRIOR STUDIES IN ENGLISH
Students may demonstrate English proficiency by verifying that prior post-secondary studies were conducted in English. Students must verify all of the following:
   - Completed a four-year baccalaureate-level degree
   - Completed at least two years of full-time study without ESL support/classes.
To verify these points, academic transcripts must be provided. FPU reserves the right to verify that the language of instruction was English.

2. ENGLISH TESTING
Students may demonstrate English proficiency by earning the minimum scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

International standardized English test (TOEFL or IELTS)

<table>
<thead>
<tr>
<th></th>
<th>IELTS</th>
<th>TOEFL (PBT)</th>
<th>TOEFL iBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall exam:</td>
<td>6.5</td>
<td>550</td>
<td>79</td>
</tr>
</tbody>
</table>

Students who take the TOEFL must either take the paper-based test (PBT) at Fresno Pacific University prior to admission if they are in the United States, or they must take 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 have received a passing score of 530 may be admitted to a graduate or seminary program. Students may not complete the program without passing test scores. All students who are enrolled in a graduate or seminary degree program must enroll in required LANG and ESL courses and take the TOEFL test each semester until they have earned passing exam scores.
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

Graduate Programs

TUITION

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Cost per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate (700 level)</td>
<td>$545</td>
</tr>
<tr>
<td>MBA</td>
<td>$830</td>
</tr>
<tr>
<td>Nursing</td>
<td>$575</td>
</tr>
<tr>
<td>Audit (700 level)</td>
<td>$230</td>
</tr>
<tr>
<td>Continuous registration for project/thesis</td>
<td>$200/semester</td>
</tr>
<tr>
<td>Participation (700 level, by approval only)</td>
<td>$345</td>
</tr>
<tr>
<td>Teacher education (600 level)</td>
<td>$545</td>
</tr>
<tr>
<td>Units brought in from district BTSA induction experience (up to 8 units)</td>
<td>$113</td>
</tr>
</tbody>
</table>

FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclassified standing application</td>
<td>$20</td>
</tr>
<tr>
<td>Graduate technology fee</td>
<td>$40</td>
</tr>
<tr>
<td>Basic credential evaluation</td>
<td>$95</td>
</tr>
<tr>
<td>Graduate admissions application</td>
<td>$90</td>
</tr>
<tr>
<td>Graduate admission exams</td>
<td>Varied</td>
</tr>
<tr>
<td>Thesis/project binding fee</td>
<td>$40</td>
</tr>
</tbody>
</table>

FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional health insurance</td>
<td>$1,859.00</td>
</tr>
<tr>
<td>One-year coverage (nonrefundable and subject to change)</td>
<td></td>
</tr>
</tbody>
</table>

Seminary Programs

TUITION

<table>
<thead>
<tr>
<th>Cost per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of divinity courses</td>
</tr>
<tr>
<td>Master of arts courses, except MFT</td>
</tr>
<tr>
<td>Marriage and family therapy courses</td>
</tr>
<tr>
<td>Cross Cultural Encounter, normal registration or audit</td>
</tr>
<tr>
<td>Cross Cultural Counseling, normal registration or audit</td>
</tr>
<tr>
<td>Cross cultural trips fee (Applies to CCE and CCC. Due and nonrefundable four weeks prior to trip start.)</td>
</tr>
<tr>
<td>Audit</td>
</tr>
<tr>
<td>Lectureships</td>
</tr>
</tbody>
</table>

SEMINARY FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions application (nonrefundable)</td>
<td>$90</td>
</tr>
<tr>
<td>Student services fee (per semester)</td>
<td>$95</td>
</tr>
<tr>
<td>Seminary technology fee</td>
<td>$40</td>
</tr>
<tr>
<td>Incomplete grade request</td>
<td>$75</td>
</tr>
</tbody>
</table>

TUITION DISCOUNTS

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time FPU seminary students</td>
<td>Course audits are free except cross cultural encounter/counseling</td>
</tr>
<tr>
<td>Spouses of full-time seminary students, if not receiving tuition discount</td>
<td>Course audits are free except cross cultural encounter/counseling</td>
</tr>
<tr>
<td>FPU seminary graduates and FPU seminary seniors</td>
<td>50% lectureship discount</td>
</tr>
<tr>
<td>FPU seminary graduates</td>
<td>One free audit course per semester, (max. 2/ year)</td>
</tr>
<tr>
<td>Adults age 62 and over</td>
<td>One free audit course per semester, (max. 2/ year)</td>
</tr>
</tbody>
</table>

ROOM AND BOARD

Married/family/non-traditional housing is available to graduate/seminary students. Those who would like to
purchase a meal plan can do so by signing up through the Student Life Office.

<table>
<thead>
<tr>
<th>Housing deposit</th>
<th>$200</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Married/family/non-traditional housing</strong></td>
<td></td>
</tr>
<tr>
<td>One tenant</td>
<td>$3946.15</td>
</tr>
<tr>
<td>Two tenants</td>
<td>$1973.08</td>
</tr>
<tr>
<td>Three tenants</td>
<td>$1315.38</td>
</tr>
<tr>
<td><strong>Cost per Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Rates</strong></td>
<td></td>
</tr>
<tr>
<td>One tenant</td>
<td>$207.69</td>
</tr>
<tr>
<td>Two tenants</td>
<td>$103.85</td>
</tr>
<tr>
<td>Three tenants</td>
<td>$69.23</td>
</tr>
<tr>
<td><strong>Cost per Week</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Meal Plan Only</strong></td>
<td></td>
</tr>
<tr>
<td>70-block</td>
<td>$675</td>
</tr>
<tr>
<td>140-block</td>
<td>$1225</td>
</tr>
<tr>
<td>Full-access</td>
<td>$2435</td>
</tr>
</tbody>
</table>

**University Service Fees**

| Degree application for graduation | $65 |
| Enrichment fee                    | $50 |
| Late registration                 | $50 |
| Transcripts (per copy, regular service) | $10 |
| Late payment                      | $50 |
| Returned check                    | $25 |
| Special course materials fee      | $10-$100 |
| Credential processing fee         | $30 |
| Credential review fee             | $495 |
| Challenge fee                     | $875 |
| Parking permit, per year          | $50 |

**Parking Permits**

To obtain a parking permit for the main campus, vehicles must be registered with the Campus Safety & Security 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.

**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 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 or through CampusCruiser online payment center. 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 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.
The balance is paid in four monthly installments or over any months remaining at the time of enrollment during the semester, due on the 15th of each month, September through December (fall) and February through May (spring). As well as June, July and August for summer.

Balances are based on actual amounts and may vary as charges or credits are applied.

Additional Requirements
- The student’s account must remain in good standing.
- Payments must be made in full, due on the fifteenth of each scheduled month. An A late payment fee will be assessed when payment is received after the 17th. 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:
- Enroll online at fresno.edu/paymentplan or through CampusCruiser online payment center. The site is easy to navigate and accessible anytime.
- Contacting the Student Financial Services Office during regular office hours. They will be happy to assist you with the payment plan enrollment process.

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 or through the CampusCruiser online payment center. 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

Financial Obligations
Students are responsible for their student account at FPU. Students are expected to 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:
1. Class schedules will not be reinstated; students will need to re-enroll in courses available at the time the hold is released.
2. Administratively withdrawn students are subject to the processes required to re-register.
3. Students without a payment plan and a balance due are subject to the same conditions and consequences of students with a payment plan.
4. 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.
5. Students who retake a course will be responsible for paying for the course again.

REFUND POLICIES
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. For the refund schedule, see Course Drops in the Academic Policies section of the catalog. For all new students the university complies with the refund policy in Section 484B of Public Law 102-325.
Dismissal/Suspension
A student who is dismissed or suspended from the university is not eligible for refunds.

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 Financial Aid Credit Disbursement (FACD). 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.

RETURNED CHECK POLICY
A $25 fee is applied to a student’s account if a student’s payment is returned for any reason. 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 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 graduate degree program, or non-degree program approved to receive Title IV financial aid assistance, 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. 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
Graduate students have priority deadlines for each term: July 15 for the fall, November 15 for the spring and March 15 for the summer. 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 form 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.

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.

<table>
<thead>
<tr>
<th>AVERAGE PROCESSING TIMELINE</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.

Graduate 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.

SATISFACTORY ACADEMIC PROGRESS

BACKGROUND
Fresno Pacific University is required by federal law to establish specific standards for measuring Satisfactory Academic Progress (SAP). As part of the university standards for continued enrollment (see above), a student must meet the requirements of the SAP policy below to be eligible to receive federal, state and need-based institutional financial aid assistance. Scholarships and other awards may require students to meet higher standards. Veterans Affairs students have additional requirements.

SAP will be reviewed at the end of each semester for all active students, based on the criteria outlined below. It is the student’s responsibility to monitor his or her academic progress through CampusCruiser and to be aware of the requirements of his or her program and SAP standards.
OVERVIEW OF SAP STANDARDS

FPU students are expected to make reasonable and timely academic progress toward their declared program objective (degree, credential or certificate) each semester. Reasonable progress is measured by the following standards:

Standard 1: The GPA Standard
Meet the minimum FPU cumulative grade point average required for their program.

Standard 2: The Pace Standard
Satisfactorily complete at least 67 percent 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 coursework. 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 FPU cumulative GPA on the unofficial transcript in CampusCruiser. To meet Standard 1, students must meet the minimum cumulative FPU GPA requirement each semester as listed in the chart:

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Minimum Cum FPU GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>3.0</td>
</tr>
<tr>
<td>Seminary</td>
<td>2.5</td>
</tr>
</tbody>
</table>

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 post-baccalaureate 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

TYPES OF COURSES AND CREDIT THAT ARE NOT INCLUDED IN THIS CALCULATION:
1. Audited coursework
2. Courses dropped with no attendance or last day of attendance in the first week
3. In progress and incomplete courses

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 coursework where credit is earned with a grade of CR, A and B (including plusses and minuses). C also counts for some seminary courses.
- Total Hours Attempted = total hours earned/completed plus all coursework with a grade of W, C, F, I, NR and NC.

To meet Standard 2, students must satisfactorily complete at least 67 percent 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 Percent 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 percent to determine the maximum number of units a student can attempt and still receive financial aid. For example, students in a 40-unit master’s degree program may attempt up to 60 units. For students that are officially pursuing multiple goals, e.g., a financial aid eligible credential or certificate concurrently with a master’s program, the minimum units required of each program will be added together and then multiplied by 150 percent.

**Step 2**
The total number of units attempted by students in their post-baccalaureate academic career is calculated and compared to the maximum allowed in Step 1. As not all credit posted to the students’ academic record can count toward the degree program requirements, the following exclusions/adjustments are made:

1. Transfer credits that have been officially accepted to complete program requirements will count.
2. Units which apply solely to a program that was dropped will be excluded.

To meet Standard 3, students must have attempted less than 150 percent of units required for the academic program as calculated above.

**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 FPU 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. 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 warning 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.

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 are on warning status at the end of the term and who do not remedy their deficiency at the end of the term are disqualified. Students may appeal his/her financial 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 will be monitored each semester based on the details of their success 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. 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 may, however, remain enrolled and find other means to pay tuition and expenses.

Students may only be on probation for two consecutive semesters or the length of their academic contract, whichever is greater.

**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 future 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.

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. 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

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. Develop a detailed plan showing how the student will meet remaining program requirements, address the SAP standard deficiencies and make reasonable academic progress toward degree.

The complete appeal packet must be submitted to the Registrar’s Office. Students should check the ineligibility notification for the submission deadline. Appeals will be evaluated by the appropriate 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 by the stated deadline. The registrar will submit the appeal to the appropriate appeal committee, who will make a determination.

FRESNO PACIFIC UNIVERSITY SCHOLARSHIPS AND GRANTS

FPU offered over $1,000,000 in institutional aid during the 2014-2015 academic year to FPU graduate students. 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.)

Teacher Education Grant

Academic ability and admission to classified standing in the teacher education program. Additional application required by deadline: July 15 for the fall, November 15 for spring and March 15 for summer.

Teacher Education Distinguished Leadership Scholarship

High academic ability, evidence of potential for leadership in the field of education and admitted to classified standing in the teacher education program. Additional application required by the deadline: July 15 for fall, November 15 for spring and March 15 for summer.

Graduate Grant

Admission to classified standing in a graduate credential, certificate or master’s degree program; financial need; dedication and commitment to academic work. Additional application required by deadline: July 15 for the fall, November 15 for spring and March 15 for summer. Applications are submitted to the specific school.

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/graduate/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 both to FPU and the students we serve. Applications can be found on scholarships.fresno.edu. Deadlines vary by student population type.

Public Grants

Cal Grant TCP

Students who received a Cal Grant A or Cal Grant B while completing their undergraduate degree may be eligible for one
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 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**
Unsubsidized loans are available to graduate students. The loan is obtained from the Department of Education, working in cooperation with the Student Financial Services Office. 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. 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 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**
Graduate students 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 SERVICES

GRADUATE ADVISING
Graduate students are advised by the program director for their respective program. Graduate students seeking academic advising should contact the appropriate program director or the Registrar’s Office for a referral.

BIBLICAL SEMINARY ADVISING
When seminary students have academic concerns, they may contact their faculty adviser. Students may also make an appointment with the seminary dean.

ACADEMIC SUPPORT CENTER
The Academic Support Center (ASC) is available to graduate students for writing assistance on a drop-in basis.

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.

CAREER SERVICES CENTER
The Career Services Center (CSC) offers services to graduate students, seminary students and alumni. These services include:

- Individual career counseling
- Counseling and testing
- 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 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 and 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 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
- Medical resources for students and staff
- Interpretation of medical language and issues
- First aid and over-the-counter medications
- Seasonal flu vaccines
- TB skin testing

The Health Center carries a variety of over-the-counter medications, as well as first aid supplies. The center serves to
relieve symptoms and prevent further injury until the physician or pharmacy can be reached. Community clinic and physician referrals can be made.

Most services are available at no charge to all students, staff and faculty. Tuberculosis skin tests, tetanus and MMR vaccines are at cost. Flu shots are available in the fall. Appointments can be made, but are not necessary. The Health Center supplies first aid kits in strategic areas throughout the campus and in campus housing. Emergency medical technicians respond to emergency illness or injury 24 hours a day and are available through Campus Security.

All students are required to carry health insurance. A Web search for student health insurance policies will give a general idea of what is available. For those students who do not have coverage, a health insurance plan has been chosen and can be billed to their account. Students should shop and compare, then choose what is best for them. Students may get a copy of the policy for comparison through Student Financial Services or the Health Center.

SERVICES FOR STUDENTS WITH DISABILITIES

Fresno Pacific University is committed to providing the best education possible to all students. To this end, the Academic Support Center works with students under the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008 to ensure that students with unique needs have equal access to all educational experiences. Physical accommodations in classroom and lab space, modifications of classroom presentation, and modifications in testing are all ways to provide access to students with disabilities.

The Academic Support Center coordinates services for students with disabilities. The director of academic support services in the Academic Support Center, along with other university staff or faculty, will assist the student in exploring his/her needs and determining the necessary services and accommodations.

The student is responsible for all costs associated with assessment and documentation. FPU does not have services to provide diagnosis or evaluate disabilities. Please contact the director for suggestions for assessment services.

We encourage students with disabilities to contact the director of academic support services to discuss academic and other needs before the beginning of their first semester or as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made.

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.

HOUSING

FPU has on-campus apartments available to seminary students for single or family housing. Applications are available through the Seminary Admissions Office.

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.

ALUMNI ASSOCIATION

Fresno Pacific University alumni are valued members of the FPU community and are Sunbirds 4 Life. As alumni they are automatically members of the Fresno Pacific Alumni Association and receive a free subscription to Pacific magazine (published two times each year), Pacific Standard Time (a biannual events calendar) and the monthly Alumni eNews, as well as other information on a variety of FPU events. They can join the FPU Alumni Association group on LinkedIn, stay connected by liking the FPU Alumni Facebook page, and serve as members of the Alumni Council, guest lecturers, intern or career advisors or event volunteers. Alumni are encouraged to share any career, education, family and honor/awards updates with the FPU community via an online form found at fresno.edu/alumniupdate, and babies of alumni are sent a Future Sunbirds baby t-shirt.

FPU alumni have always been instrumental in prayer for current students and their generous financial support ensures that FPU’s mission continues to impact students, the Central Valley and the world—now and in the future. The Alumni Office is always willing to assist alumni in planning special reunions, group gatherings or other ways to connect with former classmates.

ATHLETICS

Fresno Pacific University Sunbird Athletics is currently in the membership process of the National Collegiate Athletic Association (NCAA) Division II and has been a member of the NCAA Division II’s Pacific West Conference since 2012.

The mission of FPU 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. For more information, visit fpuathletics.com.
INFORMATION TECHNOLOGY RESOURCES

PERSONAL COMPUTING

The university strongly encourages students to have their own computers with the following minimum specifications:

Hardware
- PC or Mac
- Laptop (recommended)
- Intel i3 processor or better
- 4GB – 8GB RAM depending on platform
- 160GB – 250GB hard drive
- 10/100 based Ethernet connection
- Wireless Network Capable (optional for desktop computers)

Software
- Windows 7 operating system or newer for PCs and Mountain Lion or newer for Macs
- Microsoft Office 2010 for PCs and Microsoft Office 2011 for Macs (Specially priced student versions are available.)
- Anti-spyware program (optional, but highly recommended)
- Up-to-date anti-virus software required for PCs; 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 will last 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, open computer laboratories are located in the basement of Kriegbaum Hall and Hiebert Library. Using Windows-based computers, 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.

Other labs are available but are often reserved for specific programs, teaching or class use. These are referred to as closed labs. Open access to these labs depend on class schedules.

NETWORK ACCESS

Please read FPU’s Acceptable Use of Technology policy before connecting your computer to the FPU network. All computers on FPU’s network are subject to this policy. The Internet access is filtered for content and monitored for illegal downloads of copyrighted digital media. 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. Violation of this policy could lead the user to disciplinary or legal action. 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. Students can access the portal using a web browser and going to my.fpu.edu. Links to this portal may also be found on FPU’s homepage.

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.

TASKSTREAM

TaskStream is a cloud-based, electronic academic 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 at Fresno Pacific University. Library resources are available by visiting the library on the main campus, or by accessing its many online resources from any location. Items in the main library collection may be requested online by regional center students, and will be mailed to their center. The library’s discovery service (encore.fresno.edu) provides a complete catalog of all holdings, including the ability to access online resources remotely. More information about resources and services in Hiebert Library is available at fresno.libguides.com.

Mennonite Library and Archives
The Mennonite Library and Archives (MLA) is an integral part of Hiebert Library. Its library collection 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.
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. Veterans Affairs Standards.
5. Academic Integrity.
7. Standards on Harassment and Sexual Harassment.
9. Illegal and Criminal Offenses.

FAILURE TO MEET STANDARDS

When one or more of the above standards are not met, actions may be taken like 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. Disqualification A student may be disqualified from registering for university classes or withdrawn from classes. There are two types of disqualification: mandatory leave of absence and termination.
   a. 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.)
   b. 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, usually within fourteen (14) business days of the date of the decision letter. Students must comply with the deadline listed in the 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: AA) the process deviated from applicable policy/procedures, B,B) serious violation(s) of other university policies, rules or procedures CC) preponderance of facts or other evidence not consistent with the final decision DD) new information is available that was not available at the time the matter was originally considered and/or EE) 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 and nurture 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.

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.

For further information on restorative discipline, contact the program director, dean or Center for Peacemaking and Conflict Studies.

SATISFACTORY ACADEMIC PROGRESS

ACADEMIC STANDARDS

Fresno Pacific University believes strongly in the importance of students maintaining academic rigor. Students who do not maintain the minimum GPA required to complete their program will be academically disqualified. See the Financial Aid section for additional information. Students who wish to remain enrolled will be required to appeal. Please see the Registrar’s Office for additional information on how to appeal an academic disqualification.

RE-GAINING ELIGIBILITY

Students who complete a mandatory leave of absence may at some future point seek readmission. Students may regain eligibility by submitting a written appeal to the Registrar’s Office. Students who successfully appeal may enroll and complete coursework that improves their cumulative FPU GPA and/or completion rate to bring them in full compliance with the Academic Standards.

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 warning, probation or disqualification 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 who have not yet begun their thesis 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 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.

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 withdrawn 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.
VETERANS EDUCATION BENEFITS
The university is approved by the California State Approving Agency for Veterans Education (CSAVVE) for the training of veterans.
For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, please contact the VA or visit gibill.va.gov (gibill.va.gov).

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. 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:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating</td>
<td>Using or attempting to use unauthorized materials, information, study aids or extended assistance in any academic activity, exercise or exam.</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>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.</td>
</tr>
</tbody>
</table>

| 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-Submitting of Work | Submitting work or significant portions of some work for use in more than one course without the instructor’s knowledge and permission. |

CONSEQUENCES OF STUDENT ACADEMIC DISHONESTY
Although first, second and third offenses typically result in the same consequences, the university seeks to review every situation as unique. For additional information on the standard consequences for academic dishonesty, please speak with your mentor, advisor or the Registrar’s Office.

A. FIRST OFFENSE
The typical consequence for a recognized first offence 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.
• Other consequences agreed upon by the student and faculty member

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.

B. MULTIPLE OFFENSES

All second or multiple 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 or multiple violations maybe 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 from attendance at the university, which becomes part of the student’s official record.

The student can appeal in writing their disqualification status to the Provost within 5 business days following the date of their notification of disqualification, during which time they are allowed to remain in class.

The university is committed to the restorative discipline process described in the previous section. For additional information on the administrative process used when an accusation of academic dishonesty exists, please speak with your mentor, advisor or the Registrar’s Office.

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 mandatory leave or termination 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 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 mandatory leave or termination, 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 outline 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, mandatory leave or termination.

**FPU COMMUNITY STANDARDS ON HARASSMENT AND SEXUAL HARASSMENT**

The 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 people 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 or supervisors 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 or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement.
- 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.
- 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.

Examples of harassment include, but are not limited to:

- Verbal conduct such as epithehs, derogatory jokes or comments, slurs or unwelcome sexual advances, invitations, flirtations, propositions or comments.
- 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, 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, including sexual harassment, is absolutely prohibited. The following types of harassment is prohibited: faculty to student, employee to student, student to student, student to faculty, student to employee and employee to employee.

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.

**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 the university official listed below most closely connected to the individual(s) involved. Employees or students who observe sexual harassment are also encouraged to report the incident.

**Where to Report Sexual Harassment**

- Student to student harassment may be reported to the resident director, the assistant dean of student development, the dean of student life, the provost, or the director of human resources.
- Student to staff harassment may be reported to the supervisor of the department, the dean of student life, the director of human resources, the provost or the area vice president.
- Student to student harassment may be reported to the supervisor of the department, the dean of student life, the director of human resources, the provost or the area vice president.
- Student to faculty harassment may be reported to the dean of the respective school, the dean of student life, the director of human resources or the provost.
- Faculty to student harassment may be reported to the dean of the respective school, the dean of student life, the director of human resources or the provost.
- Employee to employee harassment may be reported to the supervisor of the department, the director of human resources, the provost or the area vice president.

When one of the above administrators has been contacted by the complainant they will contact the appropriate principal administrator listed below, and the principal administrator or his/her designee will begin an immediate investigation.

- Dean of Student Life 453-7154
- Director of Human Resources 453-2245

**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
Sexual Assault and the SaVE Act

The SaVE (Sexual Violence Elimination) Act partners with the Jeanne Cleary Act to create expectations for transparency, accountability, education and collaboration concerning the victims of sexual assault, domestic violence, dating violence and stalking. Additional information on reporting any of these items can be found immediately above.

Fresno Pacific University commits to the following regarding transparency:

- Victims will be assisted by campus authorities in reporting a crime to law enforcement.
- Victims will be able to change academic, living, transportation or working situations to avoid a hostile environment.
- Victims will be able to obtain and FPU will help enforce a no contact directive or restraining order.
- Victims will receive a clear description of their institution’s disciplinary process and know the range of possible sanctions.
- Victims will receive contact information about existing counseling, health, mental health, victim advocacy, legal assistance and other services available both on-campus and in the community.

Fresno Pacific University commits to the following regarding accountability:

- Proceedings shall provide a prompt, fair and impartial investigation and resolution and are to be conducted by officials receiving regular training on domestic violence, sexual assault and stalking.
- Both parties may have others present during an institutional disciplinary proceeding and any related meeting, including an advisor of their choice.
- Both parties will receive written outcomes of all disciplinary proceedings at the same time.

SEMINARY COMMUNITY STANDARDS STATEMENTS

In keeping with the seminary’s mandate to inspire and equip men and women to serve and to lead in the church and the world, we believe that all are called to become more like Jesus. Our educational programs emphasize training the whole person and applying Scripture (which we believe to be the authority for what we teach and how we live) to daily living.

Therefore, because spiritual formation is so significant for a Christian leader, we expect all engaged here to apply the following standards thoughtfully to their specific social and cultural situations. This application necessitates a call to holiness that brings each person’s personal and corporate life into conformity with the mind of Christ, and prepares him or her to serve Jesus Christ as Lord. Our expectation is that graduate students preparing for ministry will consistently model a godly lifestyle on and off campus. We expect our community and its members to show respect, love and consideration for others. We believe that every human being is a valuable person created by God in His image and thus possesses inherent dignity, and we, as believers, are called to love and treat every person with respect. Students are expected to respect the law and conduct themselves as responsible citizens who contribute to the welfare of the greater community. This manner of living obeys Jesus’ commandment to show love for others echoed by the Apostle Paul.

This is evident in a person’s life by making a habit of encouraging and building up others, showing compassion, demonstrating unselfishness, and displaying patience. Harassment of any person, whether that person is or is not a member of the community, is not acceptable. Differences of opinion on any issue are not only permissible, but are expected and frequently encouraged as part of the educational process. However, dialogue about differences is always to be conducted with reason, consideration for the feelings of others, and recognition of the Biblical Seminary as a unique, faith-affirming community called to serve within the diverse society in which we live.

In applying this call to holiness, we ask that students, faculty and staff refrain from practices that are contrary to biblical teachings and utilize careful judgment in the exercise of personal freedom. Out of respect for our bodies as temples of the Holy Spirit, as good stewards of our relationships with one another, and in relation to our individual and communal fitness for ministry, the unlawful manufacture, distribution, dispensing, possession or use of alcohol or illicit drugs by any member of the seminary community on university property is prohibited. While the use of alcohol by adults is lawful, alcohol use is prohibited on the university campus. Smoking is also not allowed on the campus or in the private apartments on campus.

This exercise of personal freedom also entails the responsible use of time and material resources including regular attendance at classes and chapel services, and prudent care of financial resources. Furthermore, because many contemporary forms of amusement are of questionable value or diminish one’s moral sensitivities, members of the community are to use discernment in their choice of entertainment including television, movies, live productions, and social dancing, whether on or off campus.

We hold these standards in a positive atmosphere that encourages examination of their biblical foundations through free interaction with administration and faculty. While respect is an important part of the learning experience, as our learning outcomes state, we also strongly encourage every student to develop a personal biblical and Christ-pleasing lifestyle. All students should be committed to a church community in which they can exercise Christian love and be held accountable.

FRESNO PACIFIC UNIVERSITY
Finally, we believe that as a community, we are called to hold one another accountable to these standards in love and grace and to confront one another in humility and in truth.

RESTRICTED ITEMS AND ACTIVITIES
The seminary restricts the use of some items on campus for the safety and well-being of the campus community. From time to time there may be restrictions in addition to the ones identified here; those restrictions will be communicated through the usual campus communications (Pipeline, posted notices, and announcements).

The seminary requires students and guests to participate in campus events in a way that does not threaten the safety or other members of the community, which does not disrupt campus life, that supports the purposes of the seminary, and that is consistent with the ethical and lifestyle standards of the Anabaptist and evangelical churches that the seminary serves.

Students and guests who disregard these campus standards will be subject to sanctions, which may include being asked to leave campus, mandatory withdrawal (without financial refund) or being reported to legal authorities.

1. Fresno Pacific University is a smoke-free campus. Smoking cigarettes, pipes or cigars is not permitted on campus.
2. Firearms and other weapons requiring licensing are not permitted on campus. Other items intended primarily as weapons, such as knives and Mace are not permitted.
3. Drugs that are controlled substances are not permitted on campus.
4. The use of alcoholic beverages is not permitted on campus.

Additional standards and resources are listed in the FPU Annual Security and Fire Safety report found on the university website.

GENDER EQUITY
The seminary desires that all persons, female and male, live and work together in mutual respect and high regard for each other as bona fide members of the community. Therefore, the faculty have agreed:

1. That men and women have equal access to the education and to the degrees which the seminary offers.
2. To provide guidance, counsel and assistance in locating positions in church ministries for which men and women have gifts and qualifications.
3. To encourage and assist seminary student spouses to take classes whenever possible, and to be participants in the life of the seminary community.
4. That women and men shall have equal rights, freedom and equal regard in all matters of school life, position, privileges and responsibilities.

5. To give guidance and encouragement in the discerning of gifts for ministry, and provide training and opportunity for the equipping and exercising of these gifts for men and women alike.

Inclusive Language
Students are required to use inclusive language in both class discussion and assignments. This is an expression of our commitment to gender equality. It is also in keeping with generally accepted writing and communication styles in North America today.

Recommended Resources
- All May Be One: A Guide to Inclusive Church Language, by Task Force on Women, Presbyterian
- “Suggestions for Using Non-Discriminatory Language,” Office for Women’s Concerns, Fuller Seminary
- ncte.org/positions/statements/genderfairuseoflang

SEMINARY DISQUALIFICATION FOR LACK OF MINISTRY READINESS
The seminary faculty may disqualify a student for lack of readiness for ministry. Reasons may include problems in communication or patterns of behavior deemed by the faculty to preclude effectiveness in the ministry of the church.

Disqualification is linked to the annual student evaluation process: degree discernment for first-year students, second-year evaluation, or ministry discernment for second- and third-year students.

The Reference Group or the Discernment Group may recommend termination of a student to the Seminary Academic Committee (SAC), which is expanded to include the seminary dean of students. If the SAC agrees with the recommendation, it is forwarded to a meeting of the seminary faculty as a whole.

It is also possible for the faculty to ask a Reference Group, a Discernment Group and/or the expanded SAC to review the status of a student on lack of readiness for ministry grounds. The faculty may disqualify a student by a consensus decision on the basis of a recommendation from the expanded SAC.

The appeal process for readiness-for-ministry disqualification gives the student the right to a hearing at every level of decision making and the right to the counsel of a friend, a pastor or a faculty member in the appeal process. A student may request reconsideration of a recommendation by requesting a special meeting with the Reference Group, the Seminary Academic Committee or the faculty as a whole. The appeal process shall be expeditious and not take more than two weeks from the day the student is notified of termination. Following review of an appeal, the decision of the faculty is binding.
Readmission Following Disqualification for Readiness for Ministry Reasons

A student disqualified for readiness for ministry reasons is permitted to apply for readmission to the seminary one year after disqualification on the basis of the following criteria:

1. A letter requesting readmission and reporting how the concerns leading to the disqualification have been addressed.
2. A letter from a therapist and/or pastor that recommends readmission because the concerns leading to disqualification have been resolved.
3. The completion of any psychological tests the seminary may request for readmission.
4. An interview with the former academic adviser and at least two faculty members appointed by the academic dean.

The acceptance of an accountability group established in consultation with the academic dean and the dean of students to monitor student progress and growth. The requirements of the catalog in effect at the time of readmission must be met for graduation.

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 Handbook for Campus Safety and Security 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 and federal 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, Merced, Visalia and Bakersfield campuses and CASA Pacifica.

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 16000, 19910, and 626.10 of the California Penal Code on FPU property is forbidden and is subject to university discipline and/or criminal prosecution.

Students of the FPU community who possess a valid CCW (Carry Concealed Weapons permit) may not carry a concealed weapon on any FPU property and are not exempt from this policy. The conditions set forth on any CCW permit may also state the conditions of carry on school properties and should be adhered to, but will not supersede this policy.

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 investigation and 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 AND 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 attend class at the university as degree candidates, provided they do not interrupt their studies. Once students interrupt their programs (i.e., without an approved leave of absence), it will be necessary to satisfy the degree 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

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>
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</thead>
<tbody>
<tr>
<td>500-599</td>
<td>Courses that apply to Undergraduate and/or Graduate programs.</td>
</tr>
<tr>
<td>600-699</td>
<td>Graduate courses leading to basic teaching credentials. Open to holders of a baccalaureate degree who have been admitted to the teacher education program subject to prerequisite or other requirements as stated in program or</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>700-799</td>
<td>Graduate courses (including seminary courses) leading to professional graduate credentials or master’s degrees. Open to holders of a baccalaureate degree, subject to prerequisite or other requirements as stated in program or course descriptions. A limited number of these courses may be taken by undergraduates with prior approval.</td>
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<tr>
<td>900-999</td>
<td>Graduate courses designed for professional development and not as part of a degree program.</td>
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<tr>
<td>1000-1999</td>
<td>University credit offered through the Center for Professional Development for workshops and conferences.</td>
</tr>
<tr>
<td>8000-8999</td>
<td>Continuing education units (CEUs). Not for university credit. Courses designed to advance the knowledge and skills of professionals. One CEU is awarded for each 10-clock-hour experience.</td>
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</tbody>
</table>

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
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. Transfer courses taken at foreign institutions require a certified English translation and evaluation of the candidate’s transcripts by one of the agencies approved by FPU (AERC or WES). This evaluation should be a Course-by-Course Report rather than a Document (degree) Report. 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.

Graduate and seminary program directors may consider and authorize transfer of previous coursework for students entering a graduate program in certain cases. Any authorization for transfer requires completion of a Substitution/Transfer Request form and must be verified by receipt of official college transcripts. The following conditions apply to courses transferred:

1. Courses transferred to meet requirements for a credential must be listed on official transcripts as post-baccalaureate and the grade achieved must be C or better (or credit when the course has been taken credit/no credit.)

2. Courses transferred to meet requirements for a master of arts must be:
   - Designated as graduate courses applicable toward a master's degree by the institution where the course was taken
   - Completed with a grade of B or better. Seminary courses that were taken at an accredited graduate school for Credit/No Credit may not be transferred except at the seminary dean’s discretion

3. To be considered toward a degree or credential all courses must have been completed within 10 years of the award of the degree or credential.

4. Final approval is granted by the Registrar’s Office.

5. Unless stated otherwise for a specific graduate program, a maximum of 9 semester units may be transferred from an accredited graduate program into a Fresno Pacific University graduate program when courses are judged to be equivalent.

6. Seminary exceptions. A maximum of half the units may be transferred from a previously earned graduate degree. If no degree has been earned, then up to 60 units for an M.Div. and 30 units for an M.A. and 6 units for a certificate may be transferred in.

FOREIGN TRANSCRIPT EVALUATIONS

If students have attended a foreign institution (college or university), their foreign transcripts must be evaluated by an evaluation company specializing in foreign credentials. Whether a student is an international or a domestic student, these third-party evaluations are required for the courses to be recognized as equivalent to U.S. baccalaureate or graduate-level work. For detailed information and a listing of accepted evaluation companies, please consult the FPU Registrar’s Office webpage.

Additional Criteria

See the Degree Requirements section of this catalog.

COURSE SUBSTITUTION

Students may request that a course that is similar to a program requirement 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:

Graduate students should meet with their graduate program director to complete a Graduate Substitution Transfer Request form, which must be signed by the director 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.

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.

Online courses that do not set times when all students must be online are described as being asynchronous. Online courses that do set specific times when all students must be online are described as being synchronous.

**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 enrollment fee 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 student-athletes must enroll in their ATH conditioning course in the off-season and their ATH activity course during the season of play.

**LECTURESHIPS**

Seminary students may receive credit for attending special lectures on or off campus. One unit of credit is earned for 15 hours of lecture/input plus successful completion of assignments given by an approved FPU Biblical Seminary faculty member, who acts as the coordinator. (One-half unit is earned for 7.5 hours of lecture/input, plus assignments.) A
maximum of 9 units may be taken for the M.Div. degree. A maximum of 6 units may be taken for the M.A. degree. All lectureships are graded Credit/No Credit.

ACADEMIC CALENDAR
The academic year is divided into terms. The graduate calendar is divided into three terms: two semesters that are each 16 weeks in length and a summer term of 12 weeks. Academic credit is given in semester units.

REGISTRATION
Only individuals who are registered may attend classes. 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.

ADDING COURSES
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.)

REGISTRATION DEADLINES
STANDARD COURSES (6-16 WEEKS LONG)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Policy</th>
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<tbody>
<tr>
<td>Prior to semester start</td>
<td>Register online with no late fees.</td>
</tr>
<tr>
<td>First and second week</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. No petitions.</td>
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</tbody>
</table>

SHORT COURSES (LONGER THAN ONE WEEK AND UP TO FIVE WEEKS LONG)

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<thead>
<tr>
<th>Dates</th>
<th>Policy</th>
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</thead>
<tbody>
<tr>
<td>Prior to semester start</td>
<td>Register online with no late fees.</td>
</tr>
<tr>
<td>Six days before first day of class</td>
<td>Add course with late fees.</td>
</tr>
<tr>
<td>Day after first class</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>
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</table>

ONE WEEK COURSES (UP TO ONE WEEK LONG)

<table>
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<th>Dates</th>
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<tbody>
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<td>Prior to semester start</td>
<td>Register online with no late fees.</td>
</tr>
<tr>
<td>Six days before 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>
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</tbody>
</table>

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. Not all courses listed in this catalog are available each term at all campus locations.

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.
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.

### COURSE DROPS: 2-16 Week Courses

#### Grade and Percent Refund for Last Day of Attendance

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<td>no grade</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
</tr>
<tr>
<td></td>
<td>Process</td>
<td>Automatic</td>
<td>Petition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</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: 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>% Refund</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>6-7 Day Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>no grade</td>
<td>W</td>
<td>W</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
</tr>
<tr>
<td></td>
<td>Process</td>
<td>Automatic</td>
<td>Drop Form/Online</td>
<td>Petition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5 Day Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>no grade</td>
<td>W</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
</tr>
<tr>
<td></td>
<td>Process</td>
<td>Automatic</td>
<td>DF/O</td>
<td>Petition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Day Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>no grade</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
</tr>
<tr>
<td></td>
<td>Process</td>
<td>Automatic</td>
<td>Petition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 certifications 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 graduate and seminary 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.

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 date of birth correction is a driver’s license. Documentation for a Social Security number correction is a Social Security card.

MARKING SYSTEM AND SYMBOLS USED ON TRANSCRIPTS

<table>
<thead>
<tr>
<th>Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent Meets all course/assignment requirements, significant evidence of subject mastery, excellent demonstration of graduate-level scholarship.</td>
</tr>
<tr>
<td>A-</td>
<td>Outstanding Meets all course/assignment requirements with several outstanding examples of graduate-level scholarship; demonstrates initiative.</td>
</tr>
<tr>
<td>B+</td>
<td>Very good Adequately meets the criteria for all course/assignment requirements with some very good examples of graduate-level scholarship.</td>
</tr>
<tr>
<td>B</td>
<td>Good/Satisfactory Adequately meets the criteria for all course/assignment requirements, demonstrates subject competency and satisfactory graduate-level scholarship.</td>
</tr>
<tr>
<td>B-</td>
<td>Acceptable Adequately meets the minimum criteria for all course/assignment requirements, yet work is deficient in some important, yet non-essential category.</td>
</tr>
</tbody>
</table>
Grade | Quality Points
--- | ---
B | 3.0
B- | 2.7
C+ | 2.3
C | 2.0
C- | 1.7
D+ | 1.3
D | 1.0
D- | 0.7
F | 0.0

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, R 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**

Seminars courses with a grade below C- will not be credited toward the completion of major or minor requirements. Graduate courses with a grade below B- will not be credited toward the completion of requirements of any graduate degree program. Stricter standards may be applied in specific programs. (See program descriptions.) Depending on the program of study, students must earn minimum grades in order to receive credit towards program requirements. A grade of C or better earns credit in credential, certificate, added authorization and most seminar programs. MFT students taking required COUN courses and courses required for counseling licensure must earn a B or better. Students in other master’s programs must earn a grade of B- or better, unless otherwise stated in the program section of the catalog.

**SEMINARY GRADING STANDARDS**

The formal statement of grading standards adopted by the seminary faculty is as follows:

1. Each faculty member shall state his/her criteria for evaluation in the course syllabus.
2. The general guidelines for written work shall be as follows (in order of importance):
   - Method of approach, e.g., goals of paper, types of questions asked, clarity about method
   - Thoroughness, e.g., addressing the important issues, knowledge of data and scholarly literature
   - Clarity and penetration, e.g., definition of issue/problem, style of argumentation, literary style
   - Topic picked, e.g., appropriate, properly defined, original
   - Originality, e.g., thesis, argumentation, expression
• Style of paper, e.g., appearance, spelling, grammar, mechanics, compliance with Slade (see page 102)
The general guidelines for oral presentations shall be as follows (in order of importance):
  1. Method of approach, e.g., goals of presentation, types of questions asked, clarity about method, introduction and conclusion, organization.
  2. Thoroughness, e.g., addressing the important issues, knowledge of subject matter and scholarly literature.
  3. Style of delivery, e.g., clarity of expression, confidence before an audience, use of voice, eye contact, use of language, use of illustrations.
  4. Originality, e.g., topic, thesis or proposition, development of argument or sermon, expression.

All student work will be evaluated by two standards:
  1. By what is considered the appropriate level of graduate performance.
  2. By comparison with other work submitted in a given class.

Course grades measure the student’s competence in relation to three areas:
  1. The student’s ability to comprehend theoretical material appropriate to the course.
  2. The student’s ability to subjectively engage the course material through critical evaluation and reflection on a particular field of study.
  3. The student’s ability to appropriate material for understanding their own existence and life experiences.

ADDITIONAL SEMINARY GRADING STANDARDS

Class Attendance and Participation
Class participation is one of the most significant parts of the shared learning experience at the seminary. Many classes use the seminar learning method. Seminary students who miss more than 25 percent of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies. All exceptions must be approved by both the faculty member and the dean of the seminary.

Completion of all Assignments
Faculty often require a variety of assignments in a course so that students deal with the course material from several perspectives. Even though some of the assignments may constitute only a small percentage of the final grade, they may be significant in the total learning experience. Faculty may state in their syllabus that all the assignments must be completed to receive a passing (or other specified) grade.

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.

Course Load
The general rule for a course load is 1500-2000 pages of reading and 20 pages of writing for a three unit class, or an equivalent amount of work. One- and two-unit courses will be adjusted proportionately.

Late Assignments
Each course and syllabus will have specific policies for late assignments, indicating due dates and penalties. Exceptions related to family and professional emergencies or illness will be considered. No work will be accepted after 5:00 p.m. on Friday the last week of the semester.

Manual of Style
The official manual of style for written papers is *Form and Style: Research Papers, Reports and Theses*, by Carole Slade, published by Houghton Mifflin, 2000. The manual outlines three major styles: the Chicago Manual of Style, the American Psychological Association (APA) and the Modern Language Association (MLA) style. In principle the seminary accepts any of the above styles, but students should check with faculty before formatting assignments, as professors may have a particular style preference.

SEMINARY GRADES
Grades are assigned based on the following percentages of points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A -</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B -</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C -</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

GRADE REPORTING AND APPEALS
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.
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:
   a. An obvious error in calculation.
   b. The instructor has applied more exacting standards to the particular student.
   c. The grade was given on some other basis than performance in the course.
   d. 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.

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 graduate courses, course requirements must be completed before the end of the next sequential term (spring, summer, fall).

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.

GRADUATE COURSES

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.

BIBLICAL SEMINARY

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. CR/NC units are not calculated into a student’s GPA. A maximum of 9 units in any degree may be taken for Credit/No Credit in addition to any CR/NC units assigned through advanced standing or courses only available as CR/NC. Students should be aware that some professional organizations do not recognize courses completed on a CR/NC basis. Students are responsible to be familiar with the requirements of their profession or future education.

Application for Credit/No Credit grading must be made by the deadline indicated in the academic calendar. Once application is approved, it may not be changed back to a letter grade.

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

Graduate students, including seminary students, are defined as full time when they enroll in 9 or more units per semester.

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Full Time</th>
<th>Three- Fourths</th>
<th>Half Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>9+</td>
<td>6-8</td>
<td>5</td>
</tr>
<tr>
<td>International</td>
<td>18 units per calendar year</td>
<td>not allowed</td>
<td>not allowed</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.

Please note, there are many forms of additional statuses other than F-1. If you do not intend to enroll as an F-1 visa category student, please contact the International Admissions Specialist to verify which of the above requirements may apply to you.

ADMISSION ON PROBATION: SEMINARY

Seminary students admitted either on academic probation due to low GPA or on accreditation probation due to the undergraduate degree being earned at an unaccredited institution will not be evaluated for change of status until the student has completed a minimum of 12 units of coursework for credit. Probation will be lifted if a student has successfully completed the units with a minimum 2.50 GPA. The Seminary Academic Committee may recommend termination if probation is not lifted.

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. Graduate and seminary applicants must submit transcripts showing proof of a bachelor’s degree. 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. Students will not need to re-apply to the university. Students must file a Leave of Absence form with the Registrar’s Office, along with supporting documentation. 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. See also Thesis/Project Time Limitations for additional information.

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 service 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.

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. New degree requirements may apply.

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 may 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. Prior to filing a withdrawal form, students should consult with and obtain signatures from the, the designated program advisor or the grad advising/retention coordinator; and coaches, the International Programs and Services Office and Student Financial Services Office as appropriate. Failure to withdraw officially may jeopardize the student’s chances for readmission. 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. 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.

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 will stand.

Attendance for Online and Blended Courses

Attendance in blended and online courses is taken by an automated system, but may be amended by faculty. For online courses, regular attendance is defined as academically engaging with the online course material once a week at a minimum. For blended courses, regular attendance is defined as attending face-to-face instruction and academically engaging with online course material once a week at a minimum. (Faculty may adopt stricter requirements.) Failure to attend both the online and the onsite portions of a course during a one-week period will result in an absence for the week in blended courses. Online students who do not academically engage with the online course material during the first week will be marked absent and administratively dropped from the course. Students registered for blended courses who do not attend the face-to-face instruction and academically engage with the online course material during the first week will be marked absent and administratively dropped from the course.

Academic engagement is tracked by certain types of online activities. Academic engagement in the Moodle online environment is defined as submitting assignments and/or interacting with Moodle activities. Examples of Moodle activities are assignments, blogs, chat, choice, databases, discussion forums, glossary, journal, questionnaires, quizzes, surveys, wikis, or workshops. Logging into Moodle and/or looking at resources such as videos, websites, articles, or books are not output-type activities and will not be considered online attendance.

Automated attendance is recorded every Sunday at midnight for the previous week. Assignments done in a week other than the one when the assignment is due will not count towards attendance for any future or previous week. Students who do not participate in online activities weekly are at risk for failing the course, which may affect their academic or financial standing.

Seminary Students

Seminary students who miss more than 25 percent of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies. All exceptions must be approved by both the faculty member and the dean of the seminary.
DEGREE REQUIREMENTS

Requirements for master’s degrees are given below. Specific course requirements are listed in the program sections of this catalog.

MASTER’S DEGREES

The following policies do not apply to the FPU Biblical Seminary. Requirements for a master’s degree are: a minimum number of 30 graduate semester units, which include:

1. Graduate program requirements.
2. Graduate-level elective courses as needed to complete the 30-unit minimum.

Minimums

1. A minimum grade point average of 3.0 in all Fresno Pacific University graduate coursework.
2. A minimum grade of B- or CR in all graduate courses used to meet degree requirements.
3. A minimum of 21 units must be taken at FPU, with the exception of individualized master’s programs.

Maximums

1. A maximum of 9 transfer units may be used to meet degree requirements in most programs. See specific programs for exceptions.

Requirements for Advancement to Candidacy

All students who intend to complete a degree must apply for advancement to candidacy so that a preliminary evaluation of their readiness to work on the project/thesis or the master’s seminars may be determined.

An application for master’s candidacy should be submitted to the Registrar’s Office eight weeks prior to registering for the last culminating experience course. Students are not allowed to enroll in the seminar or the project/thesis course, or sit for the comprehensive exam until advancement to candidacy has been granted by the Registrar’s Office.

Culminating Experience

A culminating academic experience is required for all students. It includes a scholarly activity demonstrating that graduate students have engaged in independent learning and are able to synthesize knowledge gained into practice. Each master’s degree program requires or offers one or more options for a master’s degree student’s culminating experience. The options include: 1) master’s thesis, 2) master’s project, 3) comprehensive examination, 4) capstone courses, and 5) a combination of one or more of the prior options. An explanation of how the culminating experience promotes independent learning and details of the requirements of the program can be found in each program’s curricular description. A culminating experience must be successfully completed before a student may participate in commencement exercises. There are no exceptions to this policy.

COMPREHENSIVE EXAMINATIONS

Structure

The comprehensive examination is one option that graduate programs use to assess students’ mastery of their field of study. Not all programs have comprehensive examinations, as other means of assessment are sometimes employed.

Comprehensive examinations are made up of written questions created by the faculty of the school in which the examination takes place. Most examinations entail students writing their responses to the questions posed, while some may require students responding orally. The procedures for proctoring the examination to students is handled by each school.

As per FPU policy, reasonable accommodation for students with disabilities is taken into account in the proctoring of comprehensive examinations when students have registered with the director of academic support services and accommodations have been recommended by that office.

Timing and Registration

Once the student has cleared the advance to candidacy process with the university and is in good standing with the university, the student is permitted to register for comprehensive examinations.

Students must enroll in the comprehensive examination course for their program in the semester that they plan to take the exam. Failure to take the examination after it has been scheduled constitutes a No Credit on the examination. However, if a student is unable to sit for the comprehensive examination in the registered semester due to extenuating circumstances, a program director may grant an ‘In Progress’ designation. Under this status, the student has an opportunity to sit for the examination at the next offering and does not have to re-register for the course.

Grading

Passing the examination will result in a Credit grade for the comprehensive examination course. Failing the examination results in No Credit for the comprehensive examination course. Three grades are possible on the comprehensive examinations: pass with distinction, pass, and fail. Either of the passing levels are satisfactory and constitute an institutional grade of Credit. Failing demonstrates an inability to show sufficient mastery of the field of study to be granted a degree
in that area and the student is given a grade of No Credit and no degree is granted.

If a student fails the comprehensive examination, one additional attempt may be made with all new questions. The student must wait until the following semester, must re-register for the comprehensive examinations course and make a second attempt at the examination. Once students have attempted a comprehensive examination, they may not change to an alternative option to complete the program of study.

If a student fails the comprehensive examination a second time, a degree cannot be awarded and the student is disqualified from the program. It is not permitted to take comprehensive examinations more than twice. After failing the examination twice, the student cannot be awarded the degree they are seeking from Fresno Pacific University.

Appeals
In rare cases, an appeal process may be needed to ensure that students have not been treated unfairly in the assessment of their comprehensive examinations. Students who appeal must submit an appeal form to the Registrar’s office within ten business days of receipt of the written notification of failure of the examination. This written appeal must document the alleged prejudicial, capricious and/or arbitrary action, including the names of individuals who are thought to have been involved.

A special appeals committee composed of three faculty who were not involved with the examination hears the grievance. The decision of the faculty appeals committee is final. There is no appeal to a higher committee.

Additional Emphasis for Master’s Degrees
Students may complete an additional emphasis in one discipline area. Students who apply for and are granted admission to an additional program or emphasis may, at the discretion of the program director, apply relevant courses from a previously completed emphasis to meet the additional requirements. A maximum of 6 units from one emphasis may be used for another emphasis. All courses applied to the additional emphasis must meet the 10-year rule and any other applicable regulation. The program director may require additional courses, as appropriate. Additional emphasis courses must be Fresno Pacific University graduate courses. Students who meet the requirements for an additional emphasis (and who have previously been granted a master’s degree by FPU) will have the additional emphasis noted on their transcript records.

Second Master’s Degree
Students may complete a second master’s degree in another discipline (i.e. a Master of Arts in Education and a Master of Arts in Peacemaking and Conflict Studies.) A second master’s degree may be granted a student under the following conditions:

1. At least 30 units are completed at Fresno Pacific University, following the completion of the first degree.
2. A maximum of 6 units from one master’s degree (not including thesis) may be used to meet the requirements of the second master’s degree. Where requirements for one degree overlap with those of another (above the 6-unit overlap rule), the student may, at the discretion of the program director, substitute appropriate alternative courses or, in special cases, repeat certain courses. In any case, the total number of units required for the second degree must still be met.
3. All other degree requirements, limitations, etc., apply to the second degree (e.g., grade point average, number of allowable transfer units, age of units, etc.).

SEMINARY DEGREES

Academic Requirements
Requirements for a master of arts degree include a minimum of 60 units. A Master of Divinity requires a minimum of 90 units, while a combination degree (MFT and M.Div.) requires 120 units. The minimum FPU Biblical Seminary grade point average is 2.5. A minimum grade of C- or CR is required in all seminary courses. MFT students are required to earn a minimum grade of B- in all courses with a COUN prefix.

Residence Requirements

DEGREES
To receive a seminary degree from Fresno Pacific University, students must complete 30 units at the FPU Biblical Seminary. Up to 12 units of residence requirements may be fulfilled for a degree from Fresno by courses taught by the seminary faculty in other locations where the course design, resources and the pedagogical and formational environment have been determined to meet the seminary standards of residency. Residence requirements may not be fulfilled through directed studies or distance education courses. Designated courses must be taken in residence. See the program section for details.

CERTIFICATES
A candidate for a 30-unit certificate must complete 24 of the 30 units in residence. A maximum of six units may be transferred into a thirty-unit certificate.
Second Degree
Up to two degrees may be earned from the FPU Biblical Seminary. Credits earned in a certificate program may be transferred into the degree program. Up to 30 units used for the first degree may be applied to the second degree. Students completing a second seminary degree must complete 15 units of the second degree requirements in residence.

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>Degree application</th>
<th>Fall Ceremony (December)</th>
<th>Spring Ceremony (May)</th>
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</thead>
<tbody>
<tr>
<td>Clearance documentation</td>
<td>November 1</td>
<td>January 31</td>
</tr>
<tr>
<td></td>
<td>September 30</td>
<td>March 15</td>
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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.

Graduate Students
Graduate students are academically eligible to participate in commencement provided they have completed their degree OR

1. Carry a minimum 3.0 Fresno Pacific graduate course GPA, and
2. Are registered with the intent to complete their degree requirements within the semester in which they plan to participate in commencement or are registered in no more than 6 units in the summer session when applying for a spring graduation, and
3. Projects/theses are submitted six weeks prior to the end of the semester for program director approval, and
4. Have satisfactorily completed ministry discernment.

Seminary Students
Graduate students are academically eligible to participate in commencement provided they have completed their degree OR

1. Carry minimum 2.5 Fresno Pacific graduate course GPA, and
2. Are registered with the intent to complete their degree requirements within the semester in which they plan to participate in commencement or are registered in no more than 6 units in the summer session when applying for a spring graduation, and
3. Projects/theses are submitted six weeks prior to the end of the semester for program director approval, and
4. Have satisfactorily completed ministry discernment.

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
Seminary Dean’s List
Seminary students are recognized for outstanding academic achievement by being placed on the Dean’s List in the semester they are eligible. Students are eligible if they are:

- Full-time with an FPU semester GPA of 3.80-3.89 (high honors) or 3.90+ (highest honors)
- Part-time, having completed 15, 30, 45, 60, 75, or 90 units, with a cumulative FPU GPA of 3.80-3.89 (high honors) or 3.90+ (highest honors)

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 graduate and seminary courses. Not all courses listed in this catalog are available each term at all campus locations.

ADMINISTRATIVE SERVICES

ADM-735. Leadership and Change. 3 Units. The course will focus on the nature of effective leadership and developing a personal style of leading as a change agent. The case study approach will be used as a major instructional methodology.

ADM-736. Leadership and Change - Proact. 3 Units. Focuses on the nature of effective leadership as a change agent. Leadership that emphasizes the relationship of all aspects of the school operation in support of student learning is stressed. Includes a two-day summer orientation program that acquaints the participant with the principles of in-service programs, followed by six monthly sessions based on the needs of the participant.

Students need 2 semesters to complete the course; Materials fee $45

ADM-740. Building Shared Vision and Leadership Capacity. 2 Units. Builds leadership capacity and confronts and deals with real world issues that challenge the practicing administrator. Content includes learning how to build leadership capacity that emphasizes shared decision making, problem solving, change management, conflict management and the ability to use these in the face of change and difficulty. Opportunities are provided for examining, practicing, and modeling a code of ethics, including protecting the rights and confidentiality of students, staff and families. Also focuses on how to effectively act as the spokesperson for the school and to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

May not be audited

ADM-740A. Fieldwork: Building Shared Vision and Leadership Capacity. 1 Unit. This course is designed to provide "hands-on" fieldwork experience at the school site. The fieldwork activities are directly aligned with the content in the theory course ADM-740 Building Shared Vision and Leadership Capacity. Students must enroll in conjunction with or following enrollment in the corresponding theory course. 

May not be audited; Graded CR/NC

ADM-741. Developing Student Learning in a Standards-Based System. 4 Units. This course is designed to provide an opportunity to learn how to advocate, nurture and sustain a school culture and instructional program that is conducive to student learning and staff professional growth; facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community, while providing the student opportunity to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation; and to communicate knowledge effectively about curriculum.

May not be audited

ADM-741A. Fieldwork: Developing Student Learning in a Standards-Based System. 2 Units. This course is designed to provide "hands-on" fieldwork experience at the school site. The fieldwork activities are directly aligned with the content in the theory course ADM-741 Developing Student Learning in a Standards-Based System. Students must enroll in conjunction with or following enrollment in the corresponding theory course.

May not be audited; Graded CR/NC

ADM-742. Organizational Management in Support of Student Learning. 4 Units. Provides an opportunity to learn how to ensure the management of the organization, operations and resources for a safe, efficient and effective learning environment. There is an examination of the processes that ensure the coordination and equitable alignment of fiscal, human and material resources with the school planning process in the support of learning of all students. The use and application of technologies that support effective school administration are explored and analyzed.

May not be audited

ADM-742A. Fieldwork: Organizational Management in Support of Student Learning. 2 Units. This course is designed to provide "hands-on" experience at the school site. The fieldwork activities are directly aligned with the content in the theory course ADM-742 Organizational Management in Support of Student Learning. Students must enroll in conjunction with or following enrollment in the corresponding theory course.

May not be audited

ADM-743. Meeting Diverse Needs of Family and Community. 2 Units. This course is designed to provide an opportunity to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. The course content examines personal attitudes toward diverse cultures. Included in the course is the study and analysis of how an effective leader in a diverse setting values individuals from different family structures, religions, races, cultures, socioeconomic status, and ethnic backgrounds and treats them with fairness and respect.

May not be audited

ADM-743A. Fieldwork: Meeting Diverse Needs of Family and Community. 1 Unit. This course is designed to provide "hands-on" experience at the school site. The fieldwork activities are directly aligned with the content in the theory course ADM-743 Meeting Diverse Needs of Families and Community. Students must enroll in conjunction with or following the enrollment in the corresponding theory course.

May not be audited; Graded CR/NC

ADM-744. Connecting the Broader Influences on Schools. 4 Units. This course is designed to examine the political, social, economic, legal and cultural influences on schools. The focus is on developing leadership skills that use these influences to promote student learning. Knowledge of the interconnectiveness of these topics will be studied and analyzed. Opportunities are provided for gaining knowledge and understanding and developing processes and implementation skills in response to these influences. Included are activities for active participation in team leadership and team
BIBLICAL STUDIES

BIB-709. Bible Knowledge Requirement Seminar. 0 Units. Seminary students must meet a Bible knowledge requirement within the first 15 units of their seminary studies. The seminar is a one-day workshop offered in the first month of the fall and spring terms. Alternative means of meeting the requirement are available upon inquiry with the seminary dean.

May not be audited; Graded CR/NC

BIB-710. Elementary Greek I. 3 Units. This is a course in Koine Greek, emphasizing the acquisition of a working vocabulary, the mastery of forms and fundamental principles of Greek grammar and gaining skill in reading New Testament texts.

Prerequisites: BIB-710

BIB-711. Elementary Greek II. 3 Units. Elementary Greek II is a continuation of Elementary Greek I. This is a course in Koine Greek emphasizing the acquisition of a working vocabulary, the mastery of forms and fundamental principles of Greek grammar and gaining skill in reading New Testament texts.

Prerequisites: BIB-710

BIB-712. Intermediate Greek Exegesis. 3 Units. This course is designed to advance the student’s knowledge of New Testament Greek and to apply that knowledge to the task of reading and understanding the New Testament. This course involves careful analysis of Greek grammatical concepts. Students are expected to understand the range of options open in interpreting words, phrases, and sentences in Greek and gain the ability to make wise decisions about which of these options best captures the meaning intended by the New Testament author.

Prerequisites: BIB-711

BIB-713. Advanced Greek Exegesis. 3 Units. This course is designed as a directed study. Introduces the theory and practice of textual criticism. Selected texts from the New Testament are read paying attention to text critical issues while continuing to master both the Greek language and the techniques of grammatical exegesis. Through a variety of activities (readings, exercises, assignments), students will build on the foundation of Elementary Greek (morphology) and of Intermediate Greek (syntax), in order to gain greater confidence and competence in exegeting the Greek New Testament.

Prerequisites: BIB-712

BIB-715. Elementary Hebrew I. 3 Units. The first half of a one-year beginning biblical Hebrew language course using Communicative Language Teaching (CLT) methodologies. A core vocabulary base of 300-400 words is built, forming the foundation for internalizing grammar structures. Using Jonah chapter 1 as base text, noun and verb morphology and syntax patterns for biblical Hebrew narrative are introduced and contextually absorbed. The following topics are covered: predicates; word order; prepositions and pronominal suffixes; participles; the imperative, past, future and sequential tenses of the qal and piel stems. Additional Bible verses will be also be memorized.

BIB-716. Elementary Hebrew II. 3 Units. The beginner’s facility with Hebrew grammar and vocabulary will be developed through readings in prose texts. Attention is given to the syntax of the sentence and to the development of the tools necessary to make the language
BIB-717. Intermediate Hebrew Exegesis. 3 Units. The second half of the one-year beginning biblical Hebrew language course using Communicative Language Teaching (CLT) methodologies. This course will use the book of Jonah as its core text, and in addition to the noun and verb morphology and syntax patterns learned in BIB-715, the following topics will be added: infinitives; statives; passive adjectives; imperative, past, future and sequential tenses of the niphal, hiphil, and hitpael stems. Additional Bible verses will also be memorized. 
Prerequisites: BIB-716

BIB-718. Advanced Hebrew Exegesis. 3 Units. Reading and exegesis of selected passages from Hosea, Isaiah, wisdom literature, and more difficult Psalms and poems. Attention will be given to textual variants and their significance. One extra-biblical text will be read and explored.
Prerequisites: BIB-717

BIB-720. The Church and God’s Mission in the World. 3 Units. Examines selected Scriptures from Genesis through Revelation, gathering insights into a biblical view of the church and its mission. Explores how the creation mandate, Israel’s covenant people, Jesus’ teaching about God’s reign, the disciple community around Jesus and the nature of development of the early church all contribute to understanding what the church is and should be. Also explores implications of our view of church for questions of leadership, mission and ethical living.

BIB-722. Biblical Language Tools. 3 Units. Introduces the student to the original languages of the Bible with English as the language of comparison and contrast. Designed for the non-specialist who would like to get maximum benefit from Hebrew and Greek language tools for the study of the biblical text applicable to a wide variety of settings: personal study, worship coordinating, sermon preparation and lesson planning.

BIB-725. Biblical Interpretation I. 2-3 Units. Introduces the student to the inductive method of reading, studying and teaching the Bible. Special attention is given to the following exegetical topics: context, grammar, semantics, genre, contextualization and appropriation. Students do a series of exegetical and hermeneutical exercises, applying a literary-historical-canonical method to the study of selected biblical texts. The pedagogical factors involved in leading a Bible study are discussed and practiced. The course is offered in a 2-unit format, fulfilling MFT program requirements, and a 3-unit format for most other degree programs.

BIB-726. Biblical Interpretation II. 2 Units. Recommended prior coursework: BIB 725. Designed primarily to expose the students to the panoply of methods used to interpret the biblical text in contemporary scholarly circles today and to introduce the students to the major hermeneutical issues currently debated. Students will be required to assess each method in terms of its usefulness in the interpretive process, particularly as it relates to the use of the biblical text in the Christian community.
Prerequisites: BIB-725

BIB-736. Violence/Non-Violence. 3 Units. A study of the ways in which violence, nonviolence and justice are understood in the Bible and the church: the changing shape of recent Christian responses and the implications of those changes for how we respond to violence in various areas of life.

BIB-745. Historical Books of the Old Testament: Judges/Ruth. 3 Units. Introduction to Old Testament history, with focus on the period represented by the books of Joshua, Judges, Samuel, and Kings. The study will evaluate recent research on the history and archaeology of Israel. 
Prerequisites: BIB-725

BIB-750. Biblical Theology I. 3 Units. Students are challenged to come to grips with the central message of the Old Testament. The class explores the viability of one particular synthesis of the Old Testament as presented in God's design and compare it to other approaches taken. The course presents an introduction to the history of the discipline and to current trends in theological research.
Prerequisites: BIB-725

BIB-752. Biblical Theology II. 3 Units. A study of the major theologies and themes of the New Testament. The goal is not primarily to master a theological system. It is rather to learn how to think biblically and theologically about crucial issues addressed within the New Testament and relevant for the church in mission today.

BIB-754. Biblical Theology of Mission and Evangelism. 3 Units. Provides a missional reading of the Old and New Testaments to highlight the centrality of the theme of God’s mission to the Bible’s grand narrative and to develop a biblical theology of mission that emphasizes the proclamation of the whole gospel to the whole world. Includes analysis of current issues in mission from a theological perspective.

BIB-756. Old Testament Backgrounds. 3 Units. The course traces the biblical story of the older testament in social, cultural, and geographical contexts. Special attention is given to archaeological data and comparative literature and their bearing on the interpretation of the Bible.

BIB-758. New Testament Backgrounds. 3 Units. Seminar-style study of the historical, political, cultural and theological context in which the New Testament and other early Christian writings were written. Through a variety of activities (e.g. readings from primary sources, readings from secondary sources, discussions, presentations, research papers and interpretative assignments) students will explore the world of the early Christian writings.
Prerequisites: BIB-725

BIB-760. Theology for Integration. 3 Units. A survey of Old Testament theology and New Testament theology to provide the biblical theological basis for the integration of psychology, counseling and theology.
Prerequisites: BIB-725, THEO-730

BIB-762. The Miracles of Jesus. 3 Units. Seeks to understand the meaning and the function of the miracles of Jesus and of the miracle reports in the Gospels. Also discusses the theological implications of belief in the miraculous and intellectual objections that have been raised against the possibility or reality of miracles. Students work inductively on various texts in the Gospels that report miraculous events, seeking to learn what the historical Jesus and the Gospel
writers aimed to accomplish and to teach by means of the miracles and miracle reports.

BIB-764. The Parables of Jesus. 3 Units. Seeks to understand the meaning and the function of the parables of Jesus, in the context of Jesus’ preaching/teaching, in the contexts of the evangelists who recorded them and in their present applications. Attention will be paid to the variety of methods of parable interpretation being used today.

BIB-790. Senior Seminar. 3 Units. Designed to afford the advanced student the opportunity to integrate key themes of learning around a topic of interest. The main project of the course is to write and present one senior paper. Additional assignments include attendance at other presentations, reading and critiquing seminar papers written by fellow students. The size of the senior seminar paper requires careful planning and consultation with the instructors, who serve as chairs for presentation sessions.

Prerequisites: BIB-725; May not be audited

BIB-799. Thesis. 3-6 Units. An in-depth study of a specifically defined topic. A thesis proposal must be approved by a faculty advisor and by the academic committee.

Signature required; Repeatable for credit; May not be audited

BIBLICAL LITERATURE

BLIT-719. 1 & 2 Kings. 3 Units. The study of 1 & 2 Kings as ancient biblical literature using reader-response, form, and ideological critical approaches to understand the text.

BLIT-729. Esther/Ruth/Daniel. 3 Units. Introduction to the Old Testament books of Esther, Ruth and Daniel. The course will address the question of genre by examining apocalyptic and novelistic literature and the way these contribute to our understanding of Esther, Ruth, and Daniel.

BLIT-753. Gospel of Mark. 3 Units. An exegetical study of Mark as a source for the historical Jesus and as a theological interpretation of Jesus’ life and ministry with a unique message for the first century and for today.


BLIT-756. Book of Acts. 3 Units. Survey of Acts; observes motivations and stages of church development; reflects on the church and its mission; interprets texts and themes (e.g. witness, Jew-Gentile church, mission strategies, leadership, church and the powers); develops strategies for applying texts and themes to church.

BLIT-757. Book of Romans. 3 Units. Inquires into the social and historical situation of the Christ-believing communities in first-century Rome, and attempts to read Paul’s letter to the Romans through the eyes of these original recipients. This enables context-sensitive consideration of major theological themes addressed by Paul, as well as informed reflection on their contemporary significance.

BLIT-758. Corinthian Letters. 1 Unit. The focus is a study of the structure, background, themes, and theology of First Corinthians. Special attention is given to the significance of Paul’s Corinthian correspondence for the life of the church today.

BLIT-760. Galatians. 1-3 Units. Through an in-depth study of the text and context of Paul’s most passionate letter, this course reflects on how to build Christian communities of grace and freedom. Special emphasis will be placed on the practical implications of Paul’s concern for unity within the churches of Galatia and the community-based ethics of this letter.


BLIT-773. Book of Revelation. 3 Units. A careful exposition of the book is made with special attention to the different methods of interpretation. The goal of the course is to discover the significance of the book for the life of a witnessing and suffering church in light of the triumph of God through Jesus Christ.

COUNSELING

COUN-710. Introduction to Counseling. 1 Unit. Provides an introduction to counseling theories and techniques with an emphasis on acquiring basic counseling skills.

COUN-721. Professional Ethics in Counseling. 3 Units. Examines the ethical principles of counseling and their application in a variety of settings. Also examines current statutory regulations and requirements that impact counseling practice. Also focuses on identifying and resolving ethical dilemmas, the relationships of religious and personal values with ethical practice, and the philosophical and theological foundations of ethical practice.

COUN-724. Interpersonal Communication. 2-3 Units. Emphasizes a systems approach to understanding self, family and community. Students are expected to work seriously on their own communication styles and interpersonal skills so they can become more effective in modeling for and ministering to others.

COUN-726. Human Development. 3 Units. Covers the biological, psychological and social development from conception to death, with particular emphasis on children. Changes in the family life cycle will be examined, focusing on developmental issues often encountered in counseling and pastoral ministry. Disabilities, faith development and individual religious experiences across the life span will be reviewed.

COUN-728. Family Violence. 1.5-2 Units. Explores the nature and scope of violating behavior in the home and in faith communities. The course is designed to meet the California Board of Behavioral Sciences seven hour MFT requirement of child abuse assessment training as well as the board’s requirement of 15 hours of domestic violence education. Emphasizes identification and assessment of the spectrum of abusive behaviors, mandated reporting responsibilities and procedures for clinicians and clergy, safety planning and prevention. The impact of abuse on the developing child, the family unit and the community is addressed.

COUN-730. Clinical Assessment. 3 Units. Designed to provide the student with an understanding of basic assessment information for
clinical populations. Enhancing clinical interviewing skills will be emphasized. This will include learning how to conduct an intake interview, a mental status exam and an assessment of client lethality. Students will also learn how to assess client prognosis, create a written formulation of initial treatment plans and conduct a case presentation. Demonstrated mastery of the material presented in this course is fundamental to all further therapeutic work with clinical populations.

COUN-732. Aging and Long-Term Care. 1 Unit. Acquaints students with the developmental stages of aging and the resources available to elders and those who work with them in any context. Special attention is given to the spirituality of aging, mental health concerns, diverse aging populations and the issues of caregiving and long-term care.

COUN-734. Counseling Families. 3 Units. Focusing on both theoretical and practical approaches to understanding and counseling families, the course is foundational for both therapeutic and pastoral practice. Students are expected to explore their own family of origin and to develop skills in counseling families. Both theory and practice are interpreted from a systems and pastoral perspective.

COUN-736. Counseling Children. 2 Units. Introduces theories and techniques of counseling children and adolescents as well as assessment and treatment of child and adolescent mental disorders. A number of modalities will be reviewed, with an emphasis on using play therapy from an Ecosystemic orientation and a how the interaction of early relationship and brain development shape a person's internal representation, and empirically supported child treatment techniques. Wellness and recovery, spiritual issues, counseling contexts in the church and the community will be addressed.

Prerequisites: COUN-726, COUN-728

COUN-736L Counseling Children Lab. 0 Unit. Provides an opportunity for MFT and pastoral counseling students to practice basic counseling skills in a supervised mentoring setting with pre-screened mentees. Consists of a minimum of two hours per week on-site mentoring, plus one hour per week of group supervision over a period of approximately 10 weeks. Students are expected to be available to their assigned sites for a minimum of 10 weeks, regardless of their semester schedules.

Prerequisites: COUN-726, COUN-728; Repeatable for credit; May not be audited

COUN-738. Person, Family, and Culture. 2 Units. Person, family and culture are fundamental constructs in counseling and ministry. Postmodern counseling theorists as well as missional church theologians begin with an understanding of these constructs. Using systems theory, social science, art, philosophy and theology, students in this course will examine these fundamental constructs in the context of changing forces in society.

COUN-740. Psychopathology. 3 Units. Provides a basic understanding of clinical psychopathology. Examines the essential nature of mental disease, character pathology and emotional disorder. This includes an in-depth scrutiny of structural and functional changes within the individual, and clinically significant manifestations of various mental illnesses. Emphasis is placed on students being able to accurately assess and categorize individuals utilizing the diagnostic framework of the DSM system. Spiritual and religious explanations of symptomatic behaviors, and the role of the church in the treatment process, is presented.

COUN-742. HIV/AIDS. 1 Unit. Introductory course on HIV/AIDS and counseling covering epidemiological and physiological aspects of the disease, assessment, psychosocial and ethical issues, and treatment strategies for at-risk populations and surviving significant others both within the United States and internationally.

COUN-744. Research, Testing and Family Assessment. 2-3 Units. Designed to provide a basic understanding of psychometrics, psychological assessment and family assessment.

COUN-746. Counseling Individuals. 3 Units. Survey of the major theoretical models in psychology for use in psychotherapy with individuals. This course will explore a variety of theories and styles of counseling. Basic skills in responding to crisis situations will be reviewed. The various models presented will be examined from religious and psychological perspectives.

COUN-747. Counseling Individuals and Couples: Modern Theories. 2 Units. In the context of recovery and wellness-oriented care and systems theory, this course is a survey of modern theoretical models of psychotherapy for individuals and couples. Basic skills in responding to trauma and increasing resilience will be reviewed and enhanced. The various models presented will also be examined from religious, psychological and multicultural perspectives. Empirical support for each theory will be reviewed as well as the appropriateness of each theory for use in various cultural contexts. The course will include a lab component.

Prerequisites: COUN-720

COUN-747L. Counseling Individuals and Couples: Modern Theories Lab. 1 Unit. This course is the lab component to COUN-747. Basic skills in counseling reviewed and enhanced. Weekly supervision groups occur in addition to the course time for COUN-747. Each participant provides at least ten sessions of individual counseling at a designated site. Students video or audio record each counseling session and have that recording available for supervisors. No recording equipment is provided by the university or the site. Students are expected to behave professionally and ethically and to comply with all site policies and procedures in the lab. Students are required to carry their own malpractice insurance during their participation in the lab. Lab experience does not meet BBS requirements for supervised hours toward licensure.

Prerequisites: COUN-720; Repeatable for credit; May not be audited

COUN-748. Counseling Individuals and Couples: Postmodern Theories. 1 Unit. In the context of recovery and wellness-oriented care and systems theory, the course is a survey of postmodern theoretical models of psychotherapy for individuals and couples. The various models presented will also be examined from religious, psychological and multicultural perspectives. Empirical support for each theory will be reviewed, as well as the appropriateness of each theory for use in various cultural contexts.

COUN-749. Counseling Lab II. 1 Unit. Students will practice supportive counseling, focusing on rapport building skills, basic listening sequence, and utilizing the core conditions of genuineness, empathy, and unconditional positive regard. Students will receive
group supervision and gain a beginning understanding of the importance and uses of critical self-reflection, peer feedback, and clinical supervision. Students will complete appropriate file documentation.

Prerequisites: COUN-728, COUN-747; May not be audited

COUN-750A. Cross-Cultural Counseling: Los Angeles. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Los Angeles, California. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. This course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. It provides a rich context for self-examination and ministry preparation.

COUN-750B. Cross Cultural Counseling - Fresno. 1.5 Units. Recommended prior coursework: COUN-724. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Fresno, California. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. This course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. It provides a rich context for self-examination and ministry preparation.

COUN-750C. Cross-Cultural Counseling: International. 1.5 Units. Recommended prior coursework: COUN-724. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in an international location. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. This course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. It provides a rich context for self-examination and ministry preparation.

COUN-750D. Cross-Cultural Counseling: San Francisco. 1.5 Units. Recommended prior coursework: COUN-724. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in San Francisco, California. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. This course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. It provides a rich context for self-examination and ministry preparation.

COUN-751. Counseling in Spanish. 0.5-1 Unit. Recommended prior coursework: COUN-720. Designed for people who speak Spanish and wish to provide counseling in Spanish. Addresses cultural norms, family systems and technical vocabulary needed when counseling in Spanish.

COUN-752. Human Sexuality. 3 Units. Explores personal and professional aspects of human sexuality relevant to counseling and pastoral ministry. Love, intimacy, gender, sexual identity and orientation, roles and disorders are discussed. Counseling, prevention, education and referral skills are developed.

COUN-753. Cultural Psychology. 1.5 Units. Focuses on psychological understandings of the person and psychotherapy from a cultural and community perspective. Traces the emergence of cultural and community psychology as an independent discipline from its roots in culture, society, philosophy, theology and the natural sciences.

May not be audited

COUN-754. Group Counseling. 1-3 Units. Familiarizes students with the theory and practice of group counseling, in both congregational and clinical settings. Various types of groups and levels of intervention are surveyed and students are expected to participate in a group counseling experience.

COUN-755. Contemporary Issues in Counseling. 1 Unit. Covers a variety of contemporary issues in counseling such as chronic illness, wellness and recovery, stigma, poverty, trauma, HIV/AIDS and LGBT communities. Includes guest speakers, engagement with the community and dealing with contemporary social and political issues.

COUN-756. Grief Counseling. 1 Unit. This course covers models of grief processing and describes how grief is experienced differently by children and adults; it also promotes the importance of self-care and identifies basic forms of grief intervention.

COUN-758. Psychopharmacology. 2 Units. Designed for non-medical mental health and counseling professionals. Emphasizes the clinical use of psychopharmacologic agents, including their indications, expected benefits and adverse effects. Also considers their use in conjunction with, and in light of the known efficacy of nonpharmacological interventions in the treatment of, mental disorders. The broader social context in which medications are prescribed will also be considered.

COUN-759. Psychobiology and Psychopharmacology. 0.5 Units. This course is intended for non-medical and counseling professionals. It provides a basic introduction to psychobiology and it explores the clinical use of psychopharmacologic agents, including their indications, expected benefits and adverse effects. It also reviews their use in conjunction with, and in light of, known efficacy of nonpharmacological interventions in the treatment of mental disorders. The broader social context in which medications are prescribed as well as skills involved in working in multidisciplinary teams that include medical personnel are also explored.

COUN-760. Substance Abuse. 1 Unit. The role of family therapy in the treatment of substance abuse will be considered along with the behavioral, cognitive and biological characteristics, of substance abusers. Basic treatment issues and techniques will be discussed including but not limited to the wellness and recovery model, addiction, medical considerations, co-occurring disorders, legal considerations, at-risk populations, community resources, and prevention. Course meets California BBS licensure requirements.

COUN-764. Trainee/Practicum Assessment. 0 Units. Recommended prior coursework: 50 units. This assessment is a prerequisite to enter the practicum. It is intended to determine a student's academic, professional and personal readiness to begin counseling clients in a supervised setting. The potential trainees will meet with MFT faculty and onsite clinical supervisor(s) after successfully completing at least
18 hours in the program. The process is outlined in the MFT Student Handbook.

Prerequisites: COUN-724, COUN-726, COUN-728, COUN-747, COUN-747L

COUN-765. Counseling Sexual Addictions. 0.5-1 Unit. This course will acquaint students with a basic understanding of addiction, with the primary focus on sex addiction. Areas to be highlighted are: the brain, attachment trauma, co/contradependence/addiction interaction, Carnes Addiction System and the theology of the 12-steps as the program for recovery.

COUN-767. Speaking the Unspeakable: Psychological And Theological Approaches to Trauma. 2-3 Units. This course examines the psychological and theological factors involved in the human response to trauma. The course will cover a range of potentially traumatic events (natural disasters, terrorism, interpersonal violence, combat, etc.) Course participants will engage a range of psychological and spiritual approaches to trauma, including resources for treating individuals with post traumatic stress disorder and other trauma-related difficulties, strategies for helping churches respond to individual and cooperate disasters and strategies for fostering resilience in individuals and families.

COUN-790. Advanced Family Studies. 3 Units. Designed to afford the advanced student the opportunity to integrate key themes of learning around a topic of interest. The main project of the course is to write and present one senior paper. Additional assignments include attendance at other presentations, reading seminar papers written by fellow students and critiquing papers written by fellow students. The size of the senior seminar paper requires careful planning and consultation with the instructors, who will also serve as chairs for presentation sessions.

Prerequisites: COUN-734; May not be audited

COUN-792. Summer Practicum. 1 Unit. A supervised counseling experience with an approved supervisor, group feedback and evaluation. Requires that the student apply classroom knowledge in interviewing, assessment, diagnosis, prognosis and treatment of individual and family dysfunctions.

Repeatable for credit; May not be audited

COUN-793A. Practicum I. 3 Units. A supervised counseling experience with an approved instructor, group feedback, and evaluation. The practicum requires that the student apply classroom knowledge in interviewing, assessment, diagnosis, prognosis, and treatment. Personal preparation, therapy, and self-reflection are emphasized. The practicum will include both individual and group supervision.

COUN-736, COUN-740, COUN-747, COUN-747L, COUN-762 or COUN-736L, COUN-764

COUN-793B. Practicum II. 3 Units. A supervised counseling experience with an approved instructor, group feedback, and evaluation. The practicum requires that the student apply classroom knowledge in interviewing, assessment, diagnosis, prognosis, and treatment. Personal preparation, therapy, and self-reflection are emphasized. The practicum will include both individual and group supervision.

COUN-793C. Practicum III. 1-3 Units. Additional units of practicum arranged for students who need more specified client contact hours to meet competency skill requirements or to fulfill AAMFT, or other state, provincial or international certification requirements.

COUN-799. Thesis. 3-6 Units. An in-depth study of a specifically defined topic. A thesis proposal must be approved by a faculty adviser and by the Academic Committee.

CURRICULUM AND TEACHING

CRI-704. Conflict Management and Peacemaking in Schools. 3 Units. This course will familiarize students with the structure, dynamics, role and challenge of conflict in schools. Special emphasis will be given to developing strategies and structures to promote cooperative and constructive resolution of conflict.

May not be audited; Students may take up to 2 semester to complete the course.

CRI-707. Historical Foundations of Curriculum. 3 Units. The multicultural forces that influence curriculum and instruction are analyzed: philosophy, psychology, pedagogy/learning, sociology, knowledge and evaluation. Major approaches to curriculum and instruction are compared/contrasted with analysis of assumptions about teaching and learning inherent in specific curriculum practices and assessment procedures.

May not be audited; Students may take up to 2 semesters to complete the course.

CRI-708. Curriculum Design: Theory & Practice. 3 Units. This course focuses on the theory and practice of curriculum design and implementation, aligning with appropriate state-adopted content standards. It examines principles of human learning, identifies effective strategies for teaching to the diversity in the classroom (English learners, special populations) and incorporates strategic methods of differentiating for the success of all learners. It will review methods of assessment, analyzing how they inform the teaching/learning experience and continually reflecting on each candidate’s on-going practice.

May not be audited

CRI-709. Using Technology in Differentiating Curriculum. 2 Units. Provides an advanced look at the theory, design and implementation of differentiated curriculum using technology. Strategies and tools for responsive teaching are researched, used and reflected upon. Technology is used as a major vehicle to differentiate both content and process.

May not be audited

CRI-710. Successful Online Learning. 1 Unit. Prepares potential or beginning online learners with the knowledge and tools to successfully navigate the virtual learning environment. Specifically orienting FPU online students with the tools and resources needed for their online master’s degree program. Participants learn to access and interact with course materials and through Moodle, the learning management system used by FPU, including TaskStream, a web-based assessment tool. Principles of information literacy will be covered along with the use of relevant software applications.

May not be audited; Graded CR/NC
CRI-710CL. Successful Online Learning Orientation: Clear Credential. 1 Unit. Prepares potential or beginning online learners with the knowledge and tools to successfully navigate the virtual learning environment. Specifically orients FPU online students with the tools and resources needed for their online clear credential program. Participants learn to access and interact with course materials and through Moodle, the learning management system used by FPU, including TaskStream, a web-based assessment tool. Principles of information literacy will be covered along with the use of relevant software applications.

May not be audited; Graded CR/NC

CRI-714A. Goals, Growth and Reflective Practice I. 3 Units. Students complete a series of situated learning activities, building upon their preliminary credential experience. University support providers and site mentors assist the implementation and evaluation of course activities. Formative Assessment for California Teachers (FACT) is used throughout the course.

May not be audited; Graded CR/NC; Students need 2 semesters to complete the course.

CRI-714B. Goals, Growth and Reflective Practice II. 3 Units. Students complete a series of situated learning activities, building upon their preliminary credential experience. University support providers and site mentors assist the implementation and evaluation of course activities. Formative Assessment for California Teachers (FACT) is used throughout the course.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

CRI-716. Advanced Studies in Teaching English Learners. 2 Units. As part of the induction program all new teachers are expected to build on the knowledge, skills and abilities acquired during their preliminary preparation program. In regard to English learners, this course endeavors to help new teachers understand the following: the types of language assessment measures; demographics, instructional programs and resources; how to strengthen the foundations of academic success for English learners; English language development (ELD) methods, strategies and differentiated lesson planning; Specially Designed Academic Instruction in English (SDAIE) and content area instruction; how to use the knowledge of students' backgrounds, experiences and family structures in planning instruction and supporting individual student learning; and how to enable all students to meet academic content standards and performance levels.

May not be audited

CRI-717. Advanced Studies in Teaching Special Populations. 2 Units. As part of the induction program all new teachers are expected to build on the knowledge, skills and abilities acquired during their preliminary preparation program. In this advanced course, candidates extend their knowledge, further develop their skills and expand their repertoire of strategies to insure that all students learn successfully. Candidates learn to monitor the educational process and advocate for each student, as required by the statutory requirements from IDEA and the state regulation guidelines. The candidates learn new instructional strategies for both special needs populations and the gifted and talented populations. These strategies are designed to enhance and expand the students' academic and social performance. The candidate establishes cooperative and collaborative relationships with the related family, school and community members to ensure a successful learning environment for all students.

May not be audited

CRI-718. Advanced Studies in Health Education. 1 Unit. In this advanced course, each student builds upon the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well-being. Each student understands and promotes personal, classroom and school safety through appropriate prevention and intervention strategies. Each student demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each student demonstrates knowledge and implements appropriate elements of adopted health curriculum and instructional materials for the teaching assignment. Each student knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

May not be audited

CRI-725. Essentials of Qualitative Assessment. 2 Units. This course is an introduction to the theory and practice of qualitative assessment. It promotes an interactive look at classroom-based assessment tasks ranging from short and specific to lengthy and substantive. It examines and incorporates examples of student projects as well as an array of effective assessment tools.

May not be audited

CRI-726. Curriculum Mapping. 2 Units. This course introduces the process for creating and working with curriculum maps, using them as an effective tool for improving teaching and learning. A central focus will be on "essential questions" and making the connections between content, standards and assessment measures that reflect the diversity of the classroom. Mapping strategies will be developed for the individual teacher or for the block/department setting.

May not be audited

CRI-727. Leadership: A Personal Perspective. 3 Units. This course provides individuals with tools to analyze and reflect on their personal and professional lives. Specific, values-oriented assessments are used to raise self-awareness, understand leadership styles and enhance professional development. Connections to how personal style informs abilities for leading organizational change are highlighted.

May not be audited

CRI-728A. Curricular Leadership. 3 Units. This course takes a look at the big picture of education and considers the role of each of the players involved. It examines the process of change and the elements needed for effective leadership. Current trends in curriculum development are identified and learning as inquiry is examined.

May not be audited

CRI-728B. Leadership Practicum. 1 Unit. This practicum is an application of the principles and concepts gleaned in Curricular Leadership.

May not be audited; Graded CR/NC

CRI-771. Methods in Educational Research Design. 3 Units. Introduces students to research. Fundamental questions raised are: What is research? What are the functions of research? What is the
meaning of research? How does one ethically carry out research? These questions are addressed by examining an array of orientations and approaches to research. Students have the opportunity for professional development in knowledge and in skills related to research, including the opportunity to design a research project. The signature assignment of this course is a research proposal, a first draft of the student’s proposal for the project/thesis in the curriculum and teaching program.

Graduate curriculum & teaching program students only; May not be audited

CRI-779. Values in School and Society. 3 Units. Focuses on a cultural, historical, philosophical and/or social analysis of schools and schooling as a basis for developing an understanding of the educator’s role as a change agent and as a basis for personal and professional decision making. The university’s philosophy and values as expressed in the Fresno Pacific Idea and their implications for schools and society will provide one perspective for such analysis.

Graduate curriculum & teaching program students only; May not be audited; Students may take up to 2 semesters to complete the course.

CRI-797. Continuous Registration. 0 Units. Students who do not complete CRI-797 at the end of two semesters are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

Signature required; May not be audited; Graded CR/NC

CRI-799. Project/Thesis-Curriculum and Teaching. 3 Units. Supervised project/thesis in the field of curriculum and teaching. Instruction is tutorial and will result in a completed project/thesis.

Signature required; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

EARLY CHILDHOOD DEVELOPMENT

ECD-710. Issues in Early Childhood Education: Improving Professional Practice. 3 Units. Prepares M.A. students with application of the tools of research and academic writing in the focus area of early childhood development. This course specifically orients students with the tools and resources needed for the M.A. degree program. Participants learn to access and interact with course materials through Moodle, the course management system used at FPU. Principles of information literacy are covered along with the use of relevant software applications. Emphasis is on students becoming professionals in the area of writing, research and speaking, while gaining expertise in early childhood development topics.

May not be audited

ECD-715. A Multicultural Perspective: Early Childhood Development. 2 Units. Explores early childhood development from a multicultural perspective. Child and family professionals must be prepared to meet the unique needs of a diverse population throughout the United States. Children of different cultures vary in the ways they communicate and interact with adults and peers, and in how they understand, appreciate and show sensitivity to these differences as they interact with children and families.

May not be audited

ECD-720. Communication, Collaboration and Consultation in Special Education. 2 Units. Prepares special and general educators and related service providers to form successful partnerships with families of children with disabilities. Students experience a case study approach that ties research and theory to real life in a meaningful way. These first person accounts promote acceptance and respect for children and their families. The array of pedagogical features elicits involvement in foundational theories and promotes skill development as professionals and families partner together.

May not be audited

ECD-725. Early Literacy for English Learners. 4 Units. Examines the socio-cultural and cognitive theories of language learning, theoretical models of reading and writing processes, and the interconnections between oral language, reading, writing and spelling. Emphasizes patterns of development for children from birth to age eight with special emphasis on ages 3-8. Attention is given to factors that support literacy development with an emphasis on English learners and those factors that place children at risk of failing to reach their educational potential. The course aim is to deepen theoretical and research knowledge, understand how English learners acquire the foundation for literacy and develop instructional skills for both young English learners and young native English speakers.

May not be audited

EDUCATION

ED-771. Research Methods in Education. 3 Units. A study of the nature of systematic inquiry, a survey of methods employed in research and an explanation of evaluation methodology, as well as the use of research and evaluation methods in actual school situations. Topics include identification of educational research problems, use of library resources, data gathering and processing and evaluation of research articles. At the conclusion of this course students embark on their own research project/thesis.

ED-777A. Issues in Education. 3 Units. The course covers the basic trends and issues in education generally and in the student’s particular discipline. The student will be involved in research, journal writing and/or presentations. The presentations will cover educational and social trends and their pedagogical implications in an interdisciplinary forum.

ED-777B. Field-Based Research. 3 Units. This course brings the master of arts in education experience to a conclusion. Building on previous coursework, students will be expected to conduct a short research study at their work site or in their community. The student’s work will include designing the study, collecting and analyzing data and writing up the findings.

Graded CR/NC

ED-779. Values in School and Society. 3 Units. This course focuses on a cultural, historical, philosophical and/or social analysis of schools and schooling as a basis for developing an understanding of the educator’s role as a change agent and as a basis for personal and professional decision-making. The university’s philosophy and values as expressed in the Fresno Pacific Idea and their implications for schools and society will provide one perspective for such analysis. When taken as part of the educational technology program, special emphasis will be given to technology issues in context to the topics of the course.
**TEACHER EDUCATION**

**EDUC-605. Teaching the Exceptional Learner. 3 Units.** Provides candidates with tools needed to serve children who learn differently. Candidates learn about the laws that impact children with special needs and those in GATE programs. Candidates develop differentiated instruction and universal design lesson plans. Social and behavioral development along with cultural, ethnic, gender, linguistic and family perceptions are discussed.

*May not be audited*

**EDUC-608. Directed Initial Student Teaching: Multiple Subject, Special Education. 2 Units.** Designed for students enrolled in the Educational Specialist Credential program. Students complete an initial student teaching assignment in a general education classroom. Students in this course are required to attend weekly seminars where issues pertaining to curriculum development, lesson planning, state content and teaching standards, classroom management, and SDAIE strategies are explored. Students enrolled in this course during the summer term complete four weeks of daily student teaching in a public school. Students enrolled in this course during the fall or spring term complete four half days/week for 12 weeks of student teaching in a public school. All students are supported by a master teacher and a university mentor.

*Special education program students only; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.*

**EDUC-608A. Extended Directed Initial Student Teaching: Multiple Subjects/Special Education. 1 Unit.** Special education students enrolled in EDUC-608A and EDUC-608B complete two semesters of early field experience in a general education setting. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher. Toward the end of the semester, students demonstrate their teaching competence by completing no less than two consecutive days of student teaching. Seminar topics include investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Student teachers are supported by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-608A is prerequisite to enrollment in EDUC-608B.

*Special education program students only; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.*

**EDUC-608B. Extended Directed Initial Student Teaching: Multiple Subjects/Special Education. 1 Unit.** Completes special education students’ early field experience requirement in a general-education setting. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher. Toward the end of the semester, students demonstrate their teaching competence by completing no less than three consecutive days of student teaching. Seminar topics include classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Student teachers are supported by university mentors who coach and evaluate them throughout the semester. Same as EDUC-608 when taken with EDUC-608A.

**EDUC-609. Final Student Teaching: Multiple Subject Special Education. 1 Unit.** Designed for special education students who have been admitted to the dual program or who are adding a second credential in the multiple subjects or single subject credential program. The course provides special educators with a four week, full-time, mentored student teaching experience, working in a general education classroom in a public school. The required field experience is supported by a seminar in which issues pertaining to teaching in a general education classroom are explored, such as lesson planning, unit planning, classroom management and differentiated strategies for working with English learners and children who present particular challenges.

*EDUC-645; Special education program students only; Signature required; May not be audited; Graded CR/NC*

**EDUC-610. Directed Initial Student Teaching: Multiple Subject. 2 Units.** This is a field experience course where students are placed in a classroom four mornings a week, for 12-14 weeks, supported by a university mentor and a weekly seminar course. In the seminar, students process their experience by writing reflective journals, completing school context assignments and creating the first draft of their teaching portfolio. Initial student teaching provides an arena for student teachers to apply what they are learning in foundations, curriculum and methods courses in the classroom and to process the challenges they encounter in the field is a supportive context. Seminar topics include classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. This experience prepares students for Directed Final Student Teaching.

*May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-633A AND EDUC-633B*

**EDUC-619. Directed Initial Student Teaching: Single Subject. 2 Units.** This is a field-experience course where students are placed in a classroom five mornings a week, for 12-14 weeks, supported by a university mentor and a weekly seminar course. In the seminar, students process their experience by writing reflective journals, completing school context assignments and creating the first draft of their teaching portfolio. Initial student teaching provides an arena for student teachers to apply what they are learning in foundations, curriculum and methods courses in the classroom and to process the challenges they encounter in the field in a supportive context. This experience prepares students for Directed Final Student Teaching.

*May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-635A AND EDUC-635B*

**EDUC-620. Critical Observations in School: Multiple Subject. 2 Units.** This course provides early field experience for candidates who are considering a career in teaching. This course is designed to give students the opportunity to do critical observations: see the realities of a classroom, observe a master teacher at work, classroom management strategies, curriculum development and student
EDUC-629. Critical Observations in School: Single Subject. 2 Units.
This course provides early field experience for candidates who are considering a career in teaching. This course is designed to give students the opportunity to do critical observations: see the realities of a classroom, observe a master teacher at work, classroom management strategies, curriculum development and student assessment. This course is taken upon the advice of the program director.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-630. Directed Final Student Teaching: Multiple Subject. 7 Units. Directed Final Student Teaching is an intense semester of full-time, focused teaching under the guidance of a master teacher with support from a university mentor. The student teaching seminar provides additional support to candidates. Students have the opportunity to share concerns that arise at their school sites. In addition, during the seminar candidates prepare for three summative assessments: TPA4, the teaching portfolio, and the exit interview.
Prerequisites: (EDUC-610 and EDUC-CSETMS with minimum grade IP) or (EDUC-633A and EDUC-633B and EDUC-CSETMS with minimum grade IP); May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-631. Transition to Independent Teaching: Multiple Subject. 2 Units. This seminar-style course provides support for students who have been offered a job teaching in a multiple subject classroom after beginning their credential program as an extended or full-time initial student teacher.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-632. Independent Teaching Practicum: Multiple Subjects. 2 Units. This course provides intensive one-on-one mentoring for the professional encountering his/her first teaching position as an independent teacher. It provides a mentor who works alongside the new professional, planning for the challenges of a new teacher. Hour-long seminars every other week provide opportunities to dialogue with other part-time education students and reflect on the California Standards for the Teaching Profession, as well as Fresno Pacific University's conceptual framework for teaching.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-633A. Extended Initial Directed Student Teaching I: Multiple Subjects. 1 Unit. EDUC-633A and EDUC-633B are equivalent to EDUC-610. Students enrolled in EDUC-633A attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. Toward the end of the semester, students demonstrate their teaching competence by completing no less than two consecutive days of student teaching. Seminar topics include investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Student teachers are supported by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-633A is prerequisite to enrollment in EDUC-633B. Same as EDUC-610 when taken with EDUC-633B.

6 hours fieldwork, 1 hour lecture; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-610 when taken with EDUC-633B

EDUC-633B. Extended Initial Directed Student Teaching II: Multiple Subjects. 1 Unit. Completes part-time students’ early field experience requirement and prepares students to qualify for enrollment in EDUC-630. Final Directed Student Teaching. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. Toward the end of the semester, students must demonstrate their teaching competence by completing no less than three consecutive days of student teaching. Seminar topics include classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Student teachers are supported by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-633B is prerequisite to enrollment in EDUC-630. Same as EDUC-610 when taken with EDUC-633A.

1 hour lecture, 6 hours fieldwork; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-610 when taken with EDUC-633A, EDUC-610

EDUC-634. Independent Teaching Practicum: Single Subject. 2 Units. This course provides intensive one-on-one mentoring for the professional encountering his/her first teaching position as an independent teacher. It provides a mentor who works alongside the new professional, planning for the challenges of a new teacher. Hour-long seminars every other week provide opportunities to dialogue with other part-time education students and reflect on the California Standards for the Teaching Profession, as well as Fresno Pacific University’s conceptual framework for teaching.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-635A. Extended Initial Directed Student Teaching: Single Subject. 1 Unit. EDUC-635A and EDUC-635B are equivalent to EDUC-619. Students enrolled in EDUC-635A attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. (Alternative schedules for completing this requirement may be arranged with program director’s guidance.) Toward the end of the semester, students must demonstrate their teaching competence by completing no less than two consecutive days of student teaching. Successful completion of the requirements of EDUC-635A is prerequisite to enrollment in EDUC-635B.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-619 when taken with EDUC-635B

EDUC-635B. Extended Initial Directed Student Teaching: Single Subject. 1 Unit. Completes part-time students’ early field experience requirement and prepares students to qualify for enrollment in EDUC-639. Final Directed Student Teaching: Single Subject. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. (Alternative schedules for completing this requirement may be arranged with
EDUC-636. Transition to Independent Teaching: Single Subject. 2 Units. This seminar-style course provides support for students who have been offered a job teaching in a single subject classroom after beginning their credential program as an extended or full-time initial student teacher.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-637. Curriculum Perspectives and Design: Multiple Subjects. 3 Units. Students develop a foundational understanding of curriculum, instruction and assessment. They consider the influence of theoretical perspectives, learning theory and contextual factors on curriculum design. They incorporate these concepts into the design of grade-level appropriate lessons. The lessons are a demonstration of their abilities to formulate learning objectives from state-adopted academic content standards, plan instruction using various models of teaching, adapt instruction to meet diverse student needs, gather evidence of student learning from selected assessments and reflect on their students’ performance and their teaching practice.

Repeatable for credit; May not be audited

EDUC-638. Health Education for Teachers. 1 Unit. Develop a foundational understanding of health education and the role as a general education teacher in providing a supportive and healthy learning environment. This course addresses the California requirements for comprehensive school health education: finding and presenting reliable, trustworthy health information. The ten content areas within the CA Health Content Standards and the four components of Health Literacy are evaluated as students incorporate these concepts into the design of grade-level appropriate integrated lessons. The lessons are a demonstration of their abilities to evaluate current student needs, identify health goals, formulate learning objectives from state-adopted academic content standards, and plan instruction utilizing various models of teaching.

May not be audited

EDUC-639. Directed Final Student Teaching: Single Subject. 8 Units. Directed Final Student Teaching is an intense semester of full-time, focused teaching under the guidance of a master teacher with support from a university mentor. The student teaching seminar, which meets regularly throughout the semester, provides additional support to candidates.

Prerequisites: EDUC-619 or (EDUC-635A and EDUC-635B with minimum grade IP); May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-640A. Independent Teaching I: Multiple Subjects. 3 Units. This seminar course is the first of three courses that provide support for candidates enrolled in the intern program. Students participate in an every-other week seminar alongside part-time students completing their early field experience. Seminar topics include: investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Interns are supported by site-based teachers, who serve as support providers, as well as by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-640A is prerequisite to enrollment in EDUC-640B.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-640B. Independent Teaching II: Multiple Subjects. 3 Units. This seminar course is the second of three courses that provide support for candidates enrolled in the intern program. Students participate in an every-other week seminar alongside part-time students completing their early field experience. Interns are supported by site-based teachers, who serve as support providers, as well as by university mentors, who coach and evaluate them throughout the semester. Seminar topics include: classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Successful completion of the requirements of EDUC-640B is prerequisite to enrollment in EDUC-640C.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-640C. Independent Teaching III: Multiple Subject. 3 Units. This seminar course completes the series of three intern seminars required for candidates completing the independent teaching practicum in lieu of the student teaching practicum. Intern candidates join students enrolled in daily final student teaching: multiple subjects for seminars that meet every other week during the semester. Seminar topics include assessment strategies, short-term lesson planning and portfolio development. Provides support for students to prepare for three summative assessments: TPA, the teaching portfolio and the exit interview. Interns are supported by site-based teachers who serve as support providers, as well as by university mentors who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-649B is prerequisite to enrollment in EDUC-649C.

Prerequisites: EDUC-649B, EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-641. Foundations of Education: Multiple Subject. 4 Units. This course will study influential philosophies, theories and perspectives regarding the nature of learning, the impact of various societal forces on that learning and the aims of education in a diverse society. Together, as members of a community of inquiry, participants will consider their visions of what education should be and how these visions can influence their practices as teachers.

May not be audited

EDUC-642. Language and Literacy: Theory and Practice I. 4 Units. This course examines language both oral and written and children using language. In learning to closely observe students, students learn to analyze the strategies students use as they read and write and to use their observations as a guide for instructional decisions. These
EDUC-643. Teaching Elementary Mathematics. 3 Units. This course looks at mathematics as well as effective mathematics teaching. The focus is to understand the curriculum and strategies that make mathematics learning available to all children. How children develop mathematics understanding and how assessments help guide meaningful instructional practices are examined.

May not be audited

EDUC-644. Teaching with Technology. 1 Unit. This workshop-style course provides hands-on opportunities for teaching candidates to develop technology skills that are appropriate to the classroom. Candidates develop an understanding of how they can enrich the curriculum with technology innovations. All candidates develop technology skills by creating a Web quest.

May not be audited; Graded CR/NC

EDUC-645. Curriculum Design and Implementation: Multiple Subject. 3 Units. Students develop a foundational understanding of curriculum, instruction and assessment. They consider the influence of theoretical perspectives, learning theory and contextual factors on curriculum design. They incorporate these concepts into the design of grade-level appropriate lessons. The lessons are a demonstration of their abilities to formulate learning objectives from state-adopted academic content standards, plan instruction using various models of teaching, adapt instruction to meet diverse student needs, gather evidence of student learning from selected assessments and reflect on their students’ performance and their teaching practice.

May not be audited

EDUC-646. Language and Literacy: Theory and Practice II. 3 Units. This course extends the study of language, language users and language learning begun in the Language and Literacy I course. Woven through this study are theories of language acquisition and second language learning. Students extend their knowledge of and experience with planning a balanced, comprehensive reading/language arts program. They develop their ability to state a clear rationale for effective language arts pedagogy based on knowledge of their students, what they know about learners and language, current research and theoretical work and state guidelines.

May not be audited

EDUC-647. Teaching Elementary Science. 2 Units. This course uses active participation in hands-on, minds-on science activities. This approach allows candidates time to construct new knowledge and skills about elementary science education. Demonstrations and strategies for effective science education are modeled by the instructor in the areas of earth, life and physical science. Students also perform various hands-on activities.

May not be audited

EDUC-648. Teaching Art and Physical Education. 1 Unit. This workshop-oriented class provides candidates with three workshops facilitated by classroom teachers who have expertise in three areas: visual arts, performing arts and physical education. Each workshop will address the following topics: K-12 standards for the discipline; best practices for teaching the arts and P.E.; developing a compelling rationale for including the arts and P.E.; including strategies to differentiate lessons for special needs students and English learners; hands-on, motivational learning experiences for candidates in the arts and P.E.

May not be audited; Graded CR/NC

EDUC-649A. Independent Teaching I: Single Subject. 3 Units. This seminar course is the first of three courses that provide support for candidates enrolled in the Intern Program. Students participate in an every-other-week seminar alongside part-time students completing their early field experience. Seminar topics include: investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Interns are supported by site-based teachers, who serve as support providers, as well as by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-649A is prerequisite to enrollment in EDUC-649B.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-649B. Independent Teaching II: Single Subject. 3 Units. This seminar course is the second of three courses that provide support for candidates enrolled in the Intern Program. Students participate in an every-other-week seminar alongside part-time students completing their early field experience. Interns are supported by site-based teachers, who serve as support providers, as well as by university mentors, who coach and evaluate them throughout the semester. Seminar topics include: classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Successful completion of the requirements of EDUC-649B is prerequisite to enrollment in EDUC-649C.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-649C. Independent Teaching C: Single Subject. 3 Units. This seminar course completes the series of three intern seminars required for candidates completing the independent teaching practicum in lieu of the student teaching practicum. Intern candidates join students enrolled in daily final student teaching: multiple subjects for seminars that meet every other week during the semester. Seminar topics include assessment strategies, short-term lesson planning and portfolio development. Provides support for students to prepare for three summative assessments: TPA, the teaching portfolio and the exit interview. Interns are supported by site-based teachers who serve as support providers, as well as by university mentors who coach and evaluate them throughout the semester.

Prerequisites: EDUC-649B, EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-652. Linguistics for Teachers. 2 Units. Exploration of insights from phonology and morphology that pertain to reading, spelling, vocabulary development. Designed for secondary teachers.

May not be audited; Repeatable for credit; Signature required

EDUC-691. Foundations of Education: Single Subject. 4 Units. In this course, students will study influential philosophers, theories and perspectives regarding the nature of learning, the impact of various societal forces on that learning and the aims of education in a diverse society. Together, as members of a community of inquiry, students...
will consider their visions of what education should be and how these visions can influence their practice as teachers.

EDUC-692. Foundations of Language and Literacy. 3 Units. This course is designed to provide the foundational knowledge of language and language acquisition necessary to assist future teachers in meeting the needs of both English speakers and English learners based on an overview of language and what it is that humans acquire when they acquire language.

EDUC-693. Reading/Writing in Secondary Classrooms. 4 Units. The goal of this class is to develop candidates' metacognitive awareness of reading and writing as reciprocal processes so that they can use reading and writing strategically in their secondary content area classrooms to support the literacy development of all learners, including English language learners.

EDUC-694. Curriculum Perspectives and Design: Single Subject. 3 Units. Students develop a foundational understanding of curriculum, instruction and assessment. They consider the influence of theoretical perspectives, learning theory and contextual factors on curriculum design. They incorporate these concepts into the design of grade-level appropriate lessons. The lessons are a demonstration of their abilities to formulate learning objectives from state-adopted academic content standards, plan instruction using various models of teaching, adapt instruction to meet diverse student needs, gather evidence of student learning from selected assessments and reflect on their students' performance and their teaching practice.

EDUC-695. Curriculum Design and Implementation: Single Subject. 3 Units. Students further develop an understanding of curriculum, instruction and assessment. They use a backwards design process to design curriculum at the course and unit level. They design and implement a series of lessons that sequence instruction within a unit. They design and implement alternative forms of assessment. They engage in a reflective process that informs subsequent planning, instruction and assessment of student learning. Interdisciplinary curriculum and information literacy as it relates to conducting classroom research are explored.

EDUC-696AR. Single Subject Methods: Art. 3 Units. This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in art.

EDUC-696BU. Single Subject Methods: Business. 2 Units. This course is the follow-up to the general single methods course with a focus on curriculum design issues and methods in business.

EDUC-696EN. Single Subject Methods: English. 3 Units. This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in English.

EDUC-696GE. Single Subject Methods: General. 3 Units. This course is a follow-up to the Curriculum Design and Implementation course with a focus on more advanced curricular planning with bridges to the specific content areas.

EDUC-696LO. Single Subject Methods: Language Other Than English. 3 Units. This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in LOTE (Languages Other Than English).

EDUC-696MA. Single Subject Methods: Mathematics. 3 Units. This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in math.

EDUC-696MU. Single Subject Methods: Music. 3 Units. This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in music.

EDUC-696PE. Single Subject Methods: Physical Education. 3 Units. This course is follow-up to the general single subject methods course with focus on curriculum design issues and methods in physical education.

EDUC-696SC. Single Subject Methods: Science. 3 Units. This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in science.

EDUC-696SS. Single Subject Methods: Social Studies. 3 Units. This course is a follow-up to the general single subject methods course with a focus on curriculum design issues and methods in social studies.

EDUC-698. Positive Adolescent Development. 2 Units. The purpose of this course is to provide a detailed outline of cultural, cognitive, affective, biological and psychosocial issues associated with adolescent development. Course material is organized around positive developmental cues reflecting recent changes in the field of adolescent psychology. As such, the course emphasizes prevention strategies from a risk/resiliency framework. The positive developmental thesis will underscore the significance of identity achievement in the adolescent. Attention will be given to pedagogical and classroom management issues.

EDUC-699. Positive Child Development. 2 Units. This course provides an overview of childhood development and its application to teaching in elementary education settings. The course discusses development in the cognitive, physical, social, ethical, language, and psychological domains. The course supports meaningful interpretation of classroom behavior in terms of developmental theories. Students acquire core theoretical understandings to facilitate more effective teaching.

EDUC-701. Issues in Teaching: Investigations of Problems of Practice. 2 Units. Recommended prior coursework: completion of
multiple or single subject credential. Students examine educational issues related to the first years in teaching with an emphasis on issues directly affecting classroom instruction. Students explore theoretical frameworks for these issues and engage in conversations focused on resolving problems of practice found within the classroom. Topics include classroom management and organization, adapting instruction to meet the needs of all students and new teacher identity development. The topics of the course are designed to complement the California induction program for new teachers.

Repeatable for credit; May not be audited; Students need 2 semesters to complete the course.

EDUC-702. The Teacher's Mission and Vision. 2 Units. Recommended prior coursework: Completion of multiple or single subject credential. Students develop a cultural, historical, philosophical and/or social analysis framework through which they analyze the role of teachers. This framework serves as a basis for developing an understanding of their work as new teachers. Students reflect on the teacher's role as a change agent as a basis for personal and professional decision making. Students develop a personal mission statement that incorporates reflection on the Fresno Pacific idea and the historical tradition of considering one's work as a vocation or calling.

May not be audited; Students need 2 semesters to complete the course.

EDUC-703. Curriculum Study: Theory, Analysis and Practice. 3 Units. Recommended prior coursework: Completion of multiple or single subject credential. Students examine the purposes of curriculum study, theoretical perspectives on curriculum and various organizational structures of curriculum. They develop the knowledge and skills necessary to perform curriculum analysis and evaluation. They consider assumptions about teaching and learning inherent in methods of curriculum design, pedagogy and assessment. They determine implications for their teaching context and reflect on their teaching practice.

Repeatable for credit; May not be audited; Students need 3 semesters to complete the course.

EDUC-704. Research Methodologies: Qualitative Action Research. 3 Units. Students study the nature of systematic inquiry and survey qualitative methods for investigating issues in education. Course topics include use of library resources, data gathering and processing and evaluation of research articles. Students develop an action research approach to investigating an enduring problem of practice they encounter as classroom teachers. In preparation for embarking on their own research project, students write a research proposal, including a literature review pertinent to their inquiry.

May not be audited; Students may take up to 2 semesters to complete the course.

EDUC-705. Mat Research Project. 2 Units. This course brings the MAT to a conclusion. Building on previous coursework, students conduct a short action research study within their classroom. The student's work includes designing the study, collecting and analyzing the data and writing up the findings.

Repeatable for credit; May not be audited; Students need 3 semesters to complete the course.

EDUC-786A. Leadership and Mentoring. 3 Units. Through participating in the CFASST training program, teachers will be equipped to mentor new teachers in BTSA. Research-based methods of mentoring and coaching will be explored.

May not be audited; Graded CR/NC; Students need 3 semesters to complete the course.

EDUC-786B. Improving Student Performance through Reflective Teaching Practice. 3 Units. In addition to participating in BTSA training for new teachers, participants will work with an experienced teacher to develop an individualized plan for professional growth. The outcome will be improved student performance in your classroom.

May not be audited; Graded CR/NC; Students need 3 semesters to complete the course.

EDUCATIONAL TECHNOLOGY

ET-705. Introduction to Teaching with Digital Technology. 3 Units. Introduces candidates to the field of educational technology and current technology tools for instructional settings. Using standards-based and theoretical frameworks for effective technology integration, candidates develop technological skills using a variety of current tools and discuss their applications for teaching and learning. Emerging trends and issues, including the Common Core standards as well as implications of the digital world in relation to ethical, legal and equity issues in a global society are introduced. Course activities help candidates gain an understanding of the field, develop skills using digital tools and formulate their own philosophy of educational technology.

May not be audited

ET-710. Technology Leadership and Change. 3 Units. Examines leadership and change issues surrounding the integration of educational technology in schools. Resources, strategies, tools and techniques, for designing, developing, implementing and evaluating critical aspects of leadership in educational technology issues in schools and classrooms are addressed. Topics include teacher professional development models and approaches, planning and evaluation of training, technology implementation strategies, relationship management, the role of change agents and leadership strategies. Historical perspectives and change shaping the field of educational technology are also examined. Activities focus on developing knowledge and skills that prepare candidates to assume leadership roles in implementing technology change in schools.

May not be audited

ET-715. Foundations of Learning Theory. 3 Units. The purpose of this course is to introduce the theoretical and philosophical foundations of educational technology. Classic and contemporary theories of learning and their applications in educational technology and emerging orientations are examined. Candidates develop an understanding and a broad conception of learning theories and how they support current educational technology applications. Participation in innovative learning experiences that apply concepts of learning through the lens of established learning theories help candidates develop strategies for instructional practice with technology.

May not be audited

ET-720. Developing Technology Rich Curriculum. 3 Units. Using current learning theory concepts and technology integration frameworks, this course focuses on developing classroom lessons that integrate technology effectively. Special emphasis is placed on
developing learner-centered curriculum, including the Common Core standards, employing technology to enhance learning and assessment. Candidates learn how to plan, develop and assess classroom lessons that use technology effectively applying instructional frameworks that integrate content, pedagogy and technology into classroom practices. Course activities prepare candidates to create and share a curriculum project of student-centered lessons that effectively integrate technology and web-based learning resources.

May not be audited

ET-725. Literacies in the Digital Age. 3 Units. Focuses on literacies essential for learning in the digital age. An emphasis is placed on the development of digital and media literacy skills for finding and making web-based information meaningful. Instructional uses of online data resources, information and media are explored. Candidates examine management issues, curriculum integration and evaluation of web-based resources and information along with digital citizenship and ethical issues. Course activities help candidates develop digital literacy skills using web technologies and strategies to effectively search for, visualize, analyze, create and share data and resources for learning.

May not be audited

ET-730. Multimedia in Education. 3 Units. Focuses on the production of multimedia learning objects and explores the application of creative video-making and digital storytelling for instructional contexts. Candidates learn how to create, capture, prepare and publish audio and video products using a variety of multimedia authoring tools, applying learner-centered principles to the design and development of these products. Special emphasis is placed on examining effective pedagogical approaches and instructional strategies of multi-media products for flipped and online classrooms.

May not be audited

ET-735. Creating on the Web. 3 Units. With the web offering innovative forms of communication, collaboration and creativity, this course is designed to help candidates develop and grow their professional presence and networks by creating web-based content. A variety of web tools, including Web 2.0 applications, are explored and used for creative purposes. Topics include review of current web creation tools, management issues, literature, social media and the implications of Personal Learning Networks (PLNs). Candidates use digital resources and tools to design and develop an online presence for personal learning and professional purposes.

May not be audited

ET-740. Mobile Technologies in Education. 3 Units. This course focuses on the use of mobile devices in K-12 classrooms. The purpose of this course is to introduce participants to mobile technology, explore the effective uses for classroom instruction and student engagement. Practical lessons and research relevant to teaching and learning with mobile technologies will be examined. Candidates develop activities, lessons and units that integrate mobile technology into their classroom instruction and student projects.

May not be audited

ET-797. Continuous Registration. 0 Units. Students who do not complete ET-799 at the end of two semesters are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

May not be audited

ET-798. Project/Thesis Proposal. 3 Units. Recommended prior coursework: ED-779. In this course candidates develop a written proposal for the thesis or project consisting of three parts: introduction, literature review and methodology. The proposal identifies a researchable problem and questions, reviews relevant published studies and literature resources surrounding the identified problem and outlines a methodology for conducting a study. Course activities focus on article review and analysis procedures and the development of a conceptual written document of the proposal. Successful completion and approval of the proposal is required prior to conducting a study.

May not be audited

ET-799. Project/Thesis. 1 Unit. Required prior coursework: ET-798 and ED-771. Candidates complete the thesis or project by writing up the results and conclusions of the study. The results section addresses the identified research problem and answers the questions posed in the proposal. The successfully completed project or thesis is professional and scholarly in nature, serving as evidence of the candidate’s competence and knowledge of using technology in support of teaching and learning and academic communication skills.

May not be audited

HISTORY

HIST-712. History of Christianity. 3 Units. Study of the beginning and development of Christianity from apostolic times to the present. The aim of the course is to acquaint students with the church’s history, confessions and heritage including key individuals and events in the development of Western Christianity.

HIST-716. The Evangelical Anabaptist Story. 3 Units. This course provides an orientation to the historical experience, denominational identity and contemporary priorities and challenges of the Mennonite Brethren Church. The course begins with an historical exploration of the origins and development of the sixteenth-century Anabaptist movement, and the subsequent development of the Mennonite church within the wider context of Protestantism in Europe. Special attention is then given to the origin and growth of the Mennonite Brethren Church in Russia, North America, and its emergence as a global movement during the twentieth century. The historical survey will serve as the backdrop against which to interpret cultural, theological and sociological forces and factors that shaped Mennonite Brethren faith and life, theology, worship, ecclesiology and ethics.

May not be audited

HIST-718. North American Religious History. 3 Units. A study of the major developments and thought in North American church life from colonial times to the present. Special attention is given to the development of evangelicalism as an identifiable movement within North American religious life. Students are encouraged to pay special attention to their own denominational traditions as they function within the context of North American church life.

HIST-722. Women in the Christian Tradition. 2-3 Units. Explores some of the ways that women have lived out their Christian faith.
INDIVIDUALIZED MASTER OF ARTS

IMA-701. Introduction to Individualized Study. 2 Units. This course consists of a combination of seminar and one-on-one experiences in which students beginning the Individualized Master of Arts Program (IMAP) will research, reflect and write on the field they intend to study. The course includes one or more seminars during the semester and culminates with the presentation of a paper to the program committee and the IMAP Council containing the proposal for the final program of study.
May not be audited; Graded CR/NC

IMA-797. Continuous Registration. 0 Units. Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.
May not be audited

IMA-798. Project/Thesis Proposal. 1 Unit. Involves completion of a proposal for the project or thesis. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a thesis or project.
May not be audited; Graded CR/NC

IMA-799. Project/Thesis-Individualized Master of Arts. 3 Units. Supervised project or thesis in the field of the individualized study. Instruction is tutorial and will result in a completed project or thesis.
May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

KINESIOLOGY

KIN-710. Technology in Kinesiology. 3 Units. An introduction to technology literacy, focusing on the effective use of technology in teaching and educational management. Students will investigate ways technology can enhance instruction and management for the setting in which they are interested and/or involved.
May not be audited

KIN-715. Legal Aspects of Kinesiology and Sport. 3 Units. Explores the law and how it impacts the field of kinesiology and sport. Examination of topics includes the American legal system, individual courses of action, legal issues commonly found within kinesiology and sport and fundamental risk-management strategies to reduce legal liability.
May not be audited

KIN-720. Psychology of Sport. 3 Units. Recommended prior coursework: Any previous psychology course. This course offers the athletic coach, scholar and athletic trainer the opportunity to learn and apply correct, sound psychological dimensions of motivation, leadership, team unity, age-related issues and psychological skills training relative to the enhancement of athletic performance. The psychological aspect of injury and rehabilitation are also discussed.
May not be audited

KIN-725. Program Design in Physical Education. 3 Units. Fundamental principles and bases of curriculum construction for physical education programs in schools and non-school instructional settings.
May not be audited

KIN-730. History and Philosophy in Kinesiology. 3 Units. Historical and philosophical issues within physical education, athletic training, sport administration and other emerging professions.
May not be audited

KIN-735. Trends in Kinesiology. 2 Units. Trends and current issues surrounding the development of the sub-disciplines within physical education, athletic training and other emerging professions.
May not be audited

KIN-740. Advanced Methods of Teaching Physical Education. 3 Units. Advanced study of K-12, college and university physical education teaching methods.
May not be audited

KIN-745. Assessment in Physical Education. 3 Units. Advanced study of local, state and national standards-based assessment theories and practices. Reviews methods of collecting, analyzing and interpreting data. Develops an understanding of measurement and evaluation as it relates to physical education.

KIN-750. Athletic Training Pedagogical Studies. 3 Units. Examines the teaching-learning experience in the context of athletic training higher education. Emphasis is placed on student motivation, learning and assessment, effective teaching methodologies, and curriculum and course design for the classroom, laboratory and clinical settings.
Graduate kinesiology students only

KIN-755. Sport Marketing. 3 Units. Application of marketing constructs in the analysis and solution of sport marketing problems. Addresses principles and guiding precepts of how sport-based organizations market their product and services.
Graduate kinesiology students only; May not be audited

KIN-760. Advanced Therapeutic Exercise. 3 Units. This course teaches athletic trainers advanced clinical techniques involved in the use of therapeutic exercise.
Graduate kinesiology students only; May not be audited

KIN-765. Sport Leadership and Administration. 3 Units. Examination of the concepts relating to efficient management and leadership of the sport industry. Emphasis is placed on principles and techniques of management relating to programs, facilities, special events and personnel.
Graduate kinesiology students only; May not be audited

KIN-770. Advanced Athletic Training Administration. 3 Units. Commonly encountered administrative problems in the athletic training environment are examined. Such as personnel management,
budgetary concerns, facilities management, program supervision and other problems faced by certified athletic trainers.

Graduate kinesiology students only; May not be audited

KIN-771. Research Methods in Kinesiology. 3 Units. A study of the nature of systematic inquiry, a survey of methods employed in research and an explanation of evaluation methodology, as well as the use of research and evaluation methods in physical education, athletic training, sport administration and other discipline settings.

Graduate kinesiology students only; May not be audited

KIN-775. Sport Sales and Sponsorship. 3 Units. Examination of the principles related to sales, sponsorship, promotion and licensing as they apply to the sport industry.

Graduate kinesiology students only; May not be audited

KIN-777A. Issues in Kinesiology. 3 Units. Trends and current issues surrounding kinesiology disciplines of physical education, athletic training, sport administration and other professions are discussed.

Graduate kinesiology students only; May not be audited

KIN-777B. Field-Based Research. 3 Units. This course brings the master of arts in kinesiology experience to a conclusion. Building on previous coursework, students will be expected to conduct a short research study at their work site or in their community. The student’s work will include designing the study, collecting and analyzing data and writing up the results.

Graduate kinesiology students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

KIN-779. Values in Kinesiology and Sport. 3 Units. This course is a study of physical education, athletic training, sport administration, sport and other kinesiology disciplines’ philosophical definitions, values clarification, moral reasoning and moral actions that relate to physical education teachers, coaches, athletic trainers, sport administrators and spectators. The university’s philosophy and values as expressed in the Fresno Pacific Idea and their implications for physical education, athletic training, sport administration and sport provides one perspective for such analysis.

KIN-792A. Practicum in Physical Education I. 3 Units. The student assembles a portfolio to demonstrate competency in Standards 1-3 for the Society of Health and Physical Educators (SHAPE) National Standards for K-12 Physical Education, Domains 1-4 for the National Association for Sport and Physical Education (NASPE) Standards for Athletic Coaches, or Standards 1-4 for the National Strength and Conditioning Association (NSCA) Strength and Conditioning Professional Standards and Guidelines.

Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-792B. Practicum in Physical Education II. 3 Units. The student assembles a portfolio to demonstrate competency in Standards 4-5 for the Society of Health and Physical Educators (SHAPE) National Standards for K-12 Physical Education, Domains 5-8 for the National Association for Sport and Physical Education (NASPE) Standards for Athletic Coaches, or Standards 5-8 for the National Strength and Conditioning Association (NSCA) Strength and Conditioning Professional Standards and Guidelines.

Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-792C. Practicum in Athletic Training I. 3 Units. The student assembles a portfolio to demonstrate competency in the following Board of Certification Standards of Professional Practice: Practice Standards 1 to 3 and Code of Professional Responsibility 1 to 3.

Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-792D. Practicum in Athletic Training II. 3 Units. The student assembles a portfolio to demonstrate competency in the following Board of Certification Standards of Professional Practice: Practice Standards 4 to 7 and Code of Professional Responsibility 4 to 6.

Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-793A. Practicum in Sport Administration I. 3 Units. Individually structured work experience guided by faculty member. Students will integrate their academic experience with that of the work place to demonstrate competency in sport administration.

Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-793B. Practicum in Sport Administration II. 3 Units. Individually structured work experience guided by faculty member. Students will integrate their academic experience with that of the work place to demonstrate competency in sport administration.

Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-796. Comprehensive Examination. 0 Units. This course brings the master of arts in kinesiology experience to a conclusion. Building on previous coursework, a comprehensive examination is administered to students to test their knowledge, comprehension, application and synthesis of the concepts and theories taught. This Comprehensive Examination may only be retaken one time.

Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-797. Continuous Registration. 0 Units. Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

Repeatable for credit; May not be audited

KIN-798. Project/Thesis Proposal. 1 Unit. Involves completion of a proposal for the project/thesis. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a project/thesis.

May not be audited; Graded CR/NC

KIN-799. Project/Thesis-Physical Education. 3 Units. Supervised project or thesis work in the field of physical education. Instruction is tutorial and will result in a completed project or thesis.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

LANGUAGE STUDIES

LANG-770. English for Graduate Academic Purposes. 1 Unit. Recommendation: Take with another graduate or seminary course. At an advanced level, develops the process of graduate-level writing,
LEAD-705. Introduction to Leadership Studies. 3 Units. The course serves as the cornerstone of the leadership studies program. Explores interdisciplinary approaches and historical foundations of leadership theories. Includes both theoretical perspectives and personal introspection and provides for self-discovery of personal leadership strengths and areas of growth.
Graduate LEAD students only; May not be audited

LEAD-707. Organizational Behavior and Group Dynamics. 3 Units. Examines the various theories and perspectives as associated with leading individual followers and groups. Uses various methodologies and diagnostic tools to measure and understand the complexities of individual and group dynamics and their impacts on organizations.
Graduate LEAD students only; May not be audited

LEAD-711. Introduction to Leadership Studies. 6 Units. Explores interdisciplinary approaches and historical foundations of leadership theory. Study of the individual includes both theoretical perspectives and personal introspection into strengths and areas of growth. Study of organizations focuses on the need to develop learning institutions. Study of community examines stewardship of both human and natural environments. This course serves as the cornerstone of the leadership studies program.
Graduate LEAD students only; Signature required; May not be audited

LEAD-712. Organizational Leadership and Innovation. 3 Units. Examines organizations and the need to develop learning institutions. Explores leadership approaches to creating organizational cultures that encourage innovation in meeting its internal service to the organization and external services to the community. Introduces the various diagnostic instruments, strategic planning and creative problem solving approaches leaders must take to fulfill the organization's mission, vision and values priorities.
Graduate LEAD students only; Signature required; May not be audited

LEAD-720. Communications and Marketing. 3 Units. Examines the various communication approaches from a strategic leadership and marketing perspective. Also explores internal services to the organization, as well as the external services to the community and its stakeholders. Introduces the various levels (economic, managerial, operations and marketing) of strategic action an organization must take to fulfill its mission, vision and values.
Graduate LEAD students only; May not be audited

LEAD-721. Conflict, Collaboration and Negotiation. 3 Units. An introduction to conflict, collaboration and negotiation. Includes basic theory and methods, as well as the opportunity to develop skills in such areas as listening, negotiating and mediating, through role playing. Prepares leaders to collaborate and manage conflict.
Signature required; May not be audited

LEAD-722. Human Resource Management. 3 Units. Explores leadership and human resources. Topics include: 1) current trends in human resource management and the legal environment; 2) talent management, workforce planning and staffing, recruitment and selection, outsourcing, virtual teams, and role identification; 3) employee motivation and performance management; 4) organizational/employee development strategies and succession planning; and 5) development and leadership of a learning culture that respects and values ethics, conflict, diversity and change.
Graduate LEAD students only; Signature required; May not be audited

LEAD-723. Sustainable Leadership Strategies. 3 Units. Ethical perspectives, legal environment and organizational goals associated with sustainable principles are examined from a leadership and organizational perspective. Also examines the concept of stewardship of both human and natural environments.
Graduate LEAD students only; Signature required; May not be audited

LEAD-730. Financial Decision Making. 3 Units. Investigates the qualitative leadership dimensions for strategic planning and action an organization must pursue, emphasizing the effective management of risk that appropriate quantitative analysis can provide and the qualitative implications of quantitative decisions.
Graduate LEAD students only

LEAD-732. Change and Transformation Strategies. 3 Units. Presents approaches for leaders to facilitate change and transformation in organizations and communities with a focus on learning dialogue, appreciative inquiry and participatory action research. New avenues for strategic planning are examined.
Graduate LEAD students only

LEAD-733. Research Methods. 3 Units. Bridging the gap between theoretical and practical understandings, this course brings research methods into dialogue. Students will understand various components of research, nature leadership research, formulation and clarification of a research topic, review of the literature, selection of a research approach and research strategy, negotiation access and ethics, selection of participants, data-collection analysis and presentation of final results.
Signature required; May not be audited

LEAD-734. Integral Inquiry. 3 Units. Recommended prerequisites: satisfactory completion of prior courses. Bridging the gap between theoretical and practical understandings, this course brings research methods into dialogue. Students develop an understanding of various components of research. Students identify and develop an organizational research proposal.
Graduate LEAD students only; Signature required; May not be audited

LEAD-741. Globalization and Culture. 3 Units. Investigates the importance of building organizational and community-based cultures that honor and foster diversity and are capable of serving worldwide communities. Multicultural and multilingual attitudes and skills are
emphasized as the keys to organizational and community-based success.

Graduate LEAD students only; Signature required; May not be audited

LEAD-751. Master’s Research Thesis. 4 Units. To complete the graduation requirements for master of arts in leadership studies, students must complete and defend a substantial research thesis that applies academic and professional experiences. Development of the thesis is done with the supervision of a LEAD faculty advisor and committee members in a class setting with students as co-learners. The thesis consists of an approved proposal and introduction, literature review, research methods, results and discussion, and conclusions and recommendations. A final defense is made as a presentation to a faculty committee.

Signature required; May not be audited; Students may take up to 2 semesters to complete the course.

LEAD-752. Developing Proposals for Change. 3 Units. Recommended prerequisites: satisfactory completion of prior courses. Presents models, ideas, theories and practice that are integral for successful systems change and transformation. Strategic planning and approaches by which leaders are able to facilitate change and transformation in organizations and communities are explored. Students focus on action research to develop a proposal for systems improvement.

Graduate LEAD students only; Signature required; May not be audited

LEAD-762. Leadership in Different Contexts. 3 Units. Recommended prerequisites: satisfactory completion of prior courses. Investigates the importance of building organizational cultures that honor and foster diversity. Explores the newest dimensions and challenges of leadership that strengthen and extend leadership skills in rapidly changing and complex, diverse, multi-generational, multicultural and multi-dimensional systems. Examines leadership approaches and how strategic approaches must be modified to be effective in different organizational environments.

Graduate LEAD students only; Signature required; May not be audited

LEAD-766. Leadership Capstone Project. 3 Units. Recommended prerequisites: satisfactory completion of prior courses. To complete graduation requirements for Master of Arts in Leadership Studies, students must complete the requirements for this culminating experience of the program that applies academic and professional experiences. The development of a capstone project is done with the supervision of faculty and in collaboration with other students as co-learners.

Graduate LEAD students only; Signature required; May not be audited; Graded CR/NC

SCHOOL LIBRARY MEDIA

LIB-705. Digital-Age School Library Technology. 4 Units. Provides candidates with the tools and expertise to be successful online learners and technologically-competent teacher librarians. Includes a tutorial for the online course management system and an orientation to university resources. A variety of the most current and effective uses of technology are explored. Candidates gain understanding of the implications of the digital world in relation to ethical and moral uses in terms of global responsibilities.

LIB-710. Library Media Center Programs. 3 Units. This course will provide candidates with a theoretical foundation, as well as a practical foundation, affording them the opportunity to apply cooperative program planning and teaching techniques to either the elementary or secondary school situation. Other specific services of either the elementary or secondary school media center will also be explored.

LIB-715. Administration of the School Media Center. 3 Units. Concentrates on the attitudes and skills essential to effective communication with management and supervision of personnel. Emphasis will be placed on the role of the teacher librarian as an administrator, including planning and organization, advising and accountability.

LIB-720. Analysis, Evaluation and Selection of Learning Resources. 3 Units. Analysis and evaluation of learning resources includes the ability to apply basic principles of analysis, appraisal, review and evaluation to book and non-book materials. The characteristics of different media and their appropriateness for specific instructional situations are covered.

LIB-725. Information Services in School Library Media Programs. 3 Units. Information services include the ability to use reference materials in seeking answers to questions, acting as a liaison between the library, school and outside agencies, offering information services and resources and facilitating students' independent access to sources of information through selection and instruction.

LIB-732. A Critical Look At Children’s Literature. 3 Units. Concentrates on literature in the context of the school library program. Candidates develop comprehensive and discriminating knowledge of literature for children and young adults. Provides candidates with the skills to develop and implement programs and activities that promote reading, listening, viewing and critical thinking skills for all students, including those with diverse needs. Each candidate demonstrates an understanding of the value literature plays in promoting social consciousness by producing thematic literary units that foster an awareness and appreciation of social, ethnic, racial, socioeconomic, gender and age differences.

LIB-736. A Critical Look At Young Adult Literature. 3 Units. Provides resources and thought-provoking discussions that enable candidates to consider the types of reading experiences they will provide to students. Assignments typify actual skills and practices necessary in a K-12 library setting.

LIB-740. Information and Communication Technologies. 3 Units. Candidates explore digital, Internet and online databases as integral pieces of a successful school library program. Teaching, searching and selecting relevant digital databases, online databases and World Wide Web sites are practiced. Management, instructional uses, evaluation and curriculum integration of the Internet and online databases are discussed. Daily access to the Internet by course participants is required.

LIB-745. Organization of Learning Resources. 3 Units. The acquisition, organization and circulation of learning resources will be covered, along with the professional tasks of classifying and
cataloging information and of organizing procedures for, and the supervision of, efficient and systematic technical and clerical support services.

**LIB-751. Twenty-First Century School Librarianship. 3 Units.** This course provides candidates with the requisite skills and knowledge to meet the special class authorization regulations for teacher librarians. Candidates understand, communicate and model information theory and digital literacy. Candidates have opportunities to design and implement curricula, using both traditional and digital strategies to address needs of students in multiple learning environments. Candidates assess and develop individual interventions to optimize student learning.

_May not be audited; Graded CR/NC_

**LIB-792. Field Studies in School Librarianship I. 2 Units.** A key component of the teacher librarian credential is the field experience. Two units of field studies may be earned in the candidate’s library and covers a full semester of activities. Candidates, under the direction of the program director, gather evidence of the work performed during the semester, culminating in the teaching of a collaborative unit.

_Signature required; May not be audited; Graded CR/NC; Repeatable for credit_

**LIB-793. Field Studies in School Librarianship II. 2 Units.** Candidates are placed with credentialed teachers, public or academic librarians who have been carefully selected for outstanding programing. Each candidate has supervised experiences in elementary, middle school and high school libraries. Field studies include serving in public and/or academic libraries. Serving in a leadership capacity at the site, district, county or state level is acceptable.

_Signature required; May not be audited; Graded CR/NC; Repeatable for credit_

**LIB-797. Continuous Registration. 0 Units.** Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed.

_Repeatable for credit; May not be audited_

**LIB-798. Project/Thesis Proposal. 1 Unit.** The course is designed to guide candidates in the development of a project or thesis. Candidates develop a problem statement, conduct research and a literature review, submit an Institutional Research Board (IRB) proposal and create an abstract of their thesis or project. Research covers educational and social trends and their pedagogical implication in an interdisciplinary forum.

_Corequisites: ED 771; Signature required; May not be audited; Graded CR/NC_

**LIB-799. Project/Thesis-School Library Media. 3 Units.** This course brings the Master of Arts in Education experience to a conclusion with a thesis or project. Building on previous coursework, candidates are expected to complete a research study at their work site or in their community. The candidate’s work includes finalizing the study, collecting and analyzing data and writing a thesis, using APA format. The thesis adheres to the standards set forth in the university thesis/project handbook.

_Prerequisites: LIB 798, ED 771; Signature required; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course._

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**LANGUAGE, LITERATURE AND CULTURE**

**LLC-700. Reading Process and Practice. 3 Units.** This course is designed to help elementary and secondary teachers better understand the reading process. Topics include contrasting models of reading, acquisition of literacy, how to help struggling readers and current trends regarding reading in California.

**LLC-705. Language Acquisition and Cross-Cultural Communication. 3 Units.** This course examines the development of oracy and literacy of first and second language learners, as well as the effects of social and cultural influences on language acquisition.

**LLC-708. Issues in Literacy: Multilingual Learners. 3 Units.** Consideration of factors such as culture and language acquisition that affect the literacy development of English language learners.

**LLC-710. Current Theories, Methods and Materials for Teaching a Second Language. 3 Units.** This course examines current theories of teaching English language learners in ELD and SDAIE classes. Traditional methods for teaching second and foreign languages will also be reviewed.

**LLC-715. Writing Process and Practice. 3 Units.** Exploration between reading and writing in primary, intermediate and secondary classrooms. Writing as a process is a major focus of the course. Teaching techniques that support early literacy development are discussed, as are practical strategies for developing a viable K-12 writing program.

**LLC-720. Language Assessment and Evaluation. 3 Units.** This course is designed to help teachers develop skills in assessment of reading and make instructional decisions based on such assessment.

**LLC-726. Practicum in TESOL. 3 Units.** Students observe and assist in adult ESL classes or other settings. Students also conduct case studies of adult second-language learners.

_May not be audited; Graded CR/NC_

**LLC-726A. Practicum in TESOL. 1 Unit.** Students observe in adult ESL classes and conduct case studies of adult second-language learners.

_May not be audited; Graded CR/NC_

**LLC-726B. Advanced Practicum in Tesol. 2 Units.** Students observe, plan lessons and participate in instruction in an adult ESL setting.

_May not be audited; Graded CR/NC_

**LLC-728. Language/Literacy Practicum. 1-3 Units.** Instruction of an individual or small group, either in the Fresno Pacific University reading/writing/language practicum or in an FPU supervising teacher's classroom.

_Prerequisites: LLC-720; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course._

**LLC-731. Literature Study in Classroom. 3 Units.** Designed for the teacher who is familiar with literature for children and young adults, this course provides students the opportunity to explore the theory and practice of incorporating literature study in the classroom.
LLC-732. Adolescent Literature. 3 Units. Familiarizes students with literature written for adolescents and young adults. Students explore a variety of ways to promote reading in the secondary classroom.

LLC-735. Transition in Bilingual Education. 3 Units. This course examines current theories of bilingualism, various bilingual curriculum models and methods and materials used to teach in bilingual classrooms. Students read about and experience effective approaches for bilingual students, including ELD and SDAIE.

LLC-742. Issues in Literacy: Reading, Writing with Adolescents. 2 Units. Exploration of teaching techniques that help older students become strategic readers and writers in content areas, including analysis of text structure.

LLC-745. Cultural Diversity and Education. 3 Units. An examination of the folklore and culture of California's diverse peoples. From this base, present social and cultural issues are presented, leading to an understanding of the diversity of our schools and society.

LLC-747. Current Trends and Issues in Bilingual Education. 3 Units. This course is designed to examine the rationale for bilingual education based on a historical framework. The course will consider socioeconomic and political issues that affect the education of language-minority students.

LLC-750. Introduction to Linguistics. 3 Units. This course involves students in the study of grammatical competence in the areas of morphology, phonology and syntax. Students also apply knowledge of linguistics to teaching reading, spelling development, vocabulary and writing.

LLC-752. Linguistics for Teachers. 2 Units. Exploration of insights from phonology and morphology that pertain to reading, spelling and vocabulary development. Designed for secondary teachers.

LLC-755. Sociolinguistics. 3 Units. This course examines discourse analysis and considers how cross-cultural factors influence communication. Students examine both differences between ways men and women use language and difference in classroom discourse between teachers and second-language students.

LLC-760. Supervision in Language and Literacy. 3 Units. Instructional leaders support and supervise classroom teachers in a Fresno Pacific University reading/writing/language practicum.

Prerequisites: LLC-720, LLC-728; May not be audited; Graded CR/NC

LLC-761. Seminar in Literacy Leadership. 3 Units. Candidates examine current research and theoretical research, evaluate reading and language arts programs and prepare presentations.

LLC-762. 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.

LLC-765. Research in Language, Literacy and Culture. 3 Units. In a seminar setting, students read extensively to synthesize current theories in language, literacy and culture in order to further clarify their own theory of learning. Required coursework leads students to their own research and supports the writing of the thesis or research reports using an inquiry approach.

LLC-767. Current Trends in Language and Literacy. 1-3 Units. This course is designed to bridge theory and practice. It consists of individual study carried out under the guidance of a faculty member. The participant selects a current trend or problem in reading/writing/language, explores recent literature in the topic and considers instructional implications of the findings.

Repeatable for credit; May not be audited; Graded CR/NC

LLC-769. Seminar in Language and Literacy. 1 Unit. A visiting scholar leads students in the examination of critical issues in reading, writing, language theory and practice.

Repeatable for credit; Graded CR/NC

LLC-797. Continuous Registration. 0 Units. Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

May not be audited

LLC-798. Project/Thesis Proposal. 1 Unit. Involves completion of a proposal for the project or thesis. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a thesis or project.

May not be audited; Graded CR/NC

LLC-799. Project/Thesis-Language, Literacy and Culture. 3 Units. Supervised project or thesis in the field of language, literacy and culture. Instruction is tutorial and will result in a completed project or thesis.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

MBA

MBA-700. Global Economics. 3 Units. Students read articles on international economics by leading economists, drawn from various scholarly sources (e.g. Foreign Affairs, Current Issues in Economics and Finance, Finance and Development, Federal Reserve Publications, Journal of Economic Perspectives.) The course focuses on real debates within the discipline of economics and political economy, not on “pro-con” debates, which often obscure the real issues.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-705. Global Managerial Accounting. 3 Units. Emphasis on the planning, coordination and control of complex global organizations. Explores key management accounting concepts, tools and systems, involving cost allocation and strategic decision making. Includes an introduction to activity-based management and traditional performance evaluation techniques. Case studies are used to augment application of the material.

MBA students only; May not be audited; Courses must be taken in sequence
MBA-710. Marketing in a Global Economy. 3 Units. Provides an international marketing orientation to marketing strategies and marketing analysis tools. Interpretation and implementation of strategic issues related to segmentation, targeting and positioning are discussed. Tools and methodology used for facilitating international marketing plans are examined, and the management of product development, pricing, promotion, distribution strategies and channel structuring are emphasized. Interactive activities through case studies are an integrated component of this course, developing skills to create, develop and sustain marketing.

MBA students only; May not be audited

MBA-714. Entrepreneurial Immersion. 3 Units. An intensive course designed to immerse MBA students into the entrepreneurial process. Students engage in a workshop-like environment, challenged to create a viable social enterprise over the eight-week program. Culminates in a business pitch presentation to a community panel. Major phases of the start-up process are covered, including business plan development, design-based innovation, legal formation considerations, potential management structures, human resource considerations, startup financing, culture building, and social media marketing.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-720. Management in Global Business. 3 Units. Focus of this course is on theories of management, including the functions of staffing, organizing, motivating and development of the enterprise and the employees.

MBA students only; May not be audited

MBA-725. Strategic Financial Management. 3 Units. Study of global financial markets, exchange rates and derivatives. Includes government influence and risk analysis, along with finance of international trade.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-730. Research Methods. 3 Units. Investigates the techniques of the research process as applied to business and economics. Experience is gained in defining research problems and in collecting, analyzing, recording and interpreting data. Also, an analysis of pertinent research literature in business and economics is accomplished. Formulation of thesis or project occurs in this course.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-735. Regional Business Field Experience: National Travel. 1 Unit. Short term travel to a regional destination to gain understanding of some aspect of the global economy and its effects on the Central Valley of California.

MBA students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course; Courses must be taken in sequence

MBA-740. Communication and Intercultural Competence. 3 Units. Study of the process of intercultural communication and management, and how cultural, social, psychological and environmental factors affect communication outcomes. Analysis of successful adaptation of organizations to new cultures. Topics coordinated with international travel destinations included in program.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-745. Operations Management in Global Business. 3 Units. Provides strategic methods of designing, monitoring, sustaining and improving the production mechanisms of manufacturing and service systems. Global supply-chain management techniques of operation structures, such as process flow, quality processes, constraints, statistical production tools, materials requirements planning, quality management instruments, and integrated quality systems will be interpreted and applied through case studies and interactive activities.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-750. International Business Field Experience. 3 Units. Travel to another country to gain knowledge and insight into linkages and effects of the global economy and business practices in another culture.

MBA students only; May not be audited; Students may take up to 2 semesters to complete the course; Courses must be taken in sequence

MBA-755. Strategic Management in Global Business. 3 Units. Discusses the formulation, implementation, and control of competitive advantage strategies, building upon the previous program courses and incorporating analytical tools and techniques for a successful formulation, execution, and sustaining of enterprise-wide strategies. A global strategic perspective with alignments of resources, capabilities, capacity, competencies, strategic choices, technology, sourcing, alliances and partnerships and other competitive factors are evaluated and discussed. Case studies and interactive activities are employed in this course.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-760. Advanced Finance. 3 Units. Students learn how to measure the value of companies and make the kind of strategic decisions that ensure the creation of shareholder value, focusing not only on the short-term performance of a company but also on its long-term health that is, its ability to create shareholder value year after year. Explores the factors necessary for good corporate health, including a robust strategy, well-maintained assets and a good reputation with customers, regulators, governments, employees and other stakeholders.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-765. Law, Ethics and Values in a Global Environment. 3 Units. Examines what business leaders need to know concerning the complex interplay of law, ethics and values to be effective in the global business arena.

MBA students only; May not be audited; Courses must be taken in sequence

MBA-770A. Business Plan I. 1 Unit. Provides students with the knowledge, skills and tools to be business managers and modern entrepreneurs. Students form a business start-up or an interesting investor group to apply what they learn in the global MBA program.
core courses to form or invest in a business. Involves completion and promotion of a detailed business plan for the project. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a business plan.

MBA students only; May not be audited; Graded CR/NC; Courses must be taken in sequence

MBA-770B. Business Plan II. 1 Unit. Provides students with the knowledge, skills and tools to be business managers and modern entrepreneurs. Students form a business start-up or an interesting investor group to apply what they learn in the global MBA program core courses to form or invest in a business. Involves completion and promotion of a detailed business plan for the project. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a business plan.

MBA students only; May not be audited; Graded CR/NC; Courses must be taken in sequence

MBA-770C. Business Plan III. 2 Units. Provides students with the knowledge, skills and tools to be business managers and modern entrepreneurs. Students form a business start-up or an interesting investor group to apply what they learn in the global MBA program core courses to form or invest in a business. Involves completion and promotion of a detailed business plan for the project. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a business plan.

MBA students only; May not be audited; Graded CR/NC; Courses must be taken in sequence

MBA-798. Global MBA Project/Thesis Proposal. 1 Unit. Involves completion of a proposal for the project or thesis. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a thesis or project.

MBA students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course; Courses must be taken in sequence

MBA-799A. Global MBA Project/Thesis I. 1 Unit. Supervised project or thesis in the field of business. Instruction is tutorial and will result in designated progress toward a completed project or thesis.

MBA students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course; Courses must be taken in sequence

MBA-799B. Global MBA Project/Thesis II. 2 Units. Supervised project or thesis in the field of business. Instruction is tutorial and will result in a completed project or thesis.

MBA students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course; Courses must be taken in sequence

MATHMATICS EDUCATION

MED-710. Integration of Mathematics and Science: Science Connections. 2 Units. Participants will become thoroughly acquainted with AIMS (Activities Integrating Mathematics and Science) materials through hands-on activities; gain an understanding of the underlying approach, philosophy, learning theory, content and methodology of AIMS; study numerous scientific principles and concepts; engage in science processes; and make applications of mathematical concepts and skills. Cooperative learning will be stressed and experienced in the context of hands-on explorations. The content and emphasis of the course will vary significantly to allow students to repeat the course in successive semesters.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MED-712. Integration of Mathematics and Science: Math Connections. 2 Units. This course focuses on the integration of mathematics and science primarily from the content of mathematics. In it the big ideas of mathematics shape the content and science investigations provide the arena for application. Five major themes are emphasized in this series: number sense and operations, geometry and spatial sense, patterns and function, data sense and probability and rational numbers and proportions. The course supports building competence in basic skills and discovering patterns in mathematics in a problem solving, investigative environment. Opportunities to construct knowledge, to solve motivating and instructive puzzles and to explore meaningful, real-world applications are many and varied.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MED-742. Current Issues and Research in Mathematics Education. 2-4 Units. Using appropriate documents and journal articles as sources, the course will examine current issues in the design and implementation of mathematics curriculum. The focus of the course will be on changes in the teaching and learning of mathematics currently called for in national, state and local reform documents. Attention will be directed to the factors and themes that influence the successful implementation of new curricula and the teacher as a change facilitator.

Signature required; May not be audited; Graded CR/NC

MED-752. Leadership Seminar in Mathematics/Science Education. 2 Units. The seminar is designed to prepare teachers for leadership roles in the area of mathematics and science. Content of the seminar includes a theoretical and philosophical framework. A particular focus is on facilitating integrated mathematics/science workshops in school districts. The content and emphasis of the seminar will be intentionally varied so that students may repeat the course in successive semesters.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

MED-797. Continuous Registration. 0 Units. Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

May not be audited

MED-798. Project/Thesis Proposal. 1 Unit. Involves completion of a proposal for the project or thesis. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a thesis or project.

May not be audited; Graded CR/NC
MED-799. Project/Thesis-Integrated Mathematics/Science Education. 3 Units. Supervised project or thesis in the field of integrated mathematics/science education. Instruction is tutorial and will result in a completed project or thesis.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

MINISTRY

MIN-702. Perspectives on the World Christian Movement. 3 Units. Survey of the expansion of the Christian movement across the world from the time of Christ to the present. The Christian mission mandate is developed from the Old Testament and the New Testament, the history of mission, and world Christian movements. Students are introduced to the great missionaries and mission agencies that carried the gospel of Christ around the world. The course explores the unique problems of communicating the gospel and planting churches cross-culturally. Students are challenged to examine potential involvement in the World Christian Movement locally and globally.

MIN-705. Mentoring/Connecting. 1 Unit. All incoming, degree-seeking, seminary students are expected to enroll in this course in their first semester. Through group and one-on-one meetings with the mentor and peer contacts, the student learns foundational skills/strategies to manage the unique challenges of seminary life. Important issues addressed include a basic understanding of Anabaptism, introduction to the core values of the seminary, an experience of community life and personal concerns raised by the student. Intended to help students grow personally through developing strong interpersonal relationships and fostering reflection on issues related to personal, spiritual and academic growth.

MIN-710. Spiritual Formation. 2 Units. Introduces practices and perspectives for helping students to grow in their attentiveness to God’s presence in order to be continually formed into Christlikeness by the Holy Spirit. Students are helped to cultivate spiritual habits that can sustain them in their future ministries within and beyond the local congregations. Both individual and communal aspects of spiritual formation are explored.

MIN-715. Church, Ministry and Sacraments - Anglican Studies. 3 Units. Traces the biblical and theological roots of the church, and the role of the sacraments. The course will consider issues of church identity, government, discipline, canon law, the history and theology of the sacraments of baptism and the Eucharist, and the orders of ministry.

MIN-720. Personal Evangelism. 1 Unit. Students are invited into an exploration of the practice of evangelism grounded in biblical, historical, ecclesiastical and missional perspectives. Opportunities are provided to experiment with relationally and incarnationally based approaches to evangelism appropriate to the postmodern, post-Christendom context in which we live and serve. Students are challenged to cultivate the sort of missional spirituality from which a life of evangelistic engagement can flow naturally and authentically.

MIN-722. Life of the Pastor. 2-3 Units. A look at the personal life of a minister in today’s ever-changing world. Topics considered include the minister and his/her calling, family, finances, private life, boundaries and friendships.

MIN-724. Church Planting. 2-3 Units. Begins by examining the biblical roots of church planting, some theological principles that are applicable to this practice and the historical context within which the contemporary church planting movement is set. Further topics include an introduction to strategic reasons for church planting, contemporary models and assessing the suitability of the local context. Attention is given to the characteristics and role of church planters. Examines many practical issues involved in the process of church planting and concludes by drawing on lessons from recent church planting experience, reflecting on missiological and ecclesiological issues and assessing the emergence of different kinds of churches. Recommended to take MIN-720 concurrently.

MIN-725. Issues and Theologies of Mission. 3 Units. Investigates the important biblical and theological foundations of the church’s call to mission. Examines current trends in mission and issues that arise as Christians seek to share the Gospel with people of other faiths, people suffering violence and oppression, people impacted by globalization and who live in rural and urban settings.

MIN-726. Kingdom Entrepreneurship. 3 Units. Recommended prior coursework: BIB 720. Designed to aid students in developing and leading innovative holistic ministry initiatives in an urban context. Founded upon a theology of hope that invites Christ’s followers to creative participation in God’s redemptive work. From that foundation, approaches to envisioning, developing, structuring, financing, staffing and networking entrepreneurial non-profit ministries are explored. A number of organizations from the Fresno area are explored as case studies. Students have opportunity to interact extensively with practitioners from these organizations.

MIN-728. Anthropology for Christian Witness. 3 Units. Focuses on how missionaries can learn from anthropologists and why it is crucial for them to do so. Students are exposed to basic insights and tools and then apply them, observing various cultures by reading, video, lectures and on-site ethnographic work. The potential missional importance of these activities is always at the forefront.

MIN-730. Christians and Religious Neighbors. 3 Units. How should Christians interact with people from other religions? What does it mean to follow Jesus in and among non-Christian communities? This class will investigate theologies of religion, models of interfaith engagement, and ways in which some Christ-followers contextualize their faith in relation to and in the midst of non-Christian religious communities. In particular we will practice dialogue skills in an effort to better understand what it means to love our religious neighbor as a reflection of Christ’s love.

MIN-732. Church Educational Ministries. 3 Units. This is a course on leading the teaching and training ministries of the church and Christian educational institutions. The course examines various models of Christian education for churches and schools of different sizes in a variety of settings. The course includes issues such as pedagogy, reflective practice, experiential learning, discipleship, methodology and media.

MIN-734. Christian Community Development. 3 Units. Designed to expose the participant to urban ministry and community development in the context of the city with the nation’s highest concentrated poverty--Fresno, California. The course contains many
experiential features, as well as more traditional academic pedagogies to help participant application in their own context.

MIN-740. Preaching I. 3 Units. An introduction to the field of homiletics, including the study of its oral, rhetorical and hermeneutical traditions with a brief exploration of future directions in homiletics. Students explore the biblical basis for preaching, including the motivation and content of communication to the people of God in the church and outside the church. Student sermons are videotaped, evaluated by peers and analyzed by the instructor.

MIN-742. Preaching for Contemporary Listeners. 3 Units. Introductory preaching classes typically focus primarily on fashioning sermons from biblical texts. While we will further develop those same skills in this course, additional attention will be given to reaching the audience to whom we preach those sermons. Students will learn to analyze their audience, tell stories effectively, use space and movement to enhance communication, and organize material so as to bring about change.

MIN-743. Preaching/Teaching Minor Prophets. 3 Units. Study of selected books included among the Minor Prophets of the Old Testament. Attention will be given to both the content/message of these prophetic books as well as to developing a sound interpretive method with which to read them and preach from them.

MIN-744. Pastoral Care and Counseling. 3 Units. A study of the church as a caregiving community, focusing on the giving of pastoral care and counseling through the lifespan and at key passages and crises such as: birth, baptism, marriage, career transition, accident, illness or death.

MIN-745. Preaching and Teaching Historical Books Of the Old Testament. 3 Units. Introduction to Old Testament history, with focus on the period represented by the books of Joshua, Judges, Samuel and Kings. The study will evaluate recent research on the history and archaeology of Israel.

MIN-746. Christian Worship. 1-3 Units. A study of the biblical, historical and theological foundations of contemporary Christian worship, including a consideration of the changing face of worship, the key elements of corporate worship, selected worship traditions, special services of worship, the planning and leading of corporate worship and practical strategies for connecting corporate worship with daily life.

MIN-747. Reformed Worship. 3 Units. A study of the historical and theological development of Christian worship, with particular emphasis on the centrality of the doctrine of the Trinity to an understanding of the foundation and meaning of worship, and on the expression of worship in the Reformed tradition. Includes study of orders and elements of services, the Reformed understanding of baptism and the Lord’s supper and the place of the Word of God in worship. Attention is given to different worship styles, including music. Also covers special services such as weddings and funerals.

MIN-748. Pastoral Leadership. 3 Units. Introduces principles of leadership and administration, church organization, mobilizing and motivating laity and staff, decision making and planning ministry projects.

MIN-750A. Cross-Cultural Encounter: Los Angeles. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Los Angeles. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. An intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. Provides a rich context for self-examination and ministry preparation. Auditors must pay travel costs. The travel fee is due and nonrefundable 4 weeks prior to course start.

MIN-750B. Cross-Cultural Encounter: Fresno. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Fresno. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. An intensive experience combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. Provides a rich context for self-examination and ministry preparation. Auditors must pay travel costs.

MIN-750C. Cross-Cultural Encounter: International. 1.5 Units. Involves an encounter with a foreign culture and context. The course includes site visits, community living, presentations, conversations as well as times for processing and debriefing with other students. Provides a rich context for self-examination and ministry preparation. Special fees apply.

MIN-750D. Cross-Cultural Encounter: San Francisco. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in San Francisco, California. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. This course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. It provides a rich context for self-examination and ministry preparation. Auditors must pay travel costs. The travel fee is due and nonrefundable 4 weeks prior to course start.

MIN-751. Leading Multicultural Communities. 3 Units. Studies key leaders and explores leadership principles by critically examining concepts of theological anthropology, love, and peace and justice for leading and serving both within and across racial/ethnic, gender, class, national and religious lines in the era of globalization. Key skills and models for leading multicultural communities, including but not limited to churches, other faith-based organizations and non-faith based organizations are presented and inform the development of a personal theological ethic of leadership.

MIN-752. Urban Ministry: Into the Neighborhood. 3 Units. Many of the greatest challenges and opportunities of urban ministry are experienced at the neighborhood level. This course invites students to follow in the way of Jesus within the neighborhoods in which they and their churches have been called to live and serve. Students are aided in developing an understanding of how to foster relationships with their neighbors, deepen their understanding of their neighborhood and participate in God’s redemptive work within the neighborhood.

MIN-754. Urban Ministry: Engaging the City. 3 Units. Provides an essential foundation for understanding God’s heart for the city, as
well as the particular character and dynamics of the cities in which students serve. Students are challenged to consider the interlocking system of institutions and networks that impact the life of their cities, as well as various models for faithful Christian engagement with these urban structures. Recent strategies for city-wide prayer and collaboration are evaluated through constructively critical lenses.

MIN-756. Ministry Among Marginalized People. 3 Units. Within the urban landscape, some population groups struggle against a persistent condition of alienation, inequity, and disempowerment. This course invites students to explore strategies for promoting wholeness, justice, and empowerment among marginalized populations. Gang members, international refugees, and “the working poor” will be studied as extended case studies. Theological frameworks will be developed to help inform what it means to engage in ministry among each of these groups. In addition, students will examine the philosophical and practical dimensions of several local agencies devoted to working among these populations.

MIN-758. The Abundant Community: Transformational Leadership in a Context of Concentrated Poverty. 3 Units. Designed to expose the participant to the principles and practices of transformational leadership in the new global city. Course will cover characteristics and skill sets of the transformational leader, as well as the practices of various transformational ministries in a context of concentrated poverty. The role of collaboration and civil networking will be explored, as well as the themes of transformational business, conceptual and strategic approaches to cities, theological foundations for incarnational leadership and other components of Christian community development.

MIN-760. Practicum Assessment and Discernment. 0 Units. After 15 units of course work, students in the educational leadership program (MA theology, MA Old Testament or MA New Testament) are required to meet with their academic advisor and one other faculty member of their choice. The aim of the meeting is to assess their academic progress, to discern suitable practical placements, to decide on thesis or senior seminar path and to discuss possible vocational outcomes.

Graded CR/NC

MIN-770. Ministry Discernment. 0 Units. Ministry Discernment is a process designed to assist students with vocational direction, affirm ministry gifts, process his or her readiness for ministry and to discuss issues on which the student may desire guidance. The process includes preparation of a self-assessment document and a discernment meeting. It is normally held in the student's last year of study.

May not be audited; Graded CR/NC

MIN-783. 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-792A. Supervised Teaching Experience I. 1.5 Units. Practicum experience that parallels Supervised Ministry Experience, but is oriented towards teaching in an academic setting. Students have a mentor/supervisor at their practicum site. Students reflect on their practicum experience and on the feedback they receive from their practicum supervisor.

Signature required; Repeatable for credit; May not be audited

MIN-792B. Supervised Teaching Experience II. 1.5 Units. Practicum experience that parallels Supervised Ministry Experience, but is oriented towards teaching in an academic setting. Students have a mentor/supervisor at their practicum site. Students reflect on their practicum experience and on the feedback they receive from their practicum supervisor.

May not be audited

MIN-793A. Supervised Ministry Experience I. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

Repeatable for credit; May not be audited

MIN-793B. Supervised Ministry Experience II. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conference, experience in ministry reports and a variety of evaluative and assessment tools.

Repeatable for credit; May not be audited

MIN-793C. Supervised Ministry Experience III. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

Prerequisites: MIN-793B; May not be audited

MIN-793D. Supervised Ministry Experience IV. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

Prerequisites: MIN-793B, MIN-793C; May not be audited

MIN-794A. Urban Mission Practicum I. 1.5 Units. Provides participants with an opportunity for learning through experience in an urban ministry agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised experience in the many dimensions of urban ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.
MIN-794B. Urban Mission Practicum II. 1.5 Units. Provides participants with an opportunity for learning through experience in an urban ministry agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised experience in the many dimensions of urban ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

MIN-799. Thesis. 3-6 Units. An in-depth study of a specifically defined topic. A thesis proposal must be approved by a faculty adviser and by the Academic Committee.

Students may take up to 2 semesters to complete the course.

SCIENCE EDUCATION

MSE-740. Science Teaching Methods. 1 Unit. This course will provide a background in science methodology, concentrating on a hands-on process approach. Topics covered will include effective communication strategies, classroom management, safety aspects, lab and computer applications, community resources and goals/objectives.

May not be audited

MSE-741. Science and the Integrated Curriculum. 1 Unit. This course involves an evaluation and critique of past and current science education curricula. Students will analyze selected curricula to compare the crucial bases of their development: historical, philosophical, psychological and scientific. Students will be required to write their own lessons and activities.

MSE-742. Seminar in Science Education Trends. 1 Unit. In this course students will evaluate and critique current trends in science education. Students will search current and recent literature that applies to each individual's chosen science area and level. Assignments will be both general and individualized.

MSE-743. Evaluation in the Science Classroom. 1 Unit. This course explores the whole area of evaluating student performance in the science classroom. Topics studied will include the correlation of teaching objectives, alternative forms of testing, CAP Tests, performance evaluations and statistical interpretation. Students will develop a philosophy of testing, as well as competence in constructing, administering and interpreting both formal and informal tests.

MSE-730. Processes and Concepts in Science (Science Festival). 2 Units. An in-depth study of the biological, physical and earth sciences through hands-on activities, well designed lectures and demonstrations by nationally recognized leaders in science education.

Repeatable for credit; May not be audited; Graded CR/NC

MSE-762. Earth Science Concepts. 3 Units. Gives teachers a comprehensive understanding of basic principles of geology, meteorology and astronomy. Includes the nature of minerals/rocks, geological processes, geological maps, weather, climates and stars and planets. Lectures, labs and field trips are included.

May not be audited

MSE-763. Physical Science Concepts. 3 Units. Designed for K-8 teachers who are not science majors, this course explores in depth the key concepts and big ideas of physics and chemistry: mechanics, properties of matter and energy. Includes lectures and labs.

May not be audited

MSE-764. Life Science Concepts. 3 Units. Designed for K-8 teachers who are non-science majors. Provides an overview of important concepts in biology, zoology and ecology. Includes both lectures and labs.

May not be audited

MATHEMATICS EDUCATION

MTH-721. Puzzles and Problem Solving. 2 Units. Introduces K-8 teachers to the field of recreational mathematics through a variety of mathematical problems and puzzles and helps them become better problem solvers. In addition, the course highlights some of the mathematics inherent in puzzles and shows teachers ways to integrate various puzzles and interesting math problems into their mathematics classrooms.

May not be audited

MTH-724. Problem Solving in Mathematics. 2 Units. A study of the nature of problem solving, with applications to secondary school mathematics. Problems of both historical and contemporary significance will be examined. Applications that integrate algebra, geometry, trigonometry, analysis, number theory and probability and statistics will be explored.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MTH-726. Math Perspectives. 2 Units. Focuses on the growth of mathematical ideas in the areas of geometry, number and data sense. Overarching these three content areas is a strong emphasis on problem solving.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MTH-727. Calculus I. 4 Units. This course is especially designed for teachers and will focus on attaining a deep conceptual understanding of the important ideas of calculus. Course content will include calculus topics, integrating pre-calculus skills when appropriate. Topics will include the Cartesian plane, functions, limits and continuity, differentiation and applications of differentiation.

MTH-728. Calculus II. 4 Units. This course is especially designed for teachers and will focus on attaining a deep conceptual understanding of the important ideas of calculus. Course content will include integration, applications of integration, exponential and logarithmic functions, trigonometric functions and inverse trigonometric functions.

MTH-729. Calculus III. 4 Units. This course is especially designed for teachers and will focus on attaining a deep conceptual understanding of the important ideas of calculus. Course content will include integration techniques, improper integrals, infinite series, parametric equations, polar coordinates and vectors in the plane and in space.

MTH-730. 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.

Signature required; May not be audited

**MTH-743. Arithmetic of Rational Number Systems. 3 Units.** This course will have as its focus the development and application of the natural, whole and positive rational number systems. These are the number systems that K-6 arithmetic is all about. An understanding of how these systems develop, beginning with a foundation in set concepts, is important to an understanding of the what and why of the arithmetic and related mathematical concepts that are part of the K-6 curriculum. Additional emphasis will be placed on problem solving, exploration and applications involving the various sets of numbers.

*May not be audited*

**MTH-745. Number Theory. 3 Units.** Divisibility, prime numbers, greatest common divisor, Euler’s function, arithmetic functions, congruencies, number theoretic functions, Diophantine equations and continued fractions.

*May not be audited*

**MTH-751. Informal Geometry. 3 Units.** The course places strong emphasis upon the acquisition of the language of geometry. The big ideas of shape and dimension provide the umbrella under which can be found the specific concepts and relationships of geometry that are the content of the course. The course can be summarized by the following goals: 1) to visualize geometric figures through manipulatives, identification within a set of figures, drawing, construction and seeing in the real world; 2) to classify geometric figures by sorting according to selected attributes, comparing and contrasting figures, by identifying a figure from oral or written descriptions and to develop and use a definition of a figure; 3) to analyze geometric figures and relationships by explaining how figures and parts are related and interpreting the meaning of a geometric situation; 4) to discover and formulate generalizations by posing and answering “what if” questions, by continuing patterns and discovering generalizations from seeing many examples; and 5) to prove and disprove generalizations by giving reasons why something is always true and showing counterexamples to show a generalization to be false.

*May not be audited*

**MTH-753. Concepts of Algebra. 3 Units.** The course offers an in-depth study of the underlying concepts and relationships of algebra that build bridges from arithmetic to algebra. An exploration of four distinct ways to conceptualize algebra leads to an understanding of algebra as generalized arithmetic, as a study of procedures for solving certain kinds of problems, as the study of relationships among quantities and as the study of structures. The exploration is designed to lead students to a deep understanding of the various uses of variables, of elementary functions, their graphs and associated notation, of the relationship between problems and equations representing those problems, of solving both linear and quadratic equations and of the real number system as an extension of the rational numbers. Special emphasis is given to proportional reasoning and the Pythagorean relationship.

*May not be audited*

**MTH-755. Probability and Statistics (Middle School Emphasis). 3 Units.** Designed for elementary and middle school teachers who have a multiple subject credential. Approaches probability and statistics from an experiential, informal, activity-based point of view. Hands-on activities and experiments relate empirical and theoretical probability. The statistics are focused on descriptive statistics that include some intuitive ideas from inferential statistics.

*May not be audited*

**MTH-757. Contemporary Mathematics. 3 Units.** The focus of this course will be on the mathematical ideas emerging from the initial reports brought back by contemporary explorers. Each idea will be developed mathematically and then explored using commercial and public domain computer software and the hand-held graphing calculator. Participants will be taught the mathematical methods used to translate these new ideas into the syntax of the computer and graphing calculator. Activities suitable for use in the middle grade through secondary classroom will be presented.

*May not be audited*

**MTH-761. Advanced Geometry. 3 Units.** Euclidean and other geometries are developed to provide one of the basic points of view for the study of mathematics. Topics will include informal approaches to explore concepts and relationships; other geometries, such as spherical and hyperbolic; and algebraic methods involving coordinates in two or three dimensions. Vectors and transformations will be used in discussions of relations among figures and the proofs of theorems; and a study and comparison of Euclidean and hyperbolic geometries as mathematical systems.

*May not be audited*

**MTH-762. Advanced Algebra. 3 Units.** The course focuses on various facets of algebra that are typically taught from junior high through college. A major emphasis is on foundations and on looking at elementary algebra from an advanced standpoint. Additionally, the course focuses on the impact of technology on approaches to the content of school algebra.

*May not be audited*

**MTH-763. Probability and Statistics. 3 Units.** Content of the course includes laws of probability, organization of data, measures of central tendency and dispersion, sampling, normal distributions, the central limit theorem, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods. The course assumes the mathematical background required for a single subject credential in mathematics.

*May not be audited*

**MTH-764. Discrete Mathematics. 2 Units.** Those mathematical topics defined discretely are topics of particular interest to computer scientists. These topics include logic, Boolean algebra, digital logic, discrete functions and relations, mathematical induction, probability, graphs and trees and algorithms. This course introduces and explores these and related topics.

*May not be audited*

**MTH-765. History of Mathematics. 2 Units.** The course will cover the important ideas in the development of mathematics from ancient times to the present. The study will include the life stories of some of the great mathematicians who created much of the mathematics taught today. Participants will become familiar with the history of
mathematics and will develop materials to facilitate the integration of this knowledge into their courses.

May not be audited

NURSING

NURS-700. Professional Foundation and Advanced Nursing Role Development. 3 Units. Students critically examine the evolution of the philosophical and theoretical foundation for nursing knowledge, including the AACN essentials of master’s education in nursing and other recent reports on nursing education and health care. The process of socialization into the advanced nursing practice role is explored, discussed and evaluated for effective role transition. Emphasis is placed on the importance of a holistic approach to lifelong learning for professional growth as an advanced practice nurse.

May not be audited

NURS-705. Christian Values for Social Justice, Health Care Economics and Advocacy. 3 Units. Introduces Christian/Anabaptist ideas and principles to analyze the impact of globalization on economics, information systems, the legislative process for financing health care reform and health care policy for advanced nursing practice. Conflict resolution, negotiation and advocacy skills are emphasized to assist the advanced practice nurse in defending and supporting legislation and health policies that affect the profession and client care.

May not be audited

NURS-710. Nursing Curriculum, Planning, Implementation and Evaluation. 3 Units. Focuses on the theoretical foundations of teaching, learning innovations and the role of a FNP/CNS educator in multiple settings. Expectations of a teacher in nursing education and health care practice using evidence-based best practice are explored. This course addresses curriculum design and development, methodologies of teaching and learning, classroom management, technology integration and evaluation techniques.

May not be audited

NURS-710A. Microteaching Practicum. 1 Unit. Provides an opportunity to practice the process of teaching, learning and evaluating in a variety of settings. Course work involves the development of a teaching project for nursing students for a particular group of clients. 45 hours.

May not be audited; Students may take up to 2 semesters to complete the course.

NURS-715. Advanced Health Assessment. 3 Units. Prepares graduate nursing students to obtain a complete and accurate health database, including history, physical examination and laboratory components as a foundation for advanced nursing practice. Building upon previously acquired assessment skills, the focus is on the critical skills of obtaining a meaningful history and integrating it with physical findings to begin to develop a problem list. Specialized assessments used for the adolescent and older adult are included. Organization of the database and complete and concise recording are studied. The importance of interpreting historical and physical data in the context of a client’s life, culture and developmental stage is stressed.

May not be audited

NURS-720. Advanced Patho-Physiology. 3 Units. The course is organized around the physiological response and adaptation to disease state by using the conceptual approach such as physiological concepts of oxygenation, metabolism, mobility, sensation, immunity and reproduction. This knowledge transfers the patho-physiological basis of nursing care to a client with impaired pulmonary diffusion, to a child with cystic fibrosis or to an elderly client with pulmonary edema. Physiological concepts are applied to a variety of age groups and clinical settings. Implications for advanced nursing practice are emphasized through examination of selected pathophysiological phenomena that occur frequently.

May not be audited

NURS-725. Advanced Pharmacology. 3 Units. Provides the foundation for the advanced practice nurse to make appropriate decisions regarding the pharmacological management of patients in clinical practice. Pharmacological principles, including pharmacokinetics, pharmacodynamics, mechanisms of adverse drug reactions and contraindications are discussed. Developmental considerations, socioeconomic status, legal concerns and complementary therapies are emphasized throughout the course. Pharmacotherapy of selected common disorders is addressed. Students synthesize and integrate diverse viewpoints, principles and selected research findings related to the complex needs of patients through case study analyses. This course, along with clinical courses, prepares the nurse practitioner for prescriptive authority. Legal requirements for writing prescriptions and the format for prescriptions as well as common sources of medication errors and methods to prevent them are described.

May not be audited

NURS-730. Advanced Nursing Research. 3 Units. Prepares students to understand scholarly inquiry, knowledge generation and its use in nursing practice. Methods of scholarly inquiry include formulation of research questions, identification of existing literature through the study of the research process, examination of research methodologies, data management and research utilization to improve quality and safe patient care. Social, cultural, political, ethical issues and the purpose of Institutional Research Board related to research are addressed. Students are given opportunities to carry out the research process for their own thesis/project preparation.

May not be audited

NURS-735. Primary Prevention: Individual, Family and Community Health. 3 Units. Focuses on health promotion and illness prevention, using evidence-based clinical prevention interventions and population-based care to promote health, reduce the risk of chronic illness, and prevent disease. The FNP option focuses on individuals, families and communities. Theoretical base for primary prevention is: health maintenance, health promotion, health screening, health teaching and anticipatory guidance. Case management techniques are developed utilizing protocols.

May not be audited

NURS-735A. Primary Prevention Practicum. 3 Units. This clinical course prepares graduate students to provide health promotion, health maintenance services and life-style changes for better health to individuals, families and communities. The FNP option works with individuals, families and communities. Appropriate educational technologies are incorporated to provide guidance. 135 hours.

May not be audited; Students may take up to 2 semesters to complete the course.
NURS-740A. Thesis/Project Development. 2 Units. The master's thesis/project is a scholarly experience that demonstrates an advanced level of knowledge and professional competence. This requirement is met by completing either a master's project or a thesis. Proposal and approval of a thesis/project topic, review of related literature and approval of a research design is addressed. By the end of this course, students will have developed the first three chapters of their thesis/project proposal and received approval from a faculty advisor to submit the proposal and IRB materials to the university for review and approval. Once the proposal is approved, the thesis/project process can be completed prior to graduation.

May not be audited; Students may take up to 2 semesters to complete the course.

NURS-740B. Thesis/Project Development. 1 Unit. A continuation of NURS 740A. The master's thesis/project is a scholarly experience that demonstrates an advanced level of knowledge and professional competence. This requirement is met by completing either a master's project or a thesis. Proposal and approval of a thesis/project topic, review of related literature, and approval of a research design is addressed. By the end of this course, students will have developed the first three chapters of their thesis/project proposal and received approval from a faculty advisor to submit the proposal and IRB materials to the university for review and approval. Once the proposal is approved, the thesis/project process can be completed prior to graduation.

May not be audited; Students may take up to 2 semesters to complete the course.

NURS-745. Secondary Clinical Prevention: Individual, Family and Community Health. 3 Units. Focuses on the diagnosis and treatment of minor illnesses and concerns of adults, children, families and older adults to maintain health and well-being. The theoretical base of secondary prevention in primary care settings is explored. Assessment and management of acute self-limiting conditions is also reviewed. Algorithms/protocols for secondary prevention are used and developed

May not be audited

NURS-745A. Secondary Prevention Practicum: Individual, Family and Community Health. 3 Units. This clinical course is a supervised clinical practice in a primary/acute care setting with emphasis on secondary prevention for clients of all ages. Students work directly with a preceptor and a faculty member. Students complete assessments and case management. (One hour clinical conference per week required.) 135 hours.

May not be audited; Students may take up to 2 semesters to complete the course.

NURS-750. Tertiary Prevention: Older Adults. 3 Units. Focuses on the diagnosis and treatment of chronic disease management, care coordination and long-term care to manage and maintain clients through the life span. Explores the theoretical base for tertiary prevention for families in primary/acute care settings. Assessment and management of chronic conditions requiring reconstitution are reviewed. The development of protocols/ algorithms for tertiary prevention is learned. The integration of knowledge related to primary, secondary and tertiary prevention is emphasized as a basis for promoting and maintaining healthcare.

NURS-750A. Tertiary Prevention Practicum. 3 Units. This course is a supervised practicum in a primary/acute care setting with emphasis on care of clients of all ages requiring tertiary prevention. The integration of knowledge related to primary, secondary and tertiary prevention is applied and evaluated as a basis for promoting and maintaining healthcare. Students work directly with a nurse practitioner and/or physician preceptor in a primary/acute care setting. (One hour clinical conference per week.) 135 hours.

May not be audited; Students may take up to 2 semesters to complete the course.

NURS-755. Systems Leadership, Business and Budget Planning. 3 Units. Addresses theoretical principles and skills to develop the professional leadership role within a variety of health-care systems. Transition into advanced nursing practice roles is facilitated. The advanced nursing practice roles with leadership responsibilities are discussed, applied and evaluated. Emphasis is placed on the importance of working effectively with inter-professional teams to deliver health care. The professional expectation that the master's prepared nurse exert leadership not only within the profession but also in the health-care delivery system is critical to professional practice.

May not be audited

NURS-760. Role Synthesis and Evaluation for Advanced Practice. 2 Units. Provides students the opportunity to synthesize, evaluate and create a synergistic environment for their expanded role as an Advanced Practice Registered Nurse (APRN). Using the application of different mindsets, students explore their own self-mastery and inter-professional collaborative skills to increase their capacity to support and move others beyond their circumstances.

May not be audited

NURS-790. Clinical Immersion Experience. 3 Units. Nursing integration is the capstone immersion experience designed to synthesize and practice the knowledge and skills acquired during previous coursework. The course focuses on the application of knowledge in building clinical reasoning in practice settings with a variety of clients. Working closely with primary care providers, confidence and skills needed to move to the beginning level of independent practice are gained. 225 hours.

May not be audited; Students may take up to 2 semesters to complete the course.

PEACEMAKING AND CONFLICT STUDIES

PACS-700. Basic Institute in Conflict Management And Mediation. 2-3 Units. An introduction to conflict management and mediation. Includes basic theory and methodologies, as well as the opportunity to develop skills in such areas as listening and mediation, through role playing. Offered as a one-week intensive institute.

Graded CR/NC; Students may take up to 2 semesters to complete the course.; $40 materials fee

PACS-702. 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 and war; Jesus as exemplar of peacemaking; and the church's responsibility in conflict and peacemaking arenas.
PACS-708. Conflict Analysis. 3 Units. A foundational course focusing on the basic concepts and dynamics present in conflict. Topics include strategies, cycles and the history, theory and practice of approaches to conflict.

PACS-710. 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 facilitating and cooperative methods. Provides an overview of the complete range of dispute resolution options.

PACS-716. Group Dynamics and Processes. 3 Units. An examination of such themes as group cohesiveness, goals, norms, pressures, structures, power, leadership and problem-solving processes. Includes analysis and reflections on actual cases.

PACS-730. Historical Peacemakers. 3 Units. A study of key thinkers and practitioners in nonviolence and peacemaking during the 19th and 20th centuries. Representative figures studied include Gandhi, Martin Luther King Jr., Tolstoy, Dietrich Bonhoeffer, Elie Wiesel, et al. Students may take up to 2 semesters to complete the course.

PACS-736. Institute in School Peer Mediation Program Development. 2-3 Units. Provides basic conflict management and mediation instruction, skill development strategies and practice, student training program plan and materials, and implementation and/or ongoing program strategies. Designed for teachers and administrators.

Graded CR/NC; Students may take up to 2 semesters to complete the course.; $55 materials fee

PACS-737. Institute in Victim Offender Reconciliation Program (VORP) Development. 2 Units. Provides introduction to vision, mission, VORP peacemaking model and process, case management, volunteer training and management, restitution follow-up management, organizational development and funding strategies. Instruction based on the Church Based VORP Organizing/Program Manual. Includes a step-by-step plan for moving from idea to first case.

Graded CR/NC; Students may take up to 2 semesters to complete the course.; $60 materials fee

PACS-738. Institute in Discipline That Restores Program Development. 2 Units. Introduction to principles of "Discipline That Restores" and strategies and materials to implement a school-wide discipline that restores program. Includes teacher-training strategies and materials, school handbook information, notes for parents, etc.

Graded CR/NC; Students may take up to 2 semesters to complete the course.

PACS-739. Institute in Establishing a Mediation Practice. 1 Unit. Participants work individually with the instructor to develop a complete business plan for their practice or organization.

Signature required; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

PACS-740. Victims, Trauma and Recovery. 3 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.

Signature required; May not be audited

PACS-746. Restorative Justice. 3 Units. Participants examine assumptions about crime and justice. Retributive and restorative paradigms of justice are compared and contrasted. Historical and theological perspectives are studied. The roles of offender, victim, church, state and community are examined. Programs and crime prevention/intervention strategies are evaluated to discern retributive/restorative positioning and outcome effectiveness.

May not be audited

PACS-748. Discipline That Restores. 3 Units. Participants examine punitive and restorative paradigms for discipline in classrooms, schools and families. Participants identify and analyze the thought and behavior changes required as a discipline system changes its paradigm. Special attention is given to working with difficult situations. Changes in roles and expectations of students, parents, teachers and administrators are clarified. A range of implementation strategies are studied.

May not be audited; Students may take up to 2 semesters to complete the course.

PACS-750. International Conflict and Peacemaking. 3 Units. An exploration of regional and international conflicts, including conflicts between cultural, religious and ethnic groups. Attention is given to the analysis of these conflicts, as well as alternative approaches to the management and resolution of these conflicts.

PACS-751. Conflict and Peacemaking Across Cultures. 3 Units. A study of the complex dynamics of culture in relation to conflict. Examines a variety of theoretical and practical approaches for building analytical and intervention skills for understanding and transforming conflicts across cultures. Themes include communication, symbolism and ritual, gender, identity and third-party roles and strategies.

PACS-752. Church Conflict Management and Leadership. 3 Units. This course will focus on the special complexity of conflict in churches and the options for responding constructively. Special attention will be given to the role of structures and leadership in managing and resolving conflict. Reading will include a wide survey of approaches and models that have been developed for churches. Primary attention will be directed to comparing and contrasting options with biblical material.

PACS-754. Curriculum in Conflict Peacemaking. 3 Units. This course includes an examination/evaluation of conflict management and peacemaking approaches used throughout the curriculum in areas such as history, social studies, literature and Christian and religious education. It also includes an examination/evaluation of current curriculums relating to conflict management, peacemaking and justice issues.

PACS-756. Introductory Practicum in Mediation. 1 Unit. This practicum includes intensive training and a supervised practical experience in mediating actual conflicts. The practical component may be arranged through the Victim Offender Reconciliation Program
(VORP), other approved mediation program or the student may arrange to mediate a conflict situation approved by the instructor.  
May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

PACS-757. Restorative Justice Clinic. 1 Unit. Recommended prior coursework: PACS-700. Students facilitate community justice conference cases referred by the juvenile court. The class gathers to discuss cases for the purposes of building skills and integrating theory and practice.  
Signature required; Repeatable for credit; May not be audited; Graded CR/NC

PACS-758. Advanced Mediation. 3 Units. This course includes a careful analysis of the role of a mediator, the options regarding a mediation process and each phase of mediation process in actual cases with a range of complexity and intensity. Theoretical perspectives and models are compared and contrasted with actual case histories to understand the opportunities, options, ethics and limitations of mediation in a variety of settings: serious victim/offender cases, public policy, racial an other discrimination, business and construction cases, various group settings, etc.  
Prerequisites: PACS-708, PACS-756; May not be audited; Students may take up to 2 semesters to complete the course.

PACS-760. Mediation and the Law. 3 Units. Mediation has been used to settle differences for as long as people have been disputing. The modern legal system affects the practice of mediation in many ways and is in turn affected by mediation. This course studies these effects and prepares a mediator to function both inside and outside the legal system. Statutory and case law will be reviewed. Students individually select and focus on a substantive law area.  
May not be audited; Students may take up to 2 semesters to complete the course.

PACS-762. Family Mediation. 3 Units. Marriage is a complex relationship with legal, spiritual, sociological and psychological dynamics. People can work through intense conflicts and emerge more committed to each other, or go their separate ways. This course covers all aspects of mediation within family relationships, it includes divorce mediation and the legal ramifications of property division and child custody, as well as processes designed to preserve family relationships.

PACS-764. Internship in Peacemaking. 2-6 Units. Field instruction and practice is an integral part of the overall educational program. The internship will include a combination of observation and leadership experiences in real conflict situations. Observations will preferably cover a range of types of conflicts, whereas the leadership experiences will most likely be in the area of specialty. Journals and seminars will provide occasions for questions, reflections and integration.  
Prerequisites: (PACS-700 or PACS-702) and PACS-710; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

PACS-765. Restorative Justice Conference. 1 Unit. The annual restorative justice conference organized by the Center for Peacemaking and Conflict Studies brings together academics and practitioners to discuss current topics in restorative justice. The student will attend the pre-conference training and the conference and reflect on it with the instructor. The student will also read selected material on the theme of the conference.  
Signature required; Repeatable for credit; May not be audited

PACS-766. Mediator Certification Course. 1 Unit. This course completes the supervised mediation experience (observation or mock), evaluated solo mediation leadership and other requirements for state certification in California. As of this writing, legislation has not been passed. The course will not be offered until California legislation passes.  
Signature required; May not be audited

PACS-767. Peacebuilding and Development. 3 Units. Development projects can do more harm than good. When peacebuilding is one of the development goals it is important to take measures to leave people better off than before, not worse. This course shows the student how to analyze and create development projects that build peace into people's lives.  
Signature required; May not be audited; Students may take up to 2 semesters to complete the course.

PACS-771. Methods in Peace Research Design. 2 Units. A study in the nature of inquiry, this course surveys the research methods employed in peacemaking and conflict studies. Students go through the process of developing a proposal, learning the significance of doing literature reviews, developing research questions, selecting an appropriate research approach, collecting data and conducting data analysis, and evaluating different methodologies. Application is made in relation to real conflict situations and relevant disciplinary topics.  
Signature required; May not be audited

PACS-790. Integrative Seminar. 3 Units. This course serves as an alternate culminating experience to the thesis. Models, ideas, theories and practices are synthesized and applied to practitioner challenges. Offered in a seminar format, this advanced capstone course moves students to the next level in applying expert knowledge—a shift from apprentice to master.  
PACS-708, PACS-710, PACS-710, PACS-758, PACS-771; Signature required; May not be audited

PACS-797. Continuous Registration. 0 Units. Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.  
May not be audited

PACS-798. Project/Thesis Proposal. 1 Unit. Involves completion of a proposal for the project or thesis. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a thesis or project.  
Signature required; May not be audited; Graded CR/NC

PACS-799. Project/Thesis-Peacemaking and Conflict Studies. 3 Units. Supervised project or thesis in the field of peacemaking and conflict studies. Instruction is tutorial and will result in a completed project or thesis.  
May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.
PUPIL PERSONNEL SERVICES

PPC-700. Comprehensive School Counseling and Guidance. 3 Units. This course is an introductory study of the role of the professional school counselor and the principles and components of the school counseling program as an integral part of the entire school program. The course also provides an awareness and practice of such counseling interventions as facilitation skills and the development and delivery of guidance curriculum.

Classified standing required; May not be audited

PPC-702. Academic and Career Planning. 3 Units. This course introduces students to principles and practices that contribute to pupils' academic success and to theories and applications of career development. Equal emphasis is given to both areas with hands-on activities to integrate theory and practice.

Classified standing required; May not be audited

PPC-702A. Academic Planning. 2 Units. Introduces students to principles, strategies, programs and practices that contribute to pupils' academic transition and success. Strategies and activities for maximizing learning and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education, is at the core of this course. Hands-on activities integrate theory and practice.

Classified standing required; May not be audited

PPC-702B. Career Planning. 2 Units. Provides students with the knowledge of the components of career development programs, addressing the relationship between education and the world of work, using assessment instruments and techniques relevant to career planning and decision making, and providing guidance to pupils to establish goals and direction for learning and achievement. Students are prepared to develop, implement and evaluate career- and vocational-development programs for pupils.

Classified standing required; May not be audited

PPC-703. Prevention and Intervention for Achievement. 3 Units. A study of counseling and guidance accountability practices that contribute to student achievement. Data-based decision making and its application to prevention education, intervention identification and evaluation is a major focus. Students are exposed to and given opportunity to apply strategies school counselors use to anticipate and address student and school problems through evidence-based practice.

Classified standing required; May not be audited

PPC-707. Organizational Systems and Program Development. 3 Units. This course examines the development of comprehensive counseling and guidance programs. Students will experience the process of planning, organizing, implementing and evaluating school guidance programs. The course provides a practical and hands-on approach to creating programs for various educational settings. Effective leadership styles and approaches related to implementing guidance programs with educational teams will be explored. Students will also investigate the use of technology as a tool in the research aspect of guidance program development.

Classified standing required; May not be audited

PPC-775. Seminar in Learning Theory. 3 Units. This course addresses the question, "What is learning?" through a survey of contemporary writing that ranges from Piaget to discovery learning and from information processing to the roots of whole language. In each case, students are encouraged to focus on practical classroom applications.

PPC-791. Practicum in School Counseling. 1 Unit. This course consists of 100 hours of supervised experiences that occur in classroom and/or field-based settings. Practicum experiences provide for the application of knowledge and the development of skills and training applicable to the domains, themes and functions of the school counselor. Students will also be introduced to a professional portfolio model that may be used in the development of a personal professional portfolio that will be presented upon exiting the school counseling credential program.

Classified standing required; May not be audited; Graded CR/NC

PPC-792. Field Experience. 1-4 Units. This course consists of fieldwork experience in California public schools under the supervision of a credentialed school counselor or school psychologist, a licensed marriage family child counselor, a licensed clinical social worker or licensed educational psychologist. Fieldwork experiences will integrate theoretical training with practical experience by providing an opportunity for candidates to perform, under supervision, the function of school counselors in school counseling domains. Field experience shall consist of 600 hours of field experience.

Classified standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPP-716. Psychological Assessment and Prescription for Linguistically Diverse Students. 3 Units. This course presents theory, best practices and procedures applicable to the assessment and education of children with learning problems. The course prepares future school psychologists to strategically and explicitly intervene on behalf of culturally and linguistically diverse students who are at risk academically.

Classified standing required; May not be audited

PPP-718. Behavioral Assessment/Intervention. 3 Units. Students will be exposed to a comprehensive examination of behavioral principles as they relate to the assessment and management of behavior. Students will gain specific knowledge and skills in practical approaches and strategies in carrying out experimental and applied behavior analysis as applied to diverse populations and especially within educational settings.

Classified standing required; School counseling/school psychology students only; May not be audited

PPP-720. Seminar in School Psychology. 3 Units. The seminar in school psychology is designed to provide an introduction to the basic tenants and elements of school psychology. Emphases will include the ethical, legal and philosophical foundations of school psychology, as well as the pragmatic issues surrounding provision of effective psychological services to both students and staff.

Classified standing required; May not be audited

PPP-722. Assessment I. 3 Units. This course is designed to acquaint students with the knowledge of human assessment and train students in assessment methods and theories particularly related to intellectual and cognitive characteristics of typical and atypical pupils,
including limited English proficient pupils, as these factors affect learning performance.

*Classification standing required; May not be audited; $50 materials fee*

**PPP-724. Assessment II. 3 Units.** The student will be trained to administer, score and interpret a variety of assessment instruments frequently used with children. Assessment measures to be covered include nonverbal cognition, perceptual/motor skills and adaptive behavior. Each student will acquire acceptable administration, scoring and interpretive skills within each of the aforementioned domains.

*Classification standing required; May not be audited*

**PPP-734. Early Intervention and Behavioral Assessment. 3 Units.** This course will cover normal and exceptional development from birth through preschool years. There will be discussion and investigation of various developmental delays, including environmental reasons (nutrition, infection, toxins, genetic difficulties and more). Students will become familiar with how children are referred for assistance, definitions of intensive and non-intensive services and types of assessments needed.

*Classification standing required; School counseling/school psychology students only; May not be audited*

**PPP-737. Ethics in Applied Behavior Analysis. 3 Units.** Addresses the ethical and professional practice of applied behavior analysis. Organized around the BACB Guidelines for Responsible Conduct for Behavior Analysts, students learn how ethical decision making pertains to the overall practice of applied behavior analysis in clinical and educational settings.

*Prerequisite: BCBA Program Application; May not be audited*

**PPP-739. Advanced Behavior Assessment: Application to Autism Spectrum Disorder. 3 Units.** Recommended prior coursework: PPP-771, PPP-718, PPP-734. This course addresses behavioral principles as applied to children diagnosed within the spectrum of disorders that make up autism. This course will provide students with an overview of the research related to the identification of children with autism, touching on information about the causes of the disorder as well as historical and philosophical views. A major emphasis will be to tie together the biological and psychological research with systematic behavioral efforts to help these individuals live more productive and independent lives. Recent controversies will be discussed and an integrative approach to treatment methods will be emphasized.

*School counseling/school psychology students only; May not be audited*

**PPP-740. Advanced Procedures for Behavior Change And Support. 3 Units.** This course addresses behavioral principles that focus more intensively on proven behavior change techniques, the environmental support needed to maintain and establish new behavior and the various methods of gaining support from caregivers, educators and others to implement behavior change methods.

*School counseling/school psychology students only; May not be audited*

**PPP-771. Behavioral Research Methods in Education. 3 Units.** This course addresses behavioral principles as applied in educational settings. It covers the design and analysis of both qualitative and quantitative methods with particular emphasis placed upon single subject design. Behavior manifested by school age children is examined as part of the natural world and behavior change is explained by principles derived from scientific research. Course content includes principles and procedures of reinforcement, extinction, differential reinforcement punishment, discrimination and generalization training, shaping, fading and programming. Classical conditioning, conditioned reinforcement, schedules of reinforcement, behavioral definitions, reliability and validity and direct observation are also addressed.

*School counseling/school psychology students only*

**PPP-787. Praxis Exam Tutorial. 1 Unit.** A tutorial for students who have not attained a passing score on the NASP Praxis Exam after multiple attempts. Focus varies according to the topic areas requiring remediation.

*Classification standing required; Repeatable for credit; May not be audited; Graded CR/NC*

**PPP-793. Supervised Experience. 1-3 Units.** This course consists of fieldwork experience in California public schools under the supervision of a credentialed PPS school psychologist or an educational psychologist. Field practice shall be 450 hours. Emphasis is placed on attainment and completion of professional competencies, interpersonal skills, professional conduct and continuing development of theory, skills and knowledge related to the responsibilities of a school psychologist. Proof of liability insurance required.

*Classification standing required; Repeatable for credit; May not be audited; Graded CR/NC*

**PPP-793B. BCBA Supervised Experiences. 1-3 Units.** Fieldwork experience in California public schools under the supervision of a Board Certified Behavior Analyst (BCBA). Emphasis is given to continue development of understanding and abilities to use theory, skills and knowledge related to the responsibilities of a Board Certified Behavior Analyst. An integrated approach to matching practical, related experiences with theoretical training.

*Repeatable for credit; May not be audited; Graded CR/NC*

**PPP-794. Internship. 2-4 Units.** Intended to allow the student to demonstrate proficiencies acquired during formal training on campus and to acquire additional knowledge and skills most appropriately gained through field placement. Intended to partially satisfy NASP certification criteria. Internship is generally offered in schools and agencies serving children from infancy to late adolescence. Principal supervision is provided by the off-campus agency, although the university provides indirect supervision. The experience occurs on a full-time basis over a period of one academic year or on a half-time basis over a period of no more than two consecutive years. In consultation with program director, students will register for appropriate number of units corresponding to the internship experiences anticipated to be completed during that term.

*Classification standing required; Repeatable for credit; May not be audited; Graded CR/NC*

**PPS-704. Counseling Applications in School Settings. 3 Units.** This course is designed to improve upon basic facilitation skills learned in prior coursework. Through this course students will develop an awareness of various theoretical components of counseling and understand and develop counseling techniques as they relate to counseling applications in schools. Contemporary psychological
theories are presented. The course will provide opportunities to practice individual and group counseling skills and to explore the application of research-based counseling theory for identified populations.

**Classified standing required; May not be audited**

**PPS-705. Family-School Collaboration and Consultation. 3 Units.** This course provides candidates with opportunities and experiences to display knowledge and apply consultation skills to enhance family-school-community agency collaboration to promote student success.

**Classified standing required; May not be audited**

**PPS-708. Counseling for Diversity. 3 Units.** This course will involve the study of ethnicity from a global perspective using a psychocultural approach. The following dimensions will be addressed in counseling multicultural children and parents: 1) social structure levels, 2) patterns of social interaction, 3) subjective experiences of identity and 4) patterns of behavior and expressive styles.

**Classified standing required; May not be audited**

**PPS-710. Assessment and Measurement. 3 Units.** This course is designed to allow students to gain knowledge and skills regarding the use of tests by both school counselors and school psychologists, including the who, what, when, where, why and how of assessment; the test selection process; administration procedures and communication of test results in both orally and in writing to a variety of audiences.

**Classified standing required; May not be audited**

**PPS-712. Laws and Ethics. 3 Units.** Current and proposed legislation in parent-child relationships. The course encompasses attendance and discipline procedures, pupil records, special programs, employment of minors, liability, the juvenile court system, due process and miscellaneous laws and ethics.

**Classified standing required; May not be audited**

**PPS-713. Safe School Environments. 3 Units.** This course provides candidates with opportunities and experiences to understand ways school environments can both detract from and enhance the safety and well-being of pupils, staff and the entire school community. The course provides candidates with a review of the etiological roots of violence that occur within and outside the school community. Candidates will have opportunities and experiences to research and develop school safety strategies that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment, culminating in the development of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhance teaching and learning.

**Classified standing required; May not be audited**

**PPS-714. Practicum in Group Process. 3 Units.** This course exposes students to frameworks of group process and content, providing students with group experience from the perspective of both facilitator and group member. The course increases students’ self awareness and knowledge of both clinical and facilitated support group activities that embrace pupil diversity, developmental level and unique resiliency capacity, along with understanding the impact of support groups in promoting positive school climate and the reduction of at-risk behavior.

**Classified standing required; May not be audited**

**PPS-715. Leadership and Change. 3 Units.** This course will provide opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning while serving as a systems change agent. Additionally, various models of supervision used to mentor pre-professionals in practicum and field experience placements will be discussed. The course will be presented from a practical and theoretical perspective.

**Classified standing required; May not be audited**

**PPS-717. Seminar in Behavior Pathology in Schools. 3 Units.** Behavior Pathology in the Schools is an overview course addressing emotional and behavior pathology most likely to be encountered by school psychologists in school settings with children and adolescents. Such disorders can adversely impact a student’s development and learning potential, and/or present management problems in the classroom setting. This course will examine the development and biological, psychosocial and cultural variables in the etiology of these disorders. Students will become familiar with characteristics, classification and diagnosis of such disorders.

**Classified standing required; May not be audited**

**PPS-777A. Topical Review of Education Research. 3 Units.** Engages the student in the process of reviewing research regarding topics and issues in education generally and in the student’s particular discipline. The student is involved in research, writing, discussions and presentations. Course sessions examine research related to educational and social issues and their pedagogical implications through an interdisciplinary as well as interdisciplinary perspective. The culminating project is a thorough review and report of the professional literature on a topic of interest to the student, serving as the foundation for field-based research study.

**Classified standing required; School counseling/school psychology students only; May not be audited**

**PPS-777B. Field Based Research. 3 Units.** Recommended prior coursework: ED-771 and PPS-777A. This course brings the master of arts in school counseling or school psychology and/or the dual master in school counseling and school psychology to a conclusion. Building on previous coursework, students are expected to conduct a short research study at their work site or in their community. The student’s work includes designing the study, collecting and analyzing data and writing up the findings.

**Classified standing required; School counseling/school psychology students only; Signature required; May not be audited; Graded CR/NC**

**PPS-797. Continuous Registration. 0 Units.** Students who do not complete the project or thesis within the semesters they have been registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

**Signature required; May not be audited**

**PPS-798. Project/Thesis Proposal. 1 Unit.** Involves completion of a proposal for the project or thesis. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the
process of formulating and completing a thesis or project.

Signature required; Repeatable for credit; May not be audited;
Graded CR/NC

**PPS-799. Project/Thesis-School Counseling and Psychology. 3 Units.**
Supervised project or thesis in the field of school psychology.
Instruction is tutorial and will result in a completed project or thesis.
*May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.*

**REL-702. Religions of the World. 3 Units.** Introduces students to the study of religion and to many of the diverse religious traditions in the world today. Begins with a broad overview, investigating sacred texts, as well as regional, historical, cultural and social elements of various religious traditions. Also explores a few particular religions more deeply, using themes in religious studies.

**SPECIAL EDUCATION**

**SED-714 Augmentative Communications and Technology (2)**
This course is designed to provide the special educator with an understanding of augmentative/alternative communication as it applies to the educational setting. The course will include a review of the core content related to AAC and a review of related language development in speech and language disorders. Theory and ethical management and implementation strategies will be presented to support effective application to classroom curricular needs, social-communicative challenges and to the teacher’s role as part of the IEP team for students who require AAC devices and services. *Concurrent Access: In order to successfully complete this class the student MUST have access to a variety of AAC devices through an Assistive Technology center.*

**SED-734 Individuals with Intellectual and Developmental Disabilities. 3 Units.** A life-cycle perspective is used to present the intellectual and developmental disabilities material to advanced level candidates in the moderate/severe program. Primary constructs for meeting student needs incorporate educational standards, current program resources, service guidelines, legal requirements and life-skill materials for personal and community transitions. Salient historical, current and future trends in the field provide the foundation for a progressive model of support to this population.

**SED-736 Psychological, Sociological and Vocational Implications of Physical and Health Impairments. 3 Units.** This course is designed to provide an opportunity for educators of individuals who experience physical and health impairments to explore in-depth psychological, sociological and vocational aspects of programs designed to serve these students. Topics under investigation for this course include planning for independent or supported living, planning for leisure activities, educational and ecological considerations, family issues, cultural issues in school and community, career planning, laws and regulations relating to this specific population, advocacy related to school community and regional resources, and assessment methods, materials and activities commonly employed with this population.

**SED-750 Advanced Learning Theory and Brain Research. 3 Units.** This course is designed to provide the special educator with a solid overview of neurological development and function. The normal neurological system, as well as the compromised system, will be investigated and methods of intervention applied to the educational environment.

**SED-751 Advanced Learning Theory and Brain Research: Fieldwork. 1 Unit.** This class is the fieldwork component of SED-750. The student will have an opportunity to use the knowledge and skills gained in SED-750 within the classroom or other professional environments that serve individuals who experience exceptional learning needs.
*Prerequisite or Concurrent Enrollment: SED-750*

**SED-756 Advanced Special Education Laws and Ethics. 3 Units.** An in-depth examination of California and federal laws, both current and historical, which affect the lives and education of individuals with disabilities. The legal and ethical ramifications of various aspects of special education service provision and transition to post-school life and work in California and other areas of the United States will be studied and discussed. Among the aspects studied will be behavioral interventions, individualized education plans, assessment in special education and self-advocacy for individuals with disabilities.

**SED-760 Advanced Collaboration, Consultation and Inclusion. 3 Units.** This class is designed to allow graduate special educators to learn about, discuss and apply the most current research concerning the topics of collaboration, consultation and inclusion as it relates to special education students and their specialized learning needs in school, home and the greater society.

**SED-761 Advanced Collaboration, Consultation and Inclusion: Fieldwork. 1 Unit.** This class is the fieldwork component of SED 760. The student will have an opportunity to use the knowledge and skills gained in SED2-760 Advanced Collaboration, Consultation and Inclusion by employing fieldwork methods of observation, intervention, transition and documentation of experiences for exceptional students.
*Prerequisites or Concurrent Enrollment: SED-760*

**SED-766 Advanced Assessment and Applied Statistics. 1 Unit.** Candidates explore the explicit and implicit influences of standardized testing as it impacts individuals and the special education services provided them. Complex assessment and reporting skills are implemented for individualized and team practices.

**SED-770 Level II Advanced Initial Induction Plan. 1 Unit.**
This course provides the opportunity for candidates who have completed the preliminary Level I education specialist credential mild/moderate, moderate/severe and (after its accreditation by the California Commission on Teacher Credentialing) physical and health impairments, the candidate’s support provider and a Fresno Pacific University special education program faculty member to meet together and collaboratively develop the candidate’s professional induction plan (PIP).
*Graded CR/NC*

**SED-771 Level II Advanced Final Induction Plan. 1 Unit.**
The final course in the candidate’s professional Level II education specialist credential program, this course will provide the candidate an opportunity and guidance in developing, evaluating and presenting the Level II professional portfolio.
*Prerequisites: SED-770; Graded CR/NC.*
SED-775 Theory to Practice: Educating Learners with Autism. 3 Units. Covers the basic theories and foundations of autism. Practices for assessment, interventions and instructional strategies are developed and applied to the educational environment and family support systems. Laws, regulations and procedures are constructively applied to the service model. A team service model is designed and applied to authentic environments.

SED-776 Assessment to Intervention for Learners with ASD. 3 Units. Constructs practical communication and performance skills for the home, school, work and community environments. Diverse assessment strategies and integrated skills for daily functioning and performing are extensively developed. Technology systems and augmentative communication devices are applied for enhanced performance and social engagement.

SED-777 Specialty Studies and Portfolio in Autism. 4 Units. This is the final course in the Interdisciplinary Certificate in Autism. This course will meet five times during the semester at which times candidates will actively participate in seminars teaching characteristics of Autism Spectrum Disorder. This course addresses unique characteristics and identifies evidenced based practices appropriate for supporting students with autism. Candidates will explore and demonstrate knowledge of assessment and evaluation using informal and formal approaches, peer-reviewed strategies and measures, and the ability to select, modify, and administer standardized assessments for learners at risk or with autism.

SED-791AU Directed Teaching: Autism. 4 Units. Candidates who are not currently employed complete their practicum on a fulltime basis, as they serve under a master teacher in their selected discipline within educational, social or medical service areas, for one semester. A university supervisor serves as facilitator and evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards for individuals who experience autism. A $40 dollar fee is attached to this course to cover the cost of materials and meals.

Prerequisites: SED-775. Prerequisite or concurrent enrollment in SED-776. Autism certificate or authorization students only; Graded CR/NC; Students may take up to two semesters to complete the course.

SED-792AU Independent Teaching: Autism. 4 Units. Candidates who are employed complete their practicum while they serve individuals who experience autism in an educational, social or medical environment, for one semester. A university supervisor serves as the evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards for individuals who experience autism. A $40 dollar fee is attached to this course to cover the cost of materials and meals.

Prerequisite: SED-775. Prerequisite or concurrent enrollment in SED 776; Autism certificate or authorization students only; Signature required: Graded CR/NC; Students may take up to two semesters to complete the course.

SPEC-600 Education Specialist Seminars. 3 Units. Candidates will learn about English Language Learners, including student culture, home language, skill, cognitive development and abilities of different student populations. Candidates will learn the importance of using strategy based teaching and learning in the classroom. Candidates will observe typically and atypically developing children in a variety of classroom settings including general and special education.

SPEC-601 Foundations, Health, & Observations. 3 Units. Candidates will gain knowledge of the historical, legal, philosophical and theoretical foundations of education and then address the development special education in American society. Candidates will explore their own beliefs concerning students, knowledge, learning and the aim of education as a basis for understanding their roles as professional special educators. Candidates will develop an understanding of the psychological characteristics, cognitive styles, behavioral patterns and accompanying learning problems of exceptional children. Students learn to apply the concepts of these differences and their implications to the educational experience and lifestyle of a person with a disability. Students learn to adapt and modify the general education/core to include a person with a disability into the least restrictive environment through response to intervention models and also to effectively participate in the IEP process. Candidates will observe and report about environments that represent the broad spectrum of services to individuals with exceptionalities for age groups ranging from infant to adult, in a variety of settings and service models. Candidates will learn the basic components of physical and mental development as it pertains to good health and a balanced system of maintenance. This information is aligned to the basic health curriculum K-12. Students are required to connect this knowledge to disabling situations where health/mental or physical limitations exist. This course satisfies both the mainstreaming and health requirements for the clear credential components.

SPEC-602 Laws and Ethics in Special Education. 3 Units. This course will involve an in-depth examination of federal and California state laws which affect the lives and education of individuals who have disabilities and with the ethics involved in providing services to this population. Through the use of research reports, case studies, and virtual presentations and discussions, candidates will demonstrate in-depth understanding of students’ and parents’ legal rights and responsibilities regarding the field of education and special education. The legal and the ethical ramifications of various aspects of special education service provision and organization in California and the United States will be examined. The Council for Exceptional Children’s Code of Ethics will be examined and discussed. Students will be challenged to develop a personal code of ethics as it relates to their individual credentialing areas.

SPEC-603 Theology of Disability. 1 Unit. This course offers an overview of important theological themes related to disability and suffering. In this course, students are exposed to biblical texts, theological readings, and practical applications of those texts and readings, so that each student may begin formulating his or her own perspectives on God’s intentions related to disability and suffering.

SPEC-604 Education Specialist Assessment and Graduate Writing. 2 Units. Course provides an overview of Preliminary Education Specialist assessments including introduction of Preliminary Education Specialist Teacher Performance Expectations (TPE’s) and the SPEC portfolio process. Candidates are instructed on access and use of Task Stream, the web-based assessment system used in the School of Education for managing graduate signature assignments and other assessments. Candidates are introduced to graduate
writing expectations including scholarly conventions for applied Educational Research and APA Style format.

SPEC-605 Positive Behavior Support Plans. 3 Units. This course is designed to develop the needed skills to create an educational environment in which students feel safe and secure, while being able to learn. Candidates complete 30 hours of field study in a general education classroom. Coupled with the other information learned in class and in collaboration with the general education teacher, students use their field study to identify a student/behavior problem, collect data, write an anecdotal report and develop a behavior support plan to extinguish behavior problems and teach replacement behaviors.

SPEC-606 Medical Implications. 2 Units. This course provides an advanced study of professional, legal, ethical and historical practices along with current issues and trends related to providing meaningful learning opportunities for teaching special populations. This course provides an overview of the educational, psychological, and behavioral characteristics and needs of exceptional learners as well as best practices in implementing culturally, linguistically and developmentally appropriate interventions for teaching special populations in inclusive educational settings.

SPEC-607 Comparative Development. 3 Units. This course explores typical and atypical child development with a significant focus on cognition and language and the relationships between the two systems. The course explores relevant theories of cognitive, emotional and language development and applies them to family, inclusion, classroom learning, and transition concerns. Intervention strategies and evidence-based practices that promote specific language and cognitive skill development, with mobility and access to learning environments are promoted during course and fieldwork experiences.

SPEC 608: Abstract, Critical, and Technical Writing. 2 Units. This course provides concentrated and direct instruction to candidates in the areas of scholastic writing ability and cognitive complexity. Skills gained from this course enhance performance on research assignments throughout the course of candidates’ respective programs. The course provides instruction in organization, logical sequencing, and stylistic conventions of scholastic writing.

SPEC-609 Special Education: Roles and Responsibilities. 3 Units. This is an introduction course that addresses the legal and ethical practices of special education laws, assessments, Individual Education Program and inclusion practices. The candidate will develop an awareness of methodologies for educating diverse learners; using assistive technology; communicating, collaborating and consulting individuals with special needs and their support systems; transition planning and typical vs. atypical development. Through research reports, practical applications, assessments, projects, case studies, presentations and class discussions the candidates will demonstrate their knowledge and understanding of these topics.

SPEC-610 Transition: Mild/Moderate Disabilities. 3 Units. This course addresses the transition of students with disabilities to employment, future living and post-secondary educational environments. Candidates will learn laws theory, and practices related to transition that are applicable to individuals, infant through adulthood, in all areas of development. The course will address self-determination, interpersonal, and community integration knowledge and skills pertaining to students with mild/moderate disabilities and learning needs at the early intervention, elementary and middle and high school levels. Candidates will learn the relationship between assessment, transition, and curriculum planning and selection. Assessment and evaluative practices will emphasize the development of instruction that aligns with content standards and includes options for transition and equitable access to educational practices in general education. Assessments will include person-centered planning, understanding of family, cultural backgrounds, and contribution in diagnosis, ecological analysis, and formal and informal assessments. Candidates will demonstrate applied knowledge of principles and issues of transition assessment and planning for secondary-level students with disabilities in postsecondary education, employment (including supportive employment/entrepreneur) independent living, leisure/recreation, and community living; needs assessment in curriculum; instructional strategies; and collaboration among family and professionals.

SPEC-611 Transition: Moderate/Severe and Early Childhood. 3 Units. Candidates will learn to demonstrate knowledge, skills and abilities to participate in collaborative teams that plan, implement and evaluate transition practices. Candidates will learn laws and practices related to transition that are applicable to individuals, infant through adulthood, in all areas of development. Candidates will learn the relationship between assessment, transition, and curriculum planning and selection. Assessment and evaluative practices will emphasize the development of instruction that aligns with content standards and includes options for transition and equitable access to educational practices in general education. Assessments will include person-centered planning, understanding of family, cultural backgrounds, and contribution in diagnosis, ecological analysis, and formal and informal assessments in the IFSP/IEP implementation and interventions. Candidates will learn to develop goals, objectives and instructional strategies that ensure participation in meaningful general education core curriculum, as well as community-based instruction. Candidates will learn instructional strategies that address teaching self-determination, and expression skills.

SPEC 612 Curriculum and Technology for Mild/Moderate Disabilities. 3 Units. Candidates for the education specialist credential in mild/moderate disabilities learn to access and adapt the general education core curriculum for special education students. The curriculum development and implementation practices include adaptations for special educational needs, application of learning theories and instructional methods for linguistically and culturally diverse students. In addition, this course is designed to introduce and apply new knowledge in the areas of technology. Students will be required to incorporate technology into their lessons including Microsoft Office Word, Excel, Publisher, and PowerPoint along with curriculum based software and assistive technology tools. This course is designed to provide support to candidates during their practicum course work.

SPEC-613 Curriculum and Technology for Moderate/Severe Disabilities. 4 Units. This course addresses the basic concepts that are the foundation for understanding the patterns of learning and cognition, mobility, behavior, social abilities, and language of students with moderate to severe disabilities. This course will address equal opportunity, social justice, and human rights of individuals with moderate to severe disabilities through research, education and
advocacy. Emphasis is placed on the assessment and curriculum foundations for classrooms serving individuals with such needs, and how assistive technology supports access to learning environments, mobility, and transition. Augmentative communication will be addressed as the scaffold that promotes engagement and instructional meaning and relevancy for students. Candidates will understand how assessment drives planning for interventions, and the importance of family, the law, and current research in developing systems of support.

**SPEC-615 Curriculum and Technology for Early Childhood Disabilities. 3 Units.** This course is a comprehensive study of early childhood special education curriculum and interventions. Technology to support access to mobility, curriculum, and social opportunities will be explored. Special emphasis will be given to curriculum and interventions that target areas of development, assistive technology as it can support communication and access, social and cognitive experiences, assessment, and the use of materials for instructional purposes in early intervention home or school settings and preschool environments.

**SPEC-620 Early Childhood: Program Design and Development. 3 Units.** This course will involve a thorough examination of historical and current theoretical frameworks in utilizing evidenced based practices in the field of Early Childhood and the education of young children with special needs. Through the use of research reports, case studies, video presentations, and group discussions and reflection, candidates will demonstrate an understanding of effective practices, policies and standards for a successful Early Childhood Special Education Program. Key topics to be examined include: historical perspectives in early childhood; the key role of relationships with families and professionals as well as understanding the caregiver-child dyad; service delivery models including relationship-based, family focused, transdisciplinary, consultation and direct service delivery models; supportive natural learning environments/settings and current legal and regulatory guidelines, roles and responsibilities that guide the field of Early Childhood Special Education.

**SPEC-681 Initial Directed Practicum & Seminar. 2 Units.** Initial practicum is a requirement for special education credential candidates seeking an Education Specialist Credential. Initial practicum is an eight (8) week supervised placement. Concurrent seminar will cover topics relevant to candidate placement. A $40 fee is attached to this course to cover the cost of meals.

**SPEC-682 Final Directed Practicum & Seminar. 4 Units.** Final practicum is a requirement for special education credential candidates seeking an Education Specialist Credential. Initial practicum is a twelve (12) week supervised placement. Concurrent seminar will cover topics relevant to candidate placement. A $60 fee is attached to this course to cover the cost of materials and meals.

**SPEC-689 Independent Teaching Support. 2 Units.** This course is designed to provide support to students who have been hired by a school district on a Short-term Permit or Prospective Intern Permit. Students are provided with a University Mentor who provides support and guidance throughout the term. Candidates may enroll in this course (as advised) each term they are enrolled in the credential program.

Signature required; Graded CR/NC; Repeatable for credit

**SPEC-690 Intern Support. 2 Units.** Education Credential Specialist candidates (M/M, M/S, PHI, EC) who are currently employed by a school district in an intern capacity are required to enroll in the Intern Support course each term that they are enrolled in the FPU Preliminary Credential Program AND working as an intern. This is required up to Term 4 of their program. Students will be provided with a university mentor who will meet with the students at the student’s school site 4 to 6 times minimum. A $20 fee is attached to this course to cover the cost of meals.

**SPEC-691 Initial Intern Practicum & Seminar. 2 Units.** Initial practicum is a requirement for special education credential candidates seeking an Education Specialist Credential. Initial practicum is an eight (8) week supervised placement. Concurrent seminar will cover topics relevant to candidate placement. A $60 fee is attached to this course to cover the cost of meals.

**SPEC-692 Final Intern Practicum & Seminar. 4 Units.** Final practicum is a requirement for special education credential candidates seeking an Education Specialist Credential. Initial practicum is a twelve (12) week supervised placement. Concurrent seminar will cover topics relevant to candidate placement. An $80 fee is attached to this course to cover the cost of materials and meals.

**SPEC-693 Final Independent Practicum & Seminar. 4 Units.** Final practicum is a requirement for special education credential candidates seeking an Education Specialist Credential. Initial practicum is a twelve (12) week supervised placement. Concurrent seminar will cover topics relevant to candidate placement. A $40 fee is attached to this course to cover the cost of materials and meals.

**SPEC-700. Program Orientation. 1 Unit.** A one-weekend course to assist students in fully understanding the demands of the special education field. Students explore their areas of strength and how to use those strengths to be leaders at their school sites. Students learn about best practices research and how to access research that reflects best practices through Fresno Pacific University's e-library. In addition, students are introduced to APA formatting. Direct instruction and group activities, along with self-reflection and peer sharing, help students connect with one another.

**SPEC 703 Theology of Disability. 1 Unit.** This course offers an overview of important theological themes related to disability and suffering. In this course, students are exposed to biblical texts, theological readings, and practical applications of those texts and readings, so that each student may begin formulating his or her own perspectives on God’s intentions related to disability and suffering. A $20 fee is attached to this course for meals.

**SPEC 705 Positive Behavior Support Plans. 3 Units.** This course is designed to develop the needed skills to create an educational environment in which students feel safe and secure while being able to learn. Topics investigated will include the continuum of behavior disorders, classroom organizational models, writing behavior support plans to address problem behaviors, laws related to behavior and how to establish the criteria for the “manifestation determination” of behavior. Candidates will complete 45 hours of field study in a general education classroom. Coupled with the information learned in class and in collaboration with the general education teacher, students will use their field study to identify a student/behavior
problem, collect data, write an anecdotal report, and develop a behavior support plan to extinguish behavior problems and teach replacement behaviors.

SPEC-707 Comparative Development. 3 Units. This course will explore both typical and atypical child development with a significant focus on cognition and language and the relationships between the two systems. The course will present language as a social pragmatic process, and communication as a complex system which impacts behavior, performance, and quality of life. The needs of learners who experience various disabling conditions, including low incidence or physical and orthopedic impairments, moderate to severe cognitive or health impairments, or mild to moderate exceptionalities will be examined from the framework of specific strategies to promote access and participation in natural environments and educational settings. The course will explore relevant theories of cognitive, emotional and language development and will apply them to family, inclusion, classroom learning, and transition concerns. Intervention strategies and evidence-based practices that promote specific language and cognitive skill development, with mobility and access to learning environments are promoted during course and fieldwork experiences.

SPEC-708. Abstract, Critical, & Technical Writing. 2 Units. Provides concentrated and direct instruction to candidates in the areas of scholastic writing ability and cognitive complexity. Skills gained from this course enhance performance on research assignments throughout the candidates’ respective programs. Provides instruction in the use of APA formatting, as well as the organization, logical sequencing and stylistic conventions of scholastic writing.

SPEC-710 Transition for Mild Moderate Disabilities. 3 Units. This course addresses the transition of students with disabilities to employment, future living and post-secondary educational environments. Candidates will learn laws theory, and practices related to transition that are applicable to individuals, infant through adulthood, in all areas of development. The course will address self-determination, interpersonal, and community integration knowledge and skills pertaining to students with mild/moderate disabilities and learning needs at the early intervention, elementary and middle and high school levels. Candidates will learn the relationship between assessment, transition, and curriculum planning and selection. Assessment and evaluative practices will emphasize the development of instruction that aligns with content standards and includes options for transition and equitable access to educational practices in general education. Assessments will include person-centered planning, understanding of family, cultural backgrounds, and contribution in diagnosis, ecological analysis, and formal and informal assessments. Candidates will demonstrate applied knowledge of principles and issues of transition assessment and planning for secondary-level students with disabilities in postsecondary education, employment (including supportive employment/entrepreneur) independent living, leisure/recreation, and community living; needs assessment in curriculum; instructional strategies; and collaboration among family and professionals.

SPEC-712 Curriculum & Technology for Mild/Moderate Disabilities. 3 Units. Candidates for the education specialist credential in mild/moderate disabilities learn to access and adapt the general education core curriculum for special education students. The curriculum development and implementation practices include adaptations for special educational needs, application of learning theories and instructional methods for linguistically and culturally diverse students. In addition, this course is designed to introduce and apply new knowledge in the areas of technology. Students will be required to incorporate technology into their lessons including Microsoft Office Word, Excel, Publisher, and PowerPoint along with curriculum based software and assistive technology tools. This course is designed to provide support to candidates during their practicum course work.

SPEC-715 Curriculum & Technology for Early Childhood Disabilities. 3 Units. This course is a comprehensive study of early childhood special education curriculum and interventions. Technology to support access to mobility, curriculum, and social opportunities will be explored. Special emphasis will be given to curriculum and interventions that target areas of development, assistive technology as it can support communication and access, social and cognitive experiences, assessment, and the use of materials for instructional purposes in early intervention home or school settings and preschool environments.

SPEC-719 Initial Clear Induction. 1 Unit. This course is designed to provide an opportunity for each candidate who has earned the Preliminary Education Specialist Credential: Mild/Moderate, Moderate/Severe, Physical and Health Impairments, or Early Childhood Special Education; the candidate’s School Site Support providers; and a University Support Provider to meet and collaboratively develop the candidate’s Individual Induction Plan (IIP). They assist in the implementation and evaluation of course activities. Candidates complete a series of situated learning activities, building upon their preliminary credential experience. Formative Assessment for California Teachers (FACT) is used throughout the course. A written IIP document will be completed in the final meeting of this course that will guide and document the planned Clear Induction Program of the candidate. This course is also planned to provide training to University Support Providers in their duties and responsibilities in the induction of the candidate into the profession.

SPEC-720 Early Childhood: Program Design and Development. 3 Units. This course will involve a thorough examination of historical and current theoretical frameworks in utilizing evidenced based practices in the field of Early Childhood and the education of young children with special needs. Through the use of research reports, case studies, video presentations, and group discussions and reflection, candidates will demonstrate an understanding of effective practices, policies and standards for a successful Early Childhood Special Education Program. Key topics to be examined include: historical perspectives in early childhood; the key role of relationships with families and professionals as well as understanding the caregiver-child dyad; service delivery models including relationship-based, family focused, transdisciplinary, consultation and direct service delivery models; supportive natural learning environments/settings and current legal and regulatory guidelines, roles and responsibilities that guide the field of early childhood special education.

SPEC-721 Special Education Assessment. 3 Units. This course is designed to provide candidates with a foundation of knowledge and skills for conducting proficient and reliable assessments for all students. Candidates will learn to analyze, integrate, and apply formal and informal assessment results.
SPEC-727 Coordination of Special Education Services. 3 Units. Candidates shall satisfactorily demonstrate the skills, knowledge and performance competencies identified for each of the objectives of the coordination function.

SPEC-760 This course is designed to allow graduate special educators to learn, discuss and apply the most current research concerning the topics of collaboration, consultation and inclusion as it relates to special education students and their specialized learning needs in school, home and the greater society. The course allows students to collaborate with teachers, colleagues and peers to assure that the candidate is able to provide necessary services to students in their Least Restrictive Environment regarding Case management, Consultation and collaboration, Co-teaching and/or Professional Learning Communities. The course allows teacher candidates to develop skills needed to maintain well-managed classrooms that foster students’ physical, cognitive, emotional and social well-being in safe, inclusive and healthy learning environments. Candidates will demonstrate an increased awareness of current research, issues and trends, evidence based practices regarding social, academic and behavioral intervention.

SPEC-761 This class is the fieldwork component of SED 760. The student will have an opportunity to use the knowledge and skills gained in SED 760: Advanced Collaboration, Consultation and inclusion by employing fieldwork methods of observation, intervention, transition and documentation of experiences for exceptional students.

SPEC-762 Characteristics of Students in Adapted Physical Education. 3 Units. This class provides opportunities for the candidate to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to characteristics associated with motor behavior and neurological or other physiologically based conditions and physiological performance. The candidate will demonstrate knowledge and application of kinesiology and motor development to assess student’s eligibility for Adapted Physical Education Services. As a member of the IEP team, the Adapted Physical Education Teacher will identify the disability categories as identified in IDEA; or under a Section 504 plan, and apply these to the characteristics presented by the student for effective instruction.

SPEC-763 Motor Behavior as Applied to Adapted Physical Education. 3 Units. This course provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the course provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

SPEC-764 Scientific Principles of Human Behavior. 3 Units. This class provides opportunities for the candidate to demonstrate the knowledge and application of scientific principles of exercise and movement. This includes an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

SPEC-765 Adapted Physical Education: Roles and Responsibilities. 3 Units. This is an introduction course that addresses the legal and ethical practices of Adapted Physical Education including laws, assessments, Individual Education Program, transition planning and effective communication and collaborative practices. The course provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments. The course provides opportunities for candidates to plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities and collaborate with community/educational personnel.

SPEC-767 Adapted Physical Education: Curriculum and Technology. 3 Units. The course provides instruction in understanding and acceptance of differences pertaining to individuals with disabilities served within the physical education setting. This course addresses the basic concepts that are the foundation for understanding the patterns of learning and cognition, mobility, behavior, social abilities, and language of students with physical and other health impairments. Candidates will explore assessment, assistive and argumentative communication supports.

SPEC-770 Psychology, Psychopharmacology, and the Student with Emotional or Behavioral Disorders. 3 Units. This course addresses the psychological foundations of abnormal development and provides an opportunity for candidates to identify the causes, characteristics, and definitions for students with emotional or behavioral disorders. Candidates will demonstrate an understanding of psychotropic medications, their use in treating emotional disorders, effects and indications. In addition, candidates will receive an overview of the community resources to include mental health agencies, child protective services, and probation departments for augmenting public school service options for student with emotional or behavioral disorders and their families. Pre-requisites and/or co-requisites include SPEC-605 Positive Behavioral Supports or other course with an applied behavioral analysis content, and SPEC 603 Theology of Disability.

SPEC-771 Empathic Teaching and Therapeutic Communication. 3 Units. This course is designed to allow candidates to demonstrate proficiency in evidence-based knowledge, skills and abilities using multi-faceted strategies and interventions using empathic and therapeutic teaching methods to engage students with emotional or behavioral disorders emotionally, socially and academically. Candidates will utilize therapeutic communication skills to collaborate with students, families, and service providers. The course is specifically designed to address issues of teacher disposition and insight in relating to students with emotional or behavioral disorders, including a faith-based approach to meeting student needs. Pre-requisites and/or co-requisites include SPEC-605 Positive Behavioral Supports or other course with an applied behavioral analysis content, and SPEC-603 Theology of Disability. To be taken concurrently with SPEC-770.

SPEC-772 Instruction and Collaboration in the Classroom for Students with Emotional or Behavioral Disorders. 3 Units. This course addresses current issues, research, trends and practices in the education of students with Emotional or Behavioral Disorders, such as systems...
of care and general education inclusion and reintegration. Candidates will utilize assessment data to design relevant and meaningful curriculum for students with Emotional or Behavioral Disorders in the areas of: academic skills, affective development, social skills, self-management, study skills, vocational skills and behavior and impulse control. Candidates will also implement a variety of instructional strategies including Project-Based Learning.

Pre-requisites include SPEC-605 Positive Behavioral Supports or other course with applied behavioral analysis content, SPEC-603 Theology of Disability, SPEC 770 and SPEC 771.

SPEC-787 Participatory Action Research: An Introduction. 3 Units. Participatory Action Research (PAR) is a linear and reflective qualitative research method. During the course, students will learn about PAR, its purpose, and application in the school setting. Students will identify a real-world project or issue within a school setting. Students will plan and execute strategies to resolve the issue using PAR. Prior to the conclusion of the course, each student will have identified and laid the initial foundation for their final thesis project and written a draft of the first 3 chapters of their thesis.

Instructor approval required.

SPEC-791APE. Final Directed Practicum: Adapted Physical Education. 4 Units. Candidates will participate in supervised and supported experiences within a range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education. The experiences will reflect a diversity of age/grades, federal disability categories and the continuum of special education services within the adapted physical education setting. These experiences are the culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and candidates will demonstrate the teacher performance expectations for adapted physical educators. Candidates will demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities through the lifespan using safe and developmentally appropriate physical education. Candidates will demonstrate competency in all standards within the Adapted Physical Education Added Authorization program.

SPEC-791EC Final Directed Practicum Early Childhood. 4 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a fulltime basis may serve as a student teacher under a master teacher. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher and occurring within both the newborn-3 and 3-5 age group settings. A $40 dollar fee is attached to this course to cover the cost of materials and meals.

Signature required; Graded CR/NC; Students may take up to two semesters to complete the course.

SPEC-791ED Final Directed Practicum Emotional Disturbance. 4 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a fulltime basis may serve as a student teacher under a master teacher. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher. A $40 dollar fee is attached to this course to cover the cost of materials and meals.

Prerequisites: SPEC-770, SPEC-771, and SPEC-772; Emotional Disorders certificate or authorization students only; Signature required; Graded CR/NC; Students may take up to two semesters to complete the course.

SPEC-792APE – Final Independent Practicum APE Candidates will participate in supervised and supported experiences within a range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education. The experiences will reflect a diversity of age/grades, federal disability categories and the continuum of special education services within the adapted physical education setting. These experiences are the culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and candidates will demonstrate the teacher performance expectations for adapted physical educators. Candidates will demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities through the lifespan using safe and developmentally appropriate physical education. Candidates will demonstrate competency in all standards within the Adapted Physical Education Added Authorization program.

SPEC-792EC Final Independent Practicum Early Childhood. 4 Units. Candidates who are employed complete their practicum while they serve individuals in an early childhood special education educational, social or medical environment, for one semester. A university supervisor serves as the evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards and occur within both the newborn to 3 and 3 to 5 age group settings. A $40 dollar fee is attached to this course to cover the cost of materials and meals.

Prerequisite: Early Childhood Special Education certificate or authorization students only; Signature required; Graded CR/NC; Students may take up to two semesters to complete the course.

SPEC-792ED Final Independent Practicum Emotional Disturbance. 4 Units. Candidates who are employed complete their practicum while they serve individuals in an early childhood special education educational, social or medical environment, for one semester. A university supervisor serves as the evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards. A $40 dollar fee is attached to this course to cover the cost of materials and meals. Prerequisites: SPECs-770, SPEC-771, and SPEC-772; Emotional Disorders certificate or authorization students only; Signature required; Graded CR/NC; Students may take up to two semesters to complete the course.

SPEC-795 Final Clear Induction. 1 Unit. This is the final course in the in the clear induction of the Education Specialist Credential Program. Candidates demonstrate progress and share ideas regarding the development of their portfolios. During the final meeting, candidates present their portfolios for evaluation and for the individual induction plan (IIP) team to meet and evaluate the candidate’s clear induction program, and to design a professional development plan for the candidate as he/she enters the profession. Candidates will work independently, with consultation by the support provider and university faculty, in preparing portfolios and completing the required performance evidence for having met the goals of the IIP.
SPEC-798 Capstone Thesis: An Introduction. 3 Units. A student electing to complete a thesis will be involved in a supervised independent inquiry. This will involve constructing knowledge, providing enhanced understanding, or further illuminating the theory upon which the inquiry is built. The student will work with a faculty advisor in selecting appropriate procedures, standards, and formats for conducting and reporting the investigation so that it conforms to accepted practices in academic research within the discipline. Students will collaborate online and face-to-face with their faculty advisory to share and discuss the progress of their project. Instructor approval required.

SPEC-799 Final Thesis. 1 Units. This course serves to support students as they complete the Capstone or Participatory Action Research thesis. Students will have completed a final draft of Chapters 1-3 during their enrollment in SPEC 787 or SPEC 798, and ED 771. This is the final course that leads to a Master of Arts in Special Education. Prerequisites: ED 771; Students may take up to two semesters to complete the course.

THEOLOGY

THEO-705. Christian Thought. 2-3 Units. An introduction to the study of Christian thought as well as the nature and task of theology in relationship to the use of Scripture, to the major themes of the Christian faith and to a confessional understanding of theology.

THEO-710. Spiritual Memoirs. 1-3 Units. Explores Christian faith formation in both classical and contemporary understanding. Seeks to nurture an awareness of, and commitment to, the practices of faith that deepen our relationship with God. Serves as an inquiry into contemporary faith and the nature of theological reflection. Through the stories of others (the spiritual memoirs), students are invited to reflect on their own lives and to interact with the theological assumptions of the authors/books chosen.

THEO-715. Anabaptist Mennonite Brethren Studies. 3 Units. Explores the historical and theological development of the sixteenth-century Anabaptist movement as well as the emergence of the Mennonite Brethren Church in Russia and its subsequent development in North America.

THEO-730. Discipleship and Ethics. 2-3 Units. A study of the theological basis and practical application of Christian ethics that enables a church community to become an alternative culture that resists forces of alienation and death in our society. Time is also devoted to learning a method for using Scripture in making ethical decisions. Prerequisites: BIB-720

THEO-734. Contemporary Theology. 3 Units. A study of major 20th century theological paradigms that have shaped contemporary theology and an exploration of various theological responses to the current situation at the start of the 21st century. Prerequisites: THEO-705

THEO-736. Violence/Non-Violence. 3 Units. A study of the ways in which violence, nonviolence and justice are understood in the Bible and the church: the changing shape of recent Christian responses and the implications of those changes for how we respond to violence in various areas of life.

THEO-740. Global Christian Theologies. 3 Units. The emphasis in the course is on the dynamic relationship between the Gospel and its cultural context. Students reflect on both the content and method of contextual theologies primarily through the writings of African, Asian and Latin American theologians, as well as through the work of some North American and European theologians who are intentionally contextualizing their theology. Includes an exercise in doing contextual theology.

THEO-742. Theological Understandings of Jesus. 2-3 Units. Covers various theological understandings of Jesus as expressed in biblical, historical and contemporary texts. Attention is given to exploring pastoral and missional implications arising from different ways of understanding the person and work of Jesus, especially the atonement. Prerequisites: THEO-705

THEO-744. Society, Religion and God. 3 Units. An inquiry into contemporary faith and the nature of God in light of major transitions in society, religion and theology. Engages students in an exploration of the diversity and complexity of contemporary dialogue concerning God. Prerequisites: THEO-705

THEO-750. Church in England. 3 Units. This course is an overview of Christianity in England from its inception during the roman occupation to the present. It will be divided into three historical periods to be covered over each of the three weekends: 1) the beginning of Christianity in Britain through the middle ages, 2) the pre-reformation to the restoration and 3) the enlightenment through ecumenism.

THEO-752. Presbyterian Polity. 3 Units. An introduction to the theology and practice of how the Presbyterian Church (USA) lives out its ideals of being a community of believers. Presentations, interactive discussions, small groups, case studies and onsite observations are used to help students understand and apply the concepts of the Presbyterian Book of Order to real life situations with pastoral sensitivity and missional understanding. Helps students understand how to live out the historic Presbyterian principles in today’s context of ministry in a world of discontinuous change.

THEO-757. Presbyterian Reformed History and Confessions. 3 Units. Focuses on the history of the Presbyterian churches in the context of the Reformed tradition of Christian life, piety, theology and action. Pays particular attention to the confessional tradition of the churches as collected in the Presbyterian Church (U.S.A.) Book of Confessions, to the American context as it grew out of the Reformations of the sixteenth and seventeenth centuries and to the world-wide missionary and ecumenical movements of the nineteenth and twentieth centuries. Thus from the American Presbyterian experience, the course works back to the European origin and development of the more broadly Reformed movement, and works beyond and forward to to world developments and connections.
THEO-760. Evangelical Anabaptist Confessions of Faith. 3 Units. An exploration of the core beliefs and values of the Mennonite Brethren Church. While some attention is given to those convictions shared with the wider Christian community, primary emphasis is placed on those view more distinctive to the Mennonite Brethren (ecclesiology, peace and non-violence, piety, etc.)

THEO-799. Thesis. 3-6 Units. An in-depth study of a specifically defined topic. A thesis proposal must be approved by a faculty advisor and by the academic committee.

Signature required; Repeatable for credit; May not be audited
CENTER FOR PROFESSIONAL DEVELOPMENT COURSE DESCRIPTIONS

This listing includes professional development courses only.

ART

ART-900. Elementary Art: Drawing Magic. 3 Units. Experience exciting and unusual approaches to drawing for all grade levels.
   Center for Professional Development students only.

ART-901. Bulletin Boards and Room Environments. 3 Units. Complete 14 show-stopping bulletin boards and environmental decorations using commonly available materials, and learn four simple approaches to attractive bulletin board lettering. Holiday and seasonal themes are included.
   Center for Professional Development students only.

ART-902. Elementary Art: The Magic of Paper. 3 Units. Experience the fun of working with various papers in unusual and exciting new ways! Multiple opportunities for core curriculum connections are available.
   Center for Professional Development students only.

ART-903. Building Self-Esteem through Elementary Art. 3 Units. Assist your students in developing a concrete realization of their own uniqueness and worth. Help students develop their own creative skills, learn to appreciate the artistic work and efforts of others and recognize the importance of their own ideas, feelings and contributions.
   Center for Professional Development students only.

ART-904. Ideas to Draw From. 3 Units. Begin your journey to a more vibrant, alive and successful classroom today! This practical and empowering course is specifically designed for the educator who longs to bring the joy and power of art into their classroom, but does not know how to begin. Each experience includes many ideas for easy integration into other curriculum areas.
   Center for Professional Development students only.

ATHLETICS

ATH-900. Successful Fundraising for Athletics. 3 Units. Gain ideas for successful athletic fundraising and promotion as well as the understanding necessary to design and implement your own fundraising efforts.
   Center for Professional Development students only.

ATH-901. Coaching: Enhancing Motivation. 3 Units. Successful sport performance is significantly tied to the psychological dimension of motivation. Examine the major relevant areas of motivation as they pertain to athletic performance and achievement.
   Center for Professional Development students only.

ATH-903. Coaching: Leadership and Team Cohesion. 3 Units. Study the elements of leadership and the development of team cohesion from the perspectives of 1) developing the desire for group/team success within individuals, 2) giving effective guidance and direction in shaping group/team motives and 3) improving group/team performance cohesion.
   Center for Professional Development students only.

ATH-904. Coaching: General Principles and Fundamentals. 3 Units. Think about the necessary elements of successful coaching beyond simply the skill requirements of a respective sport. Improve your ability to organize, lead, motivate, teach, relate and evaluate your athletes, as well as function as administrator, leader, teacher and psychologist.
   Center for Professional Development students only.

ATH-904A. Principles of Coaching-ASEP. 3 Units. Be introduced to principles of coaching that are applicable across sports, and espouse ASEP’s philosophy of Athletes First, Winning Second. Successful completion of the course leads to partial or full Bronze Level Certification through the American Sports Education Program (ASEP) Professional Education Program.
   Center for Professional Development students only.

ATH-905. Coaching: Building Character and Sportsmanship. 3 Units. Become acquainted with the elements and understanding of sport relative to its effect on character development. Enhance athletic success for both the participant and the team by thinking about the effects of athletic competition on the moral reasoning processes of the athlete.
   Center for Professional Development students only.
ATH-906. Coaching: Sport Ethics / Issues. 3 Units. Gain a practical context with which to better understand and apply sound principles relative to moral character and common ethical issues. Compatible with the NASPE national coaching standards, issues such as violence and intimidation, eligibility, gamesmanship, winning and losing, ergogenic aids, gender and race will be examined.

Center for Professional Development students only.

ATH-907. Coaching: Drugs in Sports. 3 Units. Examine the issues and facts surrounding the usages of performance-enhancing supplements typically encountered by the coach in our athletically competitive world. The National Standards for Sport Coaches (NSSC) as part of the NASPE national standards calls for coaches to be knowledgeable in the area of performance-enhancing substances.

Center for Professional Development students only.

ATH-908. Coaching: The Female Athlete. 3 Units. Examine gender differences and stereotypes of the female athlete. The National Standards for Sport Coaches (NSSC) as part of the NASPE national standards calls for coaches to be knowledgeable in how to effectively work with various personalities and types of athletes, including the female athlete.

Center for Professional Development students only.

ATH-909. Speed Training for Sports. 3 Units. Be introduced to the four components that determine a student athlete’s ability to increase speed. Assess techniques in terms of these components and fit speed training into an overall training program.

Center for Professional Development students only.

ATH-910. Strength Training for Sports. 3 Units. Develop an individualized strength-training program for young athletes and fitness enthusiasts. Topics include: basic principles of resistance training, the controversy of strength training for children, growth and development issues, development and administration of programs for youth, integration of other fitness components and individualized strength programs for young athletes.

Center for Professional Development students only.

ATH-911. Cross-Training for Sports. 3 Units. Explore new training methods that provide strength, power, quickness, and flexibility in order to successfully compete year-round. Develop personalized training programs to target specific areas for improvement.

Center for Professional Development students only.

ATH-912. Stretching for Sports. 3 Units. Discover why flexibility is lost and how it can be regained and maintained through a safe and effective stretching program. Learn how to stretch properly using both static and ballistic stretching, and understand what happens to the body during stretching by addressing the physiological changes in simple but accurate terms.

Center for Professional Development students only.

ATH-913. Plyometric Training for Sports. 3 Units. Learn what enables a muscle to reach maximum strength in as short a time as possible, how plyometric training works, why it is used and how to integrate it into a complete training program.

Center for Professional Development students only.

ATH-914. Nutrition for Sports. 3 Units. Discover how easy it is for athletes to maintain a balanced healthy diet that includes the recommended amounts of essential nutrients. Learn how nutrition, along with the proper physical training program, may be the secret ingredient for optimizing athletic performance.

Center for Professional Development students only.

ATH-915. Advanced Strength Training for Sports. 3 Units. Maximize the muscular strength and power of your student athletes by applying the latest breakthroughs in scientific research to his/her advanced training program. Learn to create workouts for optimal performance at the optimal time by manipulating different training phases during your year-round program.

Center for Professional Development students only.

ATH-916. Periodization Training for Sports. 3 Units. Gain the greatest strength, speed, power and endurance by varying the timing and intensity of workouts. Periodization training is a year-round conditioning program structured into phases to meet sport-specific goals of your high school athletes.

Center for Professional Development students only.

ATH-917. Power Training for Sports. 3 Units. Learn how optimal power—the ideal combination of speed and strength—is the difference between a good athlete and a great athlete. Gain all the tools to build sport-specific power and attain the highest level of performance.

Center for Professional Development students only.

ATH-918. Advanced Nutrition for Sports. 3 Units. The best conditioning programs and technical instruction are beneficial only if the body’s engine is properly fueled and ready to operate at peak efficiency. Far beyond the typical food pyramid formula, this course presents advanced nutritional concepts.

Center for Professional Development students only.

ATH-919. Endurance Training. 3 Units. This course can be used by any educators who are preparing younger children for fitness testing where there is an endurance component. The course components can apply to children at any age level. It involves a humane method of training in order to avoid physical burn out, staleness and injury.

Center for Professional Development students only.

ATH-920. Coaching Basketball-ASEP. 3 Units. Learn to teach the technical and tactical skills of basketball. Focus on skill demonstration and error detection. Develop and apply practice plans for immediate use in class and on the court! Receive partial or full Bronze Level Certification through the American Sports Education Program (ASEP) Professional Education Program.

Center for Professional Development students only.

ATH-922. Principles in Sport Leadership. 3 Units. In collegiate and professional sports, there are many different leadership approaches that have been considered effective. Gain an overview of these approaches based on a comprehensive review of the literature related to sport leadership.

Center for Professional Development students only.

ATH-923. Sport First Aid – ASEP. 3 Units. Be provided with an introduction to sports first aid injury prevention. Fulfill the role of being a competent first responder to athletic injuries and illness. Successful completion of the course leads to partial or full Bronze Level Certification through the American Sports Education Program (ASEP) Professional Education Program.

Center for Professional Development students only.
ATH-925. Teaching Track and Field. 3 Units. Learn how to better organize and operate a track and field program. Become a more effective coach at prescribing daily and weekly training programs for athletes. Gain practical knowledge related to coaching a successful track and field program.

Center for Professional Development students only.

ATH-926. Teaching Cross Country. 3 Units. Learn the basics of preparing training programs for distance runners. Gain knowledge in the areas of nutrition, racing and training for cross country running. Develop your own philosophy regarding the implementation of a cross country program. National standards developed by NASPE, NSSC, and NBPTS have been used to develop the curriculum of this course.

Center for Professional Development students only.

ATH-927. Teaching and Coaching Swimming. 3 Units. Both fundamental and advanced principles are presented through this course in a format that is appropriate for all levels of swimmers, from the beginner to the veteran. Students will learn training principles, racing strategies and aquatic safety while addressing the following national standards: NASPE, PTE, NSSC and NBPTS. Students will develop their own philosophy regarding the implementation and oversight of a swimming program, whether it is instructive, recreational or competitive. Course participants may be selective in the choice of assignments, focusing on either the teaching or coaching aspects of swimming.

Center for Professional Development students only.

BIBLE

BIB-900. The Old Testament Tabernacle. 3 Units. This methods course is designed for Christian school educators, Sunday school teachers and those interested in exploring the various sources concerning the Old Testament tabernacle. The Old Testament tabernacle was an icon of sorts for the children of Israel. This was a place that God met with them.

Center for Professional Development students only.

BIB-901. Sermon on the Mount. 3 Units. This online methods course is designed for Christian school educators, Sunday School teachers and those interested in exploring the various sources concerning The Sermon on the Mount. All course activities may be completed in your classroom or work setting. This course is in alignment with the Common Core Standards for Literacy in History/Social Studies, which are included in lesson plans and assignments. Students will develop a deep understanding of the history, instruction and real-world applications of the subject matter.

Center for Professional Development students only.

INTEGRATED CURRICULUM

EDU-900. An Introduction to Cooperative Learning. 3 Units. Effective cooperative learning is much more than putting students in groups. Attain the fundamentals for making cooperative learning successful in your classroom. Plan and use cooperative structures and techniques in daily lessons to actively engage students. Assignments are designed to be easily adapted to your grade level or subject area.

Center for Professional Development students only.

EDU-901. Character Development Education. 3 Units. Integrate character development into all areas of the curriculum. Become acquainted with strategies and learning activities that enhance positive character-trait integration and behavior for students to succeed in school and in life.

Center for Professional Development students only.

EDU-902. Curriculum Games for Primary Grades. 3 Units. Discover how well-planned curriculum games help develop a zest for learning as they enhance the efficiency for remembering what was learned. Skill areas include spelling, word usage, vocabulary development, proofreading, basic math, problem solving, critical thinking and more.

Center for Professional Development students only.

EDU-903. Curriculum Games for Intermediate Grades. 3 Units. Make learning an enjoyable and exciting experience with the use of curriculum games. Students will demonstrate knowledge and reinforce skills as they engage in learning activities that focus on spelling, word usage, vocabulary development, proofreading, math, problem solving, critical thinking and more.

Center for Professional Development students only.

EDU-905. Holidays, History and Values. 3 Units. Learn how to use the values and character traits of holidays in a school setting. As you examine over 30 holidays observed in America, gain a new appreciation for their potential as a significant interdisciplinary teaching tool.

Center for Professional Development students only.

EDU-907. Research-Based Thinking Strategies. 3 Units. Explore a wide variety of teaching strategies, identify best practices and create a personalized toolkit for planning K-12 classroom activities. Exit the course with 30-40 fresh ideas, rich resources and a unit of study designed to encourage higher-order thinking and increase student participation in meaningful learning experiences. This course aligns with NCTE and NTS standards and ASCS’s Educating Students Position Statement.

Center for Professional Development students only.

EDU-908. Portfolios in the Classroom. 3 Units. Become familiar with the terminology and methodology associated with the construction and use of portfolios in the classroom. Explore the use of portfolios for instruction, assessment, motivation, reflection, accountability, communication, collaboration, research, professional development and documentation of national and state curriculum standards.

Center for Professional Development students only.

EDU-909. Build Character and Citizenship: Skills and Methods. 3 Units. This engaging and informative course on character education offers a close look at national guiding documents, classroom lessons and best practices. A classroom based unit of study focuses on important elements of character education, including; community service, parent involvement, citizenship, conflict resolution, values and more.

Center for Professional Development students only.

EDU-910. Geocaching. 3 Units. Explore how Geocaching can be used to enrich your social studies program. Integrate all curriculum areas so that no subject is taught in isolation.

Center for Professional Development students only.
EDU-911. Geography: As it Relates to Science and Math. 3 Units. Explore geography skills of map reading, globe study and formation such as rivers, mountains, lakes and oceans. Study the effect geography has on the development of civilization.
Center for Professional Development students only.

EDU-912. Dog Sledding: Integrated Studies. 3 Units. This course appeals to a child’s amazement and connection with animals as well as to the sports minded as they learn about great endurance athletes—sled dogs! Participants will use the sport of dog sledding as a vehicle in integrating various content areas, such as a language arts, math, science and geography.
Center for Professional Development students only.

EDU-913. Outdoor Education Activities. 3 Units. The outdoors and nature have a special way of capturing the attention of young people. Nature has a great deal to offer and is an ideal instrument in which to integrate other curricular areas and teach required skills and standards. The study of the outdoors/nature can be brought into any classroom and used as a tool to create interest and motivate students.
Center for Professional Development students only.

EDU-914. Elementary Curriculum on the Web. 3 Units. Explore your state elementary curriculum content standards and online resources. Develop online research skills that will enable you to efficiently locate additional resources.
Center for Professional Development students only.

EDU-915. Introduction to Classical Mythology. 3 Units. Students of all ages are fascinated by the adventures of Odysseus, the labors of Hercules and the battles of Achilles. Learn more about mythology and incorporate it into the study of history, literature, science, music or art.
Center for Professional Development students only.

EDU-916. Teaching the Water Story. 3 Units. Ever wonder where water traveled from when you take your morning shower, brush your teeth or brew a cup of coffee? Enhance your knowledge of this precious resource and enrich your classroom lesson plans. Visit Diamond Valley Lake, the largest reservoir in Southern California.
Center for Professional Development students only.

EDU-919. Women in Mathematics and Science. 3 Units. Discover how women have made significant contributions to mathematics and science. Be inspired by what they achieved and the way they often overcame obstacles and prejudice in the pursuit of excellence.
Center for Professional Development students only.

EDU-920. Using Literature to Teach Mathematics. 3 Units. Discover the excitement of using children’s literature to teach mathematics. A great story can often become a springboard for teaching or reinforcing a mathematical concept. This linking of mathematics and literacy effectively enhances children’s learning in all related curriculum areas.
Center for Professional Development students only.

EDU-921. Writing in the Mathematics Classroom. 3 Units. Learn how writing experiences provide ways for students to reflect, share ideas and understand the meaning of math. When students explain and justify their thinking to others, writing helps them organize their thoughts and procedures clearly.
Center for Professional Development students only.

EDU-922. Strategies: Teach ELD Classes. 3 Units. Collaborate, blog, compare stories, and use wikis in this high-powered, online course for ELD teachers. Examine different approaches, techniques and methods for meeting the needs of ELD students.
Center for Professional Development students only.

EDU-923. Teaching Values. 3 Units. This course engages pupils to value principles that build healthy learning relationships between teacher and pupil and among pupils. A Check for Understanding Exercise (CFU) uses Bloom’s Taxonomy to engage pupil critical thinking skills about values, progressing from lower levels to higher ones in a sequential manner, thus functional literacy is exercised. Students, with instructor guidance, will develop their own lesson plans based upon given values, principles and the CFU. National standards of the National Board of Certified Teachers, Common Core State Standards, the Character Education Partnership and local state standards are applied.
Center for Professional Development students only.

EDU-923C. Teaching Values: Christian. 3 Units. This course engages pupils to value principles that build healthy learning relationships between teacher and pupil and among pupils. The biblical view of the selected principles and values is contained in a separate section of the course. A Check for Understanding Exercise (CFU) uses Bloom’s Taxonomy to engage pupil critical thinking skills about values, progressing from lower levels to higher ones in a sequential manner, thus functional literacy is exercised. Students, with instructor guidance, will develop their own lesson plans based upon given values, principles and the CFU. National standards of the National Board of Certified Teachers, Common Core State Standards, the Character Education Partnership and local state standards are applied.
Center for Professional Development students only.

EDU-924. Instructional Strategies: Research Based. 3 Units. Instructional Strategies Research Based students will gain understanding of factors that lead to maximum gains in education. In this new online course, participants will learn how to enhance student achievement at all grade levels and subjects through review of Robert Marzano’s 1998 and 2010 Instructional Strategy research. The 2010 research developed a framework for instructional planning to provide an environment for learning. The experiences in this course will assist educators in maximizing the research-based instructional strategies application for the K-12 classroom. National Board for Professional Teaching Standards Core Propositions have been used to develop this course.
Center for Professional Development students only.

EDU-925. Professional Portfolios. 3 Units. A teacher’s portfolio is more than just a digital scrapbook or a collection of one's best teaching efforts. It is a demonstration of professional growth and improvement as a leader. However, if it does not document student learning, then it is just a showcase of one’s professional growth. Professional Portfolios will help educators, administrators and students alike because the main goal of the course is to effectively demonstrate teacher competency and student learning. The portfolio can serve as a vehicle to prepare you for a crucial job interview, a preparation course for a tenured teacher who wishes to be a NBPTS-
certified master teacher or as a vehicle to continue one’s professional growth and development. Note: The required textbook must be purchased separately. This is an online course, but it is available in a traditional format as well upon request.

Center for Professional Development students only.

EDU-926. Character and Compassion. 3 Units. The world today is facing great challenges as evidenced by significant economic turmoil and failing social systems. This online course focuses on the opportunity to receive training and develop coaching skills that will benefit your teaching and training environments and are transferrable to your own personal life. Recognize and teach how positive and negative influences affect people. Teach the importance of building on life experiences and letting go of negative experiences in order to help reach goals and dreams. Recognize and teach that forgiveness is a process. Additionally, this course meets the training requirements that lead to an Ambassador of Compassion Coach for the Ambassadors of Compassion program at your school. Note: Required textbooks must be purchased separately. Additional information: Ambassadors of Compassion aoclife.org

Center for Professional Development students only.

HUMAN BEHAVIOR MANAGEMENT

EDUC-900. Discipline for Today's Classroom. 3 Units. Create productive classroom learning environments by establishing classroom rules, expectations, organization and operation. Learn strategies to support appropriate student behavior, to understand and deal with misbehavior and to promote student independence and self-reliance.

Center for Professional Development students only.

EDUC-901. Building a College-Going Culture. 3 Units. Explore college access and equity issues, along with your role in promoting a college-going culture. Gain insights and proven strategies to help motivate students and their families to prepare for, enroll in and succeed in college.

Center for Professional Development students only.

EDUC-902. Bullying and Violence in Schools. 3 Units. Strengthen your awareness and response to students who are victims of violence in schools and homes. Learn to better help students who respond to conflicts and difficulties with undue aggression or violence.

Center for Professional Development students only.

EDUC-903. Peer Support, Mentors and Student Leadership. 3 Units. Strengthen your ability to develop and implement positive peer support, student leadership and adult mentoring programs for grades K-12.

Center for Professional Development students only.

EDUC-904. Group Counseling in Schools. 3 Units. Develop and provide group counseling in schools for grades K-12. Designed for counselors, school psychologists and educators interested in helping children and youth develop the relationships, skills, attitudes and behaviors needed for success in school and in life.

Center for Professional Development students only.

EDUC-905. Formative Assessment. 3 Units. Research from the past two decades shows the largest gains in student achievement can be seen in proper application of classroom-level formative assessment.

This course is an introductory look at formative assessments within a standards-based instructional model.

Center for Professional Development students only.

EDUC-906. Differentiating for Student Success. 3 Units. Differentiation is a significant buzz word today, and yet not many know how to actually put it into practice. Receive numerous hands-on opportunities exploring differentiating curriculum step-by-step for your students’ success.

Center for Professional Development students only.

EDUC-907. Effective Strategies: Performance Assessment. 3 Units. Learn effective strategies for using performance assessment as one of the tools for evaluating student understanding in your classroom. Be introduced to classroom-based assessment tasks, including visual representations, tasks using writing, oral presentations and challenging projects and performances.

Center for Professional Development students only.

EDUC-908. Improving Student Thinking. 3 Units. Teachers need to foster inquiry, which leads to knowledge and proficiency. Modify current classroom materials and instruction into elements of critical thinking.

Center for Professional Development students only.

EDUC-909. Inclusive Instruction and the ADHD Student. 3 Units. Learn to teach students with diverse learning needs in heterogeneous inclusive educational environments, and be better equipped to meet the behavioral challenges of the 21st century.

Center for Professional Development students only.

EDUC-910. Teacher Efficacy. 3 Units. Whether you are new teacher or a seasoned teacher, the nagging questions keep surfacing in our minds. How can I be a more effective teacher? How can I empower my students to achieve academically, behaviorally and socially? This course will answer these questions and equip you to be the most effective teacher ever.

Center for Professional Development students only.

EDUC-911. Rethinking Homework. 3 Units. Grapple with the cyclic homework battle. Turn homework into a cooperative effort that promotes learning while at the same time grappling with the philosophy of homework.

Center for Professional Development students only.

EDUC-912. Check to Measure Understanding. 3 Units. In this course teachers explore a wide variety of identified best practices, select strategies and create a personalized resource toolkit to meet individual needs. This course is applicable to state and national common core standards.

Center for Professional Development students only.

EDUC-913. Engage Students to Achieve Results. 3 Units. The course is based on Marzano's and Pickering's The Highly Engaged Classroom (2011). Teachers will analyze the role student engagement, motivation and effort play in learning, apply research and evaluate current practices to determine instructional gaps. Participants will exit the course with applied skills and a variety of instructional strategies designed to increase student participation, raise expectations and improve student academic performance for all students, including students of poverty and second language learners.
The course, applicable across curriculums and grade levels K-12, aligns with the new Common Core Standards (CCSS), NTPD and NETS standards and supports current research on factors that impact student learning, including emotional energy, social interactions, effort, attention and involvement.

*Center for Professional Development students only.*

**EDUC-914. Differentiate With Technology. 3 Units.** This course provides a practical look at the theory, design and implementation of differentiated instruction, using technology as a vehicle to creatively teach for the success of all students. Candidates will become conversant with information literacy, Web 2.0 tools, graphic organizer software and presentation tools. They will create and design a differentiated mini-unit, enhanced by technology and an interactive webquest or website. Projects are field-based, inquiry-oriented and based on ISTE best practices, the NETS standards, as well as the National Board for Professional Teaching Standards.

*Center for Professional Development students only.*

**EDUC 915. Classroom Discipline That Restores. 3 Units.** Classroom Discipline That Restores (DTR) is a restorative discipline system for schools and classrooms. Learn to resolve conflicts and practice problem solving techniques based on a step-by-step process developed by Ron and Roxanne Claassen. Transform your classroom and school site and develop deeper relationships with your students.

*Center for Professional Development students only.*

**EDUC 916. Strategic Planning for DTR. 2 Units.** As support for the effective implementation of the Discipline That Restores (DTR) program, you will learn and apply practical skills needed to plan, implement, monitor and sustain DTR principles. Aligns with CE and NBPTS, and a suggested prerequisite is completion of EDUC 915.

*Center for Professional Development students only.*

**HEALTH and PHYSICAL EDUCATION**

**HEALTH EDUCATION**

**HED-900. Fit For You: A Guide to Lifelong Wellness. 3 Units.** Learn how to increase your energy, improve physical condition and better cope with the stress of teaching as you focus on fitness, nutrition and stress management. Start now so teaching retirement benefits may be enjoyed in good health.

*Center for Professional Development students only.*

**HED-901. Teaching Elementary Health. 3 Units.** Help students establish life-long living habits and skills as you integrate a full range of health topics and issues into daily and weekly lesson plans. Topics include: nutrition, alcohol and substance abuse, cardiovascular health, mental health, first aid, healthy school environment, applicable school screening tests and other current health issues.

*Center for Professional Development students only.*

**HED-902. Health and Today’s Teenager. 3 Units.** Better understand the health issues students confront and often bring to school, and learn to integrate health-related topics into your curriculum. Become better equipped to assist students with physical, mental and emotional health concerns.

*Center for Professional Development students only.*

**HED-903. Weight: Effects on Health, Attitudes and Self-Esteem. 3 Units.** Acquire teaching strategies for historic and consumer perspectives of eating. Review diet routines and their planned outcomes, along with associated medical implications. Explore cultural expectations, personal motivation and the regimen of exercise. Develop sensitivity to potential dangers students may experience during weight reduction.

*Center for Professional Development students only.*

**HED-904. Childhood Obesity: Healthy Choices Rule. 3 Units.** Put your school on the right track to help combat the obesity epidemic. Work together to promote, implement and assess a well-designed school-based plan that improves health and wellness through nutrition, physical activity and health education.

*Center for Professional Development students only.*

**HED-905. Health and Fitness on the Web. 3 Units.** The World Wide Web offers a journey to diverse and creative approaches in teaching health and fitness. This online course provides teachers the opportunity to explore Internet sites devoted to lessons in health and fitness. This course is designed to meet the objectives identified in the NASPE Standards.

*Center for Professional Development students only.*

**HED-906. Stress Management. 3 Units.** Learn about the detrimental effects that are associated with excessive levels of stress and tension. Students will also learn how to manage a stress-free classroom to improve the learning experience.

*Center for Professional Development students only.*

**HED-907. Healthy Environments. 3 Units.** Healthy Environments focuses on teaching good environmental stewardship, which promotes positive environmental health, teaching kids about environmental sustainability provides them life skills to make contributions now and helps define who they will become later in life.

*Center for Professional Development students only.*

**HED-908. Healthy Self-Esteem. 3 Units.** Healthy self-esteem is essential for mental and physical well-being. Research on the origins of self-esteem has concluded that unconditional love is a key component. This course will present techniques that have been proven to help students develop the life skills they need for healthy self-esteem. Participants will learn step-by-step techniques to help their students: a) handle mistakes from their past and respond well to criticism, b) foster compassion for themselves and others, c) set and achieve goals that will enrich their lives and, d) learn self-acceptance techniques. Today’s students deserve the opportunity to learn these valuable life skills.

*Center for Professional Development students only.*

**HED-909. Personal Safety. 3 Units.** Medical emergencies and natural disasters can occur at any time and place. Knowing what to do can save a person’s life or unnecessary visits to the doctor or emergency department. This course is intended to be a resource for any teacher or administrator concerned about the health and safety of their students, school or community. Participants will learn step-by-step techniques to help their students develop the life skills necessary to a) prevent accidents at home, school, on the road and outdoors, b) recognize and treat illnesses and injuries, c) understand foundational emergency procedures and, d) establish a disaster-
preparedness plan. Note: Students are required to purchase the
textbook separately.

Center for Professional Development students only.

HED-910. Health and Wellness for Teachers/Students. 3 Units. This
course is dedicated to helping the nation’s schools make healthier
choices, which will benefit teachers and their students. The tips and
strategies outlined in this course are a means to assist in creating a
positive environment at the school site. Schools are the ideal place
to educate teachers, parents and students about the importance of
health and wellness. The purpose of this course is to promote and
enhance the health and well-being of the students and staff by
providing coordinated health and support services. This course will
assist teachers to model the benefits of positive personal health
choices to influence other staff and students.

Center for Professional Development students only.

HED-911. Healthy Eating. 3 Units. Help improve the lives and health
of your students through balanced eating! Address the root causes of
unhealthy eating and discover how to: a) choose the right balance of
the right foods for optimal health, b) set realistic goals and healthy
rewards, c) identify and overcome barriers to healthy eating and d)
cope with triggers for unhealthy eating.

Center for Professional Development students only.

HED-912. Health Education Technology. 3Units. Addresses public
health challenges in the 21st century requiring teachers, counselors,
and students to be familiar with current technology. Infusing
technology into your health education courses capitalizes on our
students’ familiarity with social venues and encourages the transfer
of technology to the public health sector. Supports the objectives
outlined by the American Association for Health Education (AAHE)
standards.

Center for Professional Development students only.

PHYSICAL EDUCATION

PED-900. Teaching Golf. 3 Units. Create an effective curriculum or
program for golf, one of the more mentally demanding sports. Learn
basic and intermediate skills, rules of the game, etiquette and ways
to overcome the psychological challenges of the sport.

Center for Professional Development students only.

PED-901. Teaching Elementary Physical Education. 3 Units.
Beginning with physical education goals and objectives, work through
innovative topics such as movement learning, curriculum planning,
class management and legal liability. Even the best physical education
programs will be enhanced.

Center for Professional Development students only.

PED-902. Teaching Indoor Team Sports. 2-3 Units. Gain the
necessary information to structure comprehensive volleyball,
basketball and racquetball sports units. Content includes sport
history, rules, drills and proactive routines, strategies and sport-
specific physical conditioning exercises.

Center for Professional Development students only.

PED-903. Walking for Fitness. 3 Units. Learn teaching strategies
relating to the importance of cardiovascular, muscular and mental
fitness development for maintaining a healthy lifestyle. Acquire the
knowledge, skills and attitudes necessary for physical fitness through
participation in a carefully monitored walking program.

Center for Professional Development students only.

PED-904. Learning from the Legends. 3 Units. How many times have
you heard a student complain about how their work at hand will
never apply to life beyond school? Discover how to motivate your
students to accomplish tasks as they are set before them. Read about
celebrities and how sports helped them reach the top of their
professions.

Center for Professional Development students only.

PED-905. Teaching Tennis. 3 Units. Build the skills and knowledge
needed to effectively teach tennis in a class or small group situation
by learning skill development exercises, lesson plan development and
coaching techniques.

Center for Professional Development students only.

PED-906. Elementary Sports: Games Around the World. 3 Units.
Discover the vast world of children’s activities that are not only
enjoyable, but are chosen to be of maximum physical benefit. The
background information on various countries represented can create a
cross-curricular approach to physical education instruction.

Center for Professional Development students only.

PED-907. Teaching Outdoor Team Sports. 2-3 Units. Build quality
outdoor team sports units as you study history, rules, drill and
practice routines, strategies and sport-specific physical conditioning
exercises for soccer, softball and flag football.

Center for Professional Development students only.

PED-908. Teaching Individual Sports. 3 Units. Build quality individual
sports units to encourage participation in regular physical activity. Meet
national standards and requirements for endorsement and
recertification for physical education. Units include: aquatics,
aerobics, badminton, weight training, bowling, running, track and
field, kickboxing, golf, archery, wrestling and tennis.

Center for Professional Development students only.

PED-909. Active Bodies, Healthy Minds. 3 Units. Help your students
become physically-fit and, in turn, active learners. Teachers will be
provided a wealth of information and practical activities for
movement-supported learning.

Center for Professional Development students only.

PED-910. Achievement-Based Curriculum for PE. 3 Units. This course
is designed to provide the student with an understanding and
application of Kelly and Melograno’s Achievement Based Curriculum
(ABC) for developing or revising physical education curriculum. The
ABC model is used to develop, revise and implement K-12 standards-
based physical education curricula.

Center for Professional Development students only.

PED-911. History and Philosophy of Sport and Physical Education. 3
Units. Chronologically examine the history of games, play, sport and
physical education and their connection to Western thought and
culture. Find relevance, application and practicality in this project-
based course.

Center for Professional Development students only.
PED-912. Teaching Secondary Physical Education. 3 Units. Learn the content needed to be an effective physical education teacher at the secondary level and the pedagogy needed to teach it. Understand and implement nationally recognized and/or California-adopted content standards.

   Center for Professional Development students only.

PED-913. Activities for Development. 3 Units. This course provides physical activities that focus on multilateral development. This helps promote proper physical development of children and enhances biomotor abilities. Developing a child multilaterally allows them to progress, achieve fitness and enjoy a healthy lifestyle.

   Center for Professional Development students only.

PED-914. Technology in Physical Education. 3 Units. Technology has become an invasive and pervasive presence in most aspects of today’s culture: at home, at work, in the gymnasium and on the athletic field. Technology has provided teachers and coaches with new tools and has opened up whole worlds of new possibilities for teaching, learning, coaching and managing competitions. In collaboration with the instructor and other participants, students will become familiar with technologies that will be useful in their teaching and/or coaching, such as heart rate monitors, pedometers, video, fitness assessment devices and sport specific technologies.

   Center for Professional Development students only.

ENGLISH/LANGUAGE ARTS

ELA-900. Language Arts Activities for the Primary Grades. 3 Units. Implement activities that focus on what is known about language and how it is learned. Students will develop language skills while engaging in game-type learning situations that provide practice in spelling, alphabetizing, synonyms, antonyms, punctuation and more.

   Center for Professional Development students only.

ELA-901. Language Arts Activities for the Intermediate Grades. 3 Units. Engage students in activities to help them develop language skills and promote social interactions. Through the use of the activities students will demonstrate knowledge of language structure and conventions focusing on spelling, word usage, proofreading, capitalization, punctuation and more.

   Center for Professional Development students only.

ELA-902. Developmental Reading Methods and Activities for Teachers of Primary, ESL and LEP Students. 3 Units. Engage your students in activities that range from phonemic awareness to fluency, all linked to children’s choices in literature. Lessons develop visual discrimination, oral communication, letter recognition, letter sounds, vocabulary and comprehension.

   Center for Professional Development students only.

ELA-903. Chapter Book Reading. 3 Units. Add a practical dimension to the teaching of reading by using the stimulating format of literature in a structured and patterned manner. Be the “master of your domain” by using chapter books in a thought-provoking and diverse manner intended to motivate children to become lifelong readers and thinkers.

   Center for Professional Development students only.

ELA-905. Making Meaning with Vocabulary. 3 Units. Making Meaning with Direct Vocabulary Instruction is a practical, engaging NCTE standards-based course designed to support K-12 teachers. Participants will apply techniques that reach all learners, analyze influences of poverty on learning and evaluate practices to determine effectiveness.

   Center for Professional Development students only.

ELA-906. Emergent Literacy. 3 Units. Develop your content knowledge through a review of the research, related activities and learning strategies for building literacy in the young learner. Apply teaching strategies and methods by connecting the content, standards and a collection of classroom learning activities and games based on a child-centered theme of Sierra Bear.

   Center for Professional Development students only.

ELA-907. Finding the Balance in Early Literacy. 3 Units. Review both a phonics approach and a whole-language approach to teaching reading. Discover the balance between the two styles for a successful program of teaching early literacy in primary grades.

   Center for Professional Development students only.

ELA-912. Developing Adolescent Readers and Writers. 3 Units. Gain fresh enthusiasm and creative ideas for helping young people become willing, effective readers and writers. Examine an assortment of practical techniques to make literature come alive and help your students experience the joy of writing.

   Center for Professional Development students only.

ELA-913. Teaching Writing. 3 Units. Obtain a fresh perspective and no-nonsense approach that breaks the challenges of teaching writing into manageable steps. The writing process outline provides helpful examples, activities and mini-lessons addressing the types, styles and mechanics of writing.

   Center for Professional Development students only.

ELA-914. Reel Reading: Film and Literacy. 3 Units. Engage students with visual and printed texts by bringing the big screen into your classroom. Discover how “reading” films strengthens the analytical and critical thinking skills of their students.

   Center for Professional Development students only.

ELA-915. Teaching Grammar In Context. 3 Units. Teaching grammar has never been so fun—or effective! Students of this online course will discover how innovative instructional strategies can make the teaching of grammar and mechanics rewarding and meaningful.

   Center for Professional Development students only.

ELA-916. Expanding Content Literacy. 3 Units. Let’s close the gap and prepare our elementary students for success! By investigating and using research-based and classroom-proven strategies, students will have the opportunity to design activities and lessons that include creating the framework for reading, keying into vocabulary, setting the framework for writing, developing comprehension and research writing that promotes content literacy in the classroom and provides instruction that braids literacy processes with the curriculum.

   Center for Professional Development students only.

ELA-917. Poetry in the English Classroom. 3 Units. Inspire and engage students with a love of poetry! This course explores a variety of methods for single-subject teachers to discover poetry that is both appropriate and accessible for students.

   Center for Professional Development students only.
ELA-918. Effective Writing Strategies. 3 Units. Looking for practical, effective strategies for teaching writing in your classroom? Do you want your students to become more effective writers? This course is designed to help teachers gain an understanding of the nature of writing strategies and how they can successfully incorporate writing strategies in the secondary classroom.

Center for Professional Development students only.

ELA-919. Achieve ELL Fluency. 3 Units. This course is designed to help teachers understand and use practical, effective strategies in teaching English language learners in the secondary classroom. The course curriculum focuses on helping teachers understand the needs of ELL students while implementing specific strategies to help students acquire proficiency in the English language.

Center for Professional Development students only.

ELA-920. Content Area Writing. 3 Units. Effective writing is important in all subjects—not just the English classroom! This online, standards-based course will help students discover practical strategies for addressing writing in content area classes. Teachers will create writing activities and lessons for their classroom while delivering standards-based curriculum for their specific discipline.

Center for Professional Development students only.

ELA-921. Content Comprehension. 3 Units. Focuses on a variety of strategies for content area teachers to help students read and understand curriculum. Learn practical, hands-on strategies for helping students comprehend course textbooks. Ideal for teachers with ESL, special needs and low reading level students.

Center for Professional Development students only.

ELA-922. Media Literacy in the Television Age. 3 Units. Develop the critical thinking skills necessary to effectively and intelligently analyze, interpret and question the content and intent of today’s media messages. Exercises are designed to heighten awareness and perception of the impact of these messages that permeate our daily lives.

Center for Professional Development students only.

ELA-923. Teach Literary Elements. 3 Units. Explore new tools and strategies for teaching literary elements. Particular attention is given to character, setting, point of view and theme.

Center for Professional Development students only.

ELA-924. Documentaries and Nonfiction. 3 Units. Documentaries and Nonfiction offers a creative and innovative approach to teaching nonfiction reading strategies within all disciplines. The critical thinking skills students learn while reading documentaries will transfer naturally to their reading of nonfiction print texts. Using documentaries to build nonfiction reading skills makes concepts like propaganda, irony, audience, tone and bias accessible and tangible for students. The teaching of nonfiction will be enhanced by the engaging strategies and resources featured in this course. The increased emphasis on nonfiction texts in the Common Core State Standards makes this course more important than ever.

Center for Professional Development students only.

ELA-925. Reading/CCSS Curriculum Map. 3 Units. Become familiar with designing lessons by differentiating instruction, using complex literature and informational text, and creating a curriculum map and lesson plans. Gain knowledge about the development of the CCSS, what the standards can accomplish and key shifts in transitioning to the CCSS.

Center for Professional Development students only.

ELA-926. Build ELA Core Ready Learners. 3 Units. How do we use Common Core State Standards to improve student performance and increase student engagement? This course helps create a workable and feasible plan that goes beyond simply unpacking the standards or trying to make the old standards work with the CCSS.

Center for Professional Development students only.

LITERATURE

LIT-901. Short Stories from American Literature. 3 Units. Reading good stories is a wonderful way to learn! Enjoy stories by classic and contemporary American authors. Review the tools for understanding and appreciating short stories.

Center for Professional Development students only.

LIT-902. Studies in the American Novel. 3 Units. Read and think about some of the great novels from American fiction. These works have shaped not only the development of American literature, but also the very nature of our thought and culture. Novels of your own choice may be selected.

Center for Professional Development students only.

LIT-903. Hispanic Literature: Gary Soto. 3 Units. Use the works of Gary Soto as a perfect introduction to literature and a natural springboard for creative writing in the classroom. Soto helps build the self-esteem of Latino readers and promotes understanding and tolerance among readers from all ethnic groups.

Center for Professional Development students only.

LIT-904. Children’s Literature. 3 Units. Become more aware of the wealth of available children’s literature. Develop skills for selecting literature that is enriching and beneficial for children.

Center for Professional Development students only.

LIT-905. Folktales from Around the World. 3 Units. Folk literature, which provides a rich link to the study of culture, geography and values, is introduced. Activities establish context, present vocabulary, stimulate and assess comprehension and invite application to everyday life and experience.

Center for Professional Development students only.

LIT-906. British Novels. 3 Units. Read two novels selected from a list of classics. Although most appropriate for secondary teachers, educators of any level may enjoy the satisfaction that comes from reading great literature. Novels of your own choice may be selected.

Center for Professional Development students only.

LIT-907. Short Stories from Around the World. 3 Units. Read outstanding short stories from multiple cultures including Europe,
South America and Asia. Build a new appreciation for literature outside America, a fresh awareness of the short story form and its potential, and confidence in teaching the short story as a literary form.

Center for Professional Development students only.

LIT-908. Poetry for Children. 3 Units. Make poetry come alive in the classroom. Using creative strategies and activities, gain confidence sharing the joys of reading and writing poetry with children of all ages.

Center for Professional Development students only.

LIT-909. Fantasy Literature. 3 Units. Capitalize on the natural fascination young readers have with fantasy literature, and become familiar with techniques and strategies for teaching it in your classroom. Readings and activities will help your students deal with the unique challenges that come with reading outside the “realistic boundaries.”

Center for Professional Development students only.

LIT-910. The Young Adult Novel. 3 Units. Learn more about the young adult novel as a genre, how to incorporate it into a traditional classics-based classroom, how to select appropriate high-quality novels and how to make the reading of young adult novels stimulating and relevant to students’ lives.

Center for Professional Development students only.

LIT-911. Hispanic Folktales. 3 Units. Discover how folktales are a “fingerprint of history” revealing setting, customs, flavor of locality, origins or tradition and history. They can demonstrate attitudes, priorities and moral outlook and, at the same time, maintain student interest.

Center for Professional Development students only.

LIT-912. African Folktales. 3 Units. Be introduced to the intriguing world of African folktales. Share the excitement as you read this collection of fascinating inherited wisdom. Learn about the folktale genre, how to select appropriate, high-quality tales, how to incorporate them into the classroom and how to make the reading of these tales stimulating and relevant to students’ lives.

Center for Professional Development students only.

LIT-913. Teaching Shakespeare. 3 Units. Looking for a new approach to classic literature? Teaching Shakespeare offers you an opportunity to explore a variety of new, innovative teaching strategies for approaching Shakespeare in the classroom. This course includes special attention to Shakespearean vocabulary, comprehension and fluency, as well as current resources for teaching Shakespeare.

Center for Professional Development students only.

LIT-914. American Drama. 3 Units. This online course provides the structure and incentive to read and think about some of the great plays from American literature. Teachers will build their own expertise as they read, reflect and design creative activities and lessons for their classrooms. Aligned with the Common Core State Standards, this course empowers teachers with innovative and meaningful ways to study American drama with students.

Center for Professional Development students only.

MATHEMATICS

MAT-900. Math Activities for Primary Grades. 3 Units. Choose from 50 motivating math activities to use with students in the classroom! Activities include high interest drills on numeration, reading numbers, place value, addition, subtraction, times tables, number puzzles, telling time, money value, fractional numbers and problem solving.

Center for Professional Development students only.

MAT-901. Math Activities for Intermediate Grades. 3 Units. Improve test scores and student performance while promoting active participation in lessons that cover numeration, reading numbers, place value, multiplication, fractional numbers and problem solving.

Center for Professional Development students only.

MAT-902. Addition/Subtraction Methods: Regrouping/Place Value. 3 Units. Actively involve your students in learning mathematics! Design learning experiences to build conceptual understanding of single, double and triple-digit addition and subtraction and beginning place value concepts. Use learning games and children’s literature to connect early literacy to math content and real-world situations.

Center for Professional Development students only.

MAT-903. Beginning Place Value, Multiplication and Division. 3 Units. Get students’ attention and help them build conceptual understanding! Develop content knowledge and methods for standards-based learning. Explore lessons focused on grouping, number patterns, base ten, number sense (quantities 100 and beyond) and computation skills.

Center for Professional Development students only.

MAT-905. Basic Facts: Multiplication and Division. 3 Units. Explore strategies and techniques for helping students commit the basic facts of multiplication and division to memory. Learn how to drill to thrill and encourage, not kill, the desire to learn! Review schedules, learning games, strategies and techniques through a wide variety of child-centered and problem-solving activities.

Center for Professional Development students only.

MAT-907. Math Learning Environment: Organization. 3 Units. Explore methods, strategies and classroom organization procedures for designing a child-centered, hands-on math curriculum. Review different techniques for scheduling, grouping and developing units for math content areas including number and spatial sense, concepts of adding and subtracting, patterns and relationships, coin values, telling time, logic and elements of problem solving.

Center for Professional Development students only.

MAT-912. Great Mathematicians Before 1700. 3 Units. Did you know that Isaac Newton was inspired to study mathematics after a fight with the school bully or that Descartes made a great discovery by watching a fly? Incorporate the fascinating stories behind mathematics into teaching and spark students’ interest and motivation.

Center for Professional Development students only.

MAT-913. Great Mathematicians After 1700. 3 Units. Did you know that Maria Agnesi solved problems in her sleep or that Albert Einstein didn’t do very well in school? Share how mathematicians became fascinated with mathematics and achieved greatness despite
obstacles, and your students will be more likely to learn and remember mathematics themselves.

Center for Professional Development students only.

MAT-914. Patterns and Problem Solving. 3 Units. Become familiar with the important role patterns play in unlocking the world of mathematics. Gain useful resources and strategies to help your students recognize patterns and use them to make discoveries.

Center for Professional Development students only.

MAT-915. Recreational Mathematics for the Classroom. 3 Units. Motivate your students by presenting mathematics in a context that makes it fun, interesting and challenging. Gain practical suggestions (and an assortment of materials) to enhance your teaching.

Center for Professional Development students only.

MAT-916. Fractions: Addition and Subtraction. 3 Units. Expand your math content knowledge and present lessons that enable your students to construct an understanding of fractions. Develop a foundation and understanding in concepts of equivalence, least common multiples, greatest common factors, addition, subtraction and more.

Center for Professional Development students only.

MAT-919. Early Number Concepts. 3 Units. Design learning experiences that focus on counting, comparing and patterns. Concrete, pictorial and abstract experiences in early number concepts are provided to help students construct an understanding of number sense.

Center for Professional Development students only.

MAT-921. Teaching First Year Algebra. 3 Units. Make first-year algebra concepts more understandable and concrete. Gain practical and useful ideas, strategies and resources. Several accessible texts invite teachers to select and experiment with activities most appropriate for their students.

Center for Professional Development students only.

MAT-922. Patterns and Relationships. 3 Units. Discover how the mathematics you teach each day is actually laying the foundation for students’ future success in algebra. Interactive and engaging activities support student understanding of early algebra concepts.

Center for Professional Development students only.

MAT-923. Assess Student Math Learning. 3 Units. Discover powerful ways to assess your students’ mathematics thinking. Specific resources and strategies provided will encourage the development of appropriate standards-based assessment tasks such as writing, open-ended questions, portfolios and journals.

Center for Professional Development students only.

MAT-924. Virtual Manipulatives. 3 Units. Investigate virtual pattern blocks, geoboards, function machines and more. Be introduced to the world of virtual manipulatives. Compare and contrast virtual manipulatives to traditional manipulatives and discover ways to integrate them into their standards-based mathematics instruction.

Center for Professional Development students only.

MAT-925. Developing Algebraic Thinking. 3 Units. Engage your students with the thinking skills and concepts foundational to algebra. Explore ways to introduce intermediate students to growth patterns, variables and coordinate graphs. The included text and research-based journal articles will support integration of the suggested strategies and activities into the classroom.

Center for Professional Development students only.

MAT-926. Developing Algebraic Thinking. 3 Units. Discover how to support deeper understanding of foundational algebraic concepts in grades 6-8. Explore growth patterns and functions, variables, linear relationships and coordinate graphs.

Center for Professional Development students only.

MAT-927. Teach Math to English Language Learners. 3 Units. Explore research-based strategies and approaches proven to support English Language Learners (ELLs) in mathematics and language development. Collaborate with colleagues to connect current research and pedagogy to mathematics teaching and learning.

Center for Professional Development students only.

MAT-928. Technology-Enhanced Mathematics Learning. 3 Units. This course will help teachers select appropriate technology tools, evaluate their effectiveness with students and design instruction to use these tools in their mathematics teaching. Teachers will explore applications of technology such as graphing software, spreadsheets, calculators and interactive websites.

Center for Professional Development students only.

MAT-929. Foster Math Discussion K-12. 3 Units. Discover powerful ways to engage students in mathematics discussion! This course will help explore principles of productive talk and specific techniques that will get your students talking about math. Collaborate with online colleagues as you add useful strategies to your math talk toolkit.

Center for Professional Development students only.

MAT-930. Common Core Math Practices. 3 Units. Discover how to engage your students in the Common Core Standards for Mathematical Practice. Teachers in this course will explore specific strategies for developing mathematically proficient students who reason, apply mathematics to problems and communicate precisely about their thinking. Opportunities for online collaboration and resource sharing make this course a powerful vehicle for professional growth and classroom change.

Center for Professional Development students only.

MAT-941. Geometry of the Circle. 3 Units. Learn to guide your students in the discovery of geometric properties, including medians, angle bisectors, radii, chords and major and minor arcs, by folding a paper circle into equilateral triangles, trapezoids, tetrahedra and more.

Center for Professional Development students only.

MAT-942. Linear Equations. 3 Units. Learn how to use engaging hands-on activities within the context of real-world situations to help students develop an understanding of linear function concepts. Through measuring and counting students discover patterns and relationships that they analyze, generalize, represent and describe with tables, graphs and rules that are expressed in words and with equations.

Center for Professional Development students only.
MAT-943. Proportional Reasoning. 3 Units. Learn to help students use mirrors, shadows, toy cars and even their own bodies to explore ratios, proportions, percents, scale, similarity and linear functions. The hands-on activities in this course will also help transition students from their numeric experiences in elementary school to the development of algebraic concepts.
   Center for Professional Development students only.

MAT-945. Origami Geometry. 3 Units. Explore how to teach geometry through origami. This discovery-based approach includes origami activities dealing with two- and three-dimensional shapes, symmetry, surface area, problem solving, pattern development and recognition, geometric vocabulary and geometric notation.
   Center for Professional Development students only.

MAT-946. Time Concepts. 3 Units. Build a foundation for teaching young students concepts of time, including developing a sense of time, quantifying time and reading analog and digital clocks. Includes hands-on experiences in sequencing events, making human and model clocks and measuring duration of time.
   Center for Professional Development students only.

MAT-947. Money Concepts. 3 Units. Learn creative hands-on ways of teaching money concepts, including: identifying and comparing the values of different coins, determining combinations of coins for equivalent values, distinguishing between the quantity of coins and their values and using coins in problem-solving situations.
   Center for Professional Development students only.

MAT-949. Multiplication and Division Concepts. 3 Units. Learn to use hands-on experiences to build students’ conceptual understanding and procedural proficiency in multiplication and division. Focus on developing a strong sense of place value, using models and algorithms to understand multiplication and division, and problem solving.
   Center for Professional Development students only.

MAT-950. Geometry Concepts and Relationships. 3 Units Learn to use hands-on experiences with geoboards, paper and models to help students develop a meaningful understanding of geometric formulas and to practice solving problems of measurement. Wooden cubes and foam blocks are used to help develop the concept of dimensionality and growth.
   Center for Professional Development students only.

MAT-951. Integers. 3 Units. Elevators, cars, grabbing money...Explore a hands-on approach to teaching students about integers and integer operations using directional models and value models.
   Center for Professional Development students only.

MAT-953. Circumference and Area of Circles. 2 Units. Learn a new way to give students a firm conceptual understanding of circumference and area of circles using a combination of hands-on activities, video demonstrations, animations and comics! In addition to the NCTM Principles and Standards for School Mathematics content standards for measurement of circles, this course addresses four of the five core propositions from the National Board for Professional Teaching Standards.
   Center for Professional Development students only.

MAT-954. Measurement of Rectangular Solids. 2 Units. Improve your teaching, and add some pizzazz to your pedagogy! Using a combination of hands-on activities, video demonstrations, animations and comics, help your students build a firm understanding of area as a measure of covering and volume as a measure of filling. The course is built around core propositions from the National Board for Professional Teaching Standards as well as national content standards.
   Center for Professional Development students only.

MAT-955. Area Formulas. 2 Units. Learn to help your students develop area formulas for parallelograms, triangles and trapezoids. Using hands-on activities, video demonstrations, animations and comics, your students will build a strong understanding of area formulas and how to use them in problem solving. This course is built around core propositions from the National Board for Professional Teaching Standards as well as national content standards.
   Center for Professional Development students only.

MAT-956. The Pythagorean Relationship. 2 Units. What does A-squared plus B-squared equals C-squared really mean? After teaching with hands-on activities, video demonstrations, animations and comics, your students will be able to answer that question and apply the relationship in problem-solving situations. This course is built around core propositions from the National Board for Professional Teaching Standards as well as national content standards.
   Center for Professional Development students only.

MAT-957. Prisms, Pyramids, Cylinders and Cones. 2 Units. Explore the world of surface area and volume through hands-on activities working with prisms, pyramids, cylinders and cones. This course is developed around four of the core propositions from the National Board for Professional Teaching Standards.
   Center for Professional Development students only.

MAT-958. Perimeter and Area of Rectangles. 2 Units. The two big ideas that this course focuses on are perimeter (the distance around a shape) and area (the number of squares needed to cover a shape). Using these concepts with hands-on activities, teachers will learn how to better teach these ideas as they reflect on their teaching and learning experiences. Blending four of the five core propositions from the National Board for Professional Teaching Standards into content-laden activities will help teachers grow while they have fun.
   Center for Professional Development students only.

MAT-959. Effects of Changing Lengths. 2 Units. What happens to measurements of 2D and 3D shapes when they are scaled by a factor to enlarge or shrink them? Using the hands-on activities from this AIMS publication helps bring these concepts to life. In addition, teachers will better understand how to teach these ideas while incorporating four of the core propositions from the National Board for Professional Teaching Standards and reflecting on their experiences.
   Center for Professional Development students only.

MAT-960. Teaching Algebra: Writing/Simplifying Expressions. 2 Units. Teach Algebra: Write/Simplifying Expressions - Teaching the first ideas of algebra is extremely important to give students the foundation that they will need to succeed in math courses for years to come. This course, and the accompanying AIMS lessons, will help any teacher build a strong foundation in algebraic principles using
hands-on activities. Primarily focused on the Common Core Standard 6.EE, these lessons use four big ideas along with activities, video demonstrations and animations to reinforce the concepts. Teachers will also reflect on the lessons based on concepts from the National Board for Professional Teaching Standards in an effort to bridge content and pedagogy.

Center for Professional Development students only.

MAT-961. Teach Algebra: Solve Equations. 2 Units. Teaching the skills used to solve single variable equations in algebra in a fun and meaningful way will set up your students for success. This course, and the accompanying AIMS interactive digital text, is the second in a series focused on algebraic principles using hands-on activities. Primarily focused on the Common Core Standard 7.EE, these lessons use three big ideas along with activities, video demonstrations and animations to reinforce the concepts. Teachers will reflect on the lessons based on concepts from the National Board for Professional Teaching Standards in an effort to bridge content and pedagogy.

Center for Professional Development students only.

MUSIC

MUS-900. Music for the Classroom. 3 Units. Broaden your knowledge of teaching music pre-K through 3. Weave music into the lives of your students and study how it affects the brain and enhances learning. Become aware of a variety of recording artists and performers of children’s music.

Center for Professional Development students only.

MUS-901. Music and Science. 3 Units. Interested in enjoying more music with your students? How about combining that with learning science songs? Be provided the opportunity to integrate science and music for preschool and elementary teachers as a variety of science-related songs for children are reviewed and identified for concept.

Center for Professional Development students only.

MUS-902. Music and Reading. 3 Units. Preschool and elementary school teachers will enjoy the integration of music with reading and language arts provided by this course. Participants select the songs, create lesson plans to accompany each song, produce a CD and make a bookwork with lyrics to all songs, tailored to the needs of their students. Participants are provided with a large selection of children’s songs to choose from in creating a music resource to complement the national common core standards at chosen grade levels. A tailored music product that can be used for many years is the valuable result of this course.

Center for Professional Development students only.

SCIENCE

SCI-900. Physical Science Activities for Primary Grades. 3 Units Engage students in the exploration of concepts covering water, air, energy, gravity, electricity and magnetism as they manipulate common objects and fees found in their environment.

Center for Professional Development students only.

SCI-902. Classroom Science—Plants. 2-3 Units Explore plant life available on the school site and in the community to enrich science programs. Complete and evaluate a planned series of experiments and experiences with your students.

Center for Professional Development students only.

SCI-903. Classroom Science—Animals. 2-3 Units Study animal life available on your school site. Complete and evaluate a planned series of experiments with your students. Topics include: insects, birds, pets, mammals, spiders, etc. Gain ideas on how to care for animals your students may bring to class.

Center for Professional Development students only.

SCI-904. Classroom Science—Human Body. 2-3 Units Complete and evaluate a planned series of experiments that deal with the five senses, the circulatory system, respiratory system and related topics.

Center for Professional Development students only.

SCI-905. Classroom Science - Earth Science. 2-3 Units Explore topics of earth science available in the classroom, school site and in the community to enrich your science programs. Topics include: rocks, minerals, soil, volcanoes, rivers, caves and erosion.

Center for Professional Development students only.

SCI-907. Cells and Genetics. 3 Units. Discover how to construct a cell, and learn about mitosis, meiosis, genetics, cells and the parts of the cell. Apply this information to your everyday life in a meaningful way through the hands-on experiences provided. Explore many resources that will enhance the study of cells and genetics.

Center for Professional Development students only.

SCI-909. Structures and Functions of Living Systems. 3 Units. Explore how the study of biology, with emphasis on the systems of the body, can be used to enrich the science programs. Complete and evaluate a planned series of experiments and/or experiences with your students.

Center for Professional Development students only.

SCI-910. Classroom Science—Weather/Water. 3 Units. Become acquainted with the many facets of weather-water problems that exist in most communities. Take advantage of opportunities to visit a dam, river or a water system person from your local city.

Center for Professional Development students only.

SCI-913. San Francisco Bay Estuary. 3 Units. Explore the natural history of the San Francisco Bay through pertinent readings and review of a video and CD-ROM.

Center for Professional Development students only.

SCI-915. Classroom Science—Matter and Energy. 3 Units. Explore topics of matter and energy; how light, heat, sound, and electricity are used as energy sources; how food provides energy; how the five senses develop an understanding of matter, and the states of matter.

Center for Professional Development students only.

SCI-916. Monterey Bay Marine Sanctuary. 3 Units. Develop a broad understanding of ocean flora and fauna and how ocean waters circulate and affect the world’s climate.

Center for Professional Development students only.

SCI-917. Astronomy: Our Solar System. 3 Units. Explore the major events in the history of astronomy as you journey through our solar system through readings, multimedia presentations and observations.

Center for Professional Development students only.
SCI-920. Classroom Science—Ecology/Pollution. 3 Units. Address the real-life issues of pollution that directly affect our communities. Study how population growth, air quality, water quality and land use issues affect our communities now and in the future. 
Center for Professional Development students only.

SCI-922. Yellowstone Natural History. 3 Units. Explore the natural history of Yellowstone National Park. 
Center for Professional Development students only.

SCI-923. Yosemite: Sierra Natural History. 3 Units. Explore the natural history of Yosemite National park and the Sierra Nevada Mountains’ ecosystem. Explore the flora, fauna and geological uniqueness of the Sierras through readings and viewing audiovisual materials. 
Center for Professional Development students only.

SCI-927A. Astronomy: Our Universe. 3 Units. Take a virtual tour and study the objects in our universe including galaxies, black holes, stars and nebula. 
Center for Professional Development students only.

SCI-941. Force and Motion Concepts: Newton’s Laws. 3 Units. Learn to use skydiving as a context to teach basic force and motion concepts, focusing on Newton’s laws of motion, speed, velocity and acceleration. Students will model in paper the skydivers, their parachutes and their motions as seen in the video, thus achieving a link between the classroom and the real world. 
Center for Professional Development students only.

SCI-947. Chemistry Concepts. 3 Units. Learn to help students use engaging, hands-on activities to explore the properties of matter, changes in matter, conservation of matter, physical and chemical reactions and the periodic table. 
Center for Professional Development students only.

SCI-948. The Five Senses. 3 Units. Learn hands-on methods of helping the youngest students explore their five senses and practice basic process skills such as observing, sorting and classifying, and comparing and contrasting. 
Center for Professional Development students only.

SOC-900. History of the Mother Lode. 2-3 Units. Become familiar with “labor intensive mining” and the Gold Rush in the Southern Mother Lode. Visit several points of significant historical interest, and look for ways to share the journey into California’s past with your students. 
Center for Professional Development students only.

SOC-901. California’s Gold Rush: Forty Niners–Miners. 2-3 Units. Become familiar with “capital intensive mining,” hard rock mining in the Northern Mother Lode. Visit several points of significant historical interest, and look for ways to share the journey into California’s past with your students. 
Center for Professional Development students only.

SOC-902. Monterey: Historic Capital of California. 2-3 Units. Become knowledgeable about California’s past and experience the excitement of on-site learning permitted by recorded instruction. Visit points of historical interest in Carmel and Monterey connected with early Spanish California. 
Center for Professional Development students only.

SOC-903. Historic Los Angeles: Reflections on its Heritage. 2-3 Units. Become aware of Los Angeles’ rich heritage and experience the excitement of on-site learning permitted by recorded instruction. Visit points of significant historical interest, all within 10 miles of downtown Los Angeles’ Old Plaza-Olvera Street. 
Center for Professional Development students only.

SOC-904. Historic San Francisco: California’s Bridge to the Past. 2-3 Units. Discover the role of San Francisco as a bridge to the past in the settlement of California and the Western Frontier. Visit several points of significant historical interest, and look for ways to share the journey into California’s past with your students. 
Center for Professional Development students only.

SOC-905. Historic Sacramento: Through the Years. 2-3 Units. Discover the rich heritage of Sacramento and its role as California’s state capital. Become more knowledgeable about California’s history and experience the excitement of on-site learning as you visit points of interest in Sacramento. 
Center for Professional Development students only.

SOC-906. California’s Mission Period: 1769–Secularization. 2-3 Units. Study California’s Mission Period from 1769 to the 1830’s when secularization took place. Become familiar with Spanish cultural, economic and religious influences during this period in California’s history. Visit two or more of the missions and listen at home to recorded instruction. 
Center for Professional Development students only.

SOC-907. Historic Bodie and Other Ghost Towns of the Eastern Sierra. 3 Units. Gain an overview of the Eastern Sierra mining camps with an emphasis on the ghost town of Bodie, California. Share with your students how these preserved relics from the past help make the rich heritage of California’s gold mining history more meaningful. 
Center for Professional Development students only.

SOC-908. Yosemite Cultural History. 3 Units. Learn about the contribution of the Southern Miwok, early pioneers, the U.S. Army, the concessionaires, environmental groups, the National Park Service and various governmental agencies in the development and protection of Yosemite National Park. 
Center for Professional Development students only.

SOC-910. Historic Virginia City: Silver Region of the Comstock Lode. 3 Units. Focusing on Virginia City, discover the role Nevada played in the development of the West Comstock Lode and its place in Western and United States History. 
Center for Professional Development students only.

SOC-911. Women of the West: Part One - Frontier Life. 3 Units. Examine life and survival for women of the frontier. Learn about how women met the challenges of traveling and living in the West, stereotyping, native American women and early exploration and colonialism. SOC 911 is not a prerequisite for SOC 912. 
Center for Professional Development students only.
SOC-912. Women of the West: Part Two - Path Breaking. 3 Units.
Study about individual women who challenged stereotypes in their vocations and avocations, including education, arts, medicine, science, business and industry, and who opened doors for themselves and others. SOC 911 is not a prerequisite for SOC 912.
  
  Center for Professional Development students only.

SOC-913. The Stewardship of Lake Tahoe. 3 Units. This online course investigates the political, social, economic, and environmental forces that have shaped the development of the Lake Tahoe basin. Focusing on the use of the area from the indigenous Washoe to the runaway development that accommodated the crowds of the present, students will learn how the use of the environment has led to the deterioration of the basin as well as other lake regions in the United States. Students will come away from this course with valuable lessons about how human development has affected the development of the West and how citizens and the government have attempted to solve the environmental problems that have resulted. Students will have the opportunity to apply what they have learned as they develop integrated lessons for their classroom that align to state, district or national standards, as well as the connections between these standards and the Common Core. The rich, engaging environment of the online classroom will allow you to connect with other educators as you share resources, lessons and ideas. Visiting the Tahoe area is optional. Required textbook must be purchased separately. Assignments are available for teachers who are not currently in the classroom. Center for Professional Development students only.

SOC-914. Historic Carson City: Silver Capital of the West. 3 Units. Discover Carson City, Nevada, once the smallest but most important of state capitals, the garden and social resort of the Comstock and an oasis of civilization in the desert. Incorporate numerous subject areas covered into classroom curriculum.
  
  Center for Professional Development students only.

SOC-916. Historic Mono Lake. 3 Units. Learn about the early pioneers of the Mono Basin and the fragile ecosystem of Mono Lake. Discover how this fascinating area within its volcanic surroundings creates a valuable course relevant for teaching geography, history/social studies and science.
  
  Center for Professional Development students only.

SOC-917. California: Reflecting America. 2-3 Units. Become acquainted with J.S. Holliday, Ph.D., and his study of past and present events, which led him to conclude that California’s present-day image as a “risk-taking society” is the result of its formative years, mainly those of the Gold Rush and the 1860s-1880s.
  
  Center for Professional Development students only.

SOC-923. Lake Erie Islands: Secluded Splendor. 3 Units. Learn about the isles of Lake Erie, located along the north coast of Ohio. Discover how history dates back to pre-glacial times and continues to include aspects of our country’s growth up to and including our present culture.
  
  Center for Professional Development students only.

SOC-924. American Indians: Part One—An Overview. 3 Units. Understand American Indians with reference to stereotypes, historic beginnings, similarities, cultural diversities and “Indianness.” SOC 924 is a prerequisite for SOC 925.
  
  Center for Professional Development students only.

SOC-927. American Heritage: Jamestown, Williamsburg and Yorktown. 3 Units. Take a unique step back to various periods in our country’s history. Walk where 17th and 18th century Englishmen and Americans carved out a nation called the United States of America and left behind a legacy of law, language, customs and a way of life.
  
  Center for Professional Development students only.

SOC-934. Our National Parks. 3 Units. Study the history of our national parks and the National Park Service, and explore the political, social and economic forces that shaped their development. Visiting a national park is optional.
  
  Center for Professional Development students only.

SOC-935. On the Road with Mark Twain. 3 Units. Travel back in time with the legendary author, Mark Twain, a.k.a. Samuel Clemens. Experience the context within which this author created many of his most profound literary contributions. Relevant for all educators, especially those teaching English, English literature, journalism and reading.
  
  Center for Professional Development students only.

SOC-937. Ohio I: Lake Erie to Columbus. 3 Units. Explore the Midwestern culture of Ohio, from Lake Erie to Columbus, and the role it played in helping shape America.
  
  Center for Professional Development students only.

SOC-939. Ancient Greece. 3 Units. Explore the historical development and impact of ancient Greece, the birthplace of democracy, philosophy and many other aspects of life that we take for granted today.
  
  Center for Professional Development students only.

SOC-940. Washington D.C. —Capital Sites. 3 Units. Discover why there is no other place in this country that directly affects every citizen as does Washington, D.C. Experience the political, cultural and social environment our capital offers.
  
  Center for Professional Development students only.

SOC-941. Yellowstone Cultural History. 3 Units. Explore the cultural history of Yellowstone National Park.
  
  Center for Professional Development students only.

SOC-943. Boston and the American Revolution. 3 Units. Discover how Boston became the center of patriot activity that moved England’s American colonies toward revolution and independence. Explore the ideas, events and people of the Boston area that provided direction for the new American nation.
  
  Center for Professional Development students only.

SOC-944. Social Studies Methods. 3 Units. Explore social studies in the study of culture, people, places and environments, individual development and identity, civic ideals and practices, and global connection.
  
  Center for Professional Development students only.

SOC-945. Gettysburg. 3 Units. Learn about Gettysburg, Pennsylvania, located at the crossroads of four major highways and a stopping point for travelers. Address the national standards of analyzing
chronological relationships, appreciate historical perspective and grasp the character of the Civil War and its effects on the American people.

Center for Professional Development students only.

SOC-946. China: A Cultural History. 3 Units. Explore the cultural history of China. Provide your students with insights about China’s social, political, religious, economic and cultural heritage through readings, video, and CD-ROM (complete a virtual tour of China).

Center for Professional Development students only.

SOC-947. Puritan New England. 3 Units. Discover how Puritanism in colonial New England was a way of life that had a profound effect on the shaping of later American culture and self-identity. Understand how this formative culture left its imprint on American life in ways both positive and negative.

Center for Professional Development students only.

SOC-949. History/Social Science Curriculum on the Web. 3 Units. Be introduced to history/social science curriculum support resources on the World Wide Web. Explore content standards and online resources. Develop online research skills that will enable you to efficiently locate additional resources.

Center for Professional Development students only.

SOC-951. Understanding Other Cultures. 3 Units. Stimulate your thinking about cultural differences and how they might be enriching, instead of seeing them as mysterious or problematic. Develop multicultural skills and attitudes that will enhance your ability to understand and interact effectively with fellow human beings regardless of cultural differences.

Center for Professional Development students only.

SOC-953. Map Skills. 3 Units. Explore how relevant the study of social studies map skills are to our lives. Learn about global connections, how to use maps and other geographic representations, tools and technologies to acquire, process and report information.

Center for Professional Development students only.

SOC-954. Agriculture: Past, Present, Future. 2-3 Units. Become more knowledgeable about the importance of agriculture to your own state. Focus on the small farmer, the raisin industry and content standards appropriate for presenting agriculture in the classroom.

Center for Professional Development students only.

SOC-955. America Goes Modern: The 1920’s. 3 Units. Learn how the 1920’s were years of rapid and startling changes in the ways many Americans thought and lived their lives. Study this decade that brought forth the best and worst of human nature, saw unprecedented technological advances and took America from dizzying heights of material prosperity to the despair of national economic collapse.

Center for Professional Development students only.

SOC-956. The Civil Rights Movement. 3 Units. Gain an overview of the Civil Rights Movement in the United States during the 1950’s and 1960’s. Study how black Americans and other minority groups brought national and international attention to racial injustice, and America was turned in a new direction of living up to its creed of equality for all.

Center for Professional Development students only.

SOC-957. America’s Founding Documents. 3 Units. Gain a deeper understanding of the earliest years of the new American nation with implications for today. Explore three key founding documents of American political culture: the Declaration of Independence, the Articles of Confederation and the Constitution.

Center for Professional Development students only.

SOC-958. Abraham Lincoln and His Era. 3 Units. Discover the human side of Abraham Lincoln and probe beyond myth and legend to reveal how the real Lincoln overcame numerous obstacles to achieve recognition as America’s greatest president. Reflect on an amazing story of determination, tragedy and triumph on both personal and national levels.

Center for Professional Development students only.

SOC-959. Japan: A Cultural History. 3 Units. Study the cultural history of Japan. Gain insights about Japan’s social, political, religious, economic and cultural heritage.

Center for Professional Development students only.

SOC-960. Slavery in America. 3 Units. Trace the history and development of American slavery from early colonial times to the end of the Civil War. Explore the profound impact and study the moral debate generated by the existence of slavery in a nation whose founders professed, “All men are created equal.”

Center for Professional Development students only.

SOC-961. Ancient Rome. 3 Units. Understand the world of ancient Rome, and learn how much of our government, culture and even religious outlook has a Roman imprint on it. Explore key social, political, religious, artistic and technological aspects of what was once the world’s most powerful empire.

Center for Professional Development students only.

SOC-962A. India: A Cultural History. 3 Units. Study the cultural history of India by gaining insights about its social, political, religious, economic and cultural heritage.

Center for Professional Development students only.

SOC-963. A Nation of Immigrants. 3 Units. Explore the multi-ethnic heritage of the United States and obtain valuable insights through the experiences of earlier generations who came to this land as “new” Americans. Understand the “how” and “why” of America’s rise to greatness as “a nation of immigrants.”

Center for Professional Development students only.

SOC-964. History of Mexico. 3 Units. Discover the rich political, cultural, and social history of Mexico from ancient times to the present. Great pre-Columbian civilizations, the Spanish Conquest, the role of the Catholic Church, the achievement of independence, struggle and loss in the Mexican-American War, political instability, foreign intervention, and modernization in the 19th century, the resolution of the early 20th century, and Mexico’s continued development through the early 21st century are covered.

Center for Professional Development students only.

SOC-965. Multicultural Education: Personal Perspectives. 3 Units. Designed for classroom teachers, this course provides interviewees’ definitions of multicultural education, why it is important for teachers to focus their curriculum on the understanding and appreciation of all cultures and individuals, and their suggestions for classroom strategies.
SOC-966. Multicultural Americans. 3 Units. Designed for classroom teachers, this course traces multicultural American groups and individuals from migration and immigration through their participation in America's struggles and their own quest for civil rights. Multicultural commonalities and differences include customs and folklore.

Center for Professional Development students only.

SOC-967. Scientific Revolution: 1500-1800. 3 Units. Explore the key discoveries, theories, personalities and impact of the Scientific Revolution in Europe in the 16th through 18th centuries, including the conflict between scientific advances and traditional religious and cultural views of the period.

Center for Professional Development students only.

SOC-968. The American Presidency. 3 Units. Explore the development of the American presidency from its Constitutional beginnings in 1787 through the development of political parties, primary elections and modern media-centered campaigning. Focus on key individuals and their strengths, weaknesses and contributions to the office that have helped make the presidency the most powerful political position in the world.

Center for Professional Development students only.

SOC-969. The Great Depression. 3 Units. Can the Great Depression happen again? Explore the causes, events, policies, personalities and human tragedy and triumph of the Great Depression in America from an interdisciplinary historical perspective that will examine economic, political, psychological and sociological aspects of the greatest economic crisis ever faced by the United States.

Center for Professional Development students only.

SOC-970. Baseball as American Culture. 3 Units. This course examines the game of baseball as an integral part of American culture from its origins to the present day. Develop an understanding of our "national past time" and discover how the game is a reflection of America.

Center for Professional Development students only.

SOC-971. New York City and The American Revolution. 3 Units. Examine the importance of New York City in the nation's struggle for independence from 1775-1783. More than any other city in America, New York City was a key strategic location for both sides in the American Revolution. The course offers a travel option that will allow the participant to visit New York City and see first-hand sites that were important during the American Revolution.

Center for Professional Development students only.

SOC-972. Exploring the San Joaquin River. 3 Units. This travel course is based on a two-day visitation of the Sierra Vista National Scenic Byway. Examine the history, geography and uses of the San Joaquin River, paying close attention to the effect humanity has had on the landscape.

Center for Professional Development students only.

SOC-973. Ben Franklin's Philadelphia. 3 Units. Examine the life of Benjamin Franklin and his impact upon the city of Philadelphia, PA, learning about his achievements and role in American History. Develop curriculum lessons, field trips and projects about Franklin and Philadelphia.

Center for Professional Development students only.

SOC-974. Hudson River History. 3 Units. This course will examine the history of one of the most important waterways in America. No other river has held such importance in the history and development of the United States. Participants will become more knowledgeable about this great waterway and explore the rich history, beginning with the early Native American cultures and the voyages of European explorers.

Center for Professional Development students only.

SOC-975. Cesar Chavez: Historical Peacemaker. 3 Units. Acquaint yourself with the life of Cesar Chavez and his work with the United Farm Workers Movement. Explore Chavez' moral vision, which lies rooted in Catholicism, the belief in human dignity and the power of non-violent resistance.

Center for Professional Development students only.

SOC-976. American West: A Video Course. 3 Units. The course will provide teachers with conceptual understanding of the American West and concrete teachable units for classroom settings. The course interacts between the Ken Burns video series The American West (produced for PBS), the accompanying text by Geoffrey C. Ward, The West: An Illustrated History, and the accompanying PBS internet site. The three provide intriguing possibilities for creative classroom learning. This course is designed for social science educators in middle and secondary schools. The course meets all 10 National Content Standards for Social Science.

Center for Professional Development students only.

SOC-977. Vietnam War: A Video History. 3 Units. The Vietnam War created divisions in the American political body like no other conflict since the Civil War. Those divisions were both about the role of America in the world and the structure of American society. Thus the course permits us to look at important internal issues in U.S. history, its place on the world stage, Vietnamese history and the way in which localized conflicts became part of the larger Cold War between East and West. The 11-part series (one hour each) begins with the roots of the conflict and traces it through the American withdrawal in 1975 and beyond.

SOC 978. 9/11: Tragedy and Triumph. 3 Units. On September 11, 2001, the United States suffered through the worst terrorist attack on U.S. soil. This course will examine the history of Al Qaeda and its attacks on the United States on 9/11. These attacks forever changed the course of American history and were the result of years of planning by Al Qaeda and Osama Bin Laden. This course will examine the origins of modern Islamic fundamentalism and its increasing animosity toward the United States. Students will learn about the life of Osama Bin Laden and the emergence of an international terrorist organization called Al-Qaeda. The course will also examine the debate between the need for security and protection of individual freedom in a democracy threatened by Terrorism. Students will have a travel option to see the memorials in New York City, Washington D.C. and Shanksville, PA. This course is aligned to National Standards ? U.S. History Content Standards for Grades 5 ? 12, National Council For Social Studies Standards. Teachers will align lessons to include Common Core State Standards for Literacy in History/Social Studies.

Center for Professional Development students only.

SOC 979. Comparing World Governments. 3 Units. Examine various government systems and political ideologies from around the world: Great Britain, China, Iran, Russia, Mexico, and Nigeria. Emphasis will
be placed on each country’s government structure, economic systems, elections, political parties, sources or tension, social movements, and current policy challenges. NOTE: Required textbook purchased separately.

Center for Professional Development students only.

SPANISH

SPAN-900. Spanish for Communication: Beginning. 3 Units. Learn simultaneous oral and written communication through speaking, understanding, reading and writing in the Spanish language. Students respond in writing and orally via electronic media.

Center for Professional Development students only.

SPAN-901. Spanish for Communication: Advanced Intermediate. 3 Units. Building on SPAN 900, learn oral and written communication through speaking, understanding, reading and writing in the Spanish language. Students respond in writing and orally via electronic media.

Center for Professional Development students only.

SPECIAL EDUCATION

SED-900. Inclusion: What, Why and How. 3 Units. This online course will explore the history of special education and inclusion, the pros and cons of including special needs in the classroom, the role of general education teachers and the strategies necessary to help special education students succeed.

Center for Professional Development students only.

SED-901. High Incidence Disabilities. 3 Units. As families look for special education options outside of public schools, more and more children with special needs are being served in private and parochial schools. This course will provide an overview of the most commonly found disabilities in private schools, while providing educators with the tools needed to serve all children. Using differentiated teaching techniques as indicated by state and federal special education law, educators will learn practical strategies and interventions.

Center for Professional Development students only.

SED-902. Special Education and Private Schools. 3 Units. This course provides insight regarding special education law and its impact on private and parochial schools from grades pre-school through 12th. Participants will research their individual states and create materials that they can use to request an educational assessment from the public schools while learning about funding allocations to private schools. Educators will learn about the IEP process and their role in that process, they will also gain understanding of reported scores and how to implement strategies based on the assessment report.

Center for Professional Development students only.

SED-903. Adaptive PE: Inclusive Games/Sports. 3 Units. Develop a lifelong commitment to the inclusion of all students in physical education activities. Learn how to modify sports, games and physical activities to make them appropriate for students with disabilities.

Center for Professional Development students only.

SED-904. Special Education Law and Ethics. 3 Units. This course will involve an in-depth examination of California and federal laws which affect the lives and education of individuals who have disabilities and discuss the ethics involved in providing services to this population. Special education law for children from birth to age 22 will be covered. Although there are no official state or national standards for special education, the Council for Exceptional Children (cec.sped.org) is regarded as the national representative of special education expectations. CEC ethical standards and best practices will be used as a core to special education expectations.

Center for Professional Development students only.

SED-905. Special Needs Programs. 3 Units. God has divinely placed students with special needs in your class. Teaching them, and meeting their unique needs, is what this course is all about. The statistics are rising, and more special need students are in our faith-based schools. This course provides a step-by-step foundation on how to start a special needs program in your class or school. It will build upon Kingdom perspectives to empower, and necessary steps to better teach special need students in a Christian setting. Meeting the unique needs of these students by bridging school to home and community is possible. Discover the ministry God has given you.

Center for Professional Development students only.

TECHNOLOGY

TEC-908. Internet: The Connected Classroom. 3 Units. Learn about the exciting world of the Internet and develop skills to fully integrate the Internet into your classroom. Be guided through the use of online communication tools, educational resources on the Internet and webpage design tools.

Center for Professional Development students only.

TEC-910. Internet: A Course of Exploration. 3 Units. Discover fun, easy and practical ways to learn about the Internet. Improve your instruction, stay in contact with others, find the latest research, access volumes of resources and/or provide an exciting medium for your educational environment.

Center for Professional Development students only.

TEC-911. Comprehensive Technology Use Planning. 3 Units. A Technology use plan is a powerful, dynamic tool that creates and sustains a technology-rich educational environment. Examples, guidelines, sample plans, surveys and activities model the process of developing a TUP. Submitting a completed plan is not required to pass the course.

Center for Professional Development students only.

TEC-912. Web Searching. 3 Units. Develop the skills needed to find information on the World Wide Web. Learn to develop search strategies, use search engines, web indexes, online libraries and ready-reference websites, conduct advanced web searches and optimize web resource management skills.

Center for Professional Development students only.

TEC-914. Troubleshooting the Macintosh. 3 Units. Learn to solve Macintosh computer problems. Develop strategies necessary to solve common problems and understand the Macintosh in non-technical “plain old English” terms.

Center for Professional Development students only.

TEC-915. Computer Graphics for Teachers. 3 Units. Tailored to beginners, this course introduces the concepts, functions and basic tools common to all computer graphics programs to create, visually enhance and personalize teaching materials—bulletin boards,
quizzes, newsletters, even web graphics. Hands-on, skills-based projects reinforce learning by doing.

  Center for Professional Development students only.

TEC-920. Word - The Ultimate Writing Tool. 3 Units. Discover how Word can play a key role in the classroom providing authentic assessment, student-centered learning activities and collaborative project-based learning. Move through the basics and onto advanced features, including multimedia, which can have a positive impact on student achievement.

  Center for Professional Development students only.

TEC-921. Excel - The Ultimate Information Tool. 3 Units. Learn how Excel can be used to increase student achievement and improve data analysis skills, and how this tool can help manage your classroom. Study formulas, calculations, charting, linking, database functions, macros and text functions.

  Center for Professional Development students only.

TEC-922. Powerful Presentations Using PowerPoint. 3 Units. Bring your presentations to life and improve their impact with ease. Learn to make powerful, professional presentations using Microsoft PowerPoint by following a step-by-step process to easily learn the program’s rich features from beginning to advanced.

  Center for Professional Development students only.

TEC-923. Introduction to Computers for Teachers. 3 Units. Easy-to-follo...
TEC-945. Graphics on the Web. 3 Units. Receive an introduction to the basics of graphics and how they are used on the Internet. Get acquainted with all areas of computer graphics and produce eye-catching graphics.  
Center for Professional Development students only.

TEC-946. Podcasting for Educators. 3 Units. Publish lectures to your students using inexpensive equipment and simple software. Make lectures and resources available through the Internet using MP3 players and computers.  
Center for Professional Development students only.

TEC-947. Microsoft Outlook. 2 Units. Learn to manage different categories of data with Outlook. Learn to schedule tasks, dates, e-mail and contacts.  
Center for Professional Development students only.

TEC-948. Teaching and Learning Online. 3 Units. With the explosive growth of online instruction, see what it really means to learn in this environment. Discover what distinguishes online from traditional instruction as you explore teaching strategies, and the theories and concepts that apply to the online classroom.  
Center for Professional Development students only.

TEC-949. Communicate with Acrobat Pro. 3 Units. Master the art of document management with Adobe’s Acrobat Pro, and learn to create a PDF document or share documents in combined PDF format. Learn Acrobat Pro and change the way you run your classroom of the future.  
Center for Professional Development students only.

TEC-950. Web 2.0 Tools for the Classroom. 3 Units. Blogs, wikis, social networks, social bookmarks, podcasts, RSS feeds and photo sharing are Web 2.0 tools native to today’s students that can innovatively be harnessed to transform and expand teaching and learning.  
Center for Professional Development students only.

TEC-951. Instructional Blogging for Educators. 3 Units. Instructional blogging is a new technological technique to facilitate better teaching and learning through authentic publishing skills and computer applications. Publish content to your students and other classroom stakeholders, without technology (HTML, FTP, XML, etc.) or web pages getting in the way.  
Center for Professional Development students only.

TEC-954. Interactive Whiteboards: Smartboards in the Classroom. 3 Units. Interactive Whiteboard is designed for any teacher, technology coordinator, principal or librarian working with an Interactive Whiteboard. Through the process of completing the required assignments the participants will develop strategies for using the Interactive Whiteboard in their curriculum.  
Center for Professional Development students only.

TEC-955. OpenOffice.org for Teachers. 3 Units. OpenOffice.org is the leading open-source software, developed as a free, fully compatible alternative to Microsoft Office. Learn the basics of OpenOffice.org, from installation to the creation, saving, printing and sharing of a variety curriculum-rich documents. This course is suitable for teachers of all subjects and grade levels.  
Center for Professional Development students only.

TEC-956. Desktop Publishing with iWork. 3 Units. Desktop Publishing with iWork is designed for the teacher, technology coordinator, principal or anyone working with iWork on the Macintosh computer. Develop strategies for using desktop publishing with iWork in your classroom and understand how the various applications of iWork can be seamlessly integrated into the curriculum.  
Center for Professional Development students only.

TEC-957. All Things Google. 3 Units. All Things Google will introduce educators to several free Google tools, such as Google Docs, Google Earth, Blogger, YouTube, Picasa and many more. Emphasis will be placed on how these tools can impact classroom practice. This course is designed for the instructor who wants to use free, powerful, collaborative tools with their colleagues, students and community.  
Center for Professional Development students only.

TEC-958. Photoshop CS4 for Teachers. 3 Units. Photoshop CS4, the world-standard for digital image editing, is the quintessential tool for designing and manipulating images. A must-know for teachers of photography, multimedia, journalism and art, Photoshop CS4 pushes the boundaries of digital image editing like never before.  
Center for Professional Development students only.

TEC-959. Google Docs for Educators. 3 Units. Do you want to change the way your work gets done? Do you want to enhance all your lessons with collaborative learning? Now, you and your students can use the free web-based collaborative productivity tools provided by Google, making it possible to have access to your documents around the world, on or offline. Google Docs will do that and more.  
Center for Professional Development students only.

TEC-960. Internet: Classroom on Wire. 3 Units. Put your ability to navigate the Internet to some practical use. Search the Internet to enhance your classroom lessons and units. Pick various listed websites to explore for your own classroom.  
Center for Professional Development students only.

TEC-961. Computer Projects for the Classroom. 3 Units. Use personal productivity software to develop classroom projects, providing strategies for improving student’s academic achievement and your own teacher effectiveness. Cross the digital divide by ensuring that students are technologically literate and encourage the effective integration of technology to establish successful instructional methods.  
Center for Professional Development students only.

TEC-962. Google Maps and Earth in the Classroom. 3 Units. Learn to incorporate Google Maps and Google Earth into creative, standards-based lessons, and personalize the features that have direct application to your classroom. Applicable to all grade levels, this course provides the ability to explore the planet from a desktop.  
Center for Professional Development students only.

TEC-963. Digital Storytelling. 3 Units. Using a project-based approach, students will develop a slide show that can be output as a movie file using the Photo Story 3 program. This is a free and easy program through Microsoft (Windows only) that is great to use in the class.  
Center for Professional Development students only.
TEC-964. iPod Touch in the Classroom. 3 Units. Explore the classroom use of the iPod Touch, a powerful hand-held computer capable of running thousands of educational apps as well as viewing textbooks, videos and Internet resources via built-in WiFi. Course materials include an iPod Touch simulator for PC and Mac, so owning an iPod is not required to complete the course.

Center for Professional Development students only.

TEC-965. Teach with Moodle. 3 Units. Gain the essential skills and knowledge to be an effective online instructor and meet needs of 21st century students as identified in the NETP. Moodle will be experienced from a student and instructor perspective as you acquire technical skills, instructional strategies and design principles necessary for online teaching.

Center for Professional Development students only.

TEC-966. Project Based Learning Using Information Technology. 3 Units. Prepare your students for their future career paths by having them work in a Project-Based Learning using Information Technology (PBL IT) environment. Learn how to design and implement PBL IT units of study that will motivate your students to do online research, multimedia authoring, writing, collaboration and public speaking.

Center for Professional Development students only.

TEC-967. Facebook in the Classroom. 3 Units. Welcome to Facebook. Teachers connecting with students and parents. The instructional focus is on the teacher who wants to become a confident user of Facebook to enhance communication with parents and in some cases, students. By the conclusion, participants will have created a personal profile as well as a classroom group page that may be used instantly in the classroom.

Center for Professional Development students only.

TEC-968. Expand Your Classroom with YouTube. 3 Units. Have you ever wanted an easy way to help your students after school hours? Solve this dilemma as you create videos to post on YouTube and other sites like TeacherTube. You will also find useful videos online and then learn how to download them to show on campus if YouTube is blocked.

Center for Professional Development students only.

TEC-969. Online Collaboration/Assessment. 3 Units. Experience effective collaboration in an online environment and participate in whole-class activities. Learn about principles of effective collaboration and assessment and apply these to the design of standards-aligned activities to measure learning outcomes. This course provides educators with the experience, tools and knowledge to effectively integrate collaboration and assessment activities into an online classroom environment. Course participants explore these topics in depth, engage in learning activities, participate in self- and group-assessments and demonstrate their knowledge and skills through collaborative as well as individual performance assignments.

Center for Professional Development students only.

TEC-973. Data Driven Decision Making. 3 Units. Use different data analysis strategies, evaluate state and local benchmarks, develop action plans and communicate information about a student’s progress with parents. Although helpful, having your own report generating tool is not a requirement.

Center for Professional Development students only.

TEC-975. Teaching Strategies: Technology. 3 Units. Organized around Robert Marzano’s well-known strategies for effective teaching, learn the successful use of technology tools to implement these strategies. Focus not simply on “how” to use technology tools, but on “why” and “when” to use them.

Center for Professional Development students only.

TEC-977. Cloud Computing for Educators. 3 Units. The purpose of this class is to provide educators with many tools to make their life as a classroom instructor easier and more organized with a side benefit of helping them make their lesson plans more fun and technologically oriented for their students.

Center for Professional Development students only.

TEC-978. Twitter for Educators. 3 Units. Learn how Twitter can be the best professional development tool you have ever used! Create a Professional Learning Network (PLN) with other educators and experts to learn from and share ideas, activities, lesson plans, teaching strategies, the use of technologies and classroom pedagogical reasoning. This course will directly hit on the majority of the NETS and NBPTS standards with an emphasis on: connecting with other professionals; connecting to content, expertise and activities through online communities; preparing new educators and ongoing professional learning; career-long personal learning networks; and connecting with students to personalize and motivate learning.

Center for Professional Development students only.

TEC-982. The Flipped Classroom. 3 Units. This online course will research the pros and cons of flipping the classroom which, at its most basic definition, means that students watch a video of the day’s lesson while at home and work on problem sets, projects and discussions during class time. In other words, traditional homework would be done during the school day, where the student has access to the teacher’s expertise and interaction with their peers while the lecture (lesson) would be watched at home. Course covers all the mechanics of making your videos, creating an online presence for your class and the pedagogy behind the flipped classroom. Note: Required text must be purchased separately: Flip Your Classroom: Reach Every Student in Every Class Every Day, by Jonathan Bergmann and Aaron Sams.

Center for Professional Development students only.

TEC-985. Document Camera-Enhanced Lessons. 2 Units. Learn how to integrate a document camera seamlessly into your classroom, engaging and motivating your students as they interact with authentic content. This course will provide dynamic ways to present lessons for the classroom whether you are a teacher, principal, curriculum specialist or librarian. Working at your own pace, online lessons and Internet resources will help you apply new knowledge and skills to instructional practice. Teachers develop lessons that incorporate the creative use of visual media that support both local learning goals and the Common Core Student Standards.

Center for Professional Development students only.

TEC 987. Creating Digital Books with iBooks Author. 3 Units. Digital textbooks are fast becoming a major teaching and learning medium. Apple’s free (MAC only) program, iBooks Author, makes creating electronic books fun and easy. Select a template then use simple ‘drag and drop’ controls to lay out pages, import text, embed media, and create interactive elements – the process is easy and straightforward with iBooks Author.

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*Assistant Provost for Records and Research*
*University Registrar*
B.A., California State University, Fresno
M.Div., Mennonite Brethren Biblical Seminary
M.B.A., M.P.M., Keller Graduate School of Management

**Ananda Aspen (1998)**
*Assistant Professor, Education*
B.A., M.A., California State University, Fresno

**Peggy Diane Avakian (1997)**
*Associate Professor, Education*
B.S., California State University, Fresno
M.S., University of San Francisco
Ph.D., Pacifica Graduate Institute

**James Ave (1998)**
*Associate Professor, Kinesiology*
B.S., University of Nevada, Las Vegas
M.A., California State University, Bakersfield
Ph.D., University of Southern Mississippi, Hattiesburg

**Mark Baker (1999)**
*Professor, Mission and Theology*
B.A., Wheaton College
M.A., New College Berkeley
Ph.D., Duke University

**Devin Beasley (2010)**
*Assistant Professor, Kinesiology*
B.A., California State University, Bakersfield
M.Ed., Loyola Marymount University
Ed.D., University of the Pacific

**Deanne Bell (2006)**
*Assistant Professor, Biology*
B.A., M.A., California State University, Fresno

**Kelly Bentz (2015)**
*Assistant Professor, Education*
B.A., University of California, Los Angeles
M.S., California State University, Stanislaus
Ph.D., University of California, Davis

**Darrell Blanks (2012)**
*Assistant Professor, Education*
B.A., California State University, Fresno
M.S., National University
M.A., Fresno Pacific University

**Terry Brensinger (2011)**
*Professor, Pastoral Ministry*
*Seminary President, University Vice President, FPU Biblical Seminary*
B.A., Messiah College
M.Div., Asbury Seminary
M.Phil., M.A., Ph.D., Drew University

**Amy Brogan (2013)**
*Assistant Professor, Kinesiology*
B.S., M.A., Ed.D., California State University, Fresno

**Chris Brownell (2000)**
*Assistant Professor, Mathematics*
B.A., California State University, Fresno
M.A., Fresno Pacific University
Ph.D. Candidate

**Jim Bryan (2011)**
*Associate Professor, Business Administration | Management*
B.S., M.A., University of San Francisco
Ed.D., University of Southern California

**Donna Callahan (1998)**
*Associate Professor, Social Work*
B.S., California State University, Fresno
M.S.W., California State University, Fresno
M.S., Capella University

**Greg Camp (1995)**
*Professor, Biblical and Religious Studies | Greek*
B.A., Fresno Pacific College
M.Div., Mennonite Brethren Biblical Seminary
Ph.D., University of Sheffield

**Allen Carden (1997)**
*Professor, Liberal Arts | History*
B.A., Biola College
M.A., California State University, Fullerton
Ph.D., University of California, Irvine

**Ernest Carrere (2006)**
*Hiebert Library*
B.A., Tulane University
J.D., Tulane University of Law
Ph.D., Emory University
Nathan Carson (2013)
Assistant Professor, Philosophy
B.A., Whitworth University
M.C.S., Th.M., Regent College
M.A., Ph.D., Baylor University

Cindy Carter (2011)
Associate Provost, Degree Completion and Institutional Effectiveness
B.A., California State University, Stanislaus
M.S., California Lutheran University
Ph.D., Pacifica Graduate Institute

Vern Carter (2005)
Hiebert Library
B.A., Fresno Pacific College
M.Div., Central Baptist Theological Seminary
M.A., Temple University
M.L.I.S., University of Denver

Megan Chaney (2012)
Assistant Professor, Special Education
B.A., California State University, Fresno
M.A., Fresno Pacific University

Ken Cheung (2013)
Associate Professor, Chemistry
B.S., University of Wisconsin, Madison
Ph.D., Northwestern University

Joshua Christensen (2012)
Head Coach, Men’s and Women’s Swimming
B.A., Ouachita Baptist University
M.B.A., Grand Canyon University

Karen Cianci (2008)
Professor, Natural Sciences
Dean, School of Natural Sciences
B.S., Cornell University
M.R.E., Gordon-Conwell Theological Seminary
Ph.D., Bryn Mawr College

Jonathan Clark (2014)
Assistant Professor, Social Work
B.A., California State University, San Marcos
M.S.W., California State University, Fresno

Susan Cox (2014)
Assistant Professor, Business
B.A., University of California Santa Barbara
M.A., University of San Francisco
Ed.D., California State University, Fresno

Karen Crozier (2008)
Associate Professor, Practical Theology
B.A., University of California, Los Angeles
M.A., California State University, Fresno
M.A., Ph.D., Claremont School of Theology

Mark Deffenbacher (1993)
Executive Director of FPU Foundation
B.A., Warner Pacific College
M.A., Anderson School of Theology

Justin Dermon (2008)
Assistant Professor, Business Administration/Finance and Economics
B.A., M.A., Ph.D., Université Paul Cézanne Aix-en-Provence

Donald Diboll (2006)
Associate Professor, Kinesiology
B.S., University of Southern Mississippi
M.S., Ph.D., University of Southern Mississippi

Jonathan Dick (1992)
Associate Professor, Physical Sciences
B.A., Tabor College
Ph.D., University of Minnesota

Darren Duerksen (2011)
Assistant Professor, Intercultural Studies
B.Mu., University of California, Santa Barbara
M.Div., Mennonite Brethren Biblical Seminary
Ph.D., Fuller Theological Seminary

Larry Dunn (1999)
Associate Professor, Peacemaking and Conflict Studies
B.A., Fresno Pacific College
M.A., Fuller Theological Seminary
Ph.D., Syracuse University

Jason Ekk (2013)
Assistant Professor, Criminology and Restorative Justice
B.A., M.A., Fresno Pacific University
J.D., Thomas Jefferson School of Law

Martille Elias (2012)
Associate Professor, Reading and Language Development
B.S., Stephens College
M.S., Ph.D., University of Missouri

Jon Endicott (1996)
Vice President for Enrollment Mgmt. & Student Services
B.A., Concordia University Irvine
M.A., University of California, Irvine
Kevin Enns-Rempel (1984)
Director, Hiebert Library
B.A., Fresno Pacific College
M.A., University of California, Riverside

Tim Kisner (2015)
Head Men’s Basketball Coach
B.A., Central Michigan University
M.S., Ohio University

Fran Martens Friesen (2002)
Assistant Professor, Humanities
B.A., Goshen College
M.A., Georgetown University

Kenneth Martens Friesen (2002)
Associate Professor, Political Science | History
B.A., Fresno Pacific College
M.A., Ph.D., American University

Milton Friesen (2006)
Assistant Professor, Music
B.A., State University, New York
M.A., California State University, Fresno

Annie Fujikawa (2013)
Assistant Professor, Psychology
B.A., M.A., Ph.D., Biola University

Tim Geddes (1986)
Professor, Biblical Studies
B.A., University of Saskatchewan
M.Div., Mennonite Brethren Biblical Seminary
Ph.D., University of Aberdeen

Executive Director, Continuing Education
B.A., Northwest Nazarene College
M.A., Fresno Pacific University
Ed.D., George Fox University

Adam Ghali (2013)
Assistant Professor, Marriage Family Therapy
B.S., University of Alberta
M.A., Ph.D., Fuller Theological Seminary

Carol Gossett (1996)
Assistant Professor, Early Childhood Development
B.S., California State University, Fresno
M.S., Fresno Pacific College
Ed.D. candidate, Nova Southeastern University

Gary Gramenz (2008)
Associate Professor, Education
Dean, School of Education
B.A., Azusa Pacific University
M.A., Fuller Seminary
Ph.D., Claremont Graduate University

Anne Guenther (1982)
Hiebert Library
B.A., University of Toronto
M.L.S., San Jose State University

Breck Harris (1995)
Professor, Business
B.S., M.B.A., San Francisco State University
Ed.D., University of La Verne

Ronald Herms (2014)
Associate Professor, Biblical Studies
Dean, School of Humanities, Religion and Social Sciences
B.A., Northwest University
M.C.S., Regent College
Ph.D., University of Durham

Oscar Hirschkorn (2005)
Head Coach, Baseball
B.A., M.A., Chico State University

Linda Hoff (1996)
Professor, Education
B.A., Occidental College
M.A., Fresno Pacific College
Ph.D., Claremont Graduate University

Jacob Huang (2015)
Assistant Professor, Sociology
B.A., Aletheia University
M.A., Tunghai University
Ph.D. Candidate, University of North Texas

Lindsey Huang (2015)
Assistant Professor, Sociology
B.A., Bethel College
M.A., Central American Theological Seminary
M.A., Ph.D., University of North Texas

Mark Isaac (2006)
Vice President for University Advancement
B.A., Tabor College
M.Div., Mennonite Brethren Biblical Seminary
Chris Janzen (2007)
Assistant Professor, Art
B.A., Bethel College
M.F. A., University of South Dakota

Dennis Janzen (1983)
Professor, Kinesiology
B.A., Tabor College
M.A., University of Northern Colorado
Ph.D., University of Southern California

Jeanne Janzen (1999)
Associate Professor, Curriculum and Teaching
B.A., Tabor College
M.A., Fresno Pacific University
Ed.D., Nova Southeastern University

Rod Janzen (1989)
Professor, History
University Distinguished Scholar
B.A., Fresno Pacific College
M.A., University of California, Santa Barbara
Ed.D., University of Southern California

Sarah Johnson (2014)
Assistant Professor, Special Education
B.A., M.A., California State University, Fresno

Pamela Johnston (2006)
Associate Professor, History
B.A., University of Washington
M.A., Ph.D., Bryn Mawr College

Associate Professor, History/Latin
B.A., Davidson College
M.A., University of Georgia
M.A., Ph.D., Bryn Mawr College

David Jones (2015)
Instructor, Education
B.S., University of Michigan
M.S., California State University, Fresno

Franklyn “Lynn” Jost (2006)
Professor, Old Testament/Preaching
Director, Center for Anabaptist Studies
B.A., Tabor College
M.Div., Mennonite Brethren Biblical Seminary
M.A., Ph.D., Vanderbilt University

Hannah Keeney (2014)
Hiebert Library
B.A., Bluffton University
M.L.S., Indiana University

Lisa Keith (2012)
Assistant Professor, Special Education
B.A., University of California Irvine
M.A., National University
Psy.D., Alliant International University

John Kilroy (2012)
Associate Professor, Business
Dean, School of Business
B.S., Grand Canyon College
M.A., University of Phoenix
Ph.D., Regent University

Sylvia Kim (2010)
Assistant Professor, Accounting
B.S., Chonnam National University, South Korea
M.S., Golden Gate University

Bret Kincaid (2012)
Associate Professor, Political Science
B.A., Fresno Pacific University
M.A., Associated Mennonite Biblical Seminaries
M.A., Ph.D., University of Notre Dame

Quentin Kinnison (2008)
Associate Professor, Christian Ministry and Leadership
B.A., Grand Canyon University
M.Div., Golden Gate Seminary
Ph.D., Fuller Theological Seminary

Peter Kopriva (1989)
Professor, Special Education/Early Childhood Development
B.A., M.A., California State University, Los Angeles
Ed.D., University of Northern Colorado

Angel Krause (2010)
Instructor, Curriculum and Teaching
B.A., M.A., Fresno Pacific University

Richard Kriegbaum (1984)
President
B.A. Wheaton College
M.A. Ball State University
Ph.D. State University of New York, Buffalo

Michael Kunz (1987)
Professor, Biology/Environmental Science
B.Sc., University of California, Davis
M.A., California State University, Sacramento
Ph.D., University of California, Davis

Elizabeth Lake (2005)
Associate Professor, Psychology
B.A., California State University, Stanislaus
Ph.D., City University of New York
Julie Lane (2010)  
Assistant Professor, Special Education  
B.M., California State University, Fullerton  
M.M., University of Redlands  
M.A., Chapman University  
Ed.D., Pepperdine University  

René Lebsock (2006)  
Instructor, Education  
B.A., M.A. Fresno Pacific College  

Darin D. Lenz (2011)  
Associate Professor, History  
B.A., California State University, Bakersfield  
M.A., Assemblies of God Theological Seminary  
M.A., Villanova University  
Ph.D., Kansas State University  

Erik Leung (2014)  
Instructor, Music  
B.M., B.Ed., University of Calgary  
M.M., University of Toronto  

Melanie Lewis (2014)  
Assistant Professor, Education  
B.S., San Diego Christian College  
M.A., Point Loma Nazarene University  
M.A., Azusa Pacific University  

Robert Lippert (2014)  
Vice President for Finance & Business Affairs  
B.S., University of California, Los Angeles  
M.B.A., Pepperdine University  

Stacy Manning (2014)  
Assistant Professor, Nursing  
B.S., University of Phoenix  
M.S.N, D.N.P, California State University, Fresno  

Donna Martin (2013)  
Assistant Professor, Education  
B.S., M.S., Utah State University  

Robert Jentes Mason (1987)  
Professor, Education  
B.A., Grace College  
M.A., Fresno Pacific College  
Ph.D., Indiana University  

Andrea McAleenan (2015)  
Associate Professor, Business  
B.A., M.A., Michigan State University  
Ph.D., Claremont Graduate University  

Cynthia McGrady (2013)  
Assistant Professor, Marriage Family Therapy  
B.A., California State University, Fresno  
M.A., Ph.D., California School of Professional Psychology  

Rebecca McMillen (2007)  
Assistant Professor, Art  
B.A., University of New South Wales  
M.A., College of Fine Arts, UNSW  
Ph.D. candidate, University of New England  

John Mendiburu (2013)  
Assistant Professor, Education  
B.A., M.A., California State University, Bakersfield  
Ed.D., University of LaVerne  

Sharon Merritt (2013)  
Assistant Professor, Education  
B.A., University of the Pacific  
M.A., San Francisco State  
Ph.D., University of California, Berkeley  

Diana Bates Mock (2001)  
Vice President for Marketing/University Relations  
B.A., California State University, Fresno  
M.A., Fresno Pacific University  

Robert Murray (1998)  
Associate Professor, School Psychology  
B.A., M.S., California State University, Long Beach  
Ed.D., University of California and California State University, Davis  

Tim Neufeld (1999)  
Associate Professor, Contemporary Christian Ministries  
B.A., Fresno Pacific College  
M.Div., Mennonite Brethren Biblical Seminary  
D.Min., Fuller Theological Seminary  

Eleanor Nickel (2002)  
Associate Professor, English  
B.A., Gordon College  
M.A., West Virginia University  
Ph.D., University of Iowa  

Fay Nielsen (1997)  
Associate Professor, Kinesiology  
Associate Dean, Retention  
B.A., The College of Wooster  
M.S., Indiana University  
Ph.D., Oregon State University
Hope Nisly (2001)  
_Hiebert Library_  
B.A., University of Iowa  
M.A., M.L.S., University of Maryland

Steve Pauls (2002)  
_Associate Professor, Chemistry_  
B.S., Bethel College  
M.S., Indiana University  
Ph.D., University of Kansas

_Assistant Professor, Education_  
B.A., University of California, San Diego  
M.A., Fresno Pacific University

Robert Podeyn (2015)  
_Head Women’s Soccer Coach_  
B.A., Dowling College  
M.Ed., William Woods University

Gina Ponce de Leon (2013)  
_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/Science_  
B.Sc. Colorado School of Mines  
M.Sc. Fuxin Institute of Mining and Technology  
Ph.D. Colorado School of Mines

Jaime Ramirez (1996)  
_Associate Professor, Kinesiology_  
Head Coach, Men’s Soccer  
B.A., M.A., Fresno Pacific College

Julia Reimer (2001)  
_Associate Professor, Theater_  
B.A., Fresno Pacific College  
M.A., Bowling Green State University  
M.A., City University of New York  
Ph.D., Southern Illinois University

Valerie Rempel (1996)  
_Associate Professor, J.B. Toews Chair of History and Theology_  
Dean, FPU Biblical Seminary  
B.A., Tabor College  
M.A., Mennonite Brethren Biblical Seminary  
M.A., Ph.D., Vanderbilt University

Laura Schmidt Roberts (1994)  
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

Brian Ross (2014)  
_Assistant Professor, Pastoral Ministries_  
B.S., Lancaster Bible College  
M.A., Lancaster Bible College Graduate School  
D.Min., George Fox University

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

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 (2005)  
_Assistant Professor, Criminology and Restorative Justice Studies_  
B.A., M.A., Fresno Pacific University  
Ph.D. candidate, University of Tilburg

Adam Schrag (2012)  
_Assistant Professor, Communication_  
B.A., Bethel College  
M.A., Ph.D., University of Minnesota
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Schultz</td>
<td>(2007) Associate Professor, Biblical and Religious Studies</td>
</tr>
<tr>
<td></td>
<td>B.A., Briercrest Bible College</td>
</tr>
<tr>
<td></td>
<td>M.A., Jerusalem University College</td>
</tr>
<tr>
<td></td>
<td>Ph.D., Bar Ilan University</td>
</tr>
<tr>
<td>Randall Wallace</td>
<td>(2012) Associate Professor, Business</td>
</tr>
<tr>
<td></td>
<td>B.A., Trinity College</td>
</tr>
<tr>
<td></td>
<td>M.A., Azusa Pacific University</td>
</tr>
<tr>
<td></td>
<td>Ph.D., Regent University</td>
</tr>
<tr>
<td>Andrew Sensenig</td>
<td>(2015) Assistant Professor, Biology</td>
</tr>
<tr>
<td></td>
<td>B.A., Millersville University</td>
</tr>
<tr>
<td></td>
<td>M.S., Ph.D., University of Maryland</td>
</tr>
<tr>
<td>Peter Smith</td>
<td>(2011) Assistant Professor, Peacemaking and Conflict Studies</td>
</tr>
<tr>
<td></td>
<td>B.A., Fresno Pacific College</td>
</tr>
<tr>
<td></td>
<td>M.A., Fuller Theological Seminary</td>
</tr>
<tr>
<td></td>
<td>Ph.D., International Baptist Theological Seminary/University of Wales</td>
</tr>
<tr>
<td>Peter Wasemiller</td>
<td>(1983) Assistant Professor, Business Administration</td>
</tr>
<tr>
<td></td>
<td>B.A., Fresno Pacific College</td>
</tr>
<tr>
<td></td>
<td>J.D., The San Joaquin College of Law</td>
</tr>
<tr>
<td>David M. Weber</td>
<td>(1998) Assistant Professor, School Counseling</td>
</tr>
<tr>
<td></td>
<td>B.A., M.A., California State University, Fresno</td>
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<tr>
<td></td>
<td>Psy.D., Alliant International University</td>
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<tr>
<td>Peng Wen</td>
<td>(1990) Professor, Business Administration</td>
</tr>
<tr>
<td></td>
<td>B.A., National Taiwan University</td>
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<td></td>
<td>M.B.A., Oklahoma City University</td>
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<td></td>
<td>Ph.D., University of Florida</td>
</tr>
<tr>
<td>Randy White</td>
<td>(2012) Associate Professor, Community Transformation</td>
</tr>
<tr>
<td></td>
<td>Executive Director, Center for Community Transformation</td>
</tr>
<tr>
<td></td>
<td>B.A., California State University, Sacramento</td>
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<tr>
<td></td>
<td>M.C.S., New College Berkeley</td>
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<td></td>
<td>M.A., Fresno Pacific University</td>
</tr>
<tr>
<td></td>
<td>D.Min., Bakke Graduate University</td>
</tr>
<tr>
<td>Billie Jean Wiebe</td>
<td>(1992) Associate Professor, Communication</td>
</tr>
<tr>
<td></td>
<td>B.A., Fresno Pacific College</td>
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<tr>
<td></td>
<td>M.A., Northwestern University</td>
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<td></td>
<td>Ph.D., Claremont Graduate University</td>
</tr>
<tr>
<td>Angulus Wilson</td>
<td>(1998) University Pastor</td>
</tr>
<tr>
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<td>B.A., Fresno Pacific University</td>
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<tr>
<td></td>
<td>M.A., Wheaton College</td>
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<td></td>
<td>M.A., Birmingham Theological Seminary</td>
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<tr>
<td></td>
<td>Ph.D., Ecclesia University of Divinity</td>
</tr>
<tr>
<td>Lindsey Wilson</td>
<td>(2013) Head Coach, Women's Basketball</td>
</tr>
<tr>
<td></td>
<td>B.S., University of Central Oklahoma</td>
</tr>
<tr>
<td></td>
<td>M.S., Emporia State University</td>
</tr>
<tr>
<td>Ray Winter</td>
<td>(2014) Head Coach, Cross Country and Track &amp; Field</td>
</tr>
<tr>
<td></td>
<td>B.A., Fresno Pacific University</td>
</tr>
<tr>
<td></td>
<td>M.A., California State University, Fresno</td>
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<tr>
<td></td>
<td>Ph.D., University of California, Merced</td>
</tr>
</tbody>
</table>
Shawn Wirts (2015)
Assistant Professor, Mathematics
B.S., M.S., California Polytechnic State University

Stacy Wise (2014)
Assistant Professor, Nursing
B.S., California State University, Fresno
M.B.A., University of Phoenix
D.N.P, California State University, Fresno

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

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)
Executive Director, Regional Centers
Assistant Professor, Business Administration/Law and Ethics
B.S., California State University, Fresno
J.D., Pepperdine University

Janet Zoller (2015)
Assistant Professor, Education
B.A., University of Redlands
M.A., Fresno Pacific University

Gregory Zubacz (2014)
Assistant Professor, Peacemaking and Conflict Studies
Director, Center for Peacemaking and Conflict Studies
B.A., L.L.B., University of Manitoba
B.Th., M.C.L., J.C.L., Ph.D., J.C.D., Saint Paul University

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

Ron Claassen (1990)
Emeritus Peacemaking and Conflict Studies/Leadership Studies
B.A., Fresno Pacific College
M.A., Louisiana State University
M.Div., Associated Mennonite Biblical Seminaries
D.Min., San Francisco Theological Seminary

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 Pastoral Counseling
B.A., B.S., Goshen College
M.S., Indiana University
Ph.D., University of Iowa

Ruth Toews Heinrichs (1980)
Emerita Business
B.A., Fresno Pacific College
M.Sc., California State University, Fresno
Advanced Studies, Claremont Graduate School
D.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

Wayne Huber (1971)
Emeritus Music
B.A., Fresno State College
M.F.A., California State University, Fresno

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

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
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

Jo Ellen Misakian (1999)
Emerita Teacher Librarian
B.S., New York Institute of Technology
M.L.S., San Jose State University

Gary Nachtigall (1961)
Emeritus Geography
B.A., Tabor College
M.A., Fresno State College

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

Ted Nickel (1986)
Emeritus Psychology
B.A., Tabor College
M.A., Ph.D., University of California, Los Angeles

Adonijah Pauls (1967)
Librarian Emeritus
B.A., Fresno Pacific College
M.L.S., University of Washington

Dalton Reimer (1960)
Emeritus Communication
B.A., Fresno State College
M.A., Ph.D., Northwestern University
Luetta Reimer (1968)  
_Emerita English_  
B.A., Fresno Pacific College  
M.A., Purdue University  

Wilbert Reimer (1967)  
_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  

Richard Unruh (1968)  
_Emeritus Political Science_  
B.A., Fresno Pacific College  
M.A., University of Washington  
Ph.D., University of California, Santa Barbara  

Larry Warkentin (1966)  
_Emeritus Music_  
B.A., Tabor College  
M.A., Fresno State College  
D.M.A., University of Southern California  

Arthur Wiebe (1960)  
_Emeritus Mathematics Education_  
_President Emeritus_  
B.A., Southwestern State  
M.A., Fresno State College  
Ed.D., Stanford University  

Delbert Wiens (1969)  
_Emeritus Humanities/Philosophy/History_  
B.A., Fresno State College  
B.D., Yale Divinity School  
Ph.D., University of Chicago  

Devon Wiens (1971)  
_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  

David Youngs (1988)  
_Emeritus Mathematics Education/Science Education_  
B.A., California State University, Fresno  
M.A., Fresno Pacific College  
ScEd.D, Curtin University of Technology  

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 PONTIFICA DE SALAMA
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>abstract</td>
<td>1) Summary of journal article, 2) portion of a thesis project</td>
</tr>
<tr>
<td>academic advisor</td>
<td>A faculty or professional staff member trained to help students select courses and plan programs</td>
</tr>
<tr>
<td>accreditation</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>advanced placement</td>
<td>Credit granted for examination programs</td>
</tr>
<tr>
<td>appeals</td>
<td>Formal written request by a student for permission to deviate from university policy</td>
</tr>
<tr>
<td>asynchronous</td>
<td>Refers to online courses that do not meet together at a specific time</td>
</tr>
<tr>
<td>auditing</td>
<td>Attending and participating in a class without receiving credit for the course. Audit fees apply.</td>
</tr>
<tr>
<td>baccalaureate</td>
<td>Applicable to a bachelor’s degree</td>
</tr>
<tr>
<td>bachelor’s degree</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>
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<tr>
<td>blended or hybrid course</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>block registration board</td>
<td>Registration for a group of courses</td>
</tr>
<tr>
<td>CampusCruiser</td>
<td>University Web portal, used to access university email, courses, calendars, schedules, educational planning, registration, etc.</td>
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<tr>
<td>certificate</td>
<td>Recognition given for completion of an educational program of less than four years university work</td>
</tr>
<tr>
<td>CEU, continuing education unit</td>
<td>Recognition for participation in a non-credit program or workshop</td>
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<tr>
<td>check-in</td>
<td>Final step of undergraduate registration process occurring at the beginning of each semester</td>
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<tr>
<td>co-requisite</td>
<td>A course which must be taken in the same semester as a given course</td>
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<tr>
<td>commencement</td>
<td>Ceremony celebrating anticipated completion of degrees</td>
</tr>
<tr>
<td>concentration</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>
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<tr>
<td>continuing education</td>
<td>Credit-bearing courses designed for lifelong learning and enhancement of professional effectiveness, not applicable toward a degree</td>
</tr>
<tr>
<td>credential</td>
<td>Formal recognition of completion of requirements of an external agency</td>
</tr>
<tr>
<td>credit/no credit</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>deadline</td>
<td>The date by which certain information must be received by any given office or unit</td>
</tr>
<tr>
<td>degree</td>
<td>Title bestowed as official recognition for the completion of a curriculum</td>
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<tr>
<td>degree completion</td>
<td>An accelerated program designed to give working adults the opportunity to complete a bachelor’s degree</td>
</tr>
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<td>degree student</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>
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<tr>
<td>diploma</td>
<td>Official document attesting to completion of a formal educational program</td>
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<td>directed study</td>
<td>A catalogued course taken outside the classroom, one on one with a faculty member</td>
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<tr>
<td>drop</td>
<td>An official procedure for withdrawing from individual classes without removing registration from all classes</td>
</tr>
<tr>
<td>educational plan</td>
<td>Individualized plan to guide students in completing degree requirements</td>
</tr>
<tr>
<td>elective</td>
<td>A course which will count as credit toward a degree, but is not a specific program requirement</td>
</tr>
<tr>
<td>emphasis</td>
<td>A sequence of courses within a major designed to accommodate specific interests of students</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>externship</td>
<td>A required period of supervised, advanced practice done off campus or away from one’s affiliated institution</td>
</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>
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<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>
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<tr>
<td>grade point average</td>
<td>A student’s scholastic average computed by dividing total grade points by total credit hours attempted</td>
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<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>
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<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>
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<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>
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<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>
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<tr>
<td>leave of absence</td>
<td>An official status for withdrawing from the university for one semester or more</td>
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<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>
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<tr>
<td>minor</td>
<td>A sequence of related courses that provides a student with limited competency in the designated field of study</td>
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<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>
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<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>
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<td>petitions</td>
<td>Formal written request by a student for permission to deviate from university policy</td>
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<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>
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<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>Term</td>
<td>Definition</td>
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<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>synchronous</td>
<td>Refers to online courses that meet online at a specific time.</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>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>
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<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>
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<tr>
<td>upper division</td>
<td>Courses at the 300 or 400 level, generally intended for juniors or seniors.</td>
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<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>
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<td>559-453-5585</td>
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<tr>
<td>Admissions</td>
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<td>Bookshop</td>
<td>559-453-2078</td>
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<tr>
<td>Cashier’s Desk</td>
<td>559-453-5586</td>
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<td>Career Services Center</td>
<td>559-453-2220</td>
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<tr>
<td>Center for Online Learning</td>
<td>559-453-3640</td>
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<tr>
<td>Center for Peacemaking and Conflict Studies</td>
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<td>Continuing Education</td>
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<td>Disabilities Services</td>
<td>559-453-2247</td>
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<tr>
<td>Emergency (Main Campus)</td>
<td>559-453-2298</td>
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<tr>
<td>Helpdesk (computer service)</td>
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<td>Health Services</td>
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<td>Hiebert Library</td>
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<td>Housing and Residence Life</td>
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<td>Human Resources</td>
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<td>Information Services</td>
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<td>International Programs and Services Office</td>
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<td>Office for New Educators</td>
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<td>Office of Spiritual Formation</td>
<td>559-453-3644</td>
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<tr>
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<td>Provost</td>
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<td>Regional Centers</td>
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<td>Bakersfield</td>
<td>661-617-4500</td>
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<td>Merced</td>
<td>209-354-5900</td>
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<tr>
<td>North Fresno</td>
<td>559-573-7800</td>
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<td>Visalia</td>
<td>559-302-4100</td>
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<tr>
<td>Registrar’s Office</td>
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<tr>
<td>Safety and Security</td>
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<td>Schools</td>
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<td>Biblical Seminary</td>
<td>559-453-2322</td>
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<td>Business</td>
<td>559-453-3682</td>
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<tr>
<td>Education</td>
<td>559-453-7162</td>
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<tr>
<td>Humanities, Religion and Social Sciences</td>
<td>559-453-2076</td>
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<tr>
<td>Natural Sciences</td>
<td>559-453-2211</td>
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<tr>
<td>Sports Information Hotline</td>
<td>559-453-4646</td>
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<tr>
<td>Student Financial Services</td>
<td>559-453-2041</td>
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<td>Student Life</td>
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<td>Student Success and Retention</td>
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Main Campus
1717 S. Chestnut Ave.
Fresno, CA 93702
559-453-2000

Regional Campuses

NORTH FRESNO CAMPUS
5 River Park Place West, Suite 303
Fresno, CA 93720
559-573-7800

VISALIA CAMPUS
245 N. Plaza Dr.
Visalia, CA 93291
559-302-4100

BAKERSFIELD CAMPUS
11000 River Run Blvd., Suite 200
Bakersfield, CA 93311
661-617-4500

MERCED CAMPUS
3379 G St., Building P
Merced, CA 95340
209-354-5900