University Expansion and Organization
As of June 1, 2010 the MB Biblical Seminary became a part of Fresno Pacific University. The 2010-2011 academic year will be a time of transition in the structure of the university, as some realignment of programs and schools takes place. Policies and procedures for seminary students for this academic year are posted on the seminary website rather than this catalog.

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

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

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

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

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

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

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

Nondiscrimination Policy
It is the policy of Fresno Pacific University not to discriminate on the basis of race, color, nationality, handicap or sex in its admission policies, educational programs or employment policies, in compliance with all applicable federal regulations. This university is authorized under federal law to enroll nonimmigrant alien students.

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.

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

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

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

Welcome to Fresno Pacific University! Here you will be challenged to think critically, excel academically and live ethically. The importance of values and character springs from the university’s distinct Christian perspective. At Fresno Pacific we prepare future leaders by encouraging our students to serve society and help transform culture.

Learning is a lifelong journey. This catalog is your map through the university’s undergraduate, graduate and professional development programs. The curriculum is organized into four schools: the School of Business, the School of Education, the School of Natural Sciences and the School of Humanities, Religion and Social Sciences. Each school is centered on different disciplines, but all are grounded in the same values.

Those values come through in class, in conversations with friends and faculty and in activities ranging from music and athletics to academic and professional organizations such as Alpha Chi and Students in Free Enterprise. Our faculty are experts who are dedicated to teaching. These Christian mentors will teach you how to think, not tell you what to think. You will examine your assumptions and sharpen your reasoning. You will explore broadly and dig deeply. You will achieve more than you ever imagined possible—academically, personally and professionally.

We measure our success as a university by the accomplishments of our graduates. They not only become leaders in their professions, but in their communities, churches and society at large. We invite you learn with us; welcome to Fresno Pacific!

D. Merrill Ewert, Ph.D.
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General Information
MISSION
Fresno Pacific University develops students for leadership and service through excellence in Christian higher education.

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

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

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

ACCREDITATION
Fresno Pacific University is accredited by:
Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
510-748-9001

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

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

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

Academic Facilities
Academic facilities on the main campus include 29 classrooms, 11 science labs, four computer labs, seven music practice rooms, five studio arts rooms and a theatre lab. In addition to 190,000 bound volumes, 315,000 microforms and 10,500 audio-visual items, Hiebert Library provides computer access and study areas. The Bakersfield Center has 13 classrooms and a computer lab. The Visalia Center has 22 classrooms and two computer labs. The North Fresno Center has 10 classrooms and a traveling computer lab.

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

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

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

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

Students who come to Fresno Pacific University become members of a community of fellow students, faculty and staff. While they often begin as strangers, 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. Undergraduate students are represented on most major committees.

ACADEMIC PROGRAMS

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

CAREER PREPARATION

The academic programs of the university reflect the confidence that commitment to Christian values, a quality liberal arts education and sound professional preparation are complementary. Fresno Pacific University alumni have successfully gained entrance into fine graduate schools in the United States and abroad. Alumni are leaders in education, business, the social services and medicine, as well as in a broad variety of church-related ministries. Many baccalaureate majors and graduate programs include internships. The university offers a variety of career development services, such as career counseling, assessment, assistance with internships and job search and assistance with graduate school admissions. This combination of a Christian liberal arts education, practical experiences and thorough career planning provides students a firm foundation of life.

PREPROFESSIONAL PROGRAMS

Preparatory programs are available for students who plan to enter a professional program at another institution after completing bachelor’s degree requirements. Students interested in transferring to a professional school should consult a program director or mentor/advisor early in their college career. Certain courses may be used in preparation for admission to professional institutions throughout the country, especially in the areas of medicine, dentistry, nursing, medical technology, veterinary medicine, pharmacy, physical therapy, law and theology. Program directors or mentors/advisors will help students select suitable pre-professional courses and will assist in their applications to the professional schools.

ENGAGED FACULTY

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

INTEGRATION OF FAITH AND LEARNING

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

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

THEOLOGICAL STATEMENT OF THE UNIVERSITY

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

The theological position of the university is represented in the following tenets, compiled from the Confession of Faith of the General Conference of Mennonite Brethren Churches. Whereas Fresno Pacific University enthusiastically embraces this theological tradition, it seeks to do so with charity and humility. In keeping with an expressed desire of its sponsoring body in the early 1980s to "broaden the base" of the institution, the university has deliberately chosen to include students, faculty, staff, administrators and board members from diverse Christian traditions, who at the same time are supportive of its 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 been raised to new life through the power of the Holy Spirit. Baptism is also a public declaration of a believer’s incorporation into the body of Christ as expressed in the local church.

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

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

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

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

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

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

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

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

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

18. Christ's Final Triumph
We believe that the Lord Jesus Christ will return 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 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.
Admissions
ADMISSIONS

Fresno Pacific University welcomes those students who qualify academically, who demonstrate physical and emotional capacity for university work, who accept the purposes and standards of the university and who would benefit from a Christian university education. Students are admitted without discrimination as to race, color, nationality, creed or sex.

BACCALAUREATE PROGRAMS

Fresno Pacific University offers two baccalaureate programs for students to choose from. The traditional undergraduate program is designed for students coming from high school or transferring from a two-year institution. The Degree Completion program is designed for students who have work experience and desire to finish their college education in an evening, accelerated program. In addition to these degree programs, the Intensive English Language Program offers a pre-baccalaureate language program for international students who desire to study English at an American university.

FOUR YEAR GRADUATION GUARANTEE

Students who earn their bachelor’s degree in four years get a head start toward achieving their personal goals, entering top graduate schools and becoming leaders in their professions and communities. Fresno Pacific University will guarantee graduation within four years to qualified students entering the traditional undergraduate program. FPU commits to providing the courses, advising, instruction and preparation. Students who fulfill their responsibilities and are not able to graduate in four years will receive the needed courses in the next semester at no cost in tuition or student fees. This guarantee further demonstrates that a degree from FPU is an excellent investment in academic quality as well as professional and ethical development. Questions about the guarantee may be directed to the associate dean of retention.

Limitations/Extensions

- The guarantee is limited to basic graduation requirements: 124 minimum units including general-education, upper-level and elective courses sufficient for a single major with no minor.
- Where options between courses are available, students are not guaranteed their first choice.
- This guarantee does not apply to “fifth-year” programs (teacher education credential requirements) or minimum units beyond graduation requirements (CPA qualifications, etc.) beyond the basic four-year bachelor degree.
- The guarantee does not apply to transfer, degree completion or graduate students.
- Students not able to register for the courses needed within four years must complete the free course(s) within two terms of the end of four years (e.g. a summer and fall for those completing four years in the spring; or spring and summer for those completing four years in the fall).
- The four-year period may be extended for students required to leave the university for up to one year (see the Leave of Absence section of this catalog) for medical, military or personal reasons.

Student Responsibilities

- Sign up for the guarantee during the freshman year at the Academic Support Center.
- Choose a major and begin prerequisite or lower-division major courses by the second semester of the freshman year and keep that major until graduation.
- Complete at least 32 units per year (average 16 per semester) with passing grades in each course.
- Maintain a cumulative 2.0 GPA and remain in good standing behaviorally with the university.
- Meet with the mentor each semester for advising before registration opens and take the courses approved by the advisor/mentor that complete general-education and major requirements, in the appropriate sequence and as they become available.
- Register within the first week of registration every semester to gain a spot in the classes needed.
- Notify advisor if unable to register for an approved course so that an alternative plan can be made.
- Apply for financial aid and submit required documents by appropriate deadlines.
- Keep the student account up-to-date. (Accounts not up-to-date may be placed on hold, preventing registration for courses.)
- Complete required courses successfully (see Academic Policies section for minimum acceptable grades) without dropping required or approved courses during a semester.

APPLICATION PROCESS

Students interested in applying for admission should request application materials by contacting the university. Notification of acceptance will be sent as soon as all necessary documents are on file.

Transcripts submitted for admission or transfer credit become the property of Fresno Pacific University and cannot be returned to the applicant or forwarded to other institutions. This includes making copies of transfer records.

Those in need of financial aid should file a Free Application for Federal Student Aid (FAFSA) by March 2 for priority awarding. Further information and instructions for financial aid applications may be obtained from the Student...
Financial Services Office. (See the section on financial aid in this catalog.)

Documents
To apply to a baccalaureate program, the following documents must be submitted:
1. An application for admission with the nonrefundable application fee.
2. Official transcripts from each college or university attended. (Veterans seeking benefits must submit a DD214 and military transcript.)
3. Recommendation form.
4. Writing sample. (Degree Completion only)

Traditional undergraduate students need to submit the following items with their application:
1. High school transcripts
   a. **High school applicants**—required
      Initial transcripts should reflect work through at least the junior year. A final transcript showing graduation or equivalent (e.g., GED, see below) and acceptable grades must be on file prior to enrollment to complete admission for high school applicants only. Students who have not earned a high school diploma will be considered for admission based on certificates acquired through the General Education Development Tests (GED) or the California High School Proficiency Examination.
   b. **Transfer applicants**—recommended to show proof of foreign language requirement. (Not applicable for Degree Completion program applicants.)
2. Entrance examination score reports (e.g., SAT or ACT).
   a. **High school applicants**—required
      If the high school cumulative GPA is 3.1 or above, acceptance may be granted without test scores. However, scores must be on file before acceptance is complete. SAT or ACT test scores are used for decisions in placement in courses. Additional English placement testing and/or enrollment in specific courses may be required. Notification of these requirements is included in the letter of acceptance.
   b. **Transfer applicants**—optional
      Although the SAT or ACT test scores are not required to grant admission to transfer students, they are recommended for students without 24 transferable units. (Not applicable for Degree Completion program.)
   c. **International applicants**—not applicable

Application Deadlines
Applications for admission to the traditional undergraduate programs will be accepted until July 31 or enrollment is full for the fall semester and until December 5 for the spring semester. Student notification is handled on a rolling basis. Applications received later than these dates will be considered, but acceptance and registration are not guaranteed.

International students are encouraged to submit all application materials, transcripts and recommendations at least three months prior to the first semester of enrollment at Fresno Pacific University to ensure there is enough time to obtain a visa. Those who already have a valid visa may follow the dates listed above.

Applications for admission to Degree Completion programs can be received at any time. New cohorts begin every February and August, with some exceptions.

Notification of Admission
Students who have applied for admission will receive a letter notifying them of their eligibility soon after all relevant information and documents—application form and fee, at least one recommendation, transcripts, test scores (traditional undergraduate students only)—are on file in the proper admissions office. After the student has been notified of acceptance, the following steps should be taken:
1. Undergraduate applicants submit a $150 nonrefundable tuition deposit as an indication of intent to enroll. This deposit will ensure registration of the applicant and is applied toward tuition costs. Degree completion applicants submit a $75 confirmation fee.
2. Students who plan to live in campus residence halls must submit a $200 room reservation deposit. This deposit also serves as a damage deposit and is refundable at the time a student leaves, providing there is no damage requiring repair.
3. Undergraduate and degree completion applicants send final transcripts of work completed subsequent to the time of application to the university Registrar’s Office.

Readmission

UNDERGRADUATE PROGRAMS
Students not enrolled in the previous semester may reapply for admission by filing a readmission application form with the Undergraduate Admissions Office. Students who have attended another educational institution during the intervening semester(s) must have a transcript of their record at that school sent to Fresno Pacific University. Acceptance for reenrollment will be governed by the policies regulating the admission of transfer students.
DEGREE COMPLETION PROGRAMS
To reenter a program with a cohort other than the cohort immediately following, the student must reapply by completing a reapplication form. The program director will determine if the student may readmit and/or any conditions for readmission. Once approved, the student may enroll in the cohort following the last course successfully completed. The student will be charged at the current tuition rate for any course repeated.

ADMISSIONS POLICIES AND PROCEDURES

HIGH SCHOOL PREPARATION
The following 13 high school courses need to be completed with a grade of C or better as minimum preparation for college-level study at Fresno Pacific University:

- Four years of college preparatory English.
- Three years of college preparatory mathematics.
- Two years of social studies.
- One year of laboratory science.
- Two years of the same foreign language.
- One year of visual and/or performing arts.

In order to be granted regular admission based solely on transcripts through the junior year, the following are required with a grade of C or better:

- Three years of college preparatory English.
- Two years of college preparatory mathematics.
- One year of social studies.
- One year of foreign language.

Final transcripts must meet the regular admission course requirements above. An applicant's academic record through the first semester of the senior year must show enrollment in coursework that would satisfy the above requirements in order to be granted regular admission.

All exceptions to the above requirements are referred to the Admissions Selection Committee for consideration.

International students are not subject to the above requirements, but must complete the required courses for secondary education in their country. Proof of completion and/or results of exiting exams must be submitted to the International Programs & Services Office before a student can be considered for admission.

ADMISSION STANDARDS
Acceptance for admission as a freshman is based on an eligibility index score determined by a formula using the high school grade point average (excluding physical education, military science and applied courses) and the total score from either the Scholastic Aptitude Test (SAT) or American College Test (ACT). A minimum of a 900 SAT total score (critical reading and math only) or ACT composite score of 19 is required for regular admission. Applicants with SAT total scores below 900, ACT score below 19, or with math and verbal part scores below 450 will be referred to the Admissions Selection Committee for the admission decision. Requirements: academic letter of recommendation, writing sample, LASSI assessment test. (See admissions counselor for details.) Some students may be required to have an interview with a faculty member prior to the admission decision.

The SAT index is computed by multiplying the grade point average by 800 and adding the total SAT score. The minimum index requirement is 3,094.

The ACT index is computed by multiplying the grade point average by 200 and adding 10 times the ACT composite score. The minimum composite score is 19 and the minimum index requirement is 722.

Students who do not qualify for regular admission will be evaluated on an individual basis by the Admissions Selection Committee, using various criteria in addition to the provided academic information. Notification of acceptance or denial will be sent once the decision is made.

The eligibility index score does not apply to international students since SAT or ACT scores are not required.

EARLY ADMISSION PROGRAM
Outstanding high school juniors may begin their freshman year at Fresno Pacific University if they meet the following criteria:

1. SAT eligibility index of 3,900 with a minimum of a 900 SAT total score regardless of the GPA.
2. ACT eligibility index of 940 with a minimum of a 19 ACT composite score, regardless of GPA.
3. Sufficient background in college preparatory courses such that the minimum course requirements of three years of college preparatory English, three years of college preparatory mathematics, two years of social studies, two years of the same foreign language and one year of lab science have been completed.
4. Apparent maturity to function well at Fresno Pacific University (determined by an interview or recommendation).
5. Proof of high school graduation (when available). Any of the following will be considered: a high school diploma, a passing score on the GED test or a passing score on the California High School Proficiency Examination.

Transfer Applicants

ACCREDITED COLLEGES AND UNIVERSITIES
Transfer students to Fresno Pacific University will receive advanced standing credit based on transfer agreements with the institutions previously attended and official transcripts submitted by the student. See the Academic Policies and Registration section for details.
UNACCREDITED INSTITUTIONS

Fresno Pacific University welcomes students from all institutions. Work taken at institutions not having the regional, national or international accreditation accepted by FPU can be evaluated upon request for possible transferability by the university. A maximum of 30 semester units may be transferred from unaccredited institutions, if approved. These units will be applied as elective units only. For further information see Transfer Credits/Credit for Previous Coursework in the Academic Policies and Registration section of this catalog.

ADMISSION STANDARDS

Acceptance for admission as a transfer student is determined by evaluation of all required documents. To be granted admission solely on college-level academic work, students must complete a minimum number of transferable units with a 2.4 academic GPA.

- Undergraduate programs—a minimum of 24 transferable units. If fewer than 24 transferable units have been completed, admission will be granted in accordance with the student's total academic record in both high school and college-level work. All exceptions to the admissions standards will be referred to the Admissions Selection Committee. Requirements: academic letter of recommendation, writing sample and LASSI assessment test. (See admissions counselor for details.)

- Degree completion programs—a minimum of 60 transferable units. The nursing program also requires four years of post-secondary experience, an associate degree in nursing and an active nursing license or proof of application for licensure. The Christian ministry and leadership and business administration with organizational leadership emphasis programs require seven years of postsecondary experience. The business administration with management emphasis program requires four years postsecondary work experience. The liberal arts program requires four years of post-secondary experience. The criminology and restorative justice studies program requires four years postsecondary experience, including two years work experience. The early childhood education program requires two years postsecondary experience. All exceptions to the admissions standards will be referred to the program director or the Degree Completion Academic Committee.

International Student Applicants

PATHWAY 1: INTERNATIONAL UNDERGRADUATE ADMISSIONS

Documents

In addition to the documents listed in the admissions application process section, international students desiring to apply need the following forms:

1. TOEF L score report showing English language proficiency.
2. A current passport that will remain valid for the student's entire stay in the U.S.
3. Verification of completion of secondary education.
5. Financial certification form that includes an I-134 (affidavit of sponsorship) or a letter of support and a bank statement.

F-1 (Student) Visa

Once the application process has been completed and the student has been accepted, Fresno Pacific University will provide the documents needed to apply for a visa.

English Proficiency Requirement

International students need good English skills in order to be successful in undergraduate studies. Students whose native language is not English and who do not have a TOEFL score, or do not meet the minimum score requirements listed below, will be required to improve their English language proficiency in the Intensive English Language Program (IELP).

TOEFL Minimum Score Requirements

<table>
<thead>
<tr>
<th></th>
<th>Paper-based Test (PBT)</th>
<th>Internet-based Test (IBT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall  exam</td>
<td>500</td>
<td>61</td>
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<tr>
<td>Writing section</td>
<td>50</td>
<td>13</td>
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<tr>
<td>Listening section</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>Reading section</td>
<td>50</td>
<td>15</td>
</tr>
</tbody>
</table>

Students required to take the TOEFL must either take the paper-based test (PBT) at Fresno Pacific University or the internet-based test (IBT) and request that an official score report be sent to FPU directly from Educational Testing Service (ETS). Photocopies or score reports from other institutions are not acceptable.

Students who meet the minimum score requirements are eligible to register for the regular undergraduate curriculum upon admission.

Students who can demonstrate college-level English language proficiency but who have not met the TOEFL requirement may be permitted to be concurrently enrolled in the IELP and regular undergraduate courses with the approval of the IELP director. Students may earn up to 16 units of
credit in IELP courses and apply them as electives to the B.A. or B.S. degree.

PATHWAY 2: BLENDED PROGRAM: ESL AND REGULAR UNDERGRADUATE COURSES

Students who have not yet met the TOEFL requirement necessary to engage in non-ESL coursework at Fresno Pacific University but have received a score of over 500 and 50 or more in at least two subsections of the test may enroll in non-ESL coursework at Fresno Pacific University based on the following conditions:

- Take the Institutional TOEFL each time it is offered at Fresno Pacific University until meeting the TOEFL requirement.
- If the Institutional TOEFL is not taken at least once during any given semester, the student’s registration for the subsequent semester will be restricted until he or she meets with the director of the Intensive Language Program and either a) provides evidence of taking the TOEFL elsewhere or b) provides legitimate reasons to have missed the test (i.e., medical or legal problems).

PATHWAY 3: INTERNATIONAL TRANSFER STUDENT APPLICANTS

Students with 24 or more transferable academic semester units may be able to take traditional undergraduate classes based on the following criteria:

- Completed a minimum of 24 non-ESL academic units transferred from U.S. colleges or universities in which English was the language of instruction.
- Course content must include: written communication, oral communication and critical thinking with a grade of C- or better.
- All transfer courses must be completed with a cumulative 2.4 grade point average.
- To meet the foreign language requirement for FPU, students must take and satisfactorily pass the TOEFL exam prior to graduating from FPU.

ENGLISH PROFICIENCY REQUIREMENT

If, while in traditional undergraduate classes, it is determined that the student’s ability to communicate and participate in English is below the necessary institutional standard, faculty may refer the student to the Intensive English Language Program (IELP) program director who may require the student to enroll in IELP courses.

Language and Culture Studies Program

The Language and Culture Studies program is designed to accommodate international students who wish to study English and learn about American culture in a college setting. A degree is not offered in the program.

ADMISSION CRITERIA

Applicants must have completed high school, but do not need to provide academic transcripts. Students study English as a second language full time (20-23 hours per week) and acceptance is not based on academic achievement. Students do not receive university credit for courses taken in LCS, but may receive a certificate of participation upon request.

DOCUMENTS

The documents required to enter the LCS program are different than those of programs leading to degrees. Applicants need to submit the following:

1. A completed LCS application and a nonrefundable application fee.
2. One letter of recommendation from a religious, educational or community leader.
3. A completed financial certification form that includes an I-134 (affidavit of sponsorship) and a bank statement or letter of support.

APPLICATION DEADLINES

Students applying to the LCS are encouraged to submit all application materials at least one month prior to the first semester of enrollment at Fresno Pacific University. Only after all necessary application documents have been received by the International Programs and Services Office will acceptance be determined.

COLLEGIATE CREDIT FOR HIGH SCHOOL STUDENTS

Students interested in taking college courses while pursuing a high school diploma may apply for the Collegiate Credit for High School Students program. This program is designed for high school juniors and seniors who demonstrate preparation for college-level coursework. High school juniors and seniors who have taken advanced placement courses or hold cumulative grade point averages (GPA) of 3.5 or higher are eligible to enroll. In addition to the regular semesters, high school students are eligible for the summer session prior to their junior year and the summer session between their junior and senior years. Interested students must:

1. Submit the High School Student Application for Collegiate Credit Students to the Admissions Office, including:
   a. endorsement of high school counselor
   b. endorsement of parent or legal guardian (if below 18 years of age)
2. Provide a sealed official high school transcript
3. Submit one letter of recommendation from a non-family member (example: pastor, school counselor, instructor, etc.)
Please note:
- High school students may only enroll in 100 level courses with the exception of JCC/Bible 100, which would not be considered.
- There is a registration limit of two courses for each semester.
- All students’ credits and grades are recorded in the Office of the Registrar.
- Financial aid is not available for this program. This program will be based on reduced tuition rates determined on an annual basis.
- All tuition must be paid in full at the time of registration.
- Students must follow the regular admission procedure, pay applicable tuition and fees and meet program requirements at the time they wish to enter a degree program at Fresno Pacific University.

GRADUATE PROGRAMS

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 Graduate and Degree Completion Office. 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 an 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 references—at least two from professional and/or academic individuals who are able to endorse the student’s professional and personal characteristics.
4. An interview with the program director (or designee) is a requirement for most programs. Contact graduate admissions in the Graduate & Degree Completion Office for details. Alternative arrangements may be made for out-of-state or international students applying from overseas.
5. Credential applicants only: Successful completion of the CBEST. A basic teaching credential and verification of teaching experience will be required in some advanced credential programs in education.

Graduate program directors reserve the right to request additional information if deemed necessary.

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.
3. Obtain written permission from the director of graduate admissions.

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.

**Nondegree Students**
Students who wish to enroll in a graduate class but do not intend to earn a degree/credential/certificate from Fresno Pacific University can apply for unclassified standing.

**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. 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 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 filing a readmission application with the Graduate and Degree Completion Office. Current catalog program requirements and policies will apply unless otherwise approved by the program director.

**ADMISSION POLICIES AND PROCEDURES**

**Graduate 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.
- Personal values compatible with the university mission and philosophy.
- A commitment to professional growth, excellence and servanthood.

**GLOBAL MBA**
Applicants need to follow all regular admissions procedures and requirements. In addition all applicants must submit a GRE or GMAT score, submit a resume and meet the prerequisite requirements. Applicants must also have a bachelor’s degree with a minimum 3.0 cumulative GPA. Applicants whose GPA is below 3.0 must submit a letter of explanation.

**INDIVIDUALIZED MASTER OF ARTS PROGRAM (IMAP)**
Applicants to the IMAP follow all normal admissions procedures and requirements. In addition they 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. Obtain an application packet for the IMAP from the Graduate and Degree Completion Office and follow all instructions. In addition to the personal statement required of all graduate applicants, IMAP applicants 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. Additional details are provided in the application packet.

**LEADERSHIP STUDIES**
Applicants need to follow all admissions procedures and requirements. In addition, an applicant must have a bachelor’s degree with a minimum 3.0 cumulative GPA. If an applicant earned below a 3.0 GPA, the applicant must complete the following additional requirements in order to be considered for the program:
1. Submit a letter of explanation for the lower GPA.
2. Enclose either a writing sample created within the last two years or a synopsis of a business article.
3. Complete the LASSI inventory.
4. Submit GRE scores.

**PEACEMAKING AND CONFLICT STUDIES MASTER OF ARTS**
Applicants need to meet the standard requirements for admission into the graduate program. In addition, work or volunteer experience in an organization related to the proposed concentration in the program is highly recommended. In the case of the school conflict management and peacemaking concentration, applicants must have a teaching credential or be currently employed in a school counseling or leadership position.

**TEACHER EDUCATION PROGRAM**
FPU undergraduate students seeking a teaching credential must apply and be admitted to the program prior to taking any teacher education courses. Some FPU seniors can take up
to 6 units of education courses (generally two courses) in the teacher education program prior to completing their B.A. degree. Interested seniors must consult the director of liberal studies regarding this opportunity. These course units count toward their baccalaureate requirements. Thus, students who take advantage of this opportunity will complete their post-baccalaureate credential program with 6 fewer units than students who complete all their credential requirements after graduation.

The program offers students opportunities to start their credential program in the fall or spring term. 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. The program expects candidates to complete their application to the program at least six weeks before they expect to begin coursework. See the following schedule:

- To start program in fall semester, apply by July 1.
- To start program in spring semester, apply by November 1.
- Summer jumpstart: apply by March 15.

Eligibility for admission is determined by:
1. Bachelor’s degree from a regionally accredited college or university.
2. Cumulative GPA of 2.75 in undergraduate work.
3. Official, sealed transcripts from all colleges attended.
4. Verification of passing CBEST.
5. Verification of a recent negative TB test (last 12 months).
6. Application and fee for a certificate of clearance.
7. Three letters of recommendation.
8. Verification of subject matter competence.
   a. Multiple subject candidates – CSET for multiple subjects
   b. Single subject candidates – single subject major, or appropriate CSET
9. Personal interview with credential analyst or program director.

### 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:

1. TOEFL score report showing English language proficiency.
2. A current passport that will remain valid for the student’s entire stay in the U.S.
3. A certified English translation and evaluation of the candidate’s transcripts by one of the agencies approved by FPU (AERC, ECE, WES, AACRAO) 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.
4. Financial certification form that includes an I-134 (affidavit of sponsorship) or a letter of support and a bank statement.

**F-1 (STUDENT) VISA**

Once the application process has been completed and the student has been accepted, Fresno Pacific University will provide the documents needed to apply for a visa.

**ENGLISH PROFICIENCY REQUIREMENT**

Students need good English skills in order to be successful in graduate studies.

### TOEFL Minimum Score Requirements

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<thead>
<tr>
<th>Overall Exam</th>
<th>Paper-based Test (PBT)</th>
<th>Internet-based Test (iBT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>79</td>
<td></td>
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</table>

International students are required to take the TOEFL and must either take the paper-based test (PBT) at Fresno Pacific University or the internet-based test (iBT) and request that an official score report be sent to FPU directly from Educational Testing Service (ETS). Photocopies or score reports from other institutions are not acceptable.

Students who meet the minimum score requirements are eligible to register for the regular graduate curriculum upon admission.

Students who do not meet the minimum TOEFL score requirements shall be considered for admission in the following ways:

1. Students whose native language is not English and who do not have a TOEFL score will be required to improve their English language proficiency in the Intensive English Language Program (IELP).
2. Students whose cumulative TOEFL score does not meet the minimum score requirement may be placed in IELP with the approval of their program director. Students will be required to take the IELP TOEFL preparation class and other classes deemed appropriate by the IELP director and the program director for successful passage of the exam. These students will also be required to take the paper-based TOEFL each time it is offered at FPU, until meeting the TOEFL requirement. If the institutional TOEFL is not taken at least once during any given semester, the student’s registration for the subsequent semester will be restricted until he or she meets with the IELP director and either a) provides evidence of taking the TOEFL elsewhere or b) provides legitimate reasons to have missed the test. (i.e., medical or legal problems).

**ENGLISH PROFICIENCY REQUIREMENT**

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 IELP director who may require
the student to enroll in IELP courses.
Costs & Financial Aid
COSTS AND FINANCIAL AID

The Student Financial Services Office is devoted to efficiently servicing the financial needs of the students at Fresno Pacific University. The staff members are caring, accomplished professionals dedicated to providing excellent service. The Student Financial Services Office offers resources that will guide students through the processes of financing an education, applying for financial aid and maintaining their student account, equipping them with helpful resources and encouraging Christian stewardship. The schedule of basic tuition charges, fees and financial policies for the university is given below, as well as important deadlines, scholarship qualifications and other detailed information about various financial aid programs. The tuition charges reflect only a portion of the actual cost of the student’s education; the remainder is subsidized by contributions from churches, alumni and other friends of the university. The university reserves the right at any time to change its student charges and policies as deemed necessary by the board of trustees.

STUDENT ACCOUNTS

PROGRAM COSTS

Traditional Undergraduate Programs

TUITION

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<tr>
<th>Units/Course Type</th>
<th>Cost per Semester</th>
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<td>12-18 units (full-time)</td>
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<td>Less than 12 units (part-time)</td>
<td>$845</td>
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<td>*19 or more units (overload)</td>
<td>$845</td>
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<td>Audit (no charge for full-time</td>
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<td>High school students collegiate</td>
<td>$275</td>
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<td>program</td>
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*If private music instruction places a student’s account into overload, over 18 units, students are responsible for the cost of both private music instruction and overload charges. No tuition is charged when a student’s registration exceeds 18 units because of enrollment in one or more of these courses:

- ATH-(all)
- BUS-481
- CHR-240
- COM-130, 155, 160, 340, 365
- DRA-110, 115, 120, 310, 315, 320
- ICS-300
- LEAD-100, 120, 220, 420
- MUS-109, 114-123, 125, 127, 130, 286, 309, 314-323, 325, 327

ROOM AND BOARD

Students living in apartments and houses are exempt from required meal plans and are eligible for any meal plan they choose. Resident juniors living in suites are required to enroll in at least a 70-block meal plan (upgrading to a 140/full-access plan is optional). All freshman and sophomore students are required to enroll in the full-access meal plan.

- Housing deposit $200

<table>
<thead>
<tr>
<th>Room &amp; Board Plans</th>
<th>Cost per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules (full-access meal plan required)</td>
<td>$3,150</td>
</tr>
<tr>
<td>Suites (70-block meal plan required)</td>
<td>$2,060</td>
</tr>
<tr>
<td>140-block meal plan</td>
<td>$2,520</td>
</tr>
<tr>
<td>Full-access meal plan</td>
<td>$3,160</td>
</tr>
</tbody>
</table>

Apartments

- Room only $1,980
- 70-block meal plan $2,550
- 140-block meal plan $3,010
- Full-access meal plan $3,660

Houses

- Room only $1,490
- 70-block meal plan $2,060
- 140-block meal plan $2,520
- Full-access meal plan $3,160

Meal Plan Only

- 70-block $570
- 140-block $1,030
- Full-access $2,060

Single Room Premium (as available) $700

FEES/DEPOSITS

- Confirmation deposit (new and continuing students, nonrefundable) $150
- Student body fee, per semester (6 or more units) $132
- School-sponsored health insurance One-year coverage (nonrefundable) $820
- Parking permit, per year $45
- Intercollegiate athletics, per semester $70
- Private music instruction, per semester, per unit $350
- Late check-in $50
- Special course activity fee $100
- Materials fee $10-$100

Confirmation Deposit

For continuing students, the confirmation deposit is due by June 1 and acts as a deposit to hold fall and spring
registration. After June 1, students who are registered without the confirmation deposit on account may be administratively withdrawn from classes. Students may re-register once the confirmation deposit is paid but are subject to class availability and any applicable processing fees. New students must pay the confirmation deposit after acceptance to hold their fall enrollment. This deposit will also hold the student’s registration as they register during the summer. This deposit is applied toward the students’ accounts when they arrive for classes and is nonrefundable for students who decide not to attend FPU the next semester. Deposits are not held for future semesters without specific arrangements with the student account manager.

Health Insurance
Proof of health insurance coverage is required for all traditional undergraduate students. Students not wishing to purchase the school-sponsored insurance policy must submit a completed waiver proving adequate alternative coverage through a parent, spouse, employer or self. A photocopy of the front and back of the student’s insurance card must be attached. Waivers can be submitted through the second week of classes. Charges for health insurance are nonrefundable after the last day of the second week of classes. Fees assessed for health insurance cannot be petitioned. Students participating on intercollegiate athletic teams must either purchase the school-sponsored health insurance (above) or have alternative coverage that provides coverage for intercollegiate athletics. Forms are available at the Student Financial Services Office or may be downloaded at sfs.fresno.edu. A new waiver must be filed by the start of each academic year.

Parking Permits
To obtain a parking permit, vehicles must be registered with the Campus Safety Office. Permits and vehicle registration forms are available at the Cashier’s Window. Permits cannot be charged to a student’s account; permits must be paid in full at the time of purchase.

Activity Fee
A fee is assessed for students enrolled in certain activity classes to cover additional costs or materials, facilities, trips, equipment, etc. (See course schedule.)

Language and Culture Studies (LCS)
Students who prefer to study English for personal or professional reasons may enroll in English language courses for no credit without being admitted to the undergraduate program at FPU.

EIGHT-WEEK SESSION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1,350</td>
</tr>
<tr>
<td>Student body fee</td>
<td>$65</td>
</tr>
<tr>
<td>Health insurance</td>
<td>$820</td>
</tr>
</tbody>
</table>

SIXTEEN-WEEK SESSION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,700</td>
</tr>
<tr>
<td>Student body fee</td>
<td>$129</td>
</tr>
<tr>
<td>Health insurance</td>
<td>$820</td>
</tr>
</tbody>
</table>

Degree Completion Programs

PROGRAM COSTS
The following are total program costs that are billed on a semester basis over two financial aid years. Each semester price includes tuition, books and fees for cohort classes. Prices do not include supplementary coursework (short-term classes, etc.) needed to fulfill additional degree completion requirements or university service fees.

Business Administration: Management Emphasis

<table>
<thead>
<tr>
<th>Semester</th>
<th>$7,405.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>$5,860.00</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$6,648.50</td>
</tr>
<tr>
<td>Program Total</td>
<td>$19,913.50</td>
</tr>
</tbody>
</table>

Business Administration: Organizational Leadership Emphasis

<table>
<thead>
<tr>
<th>Semester</th>
<th>$6,444.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>$7,031.50</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$5,563.00</td>
</tr>
<tr>
<td>Program Total</td>
<td>$19,038.50</td>
</tr>
</tbody>
</table>

Christian Ministry and Leadership

<table>
<thead>
<tr>
<th>Semester</th>
<th>$6,652.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>$5,463.50</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$5,834.50</td>
</tr>
<tr>
<td>Program Total</td>
<td>$17,950.00</td>
</tr>
</tbody>
</table>

Criminology and Restorative Justice Studies

<table>
<thead>
<tr>
<th>Semester</th>
<th>$7,705.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>$7,107.50</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$5,558.00</td>
</tr>
<tr>
<td>Program Total</td>
<td>$20,370.50</td>
</tr>
</tbody>
</table>

Early Childhood Development

<table>
<thead>
<tr>
<th>Semester</th>
<th>$7,393.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>$7,028.00</td>
</tr>
</tbody>
</table>

Health insurance: spring semester $470
Health insurance: summer session $140
### Liberal Arts

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>$7,882.50</td>
</tr>
<tr>
<td>Semester 2</td>
<td>$7,115.00</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$7,042.50</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$22,040.00</strong></td>
</tr>
</tbody>
</table>

### Nursing

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>$7,911.50</td>
</tr>
<tr>
<td>Semester 2</td>
<td>$7,050.00</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$7,286.00</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$22,247.50</strong></td>
</tr>
</tbody>
</table>

### Graduate Programs

#### TUITION

<table>
<thead>
<tr>
<th>Cost per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate (700 level)</td>
</tr>
<tr>
<td>MBA</td>
</tr>
<tr>
<td>Audit (700 level)</td>
</tr>
<tr>
<td>Participation (700 level, by approval only)</td>
</tr>
<tr>
<td>Teacher education (600 level)</td>
</tr>
<tr>
<td>Units brought in from district BTSA induction experience (up to 8 units)</td>
</tr>
</tbody>
</table>

#### FEES

- Unclassified standing application: $20
- Basic credential evaluation: $95
- Graduate admission exams: Varied

### University Service Fees

- Payment plan, administrative enrollment fee: $50
- Baccalaureate admissions application: $40
- Graduate admissions application: $90
- Degree application for graduation: $65
- Enrichment fee: $50
- Late registration: $50
- Transcripts (per copy, regular service): $5
- Late payment: $50
- Returned check: $20
- Special course materials fee: $10-$100
- Credential review fee: $495

### PAYMENT OF ACCOUNT

#### Payment of Tuition and Fees

Payment of each semester’s expenses, including but not limited to: tuition, fees, health insurance, room and board, books/materials, etc., is due at the time of registration and not later than the first week of classes for traditional undergraduate and graduate students. For degree completion students, payment is due prior to the first night of class. Payment plans are available. See Payment Plans section below.

#### Means of Payment

1. **FINANCIAL AID**

   A student may apply for financial aid (i.e. grants, scholarships and loans) through the Student Financial Services Office. See the Financial Aid section below.
2. **OUTSIDE ASSISTANCE**
   Students who participate in outside assistance programs (i.e., California Department of Rehabilitation, Department of Veterans Affairs, employer reimbursement programs, etc.) should contact student account personnel in the Student Financial Services Office as soon as possible to ensure that the student's account is correct and up-to-date.

3. **PERSONAL FUNDS**
   Costs not covered by financial aid and/or outside assistance are the responsibility of the student. Fresno Pacific University expenses may be paid in installments throughout the course of the semester. See the Payment Plan section below. Students needing additional assistance may use educational, alternative and personal loans to cover any remaining balance.

**Payment Options**

**PAY IN FULL**
Students may pay the semester balance in full. Payment is due by the end of the first week of each term to avoid being administratively enrolled in a payment plan.

**PAYMENT PLANS**
Payment plans are an interest-free option for students who cannot pay the balance of the semester in full at the time of registration. The option to enroll in a payment plan is a privilege as it allows the total cost to be financed over the duration of the semester. Payment plans can be made online using the Online Payment Center. 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). If a student would like to discuss their personal payment plan further, they may contact their student account manager in the Student Financial Services.

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 into a payment plan spanning the duration of the semester. Students enrolled by the Student Accounts Office are subject to a $50 administrative enrollment fee. Students are expected to make monthly payments as detailed on their payment plan and are responsible for all fines and/or penalties assessed for non-payment. Balances must be paid in full prior to the start of the next term. Please see the Nonpayment of Account section below.

Students and authorized users will receive monthly statements to their email address as designated in their online account, reflecting the current balance on account.

**Specifications for Undergraduate and Graduate Students**
- The balance is paid in four monthly installments or over any months remaining at the time of enrollment during the semester, due on the first of each month, September through December (fall) and January through April (spring).
- Balances are based on actual amounts and may vary as charges or credits are applied.

**Specifications for Degree Completion Students**
- Payments will extend the duration of the semester, August-January (fall) and February-July (spring).
- Tuition for short term, weekend and Designated Subject Education (DSE) courses will be accrued as registration is processed. Remaining payments will be automatically adjusted and/or recalculated so the balance is cleared by the last payment of the semester.

**How to Set Up a Payment Plan**
You can set up your payment plan by:
- Contacting your account manager in the Student Financial Services Office during regular office hours. He or she would be happy to assist you with the payment plan enrollment process.
- Enroll online at fresno.edu/paymentplan. The site is easy to navigate and accessible anytime.

**Method of Payment**
Payment must be made in U.S. funds and may be made by cash, check and all major credit cards. Payments can be made online through the Online Payment Center at fresno.edu/paymentplan. Payments can also be mailed to the main campus in Fresno, paid at the Cashier’s Window or paid over the telephone using a credit or debit card (with a Visa or MasterCard symbol). The university does not recommend mailing cash payments.

When mailing payments, please address to:
Fresno Pacific University
1717 S. Chestnut Ave., Box 2004
Fresno, CA 93702
Cashier Phone: (559) 453-5586
Nonpayment of Account

Students are responsible for their financial account at FPU. It is expected that the student will make timely payments and follow the guidelines stated above. Students with delinquent accounts are subject to the following consequences:

1. 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.
2. Possible administrative withdrawal from the next semester’s classes.
3. Invalidation of the four year graduation guarantee.
4. 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.
5. Late fees will be assessed for late, missed or partial payments.
6. Assumption of collection costs/fees as well as the principal balance if the account is sent to a collection agency.

Please note:
- Class schedules will not be reinstated; students will need to re-enroll in courses available at the time the hold is released.
- Administratively withdrawn students are subject to the processes required to re-register.
- Students without a payment plan and a balance due are subject to the same conditions and consequences of students with a payment plan.
- Delinquent accounts are subject to all financial and academic consequences as described in the Payment Options, Nonpayment of Account, and Financial Aid sections of this catalog.
- Any student who retakes a course will be responsible for paying for the course again.

REFUND POLICIES

Traditional Undergraduate Programs

TUITION REFUND SCHEDULE

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. Students are not automatically dropped from courses if they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office.

Note: Independent and directed studies start on the first calendar day of the session, whether or not any meetings have taken place.

Full Term Fall/Spring Refunds

<table>
<thead>
<tr>
<th>Authorized Course Drops</th>
<th>Tuition Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Friday of the first week of classes</td>
<td>100 percent</td>
<td>The confirmation fee or handling fee when applicable</td>
</tr>
<tr>
<td>By Friday of the second week</td>
<td>90 percent</td>
<td>10 percent of tuition</td>
</tr>
<tr>
<td>The third week through the seventh week</td>
<td>Refund decreases 10 percent for each week</td>
<td>20 percent of tuition the third week, 30 percent of tuition the fourth week, etc.</td>
</tr>
<tr>
<td>After the Friday of the seventh week</td>
<td>No refund is provided</td>
<td>100 percent of tuition</td>
</tr>
</tbody>
</table>

Summer Term Tuition Refunds

A refund of the total tuition will be made for withdrawal from a course before the second calendar day of the session. Beginning with the third calendar day of the session, refunds will be 90 percent through the fifth calendar day of a summer session and 80 percent from the sixth through the 12th calendar day of a summer session. No refunds will be made after the 12th calendar day of the summer session.

ROOM AND BOARD REFUND SCHEDULE

Cancellation notice must be submitted in writing to the Housing and Residence Life Office. To receive a full refund of the $200 housing deposit, returning students must cancel their housing assignment by June 1 for the fall semester and December 15 for the spring semester. New students must cancel their housing assignment by August 20 for the fall semester and December 15 for the spring semester. Failure to meet these deadlines will result in a forfeit of the student’s housing deposit.

Room and board rates are prorated as a single, combined rate and are not itemized. The date used for cancellation of room and board will be whichever official date, indicated in writing, is earliest and most beneficial to the student as determined by the university.

Meal plan changes will not be accepted after the second week of school.

<table>
<thead>
<tr>
<th>Room/Board Cancellation</th>
<th>Room/Board Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Friday of the first week of classes</td>
<td>100 percent</td>
</tr>
<tr>
<td>By Friday of the second week</td>
<td>90 percent</td>
</tr>
<tr>
<td>The third week through the 10th week</td>
<td>Refund decreases 10 percent for each week</td>
</tr>
<tr>
<td>After the Friday of the 10th week</td>
<td>No refund is provided</td>
</tr>
</tbody>
</table>
FEES REFUND SCHEDULE
The confirmation deposit is non-refundable, but can be held on the account for one semester for students who have applied and been approved for an official leave of absence. After Friday of the second week of classes, student body and health insurance fees are non-refundable. Activity and private music instruction fees are refunded on a per-class/activity basis if the drop occurs on or before Friday of the seventh week of classes. There is no refund after the seventh week of classes. The application for degree fee is nonrefundable. To reapply for graduation, a special processing fee is assessed.

Degree Completion Programs

TUITION REFUND SCHEDULE
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. Students are not automatically dropped from courses they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office.

The following tables apply to program (cohort) courses, short term courses, weekend courses and Designated Subject Education (DSE) courses. Refunds for online courses are based on length of class (decreasing 10 percent per week), not based on number of times a course is attended or accessed online.

Courses Spanning Full Semester (including thesis, project, practicum and internship courses)

<table>
<thead>
<tr>
<th>Authorized Course Drops</th>
<th>Tuition Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Friday of the first week of classes</td>
<td>100 percent</td>
<td>The confirmation fee or handling fee when applicable</td>
</tr>
<tr>
<td>By Friday of the second week</td>
<td>90 percent</td>
<td>10 percent of tuition</td>
</tr>
<tr>
<td>The third week through the seventh week</td>
<td>Refund decreases 10 percent for each week</td>
<td>20 percent of tuition the third week, 30 percent of tuition the fourth week, etc.</td>
</tr>
<tr>
<td>After the Friday of the seventh week</td>
<td>No refund is provided</td>
<td>100 percent of tuition</td>
</tr>
</tbody>
</table>

Please note: thesis, practicum, project and internship courses are full-semester courses and are not based on number of classes attended.

Courses Spanning Eight to Nine Weeks (Cohort or Short Term Courses)

<table>
<thead>
<tr>
<th>Authorized Course Drops</th>
<th>Tuition Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first class session</td>
<td>100 percent</td>
<td>The confirmation fee</td>
</tr>
<tr>
<td>Prior to second class</td>
<td>90 percent</td>
<td>10 percent of tuition</td>
</tr>
<tr>
<td>After second class and prior to fourth class</td>
<td>Refund decreases 10 percent each night</td>
<td>20 percent of tuition the third week, 30 percent of tuition the fourth week, etc.</td>
</tr>
<tr>
<td>After fourth class</td>
<td>No refund is provided</td>
<td>100 percent of tuition</td>
</tr>
</tbody>
</table>

Courses Spanning Five to Seven Weeks (Cohort or Short Term Courses)

<table>
<thead>
<tr>
<th>Authorized Course Drops</th>
<th>Tuition Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first class session</td>
<td>100 percent</td>
<td>The confirmation fee</td>
</tr>
<tr>
<td>Prior to second class</td>
<td>90 percent</td>
<td>10 percent of tuition</td>
</tr>
<tr>
<td>Prior to third class</td>
<td>80 percent</td>
<td>20 percent of tuition</td>
</tr>
<tr>
<td>After third class</td>
<td>No refund is provided</td>
<td>100 percent of tuition</td>
</tr>
</tbody>
</table>

Courses Spanning One to Four Weeks (Cohort Short Term or DSE Courses)

<table>
<thead>
<tr>
<th>Authorized Course Drops</th>
<th>Tuition Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first class session</td>
<td>100 percent</td>
<td>A confirmation fee</td>
</tr>
<tr>
<td>After first class</td>
<td>No refund is provided</td>
<td>100 percent of tuition</td>
</tr>
</tbody>
</table>

Weekend Courses Tuition Refunds
Refund for a weekend course is granted only if the course is officially dropped 24 hours prior to the first class session. If notification is not given, no refund will be issued. Students who attend only one of the class sessions are not eligible for a prorated refund.

FEE REFUND SCHEDULE
After the second week of classes, the student services fee is not refundable. The degree application fee is nonrefundable. To reapply for graduation a special processing fee is assessed.
TEXTBOOK REFUND POLICY
Refunds for textbooks will be given if the student has withdrawn or been withdrawn from the program, and if the returned, unused textbooks are in new condition and in the current edition that is being used in the program. Textbooks are refunded if a course is being repeated and if the student already possesses the specific textbook edition. Refunds will be processed either as a credit to the student's account or as a refund check.

Graduate Programs

TUITION REFUND SCHEDULE
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. Students are not automatically dropped from courses they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office.

Graduate Full-, First- and Second-Session Refunds

<table>
<thead>
<tr>
<th>Student Must Drop Course</th>
<th>Tuition Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first week of classes</td>
<td>100 percent</td>
<td></td>
</tr>
<tr>
<td>During the first week</td>
<td>100 percent</td>
<td>A handling fee</td>
</tr>
<tr>
<td>By the second week</td>
<td>90 percent</td>
<td>10 percent of tuition</td>
</tr>
<tr>
<td>The third through the fourth week</td>
<td>Refund decreases 10 percent each night</td>
<td>20 percent of tuition the third week, 30 percent of tuition the fourth week, etc.</td>
</tr>
<tr>
<td>After the fourth week</td>
<td>No refund is provided</td>
<td>100 percent of tuition</td>
</tr>
</tbody>
</table>

Dismissal/Suspension
A student who is dismissed or suspended from the university is not eligible for refunds.

New students
For all new students the university complies with the refund policy in Section 484B of Public Law 102-325.

California State University, Fresno: Reimbursement Policy
In certain instances, full-time Fresno Pacific University undergraduate students may be reimbursed for the cost of the state university fee when taking courses at California State University, Fresno (CSUF). (Any fees beyond the per-unit charge are the student’s responsibility.)

A student may find it necessary to take classes at CSUF in the following circumstances:

- A course necessary for an FPU major is not offered in the current academic year.
- A student wishes to major in an area in which FPU only offers a minor.
- A student wishes to major in an area in which FPU does not offer a major or minor. In this case the dean must approve the major.

The following conditions apply:

a. The courses that are to be taken at CSUF are not offered by Fresno Pacific University in the academic year during which the request is made.

b. The courses are approved in advance by the program advisor of the major or minor and the dean.

c. The student is a full-time student at Fresno Pacific University and plans to graduate from FPU.

d. The student has a major contract on file in the Registrar’s Office.

e. A minimum of 18 units in the major must be taken at FPU.

A form is available online from the Registrar’s Office web pages.

Refund of Overpayment on Student Account
If a student’s account is overpaid in any semester and a credit balance currently exists on the account, the student will receive a credit balance check. The funds may be kept in the student’s account to be applied to other expected expenses upon request by the student.

If the student’s account was partially or fully paid by a third party (i.e., employer assistance or private scholarship), the refund to the student will not exceed the amount paid by the student. Any credit balance over the amount that the student paid will be refunded to the third party. If a credit balance is the result of a parent plus loan, the credit balance check will be issued to the parent.

RETURNED CHECK POLICY
A $20 fee is applied to a student’s account if a student’s check is returned for non-sufficient funds. The check is then re-deposited. In the event that the check does not clear a second time, the amount of the check is applied to the student’s account, and the student is charged another $20 NSF fee. Anyone with two returned checks on file may have check-writing privileges suspended. FPU reserves the right to decline personal checks from people who have written three or more NSF checks. For non-payment or balances on an account, including NSF fees, FPU reserves the right to place a hold on student records.
APPEALS AND PETITIONS

Appeals of student account policies for undergraduate, degree completion and graduate students may be made by filing an official petition with the Student Financial Services Office. This petition will be reviewed by the Student Accounts Appeals Committee. All petitions that have financial bearing will be reviewed by this committee. Special processing fees may be associated with this process. Students will be noti(177,802),(338,821) 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 $33 million, including more than $8 million in institutional grants and scholarships, to help achieve their goals. All students are encouraged to apply for assistance. Financial aid is awarded without discrimination as to race, color, nationality, handicap or sex, in compliance with all applicable federal regulations.

Fresno Pacific University offers three basic types of financial aid:

- Scholarships and grants, which do not have to be repaid.
- Loans, which must be repaid.
- Employment, which must be earned.

Most grants, loans and employment opportunities are awarded on the basis of a combination of scholastic or other achievement and demonstrated financial need. A limited number of scholarships are awarded on the basis of merit only.

APPLICATION PROCESS

1. All financial aid applicants must be accepted for admission to a degree program at Fresno Pacific University as a precondition for financial aid eligibility.
2. Students must 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.

Specifications for Undergraduate Students

- **Cal Grant.** New undergraduate (traditional and degree completion) students applying for a Cal Grant are responsible to request GPA verification be sent to the California Student Aid Commission from their high school or previously attended college by the March 2 Cal Grant deadline. There is a second deadline of September 2 for students enrolled in a community college in the fall semester who plan to transfer to FPU mid-year for the spring semester. FPU will submit GPA verification to the California Student Aid Commission for certain current FPU undergraduate students by the March 2 deadline.
- Degree completion students taking short-term classes must submit a completed DC short-term financial aid application. This can be obtained at the Student Financial Services Office or online at fresno.edu/financial_aid/degree_completion/downloads.asp.

Specification for Graduate Students

Graduate students must also submit a completed FPU Financial Aid Application. This can be obtained at the Student Financial Service Office or online at fresno.edu/financial_aid/graduate/downloads.asp.

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 returns, as well as other documentation, may be required to be submitted to the Student Financial Services Office. The SFS Office will notify the student if the forms are required. If requested documents are not submitted, federal and state funds cannot be released to the student.

Deadlines

March 2 is the priority deadline for undergraduate students to apply for financial aid. Graduate students have priority deadlines for each term: July 15 for the fall, November 15 for the spring and March 15 for the summer. Degree completion
students must complete application process no later than the first night of their cohort. All applications completed on or before the priority deadline are given priority in the awarding process. If the priority deadline for filing the FAFSA is missed, it still needs to be filed prior to receiving any type of financial aid. Applications completed after the priority deadlines will be reviewed and awarded on a first-come, first-served basis until all available funds are exhausted.

All documentation required to complete processing of any financial aid is due by October 15 for the fall semester, February 15 for the spring semester and June 1 for the summer semester. Required documentation not submitted by these dates may result in a denial of awarded aid. Students may still apply for aid or submit documentation, however, once denied, aid will be re-awarded dependent upon availability of funding.

Students who wish to take advantage of the four year graduation guarantee must meet both the application and the documentation deadlines.

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.

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 www.sss.gov.

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.

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<thead>
<tr>
<th>AVERAGE PROCESSING TIMELINE</th>
<th>Weeks</th>
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<tr>
<td>FAFSA processing</td>
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<tr>
<td>Award determination &amp; notification</td>
<td>1-3</td>
</tr>
<tr>
<td>Loan processing</td>
<td>1-4</td>
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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 encouraged to contact the Student Financial Services Office to inform staff of unit changes and to see how it affects their financial aid package.

Traditional undergraduate and 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.

Undergraduate degree completion students who withdraw from a term after it has begun will have their aid recalculated based on their new enrollment status. The student may be required to repay some or all of the financial aid that has been disbursed for that term based on the result of the new aid calculation.

SATISFACTORY ACADEMIC PROGRESS
Financial aid recipients are expected to make satisfactory progress toward a degree. A qualitative and quantitative standard must be maintained. Academic progress will be reviewed on an annual basis or at the midpoint of the program, whichever is more frequent.
QUALITATIVE
Baccalaureate students must earn and maintain a minimum 2.0 FPU GPA on a four-point scale. (Some financial aid programs require a higher GPA.) Students who earn any of the following will be automatically disqualified from receiving future financial aid funds:
1. An FPU term GPA of less than 2.0 in any two consecutive terms at FPU.
2. A cumulative FPU GPA of less than 2.0 in any two consecutive terms at FPU.
3. A cumulative FPU GPA of less than 2.0 in the first term of attendance if admitted on probation.
Graduate students must earn and maintain a minimum 3.0 GPA on a four-point scale. Students who earn a term GPA of less than 3.0 in any two consecutive terms at FPU will be disqualified from receiving future financial aid funds.

QUANTITATIVE
1. Eighty percent of FPU registered units must be completed regardless of whether aid was received. This applies only to continued financial aid eligibility.
2. Due to varying transfer requirements, changing majors, double majors, etc., it is possible that a student might need additional semesters beyond the norm to complete a program (i.e., nine semesters for a baccalaureate degree.) In such cases, financial aid may be continued if all other satisfactory progress and aid eligibility requirements are met. Students may only receive federal student aid for up to 150 percent of the units required to complete a program.

Aid eligibility is retained during periods of financial aid probation until the student is academically disqualified or is not meeting satisfactory progress for financial aid. Repeat courses are funded only when replacing an F for which no units have been completed. It is the student’s responsibility to meet with a financial aid counselor and to understand the full impact of their academic progress and status of their financial aid eligibility.

APPEAL
Students who are disqualified from receiving financial aid may submit an appeal in writing to their assigned financial aid counselor who will bring their situation before the Financial Aid Committee. Once the committee has made a decision the student will be informed of the decision and options available to them.

FRESNO PACIFIC UNIVERSITY SCHOLARSHIPS
FPU offered nearly $8 million in institutional aid during the 2009-2010 academic year to FPU students. Degree completion students are encouraged to participate in the church match scholarship program described in the Performance Involvement Scholarship section of this catalog. Students seeking FPU grants and scholarships must complete a FAFSA (See point 2 under Application Process, above.)

Academic Scholarships and Grants

TRADITIONAL UNDERGRADUATE FRESHMEN

Paragon Scholarship
3.75 GPA, 1,300 SAT or 29 ACT, Christian commitment, history of leadership in church, school or community. New applicants must be incoming freshmen and agree to live on campus for a minimum of two years and enroll in Perspectives in Leadership (LEAD-120H) during the freshman year. A letter of application is required by February 15. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed. Full tuition scholarship is given for a maximum of four years. Amount adjusted each year to meet the cost of tuition increases.

President’s Scholarship
3.6 GPA, 1,100 SAT or 24 ACT, Christian commitment, history of leadership in church, school or community. New applicants must be incoming freshmen and agree to live on campus for a minimum of two years and enroll in Perspectives in Leadership (LEAD-120H) during the freshman year. A letter of application is required by January 15. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Dean’s Scholarship
Academic requirements: based on an institutional rating calculated using GPA and SAT scores. A diagram illustrating the range of scores and the current award level is available online at fresno.edu. As an illustration with an SAT of 900, a GPA of 3.7 is required; with an SAT of 1600, a GPA of 2.6 is required. Recipients must maintain a 2.7 GPA for renewal.

Faculty Scholarship
Academic requirements: based on an institutional rating calculated using GPA and SAT scores. A diagram illustrating the range of scores and the current award level is available online at fresno.edu. As an illustration with an SAT score of 900, a GPA of 3.1 is required; with an SAT of 1340, a GPA of 2.4 is required. Recipients must maintain a 2.7 GPA for renewal.

Founder’s Grant
Academic requirements: based on an institutional rating calculated using GPA and SAT scores. A diagram illustrating the range of scores and the current award level is available online at fresno.edu. As an illustration with an SAT of 900, a GPA of 2.4 is required. Recipients must maintain satisfactory academic progress for renewal.
TRADITIONAL UNDERGRADUATE TRANSFERS

Transfer Scholar Award
3.5 GPA, minimum of 12 transferable units, Christian commitment, history of leadership in church, school or community. New applicants must be incoming transfers. Recipients are required to enroll in Perspectives in Leadership (LEAD-120H). Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Transfer Achievement Award
3.0 GPA for incoming students, minimum of 12 transferable units. Recipients must maintain a 3.0 GPA for renewal.

Transfer Academic Award
2.4 GPA for incoming students, minimum of 12 transferable units. Recipients must maintain satisfactory academic progress for renewal.

GRADUATE

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.

Performance/Involvement Scholarships

Alumni Enrollment Grant
Various criteria and amounts. Awarded to students by the Financial Aid Office.

Athletics
2.0 GPA, tryout with coach and continued participation in intercollegiate athletics. Men's and women's basketball, men's and women's track and cross country, men's and women's soccer, men's and women's tennis, men's baseball, women's volleyball, men's and women's swimming and diving and men's and women's water polo.

Church Match Scholarship
Fresno Pacific University will match a gift from a church up to $250 per semester (not to include summer) if received by the deadline. 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/undergrad/downloads.asp.

International Scholarship
2.0 GPA, potential for contribution to church, university and society. Contact the FPU International Student Office for more information.

Fresno Pacific Grant
Various criteria and amounts. The FPU Grant is awarded to students who have completed the FAFSA and based on need and other financial aid awards.

Mennonite Brethren Scholarship Commitment
Must be a member or regular attendee of a Mennonite Brethren congregation prior to application for admission. All applicants must apply for all available financial aid. Student must be a regularly admitted student.

Ministerial Grant
Dependent of a parent in full-time Christian service.

Multicultural Scholarship
Awarded to selected FPU students by the Office of Spiritual Formation staff.

Music
2.0 GPA, audition. Must agree to continued participation in music at Fresno Pacific University. Contact the FPU Music Department at 559-452-2267 for more information.

Pacific Publications Scholarship
Awarding to selected FPU students for their publishing abilities.

Phi Theta Kappa
3.6 GPA, applicants must submit a letter of recommendation from their community college Phi Theta Kappa advisor and be approved by an FPU Admissions Office staff member. Please contact the Admissions Office for more information.

School of Business Scholarship
Awarded to outstanding juniors and seniors with a cumulative FPU GPA of 3.5 or higher by the dean and/or faculty in the School of Business.
School of Humanities, Religion and Social Sciences Scholarship
Awarded to outstanding juniors and seniors with a cumulative FPU GPA of 3.5 or higher by the dean and/or faculty in the School of Humanities, Religion and Social Sciences.

School of Natural Sciences Scholarship
Awarded to outstanding juniors and seniors with a cumulative FPU GPA of 3.5 or higher by the dean and/or faculty in the School of Natural Sciences.

SIFE Scholarship
Awarded to selected FPU students for their exemplary participation in Students in Free Enterprise.

Summer Harvest Scholarship
Awarded to selected FPU students by the Office of Spiritual Formation staff for their leadership in ministry during the summer term.

Theater
2.0 GPA, audition. Must agree to continued participation in drama at Fresno Pacific University. Contact the theater advisor for more information.

DEGREE COMPLETION
Church Match Scholarship
Fresno Pacific University will match gifts from a student’s church up to $250 per semester, not to exceed $500 for the year. Gifts from the Pacific District Mennonite Brethren Churches are matched two to one. Contact the Student Financial Services Office for details about the church match scholarship policy and specific deadlines. You can find a detailed question and answer sheet about this scholarship at fresno.edu/financial_aid/degree_completion/downloads.asp.

GRADUATE
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.

PUBLIC GRANTS
Cal Grant A
This state-sponsored program helps students who have financial need with tuition expenses. Award amounts and recipients are selected by the California Student Aid Commission (CSAC) on the basis of need and academic ability. Undergraduate students with a GPA of 3.0 or higher are encouraged to apply. Students must complete the Free Application for Federal Student Aid (FAFSA) and have their GPA verification sent to CSAC by March 2. There is a secondary deadline of September 2 for students enrolled in community college in the fall semester, planning to transfer to FPU for the spring semester.

Cal Grant B
Similar to Cal Grant A, this program is intended for students who demonstrate significant financial need and who would be unable to attend college without this grant. Cal Grant B provides a living stipend and grant. The stipend will automatically be applied to the recipient’s student account to assist in offsetting direct expenses. If the student prefers, the entire living stipend may be given directly to the student by contacting the Student Financial Services Office. The student has the ability to rescind his/her existing instructions at any time. Undergraduate students with a GPA of 2.0 or higher are encouraged to apply. Students must complete the Free Application for Federal Student Aid (FAFSA) and have their GPA verification sent to CSAC by March 2. There is a secondary deadline of September 2 for students enrolled in community college in the fall semester, planning to transfer to FPU for the spring semester.

Cal Grant TCP
Students who received a Cal Grant A or Cal Grant B while completing their undergraduate degree may be eligible for one year of full-time Cal Grant Teaching Credential Program benefits while pursuing their preliminary teaching credential.

Pell Grant
Pell Grant is a federal program intended to assist undergraduate students demonstrating significant financial need to gain access to higher education. Awards are based on financial need and may be used only for a course of study that culminates in a first undergraduate degree. Pell Grant determination is based on eligibility as determined by the FAFSA.

Supplemental Educational Opportunity Grant (SEOG)
SEOG is a federally sponsored program also designed to assist students pursuing their first undergraduate degree. Awards are based on financial need and availability. This program is administered through the Student Financial Services Office
LOANS

A loan is a type of financial aid that must be repaid. Loan funds are intended to assist a student in educational expenses only. A student should consider their future loan debt and ability to repay before they commit to borrowing. For each loan program described below entrance counseling, a time when students must read about loan debt and future possible implications, must be completed.

Perkins Loan

This loan is available to undergraduate and graduate students with financial need. Students must be enrolled at least half-time and achieve satisfactory academic progress. Funds are limited and awarded until exhausted.

Repayment begins nine months after graduation or withdrawal from school. During the repayment period, interest will be charged on the unpaid balance of the loan principal. Loan repayment can be deferred under certain circumstances. The Perkins Loan has cancellation provisions for borrowers who enter qualifying occupations. Awarding and repayment of the Perkins Loan is administered through the Student Financial Services Office.

Stafford Student Loan

Subsidized and unsubsidized loans are available to both undergraduate and graduate students. The loan is obtained from a financial lending institution working in cooperation with the Student Financial Services Office. Additional unsubsidized loans are available to independent undergraduate, graduate or dependent undergraduate students whose parents are unable to qualify for a PLUS loan. An origination fee and guarantee fee may be deducted from the student’s loan disbursement by the lender in order to help defray the costs of the program. These are mandated by federal regulations and thus processing times may be influenced by changes initiated by the U.S. Department of Education. Please check with Student Financial Services for loan limits. The Stafford 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 the Stafford loans before pursuing this type of loan.

Various loan cancellation options through a variety of organizations are available for borrowers who enter qualifying occupations. Awarding and repayment of the Perkins Loan is administered through the Student Financial Services Office.

PLUS Loans

PLUS loans are available to parents of dependent undergraduate students and graduate students. Parents and 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 the Stafford loans before pursuing this type of loan.

Alternative/Private Loans

In addition to Stafford 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

Assumption Program of Loans for Education (APLE)

APLE is for students entering the teacher education field. Under the provisions of the program a student may have $11,000 or more of their student loan debt forgiven by the California Student Aid Commission by agreeing to teach in a designated teacher shortage area for four years. Applications are generally due by mid-June each year but students may apply until the program is full. Students who have completed a minimum of 60 undergraduate units and who are working on their first teaching credential may apply. Students who have completed a preliminary credential but who are seeking an advanced credential in special education or reading may also apply.

Federal Stafford 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.

Short Term/Emergency Loans

Loans ranging between $100 and $300 are available to undergraduate students enrolled full-time in order to assist them in responding to emergencies or unexpected circumstances. These loans must be repaid within 60 days or at the end of the semester during which the loan is made, whichever comes first. A loan fee of $15 is assessed for any amount borrowed. Students who are delinquent on any account with the university are not eligible for this loan.
Students may only receive one loan per semester. Contact the Student Financial Services Office for more information.

**Veterans Benefits**

Veterans of the U.S. Armed Services who have been discharged within the past 10 years or children of veterans, age 26 or under, who have a parent who is permanently and totally disabled or who is deceased as a result of service in the U.S. Armed Services, may be eligible for benefits at Fresno Pacific University.

FPU will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran or eligible person’s duration of the degree course proportionately and notify the VA and student accordingly.

A veteran or eligible person placed on probation for unsatisfactory academic progress shall not be certified for veterans benefits if his or her academic progress remains below graduation requirements after three terms. If the veteran or eligible person is allowed to remain on probation beyond this period, he or she will have all veterans benefits discontinued and certification of benefits terminated.

Probationary status will also result when a veteran or eligible person receives a grade of No Credit (on the Credit/No Credit system) in a course or field placement, or when faculty or administrative action is taken because a veteran’s or eligible person’s academic progress or professional development has been inconsistent with school requirements.

**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 & Administrative Policies
STUDENT SERVICES AND ADMINISTRATIVE POLICIES

ACADEMIC PROGRAM ADVISING

TRADITIONAL UNDERGRADUATE

Freshman mentors carry the primary responsibility for academic advising during the freshman and sophomore years. Upon declaration of a major, students will be assigned to an academic program director or mentor/advisor in the proper school who will assist the student in program planning within the major. Program directors and mentors/advisors will also play a more general counseling role and will assist the student in career planning.

Freshman Mentors and the Collegium Program

The student-faculty relationship is at the center of the undergraduate experience and one of the most important keys to student success in college. At Fresno Pacific University, every new freshman automatically becomes a member of a small group of approximately 20 other freshmen we call a "collegium." Every collegium has a faculty mentor/advisor who, with the assistance of an upper class mentor assistant (MA), guides collegium members through their first year and beyond.

The mentor and mentor assistant:
- Help the members of their collegium pick classes for the freshman year.
- Lead the members of their collegium through new student orientation.
- Organize numerous social activities, including the Casa Pacifica weekend retreat.

Mentors/advisors and MAs also attend the Jesus and the Christian Community (JCC) course—required of all freshmen—with their collegium during the fall semester. The mentor/advisor and MA are personally involved in helping each member of their collegium not just to be successful in JCC but also to get off to a strong start at being a successful university student. This effective program not only helps students meet the academic demands of university life; it also leads to many long-lasting friendships.

Students who wish to take advantage of the four year guarantee must meet with their mentors each semester for advising before registration opens and take the courses approved by the advisor/mentor that complete general education and major requirements in the appropriate sequence as they become available. Students must notify the advisor if they are unable to register for the approved course, so that an alternative plan can be made.

Noon Hour Encounter Program

As a further expression of the university’s belief that interpersonal relationships are essential to education, the university makes funds available to faculty for an occasional Noon Hour Encounter where faculty and student travel off-campus for conversation over lunch. Relationships developed in this informal way are valuable to both faculty and student.

DEGREE COMPLETION

Program advisors will provide academic counseling to students for the duration of their program. The advisor will continue to give academic advising by way of telephone, individual appointment or email until the student’s degree is posted. This academic counseling ensures that the student completes only coursework that will be transferable toward the degree.

GRADUATE

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.

ACADEMIC SERVICES

ACADEMIC SUPPORT CENTER

The Academic Support Center is a place where undergraduate students can grow in their ability to perform in all areas of academic work. It is the desire of the center to raise the standards of academic achievement at FPU and help undergraduate students reach a new level of excellence inside and outside of the classroom. All consultants are professionally trained and are prepared to provide assistance in specific areas. The services of the Academic Support Center are available free of charge for all undergraduate students. Drop-in sessions are available to provide an optimal learning experience for every undergraduate student. Consultants work with each student’s unique needs and talents in order to meet them where they are academically.

Writing
- Students may work with a tutor on a paper from any subject area as many times as needed in all stages of the writing process.
- Tutors are available for approximately 30-50 minute drop-in sessions to provide feedback and to assist writers in making their own corrections.

General Education Subjects
- Tutoring is available for all general education subjects.
• The center provides homework assistance, reinforcement of class discussions and alternative methods of helping students succeed.
• Appointments are available for the 30-50 minute sessions, unless further aid is requested prior to the meeting.
• Math assistance is available on a drop-in basis according to a posted schedule or by appointment.

THE C.L.A.S.S.: COLLEGE LANGUAGE AND ACADEMIC SUCCESS STRATEGIES
The C.L.A.S.S. is open to all students who want to improve academically. The curriculum includes note-taking development, academic vocabulary development in context, reading strategies, complex sentence practice and academic culture. The C.L.A.S.S. is offered half-days for three weeks prior to each fall term. For more information, contact the director of academic support services.

INTENSIVE ENGLISH LANGUAGE PROGRAM
The Intensive English Language Program (IELP) is designed for international students and recent immigrants seeking to improve their English abilities. Most students are preparing for college-level coursework while others are studying for personal or professional advancement. The IELP is included within the School of Humanities, Religion and Social Sciences. See the admissions section of this catalog for IELP application procedures.

THE LEARNING EDGE
The Learning Edge is an intensive two-week summer course designed to help students transition smoothly to the intellectual rigor of university studies. This is not a remedial course, but an innovative program that meets the needs of a wide variety of high school and beginning university students. The emphasis is on developing the ability:
1. To think analytically.
2. To read rapidly with appropriate retention of ideas.
3. To write effective papers.

The course is open to any high school junior or senior, in addition to college students. Formal admission to Fresno Pacific University is not required.

THE STUDENT LIFE DIVISION
Fresno Pacific University offers traditional undergraduate students a high quality of campus life that prepares graduates for professional success and service to the community and the wider world. The Student Life Division has personal and professional resources to meet students’ physical, social, spiritual and intellectual developmental needs. The staff are people of faith, committed to service. They are caring professionals who are ready to serve so that all students can achieve their educational goals.

FPU recognizes the value of a holistic and personal approach to education. Since learning takes place inside and outside the classroom, the Student Life Division, through activities and programs, attempts to create a learning environment that inspires students to develop insights, skills and experiences that contribute to growth and development, while empowering students to make positive life choices. Details relative to the programs introduced below may be obtained by visiting the student life website: fresno.edu/studentlife or from the Student Life Office. Fulfillment of this obligation to each student is contingent upon each student fulfilling his/her obligation to learn and comply with the behavioral standards and expectations as specified in the Student Handbook.

NEW STUDENT ORIENTATION
In order to help make the transition to the university a happy and effective one, the Student Life Office organizes several days of orientation activities for traditional undergraduates. These activities, held prior to the beginning of classes, are designed to help new first year and transfer students become acquainted with the university, program directors, mentors/advisors and classmates. Since the orientation program is key to your transition to the university, participation is required. Orientation for undergraduate students entering between semesters takes place on the Saturday before classes begin, and is a part of the registration process.

The degree completion programs and various graduate programs have orientation evenings to help new students become familiar with FPU. Call the Graduate and Degree Completion Office for details.

COMMUTER SERVICES
FPU is a diverse community and many of our students commute to campus. Commuter services provide opportunities for commuters to connect with each other and with other members of the campus community. The commuter staff helps students integrate and relate to the campus as a whole. Services include:
1. The Commuter House, a university-owned student center, where commuters can study, relax, watch TV, play video games, get snacks, prepare a meal or study.
2. Satellite computer lab at the commuter house.
3. Opportunities for leadership through the Commuter Council.
4. Commuter House Bible studies for all students.
5. Other services available through the Student Life Division.

STUDENT ACTIVITIES AND INTRAMURALS
Student activities and intramurals provide students and other members of the university community exposure to and
involvement in a variety of social, cultural, spiritual and recreational opportunities.

All traditional undergraduate students are highly encouraged to be involved in the quality programs and activities that are offered throughout the year. Events such as the all-campus Disneyland trip, Mock Rock, bingo parties, movies on the green, Mr. FPU, all school dodge ball tournament and Winter Ball are rich with FPU traditions. Spending a weekend at Casa Pacifica, a lodge located near Shaver Lake, is another way to experience the FPU community.

Active intramural programs for both men and women are maintained. A variety of recreational activities are scheduled regularly throughout the school year to offer opportunities for fun, competition, physical activity, stress relief and building relationships. Some of the programs included are: men’s flag football, women’s powder puff football, basketball, ping pong, ultimate Frisbee, volleyball and softball.

RESIDENCE LIFE AND HOUSING

To view all residence life and housing policies please visit the Residence Life section of the Student Handbook found on the fresno.edu website.

Housing Policy

The university believes that residence halls provide an educational benefit to students. The experience of living and participating in a residence hall enriches spiritual, intellectual, emotional and physical life. It is by nature experiential. One is challenged to learn to live with others who are different from oneself. It is an opportunity to translate faith into learning and living.

All students are required to live in campus housing unless they qualify for at least one of the following exemptions: 1) living at home with their parent(s) or parental-age relative, 2) 21 years of age or older before the first day of class or within the “grace period” of the first two weeks of each semester, 3) married or getting married before the start of the semester, 4) are a parent and primary care giver for their child, 5) carrying fewer than 9 units or 6) are accepted to live in an authorized residential ministry program.

Students must demonstrate compliance with the housing policy by completing and submitting a Housing Policy Form before the first day of class. Students who fail to do so will be charged the applicable room and board rate (applied to their student account) until they come into compliance with the housing policy by either moving on campus, qualifying for an exemption or successfully petitioning to live off campus.

Housing Policy Form

Students (including new and transfer students) who are single, under 21 years of age and taking more than 9 units must fill out and submit a completed Housing Policy Form.

New students will submit the completed form at pre-registration and returning students can submit the completed form to the Student Life Office. Students who do not qualify to live off-campus and who wish to apply for an out of the ordinary exemption may apply to the Residence Life Committee by submitting a letter that includes a request to be exempt from the policy and all pertinent details of their out of the ordinary circumstances.

Written requests must be turned in to the Residence Life and Housing Office at least four weeks before the first day of class for the upcoming semester. The Housing Petitions Committee will review cases within two weeks of receiving requests. Decisions by the Residence Life Committee are final. (Financial difficulty does not qualify for an out-of-the-ordinary exemption from the housing policy.)

Housing Deposit

All students must have a $200 housing deposit on file before being assigned housing.

Returning students who have signed up for a room but do not plan to occupy it must notify the Residence Life and Housing Office in writing by June 1 for the fall semester and December 15 for the spring semester. Failure to meet this notification deadline will result in a forfeit of the housing deposit.

New students who have submitted a Roommate Match Form and their housing deposit for the fall semester but wish to withdraw their housing request must notify the Residence Life and Housing Office in writing by August 20. Failure to meet this notification deadline will result in a forfeit of the housing deposit.

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. “We want to create an environment of mutual trust and commitment in which all of us grow into the people God desires us to be.” (President Merrill Ewert 2004)

God has called us into community, a network of mutually caring and uplifting relationships patterned after the example given to us by Jesus Christ. Recognizing that we who are involved in community are imperfect people influenced by an imperfect world, restorative discipline at Fresno Pacific University is intended to be a process that:

1. Is fair and just.
2. Will enhance the academic purpose and atmosphere of the campus.
3. Is educational and developmental for the students involved, encouraging student maturity by providing students with the opportunity to learn from their mistakes.
4. Provides opportunity for reconciliation of those who have been harmed or estranged, enabling the restoration of an individual to his or her place in the community.
5. Encourages student responsibility by holding students accountable for their own actions, including making restitution for damages.
6. Enhances the atmosphere of safety and well being on campus.

LEADERSHIP DEVELOPMENT
FPU is committed to help students develop the character and competence to become effective leaders: those who inspire, empower and serve others. We help students increase their leadership skills by expanding their knowledge and experience through scholarship, mentoring and practice.

There are many designated leadership roles that provide opportunities to apply theory, build skills and gain valuable experience, including: admissions student counselors, class senators, club officers, Commuter Council, Cultural Awareness and Knowledge Enrichment (CAKE), mentor assistants, residence assistants, student alumni association, student government officers, student activities board, student ministry interns and student orientation leaders.

The university has recently added a minor in leadership studies to provide formal study of leadership theory and application to students in all majors.

The benefits of participating in FPU leadership opportunities include:
1. Attending leadership training.
2. Developing leadership skills through training, scholarship and hands-on application.
3. Building new relationships with administrators, faculty, staff and peers.
4. Enhancing and improving leadership competence by planning and participating in projects and events.
5. Experiencing the challenges and rewards of leadership.
6. The satisfaction of being personally challenged and working hard to make a difference.

CAREER SERVICES CENTER
The Career Services Center (CSC) offers services to baccalaureate and graduate students, as well as alumni. These services include:
• Individual career counseling.
• Counseling and testing for the undeclared and undecided.
• Career assessments.

• Computerized career guidance programs, such as Eureka, with over 1,100 careers.
• Workshops: Resume, interviewing and job search.
• Resumé critique.
• Graduate school programs and seminary information.
• Part-time and full-time jobs and internship listings.
• Summer jobs, ministry work and volunteer information.

The CSC Resource Library contains current information about college majors, careers, job listings, salaries and job search literature. Every student is encouraged to meet individually with one of the CSC counselors at least once per year. Whether the student is undecided or has declared a major, all students will benefit from career services. The Career Services Center is located in Steinert Campus Center. To learn more about the center’s services, visit the website at fresno.edu/careerservices

COUNSELING SERVICES
Through counseling services, the university cultivates the psychological and emotional well being of students who are part of the FPU community. Students are viewed as dynamic individuals in the process of becoming the people God created them to be. Academic success is facilitated by psychological health and counseling services are available for enrichment, growth and healing.

Counseling services offer clinical counseling for individuals and couples. Doctoral- and master’s- prepared clinicians, including interns and trainees, provide these services. They have a personal relationship with Jesus Christ and respect a diversity of faith backgrounds.

Clinical counseling enhances psychological well-being by exploring unhealthy patterns of relationship, challenging distortions and defenses in the personality structure and discovering more effective ways to live. In turn, this psychological work facilitates the development of a more mature, richer relationship with God.

Counseling services are confidential and available to all currently enrolled FPU students. The first counseling session is free. The purpose of this session is to discuss concerns and to decide if clinical counseling would be beneficial. A modest fee is charged for each subsequent counseling session and a sliding scale is available in cases of financial hardship. Additional information about counseling services and how to access them is available in the Student Life Office or by visiting the Student Life website at fresno.edu/studentlife

HEALTH SERVICES
Fresno Pacific University Health Center recognizes wellness as the best possible God-given state of being. Wellness is more than lack of disease. It is balanced wholeness. Wellness is achieved through nurturing the physical, spiritual, social and mental areas of life. Health and wellness services supports all areas, but primarily addresses disease prevention and health.
physician referrals can be made. If immediate treatment is needed, a physician or pharmacy can be reached. Community clinic and health care can relieve symptoms and prevent further injury until the patient can be seen by a physician.

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.

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.

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.

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SERVICES TO STUDENTS WITH DISABILITIES

Fresno Pacific University is committed to meeting the special needs of individuals with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), FPU does not discriminate against students with disabilities. The university makes every effort to arrange reasonable services and accommodations for any student with a documented disability. (Documentation should generally be less than three years old.) In cases where testing is done to identify a suspected disability, the student is responsible for all assessment costs. Suggestions for reasonable accommodations that might be appropriate at the post-secondary level are encouraged. These recommendations should be supported by the diagnosis.

The Student Life Office coordinates services for students with disabilities. Therefore, all assessment reports should be directed to that office.

According to ADA, a person with a disability is one who:
1. Has a physical or mental impairment that substantially limits a major life activity.
2. Has a record or history of such impairment.
3. Is regarded as having such impairment.

(*Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. These impairments may exist in those with chronic health impairments, learning disabilities, emotional disturbances, physical disabilities, etc.)

For additional information regarding services provided, see the student handbook online at the university website at fresno.edu/studentlife.

INTERNATIONAL PROGRAMS AND SERVICES

The International Programs & Services Office (IPSO) recruits and admits international students to FPU. It also provides services for all international language, undergraduate and graduate students.

The International Programs & Services Office offers information to students about semester-long global education programs, both domestic and international, and coordinates short-term summer opportunities. Some approved programs are listed below.

Global Education Programs

Fresno Pacific University provides undergraduate students with global opportunities where they may move across familiar cultural boundaries into new and challenging environments. Students are encouraged to participate in these on- and off-campus educational experiences, some of which are available at additional cost.

The domestic and international study options can be used to fulfill degree requirements. Units earned from global education programs do not affect the residency unit requirement for an FPU degree. They include semester-long study in Europe, Australia, Asia, and Latin America as well as off-campus possibilities in the United States. Fresno Pacific University belongs to a number of consortia that provide opportunities to students.

See the IPSO director for complete information and application requirements. Additional programs can be considered and approved through a petition process. Approval is not guaranteed.

As a member of the Council for Christian Colleges and Universities (CCCU), Fresno Pacific University participates in several programs. The council, an association of 160 campuses in the United States and Canada, offers semester and summer programs that offer students a unique opportunity to make the world their classroom, going beyond the confines of traditional study. These interdisciplinary learning options are available to upper class students.
DOMESTIC GLOBAL EDUCATION PROGRAMS

American Studies Program—CCCU
Founded in 1976, the American Studies Program (ASP) has served hundreds of students from member institutions as a "Washington, D.C. campus." ASP uses Washington as a stimulating educational laboratory where undergraduates gain hands-on experience with an internship in their chosen field. Internships are tailored to fit each student's talents and aspirations and are available in a wide range of areas. They also explore pressing national and international issues in public policy seminars that are issue oriented, interdisciplinary and led by ASP faculty and Washington professionals. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help CCCU schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester units. Contact the political science faculty for additional information.

Contemporary Music Center—CCCU
The Contemporary Music Center (CMC) provides students the opportunity to live and work in community while seeking to understand how God would have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the artist track and the executive track. The artist track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The executive track is designed for business, arts management, marketing, communications and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Students in each track receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include coursework, labs, directed study and a practicum. Students earn 16 semester units.

Los Angeles Film Studies Center—CCCU
The Los Angeles Film Studies Center is designed to train students of council institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester units.

Washington Journalism Center—CCCU
The Washington Journalism Center is an advanced, experiential semester on Capitol Hill that will cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. Students will receive a total of 16 hours of credit. Ten credits come through the following classes: Foundations for Media Involvement; Advanced Reporting; and Washington, News & Public Discourse. The remaining 6 credits will be earned in a news-writing internship.

INTERNATIONAL GLOBAL EDUCATION PROGRAMS
Many off-campus opportunities include studying abroad. General education requirements allow students to choose the international option in the Intercultural Studies Focus Series. This emphasis rewards study abroad. Whether students participate in global education to fulfill the focus series or simply to enrich their university education, the opportunities are valuable. Be aware: some international study opportunities may be postponed or canceled due to conflict in the country of choice.

Brethren Colleges Abroad Program
Students may enroll for coursework in universities in Australia, Austria, Belgium, China, Ecuador, England, France, Germany, Greece, India, Ireland, Japan, Mexico, Morocco, New Zealand and Spain through the Brethren Colleges Abroad Program. Students wishing to study in Ecuador, Mexico, Spain, France and Germany must meet the language requirements prior to admission.

Australia Studies Centre—CCCU
The Australia Studies Centre (ASC) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Australia, North America or other parts of the world. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist. ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion and politics together with experiential service learning and formal instruction in the arts. The program includes a one-seminar course designed especially for ASC students and three or four electives chosen from Wesley Institute's list of courses.
China Studies Program—CCCU
The China Studies Program enables students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities for one-on-one interaction such as assisting Chinese students learning English or working in an orphanage. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester units.

Japan
Fresno Pacific University and Osaka Shoin Women's University share in an exchange that brings Osaka Shoin Women’s University students to Fresno Pacific University for three weeks during the spring semester. Fresno Pacific University sends a group of students to study in Japan for one month periodically during the summer semester. This program can be taken for credit towards the focus series requirement.

Jerusalem University College
Fresno Pacific University maintains a relationship with Jerusalem University College. Students are exposed to the geography, history, culture and language of Israel.

Latin American Studies Program—CCCU
Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American studies (offered both fall and spring terms) advanced language and literature (limited to Spanish majors and offered both fall and spring terms), international business and management (offered only in fall terms) and tropical sciences (offered only during spring terms). Students in all concentrations earn 16 semester units.

Lithuania Christian College
Fresno Pacific University participates with Lithuania Christian College, an international, Christian liberal arts college with English as the primary language of instruction. This program provides participants a semester to study in the Central European and Baltic societies that emerged from the former Soviet Union and to live with students from those cultures.

Middle East Studies Program—CCCU
This program, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. The Middle East Studies Program encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner at a time of tension and change. Students earn 16 semester units.

Oxford Summer Programme—CCCU
This program allows students to spend a summer term studying at the Centre for Medieval and Renaissance Studies in Oxford, England. The program includes multidisciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics and religion of early modern Europe in a choice of lectures, seminars and field trips. Students earn 6-9 semester units.

The Scholar’s Semester in Oxford—CCCU
Don an academic gown and prepare for a challenging and stimulating term. As visiting students of Oxford University and members of Wycliffe Hall, students live, study and learn in one of the more than 45 colleges and halls that comprise the University of Oxford. Although the program is designed for students interested in the fields of biblical studies and theology, new opportunities for study in liberal arts and social sciences are developing. Applicants are generally very high achieving students.

Uganda Studies Program—CCCU
The Uganda Studies Program (USP) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Africa, North America or other parts of the world. The USP seeks to introduce students to the dynamic world of the Global South, focused in the vibrant East African nation of Uganda. Christianity here is joyful and growing rapidly, even as it engages Islam and secularization. USP students will move through this society first in the classes and dormitories of Uganda Christian University and then as humble learners observing places and people of interest around the country.

The USP is designed to integrate the study of culture, history, religion, politics and humanities into a blended classroom and experiential survey of Ugandan life. It comprises an experiential course designed especially for USP students, two of three flexible core classroom courses and up to two electives chosen from Uganda Christian University’s Honours College.
Faculty-Led Study Tours
Fresno Pacific University faculty periodically organize and lead month-long study tours to a variety of countries worldwide. Some tours conducted in the past have included trips to Spain, Europe, Guatemala, Costa Rica, Japan and Israel. These programs can be taken for credit towards the focus series requirement.

OFFICE OF SPIRITUAL FORMATION
As cooperative partners in the education of students, the Office of Spiritual Formation (OSF) strives to foster an environment that challenges and encourages the entire FPU community to engage with God, each other and the world for the purpose of transformation in all areas of life.

The university pastor, department staff and teams of student leaders provide ministry leadership and programming to help strengthen the spiritual formation of individuals and the university community as a whole. Opportunities are available in worship, prayer, evangelism, discipleship, social action and short-term missions. More information about OSF can be found at fresno.edu/studentlife/spiritual_life.

COLLEGE HOUR
College Hour is a unique setting where the university community gathers to explore how the combination of faith and learning provides an opportunity for God to continually reshape lives. Through programs of cultural, spiritual and social enrichment, contemporary concerns, university activities and personal values are examined in light of Christian faith. Programs include lectures, debates, films and concerts, as well as a wide variety of other formats. Worship and convocation are both important elements that help the community address these issues. College Hour usually meets two times per week and is required of all full-time traditional undergraduate students. The College Hour policy, schedule and information can be viewed at fresno.edu/studentlife/spiritual_life/spiritual_formation/college_hour/policy.

OUTREACH, SERVICE AND MISSIONS
Students are encouraged to develop a lifestyle characterized by service to others. Office of Spiritual Formation staff help connect students with ministry and service opportunities in area churches, schools, neighborhoods and community and service agencies. Because leadership is a major component of these ministries, OSF staff provides leadership training for student leaders and service opportunities for all students wishing to serve God and their community. This office also provides opportunities for students to participate in cross-cultural missions and service opportunities in the city, region and around the world.

STUDENT MINISTRIES
Students are encouraged to live lives that are nurtured and driven by a personal relationship with Jesus Christ. OSF staff provides opportunities for students to grow spiritually through a variety of Bible studies, prayer, worship and ministry opportunities. Staff challenge and equip students to live lives of spiritual maturity that are characterized by faithful obedience to God and love for His people.

CAMPUS ORGANIZATIONS AND ASSOCIATIONS
ALUMNI ASSOCIATION
As members of the Fresno Pacific Alumni Association, alumni receive a free subscription to Pacific magazine (published three times each year), Pacific Standard Time (a bi-annual events calendar) and the monthly alumni e-newsletter, as well as invitations to all FPU alumni events. They can serve as Alumni Ambassadors, guest lecturers, intern or career advisors, student recruiters or event volunteers. FPU alumni have always been instrumental in praying for current students and providing financial support by assisting with scholarships through the fall phonathon and building projects. The Alumni Office is always willing to assist alumni in planning special reunions, group gatherings or other ways to connect with former classmates. Each spring the Alumni Advisory Board recognizes a top alumnus/alumna by awarding the Distinguished Alumni Award.

Undergraduate Students of Fresno Pacific University
The Associated Students of Fresno Pacific University is a complex entity for traditional undergraduate students. It offers a variety of services, provides student representation to the university and gives many opportunities for spiritual, social and political growth. Members of student government serve as members of standing administrative committees within the university governance structure. Student government is comprised of both executive and legislative branches. Appointment of these leadership roles are conducted via student body election and personal interview.

Each year small groups of students organize special interest clubs under the auspices of student government. Among the organizations that have made significant contributions to the undergraduate community are the Fellowship of Christian Athletes, International Student Club, Amigos Unidos, Unified Faith and Students in Free Enterprise. For a complete list, contact the Student Government Office at 453-2040.

ATHLETICS
Fresno Pacific University is a member of the National Association of Intercollegiate Athletics Division I and
successfully competes in the Golden State Athletic Conference, the premier athletic conference in the NAIA. Sunbird teams compete at the intercollegiate level in men's cross country, track, basketball, soccer, swimming, water polo, tennis and baseball, and women's cross country, track, basketball, soccer, swimming, water polo, volleyball and tennis. Recent athletic accomplishments include the women's volleyball team winning its third straight national championship, fifth time overall. The men's swimming team captured its first national championship in 2010. The men's tennis team was the 2009 national champion, with the women's tennis team finishing first runner-up. The baseball team advanced to the NAIA College World Series in 2009. Men's track in 2004 finished seventh nationally and has had numerous individual national champions. The 2005 men's soccer team finished second nationally. Fresno Pacific University is also an active leader of the NAIA's Champions of Character program.

INFORMATION TECHNOLOGY RESOURCES

PERSONAL COMPUTING

The university strongly encourages students to have their own computer with the minimum specifications of:

Hardware
- PC-based
- Laptop (recommended)
- Intel Core 2 Duo with a 1.8GHz processor or better
- 2GB RAM
- 160GB hard drive
- 10/100 based Ethernet connection
- Wireless Network Adapter (optional)

Software
- Windows XP Home or Pro or Windows 7 operating system (Pro or Windows 7 are recommended)
- Microsoft Office 2007 (Specially priced student versions are available.)
- Anti-spyware program (optional, but highly recommended)
- Up-to-date anti-virus software required; 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 in certain hot spots on campus. Most new laptops purchased today, with current technology, will last an average student four to five years.

Please note that individual academic programs may require more than what is listed here.

COMPUTER LABS

For students without a computer, a computer laboratory is located in the basement of Kriegbaum Hall. Using Windows equipment, students can access word-processing, statistical, spreadsheet, database, languages and other software for their use in classwork, research and writing, as well as email and the Internet.

There are also computers for general use in the library. Other labs are available but are often reserved for specific programs, teaching or class use.

NETWORK ACCESS

The Fresno Pacific University data network consists of 100Mb TP connections and wireless access throughout most of the campus. All on-campus residence areas have network access from every room. However, some of the access is only through wireless connections and Linksys wireless cards are highly recommended. Other wireless cards may or may not be strong enough to work with our network.

All computers connected to the university’s network are required to maintain all security patches and have up-to-date antivirus protection.

Fresno Pacific University also maintains a connection to the Internet using a broadband service provider. All students have access to this connection and can use it from any computer connected to the FPU network. The Internet access is filtered based on content and network access is filtered for illegal media files. The downloading and/or sharing of illegal media files (music, video, etc.) are forbidden. Any users of the university network are expected to abide by all state and federal laws/regulations and the behavioral standards of the FPU community. Please read FPU’s Acceptable Use of Technology policy before connecting your computer to the FPU network (including wireless.)

MOODLE

Many instructors supplement their curriculum with an online tool called Moodle. You can get to Moodle using a web browser and going to learning.fresno.edu, or through links in CampusCruiser.

CAMPUSCRUISER

CampusCruiser is the university’s web portal and should be used to access everything related to university online content including event calendars, schedules, classes, campus life and email. You can reach this portal using a web browser and going to my.fpu.edu.
EMAIL
Each baccalaureate and graduate student will receive an FPU email address. All email access is through CampusCruiser at my.fpu.edu. This is the official means of communication from the university to its students. All students are responsible for checking their university mail often so that important information is not missed.

LIBRARY RESOURCES

HIEBERT LIBRARY
Hiebert library provides information resources to support the curriculum and independent research needs of students and faculty, as well as serving individuals from the broader Christian community. At present the combined collection includes 190,000 bound volumes, more than 315,000 microforms and 10,500 audio-visual items. The library subscribes to 1,115 print journals and has access to more than 12,350 full-text journals online, as well as the ERIC documents on microfiche.

The library computer network integrates an array of electronic resources available to the university and seminary communities. This includes the Online Public Access Catalog (OPAC) of local holdings as well as various websites of indices of journal citations and electronic full-text articles.

Lohrenz Memorial Garden offers an attractive open-air setting for conversation and study.

Electronic Databases
A list of available electronic resources can be found at fresno.edu/library/database.asp.

Research Assistance
Research Assistance is available at the reference desk or by phone at 550-453-2090.

Instruction
Instructors can schedule bibliographic instruction by having a librarian visit class or by having the class come to the library. Individuals needing assistance should ask the reference librarian.

Interlibrary Loan
Books or journal articles not available in hard copy or through e-resources at the library can be requested through interlibrary loan. Contact a librarian for details.

Computers, Printers, Copiers
Hiebert Library has two computer labs with a total of 22 computers, two podcast stations and printers for student use. There is also a coin-operated photocopy machine for public use.

CENTER FOR MENNONITE BRETHREN STUDIES
The Center for Mennonite Brethren Studies is an integral part of Hiebert Library. Here the archival records of the Mennonite Brethren Church, as well as the university and seminary, are preserved, along with materials to support research on the larger Mennonite tradition. The collection is the only one of its kind in the Western United States.

VETERANS AFFAIRS
The university is approved by the California State Approving Agency for Veterans Education (CSAVVE) for the training of veterans.

All Veterans Administration (VA) paperwork is handled by the VA Certifying Officer located in the Registrar’s Office. The veteran should present documentation regarding dependents, i.e. marriage certificates and birth certificate. All in-service VA students must have permission from their military education officer before they can draw VA educational benefits. Applications may be obtained from their education office.

Veterans Administration regulations require that universities and colleges maintain records that accurately reflect implementation of these policies. These policies are described in a veterans’ bulletin, which emphasizes the veteran’s responsibilities to the institution under the veterans training program. The purpose of VA regulations is to insure that the serious student is provided the opportunity to attend the school and complete the program best suited to his or her needs.

VA regulations and the implementing procedures followed by each institution of higher learning, cover three areas:

- Approval of curricula and programs of education
- Evaluation of previous training and experience
- Standards of attendance and progress

Approved Curricula and Programs of Education

VA Policy: Request for change in the student’s educational objective (curriculum) should be submitted to the VA prior to enrollment so that mandatory counseling action, where applicable, can be taken. VA Form 22-1995 should be submitted by the veteran at this point.

FPU Procedure: If a veteran should change majors before reaching the original degree objective, or if a veteran should commence another degree program in another field at the same or lower level as that already attained, then VA Form 22-1995 should be submitted at this point.

VA Policy: Veterans and other eligible students may not be certified for repeat courses that they previously completed.
equivalent at another institution.

FPU Procedure: Enrollment will be monitored each term to ensure that a student is not repeating a course at the university in which a passing grade was received. For procedures concerning evaluation of training or experience received at other institutions, refer to the section on evaluation that follows.

VA Policy: After a veteran or other eligible student has completed the required curriculum for his or her stated educational objective, the student should not be certified to the VA for additional work on the same level without prior approval.

FPU Procedure: Any student wishing to take courses beyond the degree requirements must submit a Change-of-Program to the VA.

VA Policy: Each veteran student must be pursuing an approved program (normally leading to a degree or credential).

FPU Procedure: Students admitted as special status only must make application for regular status before completing 15 units in order to avoid interruption of VA benefits.

Evaluation of Previous Training and Experience

VA Policy: Each entering veteran or other eligible student must be formally evaluated in writing for possible award of credit for previous training and experience and his/her program must be shortened accordingly. This applies to all veterans regardless of whether they are enrolled in part-time or evening programs.

FPU Procedure: This is done as a matter of standard practice with the Registrar’s Office for undergraduate and degree completion students and in the academic division for graduate students.

VA Policy: Where credit is granted, the school records should clearly indicate which course requirements in the student’s program have been satisfied. At the same time, controls should be set up to prevent students from taking any course for which they have already been granted credit.

FPU Procedure: The record of credit granted is recorded on the evaluation sheet. Copies are kept in the Registrar’s Office and provided to the student. The academic advisor assigned to the student is informed of the necessity to report any coursework previously taken, due to receipt of a D grade or equivalent at another institution.

Standards of Attendance and Progress

VA Policy: Colleges must not permit a student to enroll and receive full educational subsistence and at the end of the term “withdraw” or take a “no credit” in all or part of the courses for which the student has enrolled. Colleges must require counseling before enrolling the veteran for the next term if at any time the veteran fails to meet the required grade point average.

FPU Procedure: Each veteran’s grade report will be checked at the end of each term to insure that the student has satisfactorily completed the courses. If a deficiency exists, (such as I, NC, F), in some or all of the courses attended, the student will be notified and placed on probation for the following term. If a deficiency occurs at the end of the following term then, unless a university-recognized emergency exists, the student’s VA benefits must be suspended until cleared by the Regional VA Advisement and Counseling Service. Unsatisfactory completion of grades during the term following the graded period will remove the veteran from benefits probation unless other grade deficiencies exist.

VA Policy: It is the responsibility of the veteran to immediately advise the institution of his/her discontinuance of training or reduction in unit load. The last day of the veteran’s attendance must be immediately reported to the Veterans Administration in order to terminate the educational benefits as of that date to avoid overpayment.

FPU Procedure: Withdrawal and change of program dates are entered into the student information system by the Registrar’s Office, which reports these dates and changes to the VA in a timely manner to avoid overpayments. A secondary method will be used in the event the instructor is unable to ascertain the last date of attendance. Veteran students are informed that they are required to report to the university their last date of attendance immediately upon withdrawal or dropping of courses.

VA Policy: Certifications for short-term classes must show the actual beginning and ending dates of the shortened period and the units the veteran is carrying in the shortened course.

FPU Procedure: Deans and directors must report in advance any deviations from the published calendar and all special sessions to the Registrar’s Office so the published calendar may be amended and submitted to the VA for approval.

VA Policy: Students will be dismissed from the university at the end of the third successive term in which their grade point average remains unsatisfactory.

FPU Procedure: Students are automatically placed on academic warning at the end of any term in which their grade point averages change from satisfactory to unsatisfactory (i.e., below 2.0 at the undergraduate level and below 3.0 for all graduate programs). Students will be dismissed from the university at the end of the third successive term in which their grade point average remains unsatisfactory.
Academic Policies & Registration
ACADEMIC POLICIES AND REGISTRATION

UNIVERSITY CATALOG

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

Students are personally responsible for following all policies and meeting all deadlines and requirements. This responsibility includes, but is not limited to, academic requirements and general rules listed in this catalog. Regulations will not be waived nor exceptions granted based on a student’s lack of knowledge regarding Fresno Pacific University policies or procedures. Additional policies and procedures can be found in the student handbooks and in published school/center policies.

CATALOG CONTROLLING GRADUATION

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time they first enrolled at the university as degree candidates, provided they do not interrupt their studies. 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

Lower-division undergraduate courses are numbered 100-299. Students are expected to complete all their 100- and 200-level courses in their freshman and sophomore years. Upper-division courses are intended for students with junior or senior standing and are numbered 300 and 400. Courses numbered 100-499 that include an H are honors courses. Course offerings at the 600-700 level are for eligible seniors and graduate students. Certain courses may also have prerequisites.

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-49</td>
<td>Non-credit educational experiences.</td>
</tr>
<tr>
<td>50-99</td>
<td>Pre-baccalaureate university credit courses of a preparatory, developmental or semiprofessional nature. Courses are not applicable to degree requirements.</td>
</tr>
<tr>
<td>100-299</td>
<td>Lower-division undergraduate courses that are general and introductory. They are intended to provide a foundation for advanced work.</td>
</tr>
<tr>
<td>300-499</td>
<td>Upper-division undergraduate courses that generally assume prior knowledge and experience in the subject, with content more advanced or specific than lower-division courses.</td>
</tr>
<tr>
<td>600-699</td>
<td>Graduate-level 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 course descriptions. A limited number of these courses may be taken by undergraduates with prior approval.</td>
</tr>
<tr>
<td>700-799</td>
<td>Graduate 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>
</tr>
<tr>
<td>900-999</td>
<td>Graduate-level university credit courses designed for professional development and not as part of a degree program.</td>
</tr>
<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>
</tr>
</tbody>
</table>

COURSE SYLLABI

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.

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.

- A maximum of 70 semester units may be transferred from regionally accredited two-year institutions. (There are no limits on transfers from accredited four-year institutions.)
- A maximum of 30 semester units may be transferred from unaccredited institutions, if approved through the academic petition process.
- All transfer work and FPU work is used to calculate a combined cumulative GPA for admission purposes.
- All transfer work is evaluated using the current FPU transfer agreement for the transfer school at the time of evaluation.

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.

Additional Criteria for Baccalaureate Programs

Baccalaureate credit will be received in transfer if a course meets the following criteria:

1. The credit is from approved higher educational institutions: among those are institutions with accreditation recognized by CHEA (Council for Higher Education Accreditation). These include those with accreditation by regional accrediting organizations (e.g., WASC, SACS) and selected national accrediting organizations (e.g., ABHE). FPU also transfers credit from institutions with accreditation through selected international accrediting agencies (e.g., EAAA, the Euro-Asian Accrediting Association of Evangelical Schools).
2. A grade of C- or better was earned.
3. The content does not overlap or repeat courses already completed or to be completed at Fresno Pacific University or another institution.
4. Degree completion students may not transfer coursework for any of their program courses from other institutions; however some traditional undergraduate courses do meet program requirements. Check with the program advisor for specific information.

Additional Criteria for Graduate Programs

Graduate 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. 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.
2. 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.)
3. 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.
4. 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.
5. Final approval is granted by the Registrar's Office.

Additional Criteria

See the Degree Requirements section of this catalog..

COURSE SUBSTITUTION

Students may request that a course that is similar to a major course requirement be substituted for it even though it is not strictly transferable. To apply for a substitution, students must meet with their program advisor and present their reasoning for granting the substitution. Applications for
course substitution must be processed using the Substitution/Transfer Request form that is initiated by the student, approved by the academic advisor or program director and submitted to the Registrar’s Office for final approval.

CHALLENGE EXAM
Students who feel they have a background in a particular field equivalent to that covered in a required FPU course may challenge that course by examination, providing it is acknowledged by the school as being eligible for challenge. The student pays the appropriate challenge exam fee (see Tuition and Fee Schedule), sits for the examination and if successful in passing is given credit for the course. Students on academic probation cannot challenge a course by examination unless such challenge is specifically allowed in their probation agreement.

Students should consult the appropriate program administrator to learn which courses are available for waiver or challenge, and for the limits on waivers. Usually there is a specified list of courses that may be challenged or waived.

In addition, a course may not be challenged when:
- The student previously has been awarded credit for duplicate coursework or for related, more advanced coursework.
- The student is enrolled in that course for credit or audit during the same term.
- The student previously has received a failing or NC grade or has unsuccessfully challenged that course.
- Generally, practicum, seminar, capstone and 600-level courses are not available for course challenge.

Examinations for course challenge will cover the entire subject matter taught over a semester-long course and are intended to show mastery of the subject matter. A grade of CR will be posted when a letter grade equivalent to a C- or higher is earned. No record is posted when a student fails to earn a grade of C- or higher. Units earned via course challenge do not count toward the determination of a student’s load status, but do count toward graduation. Requests for course challenge (challenge exams) are made during regular registration periods.

WAIVER
Occasionally a specific course requirement may be waived. To ask for a waiver, students must meet with their program advisor and present their reasoning for granting the waiver. If a course requirement is waived, other units must be substituted. A course waiver does not reduce the unit requirements for the degree program.

OTHER TYPES OF CREDIT
A maximum of 30 units may be awarded for Advanced Placement exams, International Baccalaureate exams and the College Level Examination Program combined.

Advanced Placement
Students may be granted 3 semester units of credit for subjects in which they have submitted scores of three or higher on advanced placement tests. Students must have official transcripts from CollegeBoard sent to the Registrar’s Office.

College Level Examination Program (CLEP)
Credit awarded for examinations is equal to that of the Fresno Pacific University course to which it corresponds. Credit is not awarded for examinations when more advanced coursework in the subject area has been completed. The university uses the ACE recommended minimum score to award credit.

International Baccalaureate
Students may be granted credit through the International Baccalaureate Organization (IBO) for advanced study in high school. Credit is awarded when a score of five or greater is earned in higher level IB subject exams. Credit awarded for examination is equal to that of the Fresno Pacific University courses to which it corresponds.

Military Credit
Elective credit is awarded for documented college-level learning obtained in the military. A copy of the AARTS/Military Transcript is required for any such award of credit. A maximum of 30 units will be awarded.

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, also referred to as reduced seat time. A web-enhanced course makes use of web-based technologies to facilitate face-to-face instruction.

DIRECTED STUDY COURSES
A directed study is a cataloged course taken by special arrangement and approved only to expand program offerings or meet specific program requirements that cannot be met in other ways. Typically the course is taught on an individual basis because of scheduling conflicts or other compelling reasons. The course objectives and activities will generally follow the syllabus, with adaptations as appropriate. Prior approval is required by the instructor, program director or mentor/advisor and the dean.

Before permission is granted to meet a requirement by means of a directed study, the following options must have been explored and not found to be feasible:

1. Substitution of another course for the required course.
2. Waiver of the requirement.

Directed studies must meet the following criteria:

1. The amount of work required must be equivalent to that required in the regular course.
2. The student is held to the same measures of quality as in the regular course.
3. There should be at least three hours of consultation between professor and student for each unit of credit granted.
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 it’s website.

ENRICHMENT COURSES
Selected courses are available for a non-credit enrichment option, and are intended for individuals from the community to benefit from regular courses in the curriculum, subject to space availability and instructor approval. This option is available at no cost to current FPU students and current employees; for all others, the enrichment fee is charged (see Financial Information section of this catalog). No admission application is required for enrollment in this option. Courses taken under the enrichment option are recorded on the transcript and are given a non-evaluative grade of E (enrichment).

HONORS COURSES
An honors course is an academic course (usually in the core areas of English, math, science or social studies) that is more demanding than a traditional college/university course. Advanced coursework and a greater time commitment are required of students and course materials must be differentiated and more rigorous than those used in a traditional college/university course. Honors courses are designed to place emphasis on critical and analytical thinking, rational decision-making and inductive and deductive reasoning and are, therefore, intended for students with superior abilities in the course content area.

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

Honors courses in USP are not merely intensive general education or more strenuous major courses, but rather offer students an enriched and expanded educational experience in small classes. Honors courses are offered in several general education disciplines that fulfill general education requirements and in several academic majors as determined by program faculty. Honors courses are designated with an H in the course number (e.g., HIST-120H.)

Honors courses are open to all FPU undergraduate students. New and returning Paragon, President’s, Transfer and Dean’s Scholars, or students with a GPA of 3.4 and above have immediate access to honors courses. Other current FPU students wishing to enroll in honors courses will be required to submit a letter of recommendation from an FPU professor or, if a transfer student, from a professor from their previous college/university. The letter should be submitted to the dean of the School of Humanities, Religion and Social Sciences.

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. 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).
ACADEMIC CALENDAR

The academic year is divided into terms. The traditional undergraduate and the graduate calendars are divided into three terms: two semesters each 15 weeks in length, and a summer term. The degree completion calendar is divided into two semesters, each six months long. Shorter sessions within each term that compact the degree requirements may be offered. Academic credit is given in semester units.

REGISTRATION

Only individuals who are registered may attend classes. (Wait-listed students may attend for the first two weeks of the semester.) All registrations or course additions must be approved by the student’s mentor, advisor or program director as the first step of the registration process. The second step is to register online for the approved courses. Previous FPU financial responsibilities must be met before registration can occur.

Non-registered students do not have access to class information in CampusCruiser and will not be able to turn in assignments or receive grades. No petitions will be allowed for late registration after the fourth week of the session at the latest. (See charts which follow for earlier deadlines.)

It is the responsibility of students to make changes in registration, such as dropping courses, 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.

UNDERGRADUATE STUDENTS

Traditional undergraduate students must attend class during the first week of the semester; otherwise they will be administratively dropped. See the Attendance section of this catalog for the complete policy.

Undergraduate students who wish to take advantage of the four-year guarantee must register the first week that registration is open in order to gain a spot in the classes needed.

**Registration Schedule**

<table>
<thead>
<tr>
<th>Up to eight weeks prior to semester</th>
<th>Register online with no late fees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of semester</td>
<td>Register online with late fee.</td>
</tr>
<tr>
<td>Add/drop courses online without fees.</td>
<td></td>
</tr>
<tr>
<td>Second week of session</td>
<td>Register with petition and late fee.</td>
</tr>
<tr>
<td>Add/drop courses without fees.</td>
<td></td>
</tr>
<tr>
<td>Third &amp; fourth week of session</td>
<td>Register with petition and late fee.</td>
</tr>
<tr>
<td>Add courses with paper registration form and fees.</td>
<td></td>
</tr>
</tbody>
</table>

Fifth week of session | No further registration or adds. No petitions.

DEGREE COMPLETION STUDENTS

Degree completion students must be registered to receive cohort textbooks, attend class and have access to the syllabi in CampusCruiser. Students who are clear to register (e.g. have no financial or academic holds), will be block registered in their cohort classes by their advisor prior to the start of each semester.

Students may take a maximum of 28 units per semester.

**DC Cohort Courses**

Students who fail to clear financial or academic holds a minimum of seven days before the first day of the semester will be subject to the following penalties and procedures:

| Register with late fees | Six days before first day of semester through first day of class |
| Register with petition and late fee | Day after first class through day of third class |
| Register for semester cohort classes that have not yet begun, with petition and late fee | Fourth week of semester or later |

**DC Short Term Courses & DSE Courses**

| Online registration opens | Approximately eight weeks prior to semester |
| Deadline to register without late fees | Seven days before first day of class |
| Register with late fees | Six days before first day of class through first day of class |
| Register with petition and late fee | Day after first class through day of second class |
| No further registration or petition | After second day of class |

**DC Weekend Courses**

| Online registration opens | Approximately eight weeks prior to semester |
| Deadline to register without late fees | Seven days before first day of class |
| Register with late fees | Six days before first day of class through first day of class |
| No further registration or petitions | After first day of class |

GRADUATE STUDENTS

**Registration Schedule**

<table>
<thead>
<tr>
<th>Up to eight weeks prior to semester</th>
<th>Register online with no late fees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of semester</td>
<td>Register online with late fee.</td>
</tr>
<tr>
<td>Add/drop courses online without fees.</td>
<td></td>
</tr>
</tbody>
</table>

FRESNO PACIFIC UNIVERSITY
### Registration Schedule

<table>
<thead>
<tr>
<th>Session Period</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second week of session</td>
<td>Register with petition and late fee.</td>
</tr>
<tr>
<td>Third &amp; fourth week of session</td>
<td>Add/drop courses without fees.</td>
</tr>
<tr>
<td>Fifth week of session</td>
<td>No further registration or adds. No petitions.</td>
</tr>
</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.

### AGREEMENT TO RULES

Registration signifies that the student agrees to abide by the rules, regulations and requirements of the university. The university reserves the right to cancel the registration of any student who does not comply. This agreement is in keeping with the university’s philosophy that students should be aware of the dimensions and constraints of the educational community in which they participate during the years of their enrollment.

Students are required to respect the various academic and administrative deadlines listed in the academic calendar and other university publications. Failure to do so constitutes grounds for probation, suspension or dismissal from the program.

Each student is provided with an @fpu.edu email address as the official method for communicating deadlines and other important information. Students are required to check their Fresno Pacific University email on a regular basis.

### CHECK-IN

Traditional undergraduate students must complete their registration by checking in online no later than the first Friday of the fall and spring terms. Check the Academic Calendar section of this catalog for dates. Students will need to pick up their I.D. card sticker each semester from the Registrar’s Office. Students who do not check-in by the listed due date will be subject to a late fee and may be administratively dropped from all courses.

### WAITING LISTS

When a course reaches its authorized capacity, a student may request to be placed on a wait list. A course wait list is a list of students who wish to register for a course if and when space becomes available. The following paragraphs contain information, policies and procedures related to course wait lists.

1. Any eligible student wishing to enroll in a course that has reached its authorized capacity may request to be added to that section’s wait list. The student is not automatically added to a course wait list unless the student makes this request. For enrollment through WebReg, the student will be prompted to be placed on a wait list. If they are registering by paper, the Registrar’s Office staff will check the class and if the class is closed, they will put the student on the wait list.

2. A student may not register for a section of a course AND be placed on a wait list for another section of the same course; however a student may be wait-listed for multiple sections of the same course.

3. A priority is given based on the criteria set up by program directors. In many cases wait lists are determined by class level and time of wait-listing.

4. It should never be assumed that a wait-listed course results in official registration. Students should work with their mentor/advisor to select alternate courses in case the wait-listed course remains full. A student on a wait list is not officially enrolled in that course and thus is not eligible to receive a grade in that course.

5. Once a spot on the wait list opens, the first student will be notified via email that they may register for the course. The student has 24 hours to respond; otherwise the open spot will roll to the next student.

6. Any student with a financial hold will not be allowed to enroll in a course from the wait list.

7. Course wait lists are maintained through the end of the second week of the semester; after the second week of the semester, a wait-listed student must follow the university’s add-drop procedure in seeking permission of the instructor to enroll in the course.

8. A student on a wait list may attend the wait-listed course for two weeks, if seating is available and if the instructor gives permission, in the hope that a space will become available for that student to register.

9. The decision to add a student to the course after the second week of the semester rests entirely with the course instructor. If the instructor decides to allow additional students to enroll in the course, it is highly recommended that s/he enroll students from the wait list before considering other students who may not have been on the wait list during the first two weeks of the course. The instructor may consider a range of factors, including availability of space in the classroom; other teaching obligations; the student’s capabilities and past performance; and the student’s learning/degree-completion goals.
After the last day for enrolling or adding a course (see the Academic Calendar section of this catalog), a student who is not officially enrolled in the course (based on the official class roster through the My Services tab on CampusCruiser) is not allowed to participate in the course and will not have a grade recorded on his or her transcript for that course.

COURSE DROPS
It is the students’ responsibility to drop courses they do not intend to begin or complete. Failure to drop courses in a timely manner will result in failed grades and financial responsibility for payment. Students may also be administratively dropped for insufficient academic progress or failure to follow university rules.

Traditional Undergraduate and Graduate
Courses may be dropped through approximately 60 percent of the semester. See the Academic Calendar section of this catalog for specific dates. (Extended registration courses may drop through the third class session.) Refer to the Refund Policy section of this catalog for financial implications of dropping.

Courses dropped after the first three weeks of the session but before the drop deadline will result in a grade of W. The grade of W does not affect GPA. (Extended registration courses dropped after the first class session, but before the deadline, will result in a grade of W.) Courses dropped after the deadline will be graded. Students who attend two or fewer class sessions, turn in no assignments, and fail to officially drop a course will be given the grade of UW, which is equivalent to the grade of F and affects GPA.

Dropping a course may invalidate the four year graduation guarantee.

Degree Completion
Courses may be dropped until approximately halfway through the course. Courses dropped before classes begin will not appear on transcripts. Courses dropped after classes begin will be graded. After half the class has passed, students will be graded by the work completed. Before that time students will receive a grade of W, which does not affect GPA. This policy applies to voluntary course drops as well as administrative withdrawals.

EXAMPLES

<table>
<thead>
<tr>
<th>Sessions in Course</th>
<th>To receive a W, student must drop before:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>Second session</td>
</tr>
<tr>
<td>4-5</td>
<td>Third session</td>
</tr>
<tr>
<td>6-7</td>
<td>Fourth session</td>
</tr>
<tr>
<td>8-9</td>
<td>Fifth session</td>
</tr>
</tbody>
</table>

A weekend course is considered a two-session course. Each week of an online course is considered one session.

THESIS/PRACTICUM COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>To receive a W, student must drop before</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 499A</td>
<td>Week 13</td>
</tr>
<tr>
<td>BUS 499B</td>
<td>Week 29</td>
</tr>
<tr>
<td>BUS 499C</td>
<td>Week 49</td>
</tr>
<tr>
<td>MIN 482A</td>
<td>Week 20</td>
</tr>
<tr>
<td>MIN 482B</td>
<td>Week 40</td>
</tr>
<tr>
<td>MIN 482C</td>
<td>Week 55</td>
</tr>
<tr>
<td>ECD 482</td>
<td>Week 24</td>
</tr>
<tr>
<td>ECD 483</td>
<td>Week 42</td>
</tr>
<tr>
<td>LA 381</td>
<td>Week 32</td>
</tr>
<tr>
<td>MGT 441</td>
<td>Week 11</td>
</tr>
<tr>
<td>MGT 442</td>
<td>Week 50</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). For graduate students, the date of completion noted on the transcript is the date the master’s thesis/project is received and accepted by the library.

OFFICIAL RECORDS
Official transcripts are issued by the Registrar’s Office. Transcripts are issued only at the written request of the
student. Requests for transcripts may be submitted either in person, by mail or by signed fax or scan. No telephone or email requests for transcripts are accepted. A fee is charged for each official transcript. Transcripts will not be released to students who have a past due balance, except as allowed under bankruptcy laws.

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.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), transcripts may be withheld if the student has an unresolved obligation to the university, including an unresolved disciplinary action, or if the student is in default on a Federal Perkins Loan from Fresno Pacific University.

CHANGES TO RECORDS/NAMES USED ON RECORDS

The Registrar’s Office houses the official records of students and is responsible for maintaining and updating those records. It is the student’s responsibility to keep the university apprised of all name, address and phone number changes. Students wishing to make changes in their name, address, telephone number or email address information should submit the Student Information form to the Registrar’s Office.

The student’s legal name must be used on all university records, diplomas and other records. The Registrar’s Office requires appropriate documentation in order to change or correct a name, Social Security number or birth date. Documentation for a name change or Social Security number correction is a Social Security card. Correcting a birth date requires a driver’s license.

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.

MARKING SYSTEM AND SYMBOLS USED ON TRANSCRIPTS

Baccalaureate Level Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shown originality of thought and mastery of material. The A+ grade is not recognized as a valid grade in grade point average calculations and is not recorded on the student’s transcript.</td>
</tr>
<tr>
<td>B</td>
<td>Above Average The student’s achievement exceeds the usual accomplishment, showing a clear indication of initiative and grasp of subject.</td>
</tr>
<tr>
<td>C</td>
<td>Average The student has met the formal requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.</td>
</tr>
<tr>
<td>D</td>
<td>Below Average The student’s accomplishment leaves much to be desired. Minimum requirements have been met but were inadequate.</td>
</tr>
<tr>
<td>F</td>
<td>Failure The student has not met the minimum requirements.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Used upon completion of thesis, internship and for other specified courses.</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit The student has not achieved the minimum expectations of scholarship or credit in terms of the course objectives. The NC is not to be used in situations in which a grade of F is justified. It is not used in computing grade point averages.</td>
</tr>
<tr>
<td>E</td>
<td>Enrichment Non-evaluative grade indicating participation</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete Given only in extenuating circumstances. Work must be completed by the end of the succeeding term for traditional undergraduate students. For degree completion students, work must be completed within 30 days from the end of the class.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress To be used for certain theses, practica and internships.</td>
</tr>
<tr>
<td>AU</td>
<td>Audit Does not yield credit. Enrollment for audit is limited to original registration for the term or to properly approved changes within the first week. Registration and payment of fees are required for audit courses.</td>
</tr>
<tr>
<td>UA</td>
<td>Unsatisfactory Audit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal Grade given to those who drop classes during the scheduled drop period.</td>
</tr>
<tr>
<td>UW</td>
<td>Unauthorized Withdrawal This symbol indicates that an enrolled student attended up to two class sessions, turned in no assignments and did not officially withdraw from the course (i.e., the student did not submit an official drop form). For purposes of grade point average computation this symbol is equivalent to an F.</td>
</tr>
<tr>
<td>NR</td>
<td>No Report Indication (to be used only by registrar) that as of the deadline for submitting grades, none had been received. See the Grade Reporting section of this catalog.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory Participation</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory Participation</td>
</tr>
</tbody>
</table>

Faculty may use pluses and minuses when grades fall between two categories. Note: a plus may not be used with a grade of A.
Graduate Level Grades

A  Excellent  Meets all course/assignment requirements, significant evidence of subject mastery, excellent demonstration of graduate-level scholarship.
A- Outstanding  Meets all course/assignment requirements with several outstanding examples of graduate-level scholarship; demonstrates initiative.
B+ Very good  Adequately meets the criteria for all course/assignment requirements with some very good examples of graduate-level scholarship.
B Good/Satisfactory  Adequately meets the criteria for all course/assignment requirements, demonstrates subject competency and satisfactory graduate-level scholarship.
B- Acceptable  Adequately meets the minimum criteria for all course/assignment requirements, yet work is deficient in some important, yet non-essential category.
C Marginal, but not acceptable for credit in a degree program.  Does not meet the minimum criteria for all course/assignment requirements expected from students studying at the graduate level.
F Unacceptable  Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate-level scholarship.
CR Credit  Used upon completion of thesis, internship and for other specified courses.
NC No Credit  The student has not achieved the minimum expectations of scholarship or credit in terms of the course objectives.  The NC is not to be used in situations in which a grade of F is justified.  It is not used in computing grade point averages.
I Incomplete  Given only in extenuating circumstances.  Work must be completed by the end of the succeeding term.
IP In Progress  To be used for certain theses, practica and internships.
AU Audit  Does not yield credit.  Enrollment for audit is limited to original registration for the term or to properly approved changes within the first week.  Registration and payment of fees are required for audit courses.
UA Unsatisfactory Audit

W Withdrawal  Grade given to those who drop classes during the scheduled drop period.
UW Unauthorized Withdrawal  This symbol indicates that an enrolled student attended up to two class sessions, turned in no assignments and did not officially withdraw from the course (i.e., the student did not submit an official drop form).  For purposes of grade point average computation this symbol is equivalent to an F.

NR No Report  Indication (to be used only by registrar) that as of the deadline for submitting grades, none had been received.  See the Grade Reporting section of this catalog.
S Satisfactory participation
U Unsatisfactory participation

Grade Point Average (GPA) and Quality Points

For each unit in which the student is enrolled, he or she will receive quality points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>UW</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A student’s grade point average is obtained by dividing the total number of quality points earned by the total number of units undertaken, excluding courses in which the grades CR, I, IP, NC, NR, W and AU were received.  Transfer units are not counted in calculating the GPA on the Fresno Pacific University transcript.  Only FPU credits counted toward a degree are used in calculating the cumulative GPA.

For cocurricular reporting purposes in which GPA is a requirement for participation for transfer students, the total cumulative GPA from all institutions attended will be used at the completion of the first semester of attendance at FPU (not including summer).  Upon completion of the second semester of attendance at FPU and thereafter, the FPU only cumulative GPA will be used for cocurricular activity reporting purposes.

Credit Bearing Grades

Traditional undergraduate and degree completion courses with a grade below C- will not be credited toward the completion of major or minor requirements.  Graduate courses with a grade below B- will not be credited toward the completion of requirements of any graduate degree program.
GRADE REPORTING

Instructors report a grade for credit when all requirements for the course have been completed. The Registrar’s Office must receive grades from instructors no later than the date published annually in the Academic Calendar for traditional undergraduate and graduate courses and within three weeks of the last day of class for degree completion courses.

If grades are not received on time by the registrar, an NR (No Report) will be entered on the student’s transcript. Students who receive NR for their grade should contact their instructor.

After a grade has been reported to the university’s registrar, the grade will not be changed unless a Grade Change Request form is submitted to the Registrar’s Office. When there is a clerical or computation error, faculty may make grade changes up to two terms (fall, spring, summer) following completion of a course. Request for grade changes for any other reason should follow the grade appeals process that follows and should be initiated within six weeks of grade posting. Faculty are required to keep documentation that supports grades assigned for a minimum of one year.

GRADE APPEALS PROCESS

In general, grades represent the faculty member’s professional judgment of a student’s performance in a course and, as such, are final. However, students have the right to ask a faculty member for an explanation of any grade received and may appeal a grade when they perceive that a final grade was biased, arbitrary or capricious. In those instances, students must follow the Grade Appeal Process outlined below.

General Principles

1. Students are encouraged to seek advice in matters of concern about grades from their faculty or academic advisor.

2. Grade appeals can be made only in instances where procedural issues or biased, arbitrary or capricious grading are in question, specifically any one of the following:
   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 a written request for a grade appeal to the program director or other appropriate campus administrator 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. If there is no program director or if the program director is the instructor, the student submits the appeal to the school dean.

3. The program director or school dean provides the instructor with a copy of the appeal request. 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 program director or school dean who informs the instructor, student and Registrar’s Office if necessary. The panel’s decision is binding.

REPEATED COURSES

Some courses are designated as repeatable for credit each time a student enrolls. Whether a course is repeatable for credit is indicated in course descriptions.

Students may repeat courses not designated as repeatable for credit for credit in which a grade of C+ or lower has been received. When a student repeats a course for credit, the highest grade received is used to calculate the student’s grade point average. Full tuition is charged for units of credit for repeated courses. A student is awarded credit only once for each course. The units in subsequent attempts will, however, be counted in determining the student’s enrollment status and may only be counted for financial aid purposes if the original grade was an F or UW. (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.)

Incomplete Grade
Students may receive a grade of incomplete for a course when illness, family tragedy or similar difficulty makes it impossible for them to complete course requirements on time. Students must arrange for an Incomplete with their instructor and dean, complete the Incomplete Grade Request form and submit it to the Registrar’s Office. Students do not re-register to finish incomplete coursework; however students are required to finish coursework no later than the end of the stated deadline period. Normally the course must be completed with the instructor who assigned the incomplete grade. Incomplete grades that are not removed by the end of the deadline period will be converted automatically to an F grade for graded courses and to an NC for credit/no credit courses. A degree cannot be granted with an incomplete on the transcript.

Requests for incompletes are not approved in cases where students have not completed work due to negligence or lack of effort, or are not satisfied with their grade. Requests for incompletes should be submitted prior to the last day of class and must be approved by the instructor and the dean. When an incomplete is granted for traditional undergraduate or graduate courses, course requirements must be completed before the end of the next sequential term (spring, summer, fall). Degree completion students are given 30 calendar days from the last day of class to finish the incomplete.

In-Progress Courses
A standard IP course is intended, by design, to span two or three terms (e.g., field practica). In-progress courses may not exceed a total of three terms, including the summer term. Deadlines are set by program directors. When students enroll in such courses the credits and final grades are deferred until the end of the last term of the course. A grade of IP is posted to a student’s record at the end of the first term and remains until a final grade is issued.

A non-standard IP course may span one to three terms. Some students will finish in one semester and others may finish in up to three semesters (including the summer term.) (See the Course Descriptions section of this catalog.)

Credit/No Credit Grades
A required course in which a No Credit is earned must be repeated within one year. When subsequent coursework designated to remediate the deficiency is successfully completed, both the new grade and the No Credit grade are shown on the student’s record.

This policy only applies to undergraduate courses. The only degree completion courses that may be taken for CR/NC are the weekend elective courses.

Traditional undergraduate students may elect to take letter-graded courses as credit/no credit (CR/NC). This option is intended to encourage students to undertake elective studies at advanced levels outside their major field and is therefore not available in courses being used to fulfill general education, major and/or minor requirements. Accordingly, elected CR/NC courses from other institutions may not transfer in to meet general education, major or minor requirements.

Exception: FPU challenged courses and courses taken in approved study abroad programs may meet general education, major and minor requirements, even though graded CR/NC.

Global Education Courses
FPU offers two global education programs: short-term cross cultural learning and cross-cultural programs through affiliated institutions.

All courses taken through affiliated institutions will be recorded on the FPU transcript as credit/no credit, except in those cases where prior to departure the student submits a written request to the Registrar’s Office that all courses be letter-graded. By implication, courses graded with a grade of NC do not meet degree requirements; courses graded with a grade of D may be used toward elective credit, but not toward major requirements. Exception: U.S. global education program courses (e.g., American Studies Program) are letter-graded.

INSTRUCTOR EVALUATIONS
Students are asked to evaluate each course and instructor at the end of the term or session. A form is administered in the classroom and each student is asked to complete an evaluation form for each course completed. Students are encouraged to provide appropriate feedback and comments. Instructors are encouraged to incorporate feedback into their work. Comments on these forms are taken very seriously by the university and constitute one part of the faculty evaluation process.
REVIEW OF STUDENT’S PERFORMANCE

Some programs have a procedure for regularly reviewing the overall performance of students, including whether the minimal grade point average has been met. Some programs also perform an annual evaluation of all students. Faculty, advisors and/or committees are responsible for monitoring academic performance and for working with students whose performance needs special review. A committee review may lead to recommended remediation programs, probation or dismissal from the program. For more information on the procedures used by a specific academic program or school, contact the office or academic advisor for that program and the relevant materials provided.

ACADEMIC STATUS

All units are offered on a semester basis.

DEFINITION OF A FULL-TIME STUDENT

Baccalaureate students are defined as full time when they enroll in 12 or more units per semester. Graduate students 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 Time</th>
<th>Half Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>12+</td>
<td>9-11</td>
<td>6-8</td>
</tr>
<tr>
<td>Graduate</td>
<td>9+</td>
<td>6-8</td>
<td>5</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>12+</td>
<td>not allowed</td>
<td>not allowed</td>
</tr>
<tr>
<td>International Graduate</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.

ACTIVE ENROLLMENT

To remain on active status, students must enroll in consecutive semesters (excluding summer) or have an approved leave of absence. Students who have not enrolled in a class each semester and do not have an approved leave of absence will be administratively withdrawn. Undergraduate students who wish to reenter a program after being inactive need to reapply. Degree completion students who wish to reenter a program after 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.

BACCALAUREATE CLASS STANDING

Students are classified at the beginning of each semester according to the number of units completed.

<table>
<thead>
<tr>
<th>Standing</th>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Sophomores</td>
<td>30</td>
<td>59</td>
</tr>
<tr>
<td>Juniors</td>
<td>60</td>
<td>89</td>
</tr>
<tr>
<td>Seniors</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

NON-MATRICULATED ENROLLMENT STATUS

Students seeking nondegree study should contact the Admissions Office, program office or the designated representative for a part-time application form. Information about courses, deadlines and registration procedures is available from the Registrar’s Office. Not all courses are available to part-time, nondegree-seeking students. Permission must be granted by the program director.

Students attending on a non-matriculated basis may not earn a degree and must register for courses on a space-available basis (enrollment in such courses is not guaranteed) with a limit of 6 units per semester. If students later apply and become accepted to an FPU program, they may not apply
more than 9 units of this academic work toward the degree. Students on a non-matriculated status are not eligible for federal, state or institutional financial aid.

SATISFACTORY ACADEMIC PROGRESS POLICY

The Higher Education Act of 1965, as amended by the U.S. Congress in 1980, mandates institutions of higher education to establish minimum standards of satisfactory progress for students receiving financial aid. Fresno Pacific University applies these standards to all institutionally awarded programs, Title IV Funds and any other funding programs requiring a demonstration of good academic standing and satisfactory progress.

Enrolled students and applicants with particular questions concerning satisfactory progress should contact the university registrar. The following policy statements describe the general parameters for satisfactory academic progress in the Fresno Pacific University system.

ACADEMIC STANDING

Students are expected to make satisfactory academic and professional progress throughout their academic programs. Satisfactory academic and professional progress is generally defined as earning a GPA of 3.0 or higher at the graduate level (2.0 or higher at the undergraduate level), behaving consistently with the academic and non-academic codes of conduct and behaving in a manner consistent with professional and ethical standards and expectations and completing educational programs within a reasonable and specified time. The following are potential grounds for determining that satisfactory progress is not being made.

Program Length

Students must complete their educational program within a reasonable period of time. Financial aid eligibility is limited to the maximum timeframe allowed for each degree program the university offers. Students who do not complete the program successfully within the specified time must reapply for admission.

| Undergraduate degree | 6 years |
| Master’s degree      | 6 years |

Unsatisfactory Academic Progress

Any one of the following conditions may indicate unsatisfactory progress.

1. An undergraduate FPU GPA as follows:

<table>
<thead>
<tr>
<th>FPU CUM GPA</th>
<th>FPU TERM GPA</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 2.0</td>
<td>&gt; 1.0 and &lt; 2.0</td>
<td>Probation</td>
</tr>
</tbody>
</table>

2. A graduate FPU GPA as follows:

<table>
<thead>
<tr>
<th>FPU CUM GPA</th>
<th>FPU TERM GPA</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 3.0</td>
<td>≥ 2.5 and &lt; 3.0</td>
<td>Probation</td>
</tr>
<tr>
<td>&lt; 2.5</td>
<td></td>
<td>Mandatory Leave or Termination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FPU CUM GPA</th>
<th>FPU TERM GPA</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 3.0 and on probation</td>
<td>&lt; 3.0 for two consecutive terms</td>
<td>Mandatory Leave or Termination</td>
</tr>
</tbody>
</table>

3. Violation of professional or ethical conduct
4. Failure to comply with university rules or procedures
5. Evidence of personal factors (personality, interpersonal or intrapersonal functioning) that may hinder the student’s professional competence
6. Little or no progress on the master’s thesis/project
7. Failure to meet academic program standards
8. A failed course in some cohort-type programs

FAILURE TO MEET STANDARDS

When one or more of the above conditions are present, the following procedures will be used to determine whether the student is failing to make satisfactory progress and/or whether an ethical/behavioral problem exists. The program director (or equivalent) will receive all concerns (as listed above) relevant to a student’s satisfactory progress in an academic program. Failure to meet university standards will result in the invalidation of the four year guarantee.

The following actions may be recommended:

1. Warning Warning status, with or without a remediation plan, can be recommended when a student’s academic work or professional development 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. A failing grade in some of the cohort-type programs (for example, the degree completion organizational leadership program) will
result in the student being withdrawn from the cohort and repeating the course with a later cohort.

3. **Mandatory Leave of Absence** A student is recommended for mandatory leave of absence in those cases in which the academic work or professional development, in the opinion of the relevant administrative authority, requires serious remediation that necessitates withdrawal from the university in order to complete the required remediation. The required leave of absence may cause federal student loans to go into repayment status. It is the student’s responsibility to meet with a financial aid counselor and to understand the full impact of the leave of absence on his or her federal student loan repayment.

4. **Termination** A student may be terminated from the academic program when conditions are judged to be of a serious nature and are not judged to be remediable; for example, insufficient grade point average, a serious violation of university or school standards of conduct and ethics or failure to remediate previously identified deficiencies within the specified time.

### Appeals Process

A student has the right to appeal a decision to the relevant university official. Appeals will only be considered when they are received in writing within fourteen (14) business days of the date of the decision letter.

Appeals may be made only on the basis that one or more of the following factors have contributed to an unfair or unsupported decision: a) the process deviated from applicable policy/procedures; b) serious violation(s) of other university policies, rules or procedures; c) preponderance of facts or other evidence not consistent with the final decision; d) new information is available that was not available at the time the matter was originally considered; and/or e) bias or discrimination in the review process.

When an appeal is made, all relevant university officials will cooperate fully in presenting and discussing the recommendations and actions. The original university official decides the appropriate process for consideration of the appeal.

Absent unusual circumstances, the appeals processes should normally be completed within twenty (20) business days of receipt of the appeal. Appeal decisions made under this section are final.

### Reinstatement

Associate and baccalaureate students who have been academically disqualified from continued enrollment may at some future point seek readmission. Satisfactory achievement may need to be shown at another institution prior to applying for readmission. Satisfactory achievement is defined as 12 transferable units of coursework during one semester with a 3.0 GPA at another institution. Online courses are not acceptable. Students must submit official transcripts and course syllabi for the 12 units. Students will be readmitted on probation so that adequate counseling may be provided. Academic readmission does not guarantee continued financial aid. Refer to the financial aid satisfactory academic progress requirements.

### LEAVE OF ABSENCE

A leave of absence is a break from the university for the period of one semester. A student may request a leave of absence for medical, military or personal reasons. A leave will not be approved for academic deficiencies or disciplinary action.

Benefits of requesting a leave include maintaining the degree requirements under which the student initially entered. Registered classes for the returning semester will remain active. Students will not need to re-apply to the university. Taking a leave may extend the time of the four-year guarantee.

Students must file a Leave of Absence form with the Registrar’s Office (graduate and degree completion students) or the Office of Retention (undergraduate students), 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.

### 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 (undergraduate and graduate students). Degree completion students should contact their advisor in order to reenroll. New degree requirements may apply.

**ADMINISTRATIVE WITHDRAWAL**

Students who do not register or apply for a leave of absence by the end of the add/drop period during the second term of absence will be administratively withdrawn from the university and dismissed from the academic program. If the student’s plans are not clarified by the end of the second 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.

**WITHDRAWAL FROM UNIVERSITY**

A withdrawal is complete removal from enrollment at the university. By filing to withdraw from the university the student is indicating in writing that he/she does not plan to return. The student’s registered classes are dropped for all registered semesters and the student is de-enrolled from the university. Once withdrawn the student must reapply and be readmitted in order to return. Failure to drop courses the student will not complete will result in failing grades and payment responsibility.

A student who finds it necessary or advisable to withdraw from the university must obtain a Withdrawal Form from the Registrar’s Office (graduate and Degree Completion students) or the Office of Retention (undergraduate students). Prior to filing a withdrawal form, students should consult with and obtain signatures from the Office of Retention (undergraduate), the designated program advisor (Degree Completion) or the grad advising/retention coordinator; their mentor, academic advisor or program director; 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. Tuition cannot 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 (through the 10th week of the semester for undergraduate and graduate students, and before the course-drop deadline for Degree Completion students.) 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. 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. The statement of attendance criteria for each class and the monitoring of this attendance are the responsibility of the instructor. For Degree Completion the attendance policy is set by the DC Academic Committee and monitored by the program directors. (See below.)

Each instructor will maintain a class attendance roster, or update the 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. Students are responsible for dropping courses they will not attend or complete. (See the Drop Policy section of this catalog.)

**Undergraduate Students**

Traditional undergraduate students must attend class during the first week of the semester; otherwise they will be administratively dropped. Wait-listed students will be given a chance to register for these courses through the second week of the semester. If there is no wait list, any eligible student may register for the course. Students who are unable, due to extenuating circumstances, to attend the first week of class should contact course faculty as soon as possible, but by Friday of the first week of the semester at the latest. Faculty have the discretion to reserve the registered student a space.

**Degree Completion**

In an accelerated, nontraditional degree program attendance is mandatory, so there are no "excused" absences. An absence is defined as nonattendance for all or a portion of the class session exceeding 20 minutes.

In the course of a year, however, there may be a few unavoidable absences due to illness or unexpected, extenuating circumstances. If an absence is unavoidable, the student must inform the instructor two options are available at the discretion of the instructor.

1. Complete make-up work. Doing make-up work is expected, but does not remove the absence from the student’s record.
2. Attend another cohort that is covering the missed material. A maximum of one class per course may be made up by attending another cohort. (This option may not always be available.) Attending another
cohort will erase the absence from the student’s record.

After the student has missed three non-consecutive sessions in organizational leadership or Christian ministries, missed four class sessions in business management or five class sessions in liberal arts, nursing or early childhood development, the student must meet with the DC program director to discuss whether or not the student must withdraw from the program.

If a student misses two class sessions in an organizational leadership course they will be administratively dropped from the program. If a student misses two class sessions in any other program or short term course they will be administratively dropped from the course.

Students who miss 20 minutes or more from any portion of a class session will be marked absent. Students who are up to 19 minutes late will be marked tardy. Being tardy three times equals one absence.

When a student is administratively withdrawn, the grading policy is the same as the grading policy for voluntarily dropping a course and is based on the last date of attendance.

DEGREE REQUIREMENTS

Fresno Pacific University offers associate of arts degrees, bachelor’s degrees and master’s degrees. Requirements for each are given below. Specific course requirements are listed in the General Education and program sections of this catalog. Traditional undergraduate students are required to meet with their mentor and to make an educational plan that will detail specific course requirements needed to earn their degree.

ASSOCIATE OF ARTS DEGREE

Requirements for an associate of arts degree are: A minimum of 60 semester units, which includes:

1. General education requirements.
2. Elective courses as needed to complete the 60-unit minimum. (Up to 8 units of ESL courses will be accepted.)

Minimums

1. A minimum grade point average of 2.0 must be completed in all baccalaureate coursework attempted at Fresno Pacific University.
2. A minimum of 24 units must be taken at FPU. Course challenge credit may not be used to meet this minimum.
3. A minimum of 18 of the last 30 units must be taken at FPU.

Maximums

1. A maximum of 4 total units of activity courses in drama, music, journalism, physical education and athletics may be counted toward the 60 units required for graduation. (Activity courses are identified in course descriptions.)
2. A maximum of 8 units of courses taken under the CR/NC option policy may be applied towards degree requirements. (See credit/no credit option policy.)

BACHELOR’S DEGREES

Four Year Graduation Guarantee

Students who earn their bachelor’s degree in four years get a head start toward achieving their personal goals, entering top graduate schools and becoming leaders in their professions and communities. Fresno Pacific University will guarantee graduation within four years to qualified students entering the traditional undergraduate program. FPU commits to providing the courses, advising, instruction and preparation. Students who fulfill their responsibilities and are not able to graduate in four years will receive the needed courses in the next semester at no cost in tuition or student fees. This guarantee further demonstrates that a degree from FPU is an excellent investment in academic quality as well as professional and ethical development. See the Admissions section of this catalog for limitations and student responsibilities.

Requirements

Requirements for a bachelor of arts degree or a bachelor of science degree are:

1. A minimum of 124 semester units, which includes
   a. General education requirements.
   b. Major requirements, chosen from one of the available programs. Minor(s) and additional majors may also be chosen, but are not required for the degree.
   c. Elective courses as needed to complete the 124-unit minimum.
2. All incompletes must be cleared.

Minimums

1. A minimum grade point average of 2.0 must be completed in each of the following:
   a. All baccalaureate coursework at Fresno Pacific University.
   b. Coursework in the major and minor (no grade below a C- is acceptable in major and minor courses).
2. A minimum of 30 units must be taken at FPU. Course challenge credit may not be used to meet this minimum.
3. Of a student’s final 30 units, 18 units must be FPU courses. (Does not apply to degree completion students.)
4. A minimum of 18 units in the major must be taken at FPU.
5. A minimum of 40 units must be taken in upper-division courses.

Maximums
1. A maximum of 8 total units of activity courses in art, drama, music, journalism, physical education and athletics, with a maximum of 4 units in a single area, may be counted toward the 124 units required for the degree. (Activity courses are identified in course descriptions.) Activity courses required in a major are exempt from this limit.
2. A maximum of 15 units of courses taken under the CR/NC option policy may be applied towards degree requirements. (See credit/no credit option policy.)
3. A maximum of 6 units of graduate credit may be applied towards a bachelor’s degree.
4. A maximum of 9 units in ESL (English as a Second Language) per semester up to a total of 16 units may be applied towards degree requirements.

Transfer lower-division coursework will be applicable under the following conditions:
1. Transferable lower-division courses will be used to meet FPU lower-division major requirements, subject to all other academic policies.
2. Up to two transferable lower-division courses may be used to meet major upper-division course requirements, with the exception of certain courses as specified by the department.
3. Degree Completion exception: No lower-division transfer courses may be used to meet major program requirements.

Majors
Each student must select a major (or majors) no later than the second semester of the sophomore year. A freshman may declare a major in his/her second semester. Students who wish to take advantage of the traditional undergraduate four year graduation guarantee must declare a major in the second semester of their freshman year and keep that major. Students may declare online through the Registrar’s Office home page or through CampusCruiser.

Degree Completion exception: Degree completion students are admitted directly into a major program.

Personalized majors may be created through consultation with faculty mentors/advisors. Students should recognize that a personalized major, while authorized by the university, may not be recognized as a field of study or form of professional preparation by outside agencies and professions. A personalized major must have a minimum of 32 units.

Double majors are taken concurrently and are not considered a second bachelor’s degree.

Second Bachelor’s Degree
A second bachelor’s degree may be granted to a student under the following conditions:
1. All current Fresno Pacific University general education requirements are met.
2. The requirements of the additional major are completed (subject to the policy on overlapping courses).
3. At least 30 units (24 units in upper-division and at least 15 in the major area) are completed at Fresno Pacific University following the completion of the first degree.
4. All other degree requirements, limitations, etc., apply to the second degree (e.g., grade point average).

Minors
Undergraduate students, including degree completion students may select a minor (or minors) from the traditional undergraduate programs. Minors may be declared beginning the second semester of the freshman year for traditional undergraduate students. Degree completion students should select a minor in the first semester of their cohorts. Students are not required to complete a minor to meet degree requirements, except in specified majors. Of units required for a minor, at least one half must be completed at Fresno Pacific University. Minors are open to students upon approval from the program director and completion of a minor contract and are subject to traditional undergraduate tuition rates.

Personalized minors may be created through consultation between faculty mentors/advisors and traditional undergraduate students. (Degree completion students are not eligible for personalized minors.) Students should recognize that a personalized minor, while authorized by the university, may not be recognized as a field of study or form of professional preparation by outside agencies and professions. A personalized minor must have a minimum of 16 units and is subject to traditional undergraduate tuition rates.

Course Overlap Policy

TRADITIONAL UNDERGRADUATE STUDENTS
A student may use an individual course to meet a requirement in more than one area of the curriculum [i.e., general education, major, minor]. This is referred to as a course overlap. The following policies apply to course overlap.
1. An overlap course may be applied in only two areas of the curriculum. In other words, an overlap course
may not be used to meet requirements in three or more areas of the curriculum.

2. Students completing dual emphases in one major may not overlap any courses between the emphases.

3. Between any pairing of the two areas of the curriculum (including two majors), the maximum number of overlap courses is three.

4. The total number of overlap courses a student is allowed is six.

5. Since the focus series is a part of the general education program, courses used to meet focus series requirements may not overlap with other general education courses.

6. Liberal studies majors may not overlap any courses between their concentration and general education except for focus series requirements. Concentration requirements may also overlap with a minor.

**Student Example**

<table>
<thead>
<tr>
<th>Requirements Met</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education requirement</td>
<td>THEO-465</td>
</tr>
<tr>
<td>Major requirement</td>
<td></td>
</tr>
<tr>
<td>Major requirement</td>
<td>BLIT-330</td>
</tr>
<tr>
<td>Minor requirement</td>
<td>THEO-170</td>
</tr>
<tr>
<td>Minor requirement</td>
<td>COM 420</td>
</tr>
<tr>
<td>General education requirement</td>
<td></td>
</tr>
<tr>
<td>Major #1 requirement</td>
<td>REL-460</td>
</tr>
<tr>
<td>Major #2 requirement</td>
<td></td>
</tr>
<tr>
<td>Major emphasis 1 requirement</td>
<td></td>
</tr>
<tr>
<td>Major emphasis 2 requirement</td>
<td>No course overlaps allowed</td>
</tr>
</tbody>
</table>

- This student could not use THEO 465 in the minor (point 1).
- The student has reached the three overlap course maximum between major and minor (point 3).
- The student has reached the six total overlap course maximum (point 4).

**Degrees Completion Students**

Only three Designated Subject Electives courses may be used as degree completion electives. DC students who elect to take a minor must follow the overlap policy in the chart above.

**Master’s Degrees**

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 in the semester prior to the first intended seminar course or the project/thesis proposal course. Students are encouraged to submit the application by the first day of session two classes in order to allow enough time for the evaluation to take place.

**Project/Thesis**

Projects and theses are two different products with objectives that are both similar to and different from each other. The general objective of both is for students to demonstrate their ability to reflectively apply the knowledge and expertise they have acquired in their program of study toward the enhancement of knowledge or understanding, or toward a solution of some problem, in their field.

A thesis is a supervised independent inquiry built upon an explicit theoretical foundation that aims to construct knowledge, provide enhanced understanding or in some way further illuminate the theory upon which it is built.

A project is similar, but differs from a thesis in that it is aimed at exploring or enhancing application of theory to one or more specific settings. No academic distinction is made between a project and a thesis.

After successfully completing a project/thesis proposal students are enrolled in 3 units of project/thesis (799). Students have up to three semesters to complete their project/thesis. If the project/thesis is not completed after the third semester the student will receive a NC (no credit) and will need to reenroll in project/thesis (799). Students enrolled in their project or theses are required to be continually enrolled until completion. Once successfully completed a grade of CR (credit) will be issued.
Additional Emphasis for Master’s Degrees

Students may complete an additional emphasis in one discipline area (i.e. master of arts in education with an administrative services emphasis and a special education emphasis.) 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 & 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.).

CONFERRAL OF DEGREES AND COMMENCEMENT

Completion of academic requirements for a degree is termed graduation. The ceremony celebrating this achievement is commencement. Participation in the commencement ceremony does not guarantee graduation from the university or satisfactory completion of program requirements.

APPLICATION

All graduating students must make a formal application for the degree with the Registrar’s Office by the deadline listed below and pay the fee. Students who fail to complete degree requirements within three consecutive semesters will be required to reapply and pay the corresponding fee again. Graduation ceremonies are held twice per year on the main campus in May and December. Applications for Degree are obtained from the Registrar’s Office or online through the university website.

Due Dates to Participate in Commencement

<table>
<thead>
<tr>
<th></th>
<th>Fall Ceremony (December)</th>
<th>Spring Ceremony (May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree application</td>
<td>September 30</td>
<td>January 31</td>
</tr>
<tr>
<td>Degree completion</td>
<td>October 1</td>
<td>March 1</td>
</tr>
<tr>
<td>clearance documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad and graduate clearance documentation</td>
<td>November 1</td>
<td>March 15</td>
</tr>
<tr>
<td>Honors evaluation</td>
<td>November 15</td>
<td>April 10</td>
</tr>
</tbody>
</table>

COMMENCEMENT ELIGIBILITY

All students must meet the commencement eligibility requirements listed in the catalog of the year of participation. Students whose financial obligations are delinquent may not participate in commencement.

Traditional Undergraduate and Degree Completion Students

Undergraduate students are academically eligible for participation in the commencement ceremony provided they have completed their degree OR

1. Carry a minimum 2.0 Fresno Pacific baccalaureate course GPA, and
2. Are enrolled in only FPU courses in their final semester.
3. Projects/theses are submitted six weeks prior to the end of the semester for program director approval.

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, and
3. Projects/theses are submitted six weeks prior to the end of the semester for program director approval.
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.

HONORS AND AWARDS

Alpha Chi National Honor Society
Alpha Chi is a national academic honor society open to traditional undergraduate juniors and seniors in all disciplines. Its purpose is to promote academic excellence and exemplary character among college and university students. FPU sponsors the California Zeta Chapter, one of 300 chapters across the United States and Puerto Rico.

Candidates must have been a regular student in the electing institution not less than one academic year (24 units) and be in the top 10 percent of their class. FPU Alpha Chi members regularly attend and give scholarly presentations at regional and national conventions. The chapter is designated a Star Chapter by the national association.

For more information, contact faculty sponsor Fay Nielsen.

Latin Honors
Undergraduate students who have earned at least 45 units at Fresno Pacific University are eligible for degree honors, posted to the student's transcript and noted on the diploma. Degree honors, based on FPU work attempted, are determined according to the following.

<table>
<thead>
<tr>
<th>Honor</th>
<th>FPU GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.90 – 4.00</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70 – 3.89</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.55 – 3.69</td>
</tr>
</tbody>
</table>

Since the requirement for honors could change, students are requested to check the current catalog for the criteria in effect at the time of graduation. Honors listed in the printed commencement program are provisional, since in most cases they are based on coursework completed only through the previous term. (Current semester grades are not available by commencement.)

Awards
A special award is given each academic year to the undergraduate graduating student(s) with the highest grade point average. This is announced at the spring commencement ceremony.

The Harold Haak Academic Achievement Award is presented at the spring commencement ceremony. The recipient of this award is selected by the faculty on the basis of academic excellence, contribution to the college community and future promise.

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>
<tr>
<td>Sabotage</td>
<td>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.</td>
</tr>
<tr>
<td>Term</td>
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<td>Fabrication or falsification</td>
<td>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.</td>
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<td>Aiding and abetting</td>
<td>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.</td>
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<tr>
<td>Reuse or re-submission of work</td>
<td>Submitting work or significant portions of some work for use in more than one course without the instructor's knowledge and permission.</td>
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**PROCEDURES FOR DEALING WITH STUDENT ACADEMIC DISHONESTY**

The restorative approach to academic dishonesty takes seriously the first step provided in Matthew 18:15-20 for confronting brokenness. Faculty will take the lead in approaching students regarding perceived violations. Students are also encouraged to confront others when they become aware of academic dishonesty directed against their work or the work of other students. At any point in the processes described below, any party may request mediation as a means for resolving differences.

**Track 1**

When a concern about academic integrity arises, the concerned faculty member(s) will initiate a conference with the student(s) involved:

1. To clarify policy and determine whether an offense occurred.
2. To provide an opportunity for student acknowledgment of a recognized offense.
3. To discern an appropriate response for making things right, clarifying and committing to consequences and future behaviors that will lead to academic honesty and integrity and the restoration of relationship(s).

The initial goal is to discern whether there is an offense and determine an appropriate response. If the result of the initial student-faculty conference determines that no offense has occurred, the process will not proceed further and no further action need be taken. Upon student acknowledgment of a recognized offense, the appropriate response will be mutually discerned by the faculty member(s) and student(s) together. That response will be shaped initially by determining whether the offense was intentional or unintentional; both are considered violations with consequences. All second offenses of any kind will be treated as 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.

For all recognized offenses, the student(s) and faculty member(s) will attempt to collaboratively determine an appropriate response. Depending upon the nature of the violation, a range of responses/consequences may be used, including:

- Appointment with the director of the Center for Writing and Learning.
- Meet with a special tutor, program director, mentor/advisor or sponsor.
- Re-do assignment (e.g., paper or exam) with guidelines for re-submission.
- Complete an additional substitute assignment.
- Re-do assignment for less credit.
- Reduction of grade for an assignment.
- Zero on the assignment.
- Reduction of overall course grade.
- Withdrawal from or failure of course.

All student/faculty mutually determined and agreed-upon responses (and fulfilled agreements) will be reported to the appropriate dean and the student's mentor. The successful fulfillment of the agreement will constitute a celebration of restoration to the university ideal for academic honesty and integrity.

**Track 2**

If, as the result of the initial student-faculty conference, the faculty member(s) believe(s) that an offense has occurred and a) the student does not acknowledge an offense or b) the student(s) and faculty member(s) are either unable to agree on an appropriate response to a recognized offense or are otherwise unable to mutually resolve the situation, the matter will be submitted to the Academic Integrity Review Committee. The review committee, made up of faculty and student representatives from each school, will meet with all people involved to determine/recommend an appropriate process and/or response. It may recommend/determine that:

- No offense occurred.
- An offense did occur and the student(s)/faculty member(s) should attempt to mutually determine an appropriate response/resolution.
- Mediation should be conducted (e.g., referral to the Campus Mediation Center located at the Center for Peacemaking and Conflict Studies).
• A particular response/consequence should be directly applied.

If at any point during this process a) the student acknowledges that an offense has occurred or b) both student(s) and faculty member(s) agree to work together to determine a response, they may return to the appropriate stage of Track 1 and work toward a mutual resolution. If the student(s) and/or faculty member(s) cannot agree to or accept the recommendation/determination of the Academic Integrity Review Committee (or the alternative mediation process is not successful) the matter will be referred to the appropriate dean. The dean may refer the case back to the faculty member with a recommendation/determination or implement more serious consequences, including academic disqualification, suspension (for one or more semesters) or expulsion.

Track 3

Students who are unwilling to voluntarily participate in the above processes, willfully act in an uncooperative, abusive or destructive manner or intentionally undermine agreed-upon outcomes may be subject to academic disqualification, suspension or dismissal from the university as determined by the appropriate dean.

REPORTING

Each school will develop a centralized system for recording cases where academic integrity has been violated in order to discern individual and institutional student patterns and to help determine appropriate responses and outcomes. Similarly, all violations will be reported to the university Academic Integrity Review Committee. Intentional violations will be permanently recorded in the student's academic file. Unintentional violations will be kept in a temporary file until the completion of the student's academic involvement at Fresno Pacific University. Reports will conform to current legal expectations regarding student rights and responsibilities.

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 or accuracy of grades. Transferability should be petitioned using the Substitution/Transfer Request form. Grades appeals should follow the Grade Appeals Process outlined above.

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.

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.
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GENERAL EDUCATION

TRADITIONAL UNDERGRADUATE PROGRAMS

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

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

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

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

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

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

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

The major program builds on the foundational general education program. It provides learners with the opportunity to pursue mastery of special interests, to prepare for particular careers or to prepare for advanced study in graduate or professional schools.

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

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

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

THE ASSOCIATE OF ARTS DEGREE

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

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

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

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

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

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

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

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

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

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

PURPOSES

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

REQUIRED COURSES

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

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

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

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

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

PURPOSES

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

REQUIRED COURSES

COM-110 Written Communication (3) (alternative, COM-110A and 110B)
COM-120 Oral Communication (3)
MATH-120 Principles of Mathematics (4) (alternative, MATH-110A and 110B)
or MATH-140 Pre-Calculus (4)
or MATH-210 Calculus I (4)
Foreign language requirement may be met by one of the following:
1. Two years of high school study in a single language with grades of C- or better.
2. One year of college language study in a single language with a minimum GPA of 2.0.
3. Examination (CLEP, local examination or TOEFL for non-native speakers of English)

The Modes of Human Inquiry and Thought

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

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

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

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

REQUIRED COURSES

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

Natural Science (select two courses)
BIOL-101L Principles of Biology (4)
or BIOL-110L General Biology: Cells and Physiology (4)
or BIOL-120L General Biology: Diversity and Ecology (4)
CHEM-101L General Chemistry I (4)
PHYS-105L Physical Science (4)
PHYS-120L General Physics I (4)
PHYS-150 Earth Science (3)
or PHYS-160 Space Science (3)

Social Science (select two courses)
ECON-105 Principles of Economics (4)
GEOG-220 Cultural Geography (3)
HIST-150 American Civilization (4)
PS-120 American Politics and Society (4)
PSY-120 Introduction to Psychology (3)
SOC-120 Introduction to Sociology (3)
SOC-160 Introduction to Anthropology (3)

The Stewardship of the Body

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

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

REQUIRED COURSES
KIN-120 Concepts of Wellness (2)
PE-100-154 Activity Course (see physical education eligible courses) (1)
Select additional courses as needed in consultation with your mentor to meet the minimum unit requirement for the degree.

BACHELOR’S DEGREES

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

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

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

The Stories of Peoples and Cultures

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

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

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

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

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

PURPOSES

1. To understand and enter into dialogue with the Christian story, beginning with the central story of Jesus.
2. To discover our own story and enter into dialogue with mature understandings of our own place and time in history.
3. To understand and enter into dialogue about the particular story begun by those Anabaptists, who sought to live in faithful obedience to the example and teachings of Jesus and whose story represents the particular heritage and commitment of the university.
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5. To learn from those special moments in our larger human history in which the nature of the universe—including God, the individual and society—have been particularly clear.

REQUIRED COURSES

Stories from the Ancient World

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

Stories from the Modern World

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

Biblical Studies Requirement

The general education program includes four courses in biblical studies and religion. Students should attempt to take one of the four required biblical studies courses during each year of attendance. The courses are:

- Jesus and the Christian Community (freshmen must take during their first semester, transfers within the first two semesters of attendance)
- Medieval and Early Modern Civilizations (church history)
- Biblical literature course
- Biblical studies course as part of the chosen focus series

Focus Series - The Contemporary World

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

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

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<td>MATH-120</td>
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PURPOSES

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

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or BIOL-110L  General Biology: Cells and Physiology (4)
or BIOL-120L  General Biology: Diversity and Ecology (4)
CHEM-101L  General Chemistry I (4)
PHYS-105L  Physical Science (4)
PHYS-120L  General Physics I (4)
PHYS-150  Earth Science (3)
or PHYS-160   Space Science (3)

Social Science (select two courses)
ECON-105  Principles of Economics (4)
GEOG-220  Cultural Geography (3)
HIST-150  American Civilization (4)
PS-120  American Politics and Society (4)
PSY-120  Introduction to Psychology (3)
SOC-120  Introduction to Sociology (3)
SOC-160  Introduction to Anthropology (3)

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

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

REQUIRED COURSES
KIN-120  Concepts of Wellness (2)
PE-100-154  Activity Course (see physical education eligible courses) (1)

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

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

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

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

1. ANABAPTIST-MENNONITE STUDIES
Coordinator, Laura Schmidt Roberts, Ph.D.
This series focuses on the basic story and themes of the Anabaptist-Mennonite story from its inception in the sixteenth century to the present. It is this tradition in which the university is rooted. The question of how one lives as a faithful follower of Jesus in the context of the church and world has been central to this tradition. This quest has given rise to such central themes as the building of Christian community, visible discipleship that practices ethical faithfulness and integrity, service to humanity and working for justice and reconciliation, which are explored in this series.
THEO-434  Theologies of Radical Discipleship (3)

Select one of the following:
HIST-320  Anabaptist History and Thought (3)
HIST-330  Introduction to Mennonite History (3)
HIST-380  Reformation History and Theology (4)

2. PEACEMAKING AND CONFLICT STUDIES
Coordinator, Larry Dunn, Ph.D.
The compelling need for people skilled in peacemaking is self-evident in our present world. Interpersonal, family, neighborhood, work and other conflicts abound in our communities, nation and world. The purpose of this series is to explore the biblical, theological and ethical foundations of conflict, peacemaking and justice, as well as the dynamics of conflict and the possibilities for interpersonal, intragroup, intergroup, intercultural and international peacemaking.
THEO-465  Theological Ethics of Conflict and Peacemaking (3)

Select one of the following:
COM-420/SOC-430  Conflict Management and Resolution (3)
PACS-350/VICT-350  Victims, Trauma and Recovery (4)
3. ENVIRONMENTAL STUDIES
Coordinator, Michael Kunz, Ph.D.
Questions of the human role within the environment, the value of wilderness, the destruction of the diversity of life, global hunger and poverty, the sustainability of modern agriculture and industry and the alteration of global climate are examples of critical issues that face humans today. The purpose of this series is to explore these issues from the theological and ethical commitments to the environment.
ENV-150 Introduction to Environmental Studies (4)
THEO-425 Theological Ethics and the Environment (3)

4. STUDIES IN LEADERSHIP AND COMMUNITY
Coordinator, Tim Neufeld, M.Div.
Leadership and followership are practiced in a variety of contexts. This focus series offers the combination of pursuing thought about the practice of leadership from the perspectives of biblical and theological reflection and the practice of management and administration in voluntary, collegial and bureaucratic contexts. It offers an opportunity to glimpse various ways we can and might lead or be led in the various communities of which we are a part. It attempts to open up our understanding of how we shape and are shaped by others through these experiences.
MIN-357 Christian Leadership and Administration (4)

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

5. STUDIES IN POSTMODERNITY
Coordinator, Richard Wiebe, M.A.
This series examines twentieth century theology and philosophy, illuminating the context and trajectory of intellectual life in the twentieth century.
PHIL-393 Twentieth Century Western Thought (3)
THEO-430 Contemporary Theologies (3)

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

A. Domestic Option
Coordinator, Stacy Hammons, Ph.D.
REL-418 Culture, Religion and the Church (3)
SOC-310 Cultural Communities of California (3)
or SOC-410 American Ethnicity and Pluralism (3)

B. International Option
Coordinator, Richard Unruh, Ph.D.

Select one of the following:
HIST-410 Latin American History and Religious Thought (4)
REL-452 Christianity in the Non-Western World (3)
REL-460 Religions of the World (3)

Select one of the following:
GEOG-220 Cultural Geography (3)
HIST-400 Modern Africa: History, Politics and Culture (3)
HIST-406 Modern Asia: History, Politics and Culture (3)
HIST-412 History of Mexico (3)
HIST-418 Modern Middle East: History, Politics and Culture (3)
INTB-370 International Business (3)
PS-400 World Politics and Society (4)
PS-420 International Politics and Organizations (3)
PS-425 Global Economics and Sustainable Development (3)
PS-430 America in a Global Community (4)

7. STUDIES IN MISSION
Mission, sharing the Gospel in service and in evangelism, has been a prominent part of Christian expansion and interaction with other peoples in the world throughout the church’s history. The mission focus series provides an opportunity for students to pursue the practice of mission and the study of that practice through biblical and theological understanding. A variety of options are available. Students should consult with the focus series coordinator to discuss opportunities.
THEO-365 Current Perspectives on Missions (3)
or THEO-445 Biblical Theologies of Mission (3)
THEO-482 Mission Practicum (1) (should be taken with one of the following):

1. THEO-370 Expansion of the Christian Faith (3).
2. Participation in a short-term intercultural mission in an urban, international or local intercultural environment. This may be done in one of several ways:
   - As an FPU practicum with preparatory readings, work in a particular setting and descriptive/analytical response (3 units).
   - With an agency or church, meeting requirements for the focus series, but without unit credit (0 units).
Guidelines: Minimum service required to meet requirement for the focus series is four weeks. All service assignments must be verified by the sponsoring institution or agency.

8. OFF-CAMPUS GLOBAL EDUCATION PROGRAMS

Coordinator, Arnie Prieb, M.A.

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

A. Summer Global Education

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

B. Semester-Long Global Education

Students can also participate in semester-long global education programs as listed below. As not all programs offer theology or biblical studies courses, a theology course must be taken to complete the focus series requirement. See the program coordinator for details.

Brethren Colleges Abroad (many venues)
Council for Christian Colleges and Universities (many venues)
Jerusalem University College
Lithuania Christian College

9. PERSONALIZED FOCUS SERIES

Coordinator, Greg Camp, Ph.D.

Students may choose to create their own focus series from existing courses or through specially created independent studies that take advantage of the unique opportunities and resources the university has to offer. These must meet the following requirements:

1. A series of two courses, either independent study or an existing course (6 units minimum). One should be a theology course or have strong theological content. The other should be related thematically to the theology course.

2. These should be worked out in consultation with a faculty mentor/advisor, not necessarily the major or minor program director or mentor/advisor, in a topic or field of interest to the mentor/advisor and student.

3. The student will draw up a proposal in consultation with a faculty member who consents to work with him/her. The proposal should include a rationale for and description of the series. It must receive approval from the faculty member and the chair of the general education program. Coursework completed for a personalized focus series may not overlap with courses completed for a major.

Examples of personalized focus series developed in the recent past are: Politics and the Church, Reformation Studies, Amish History and Life (with experience living with the Amish), African Studies, Theology and Psychology.

10. OCCASIONAL OFFERINGS

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

ADDITIONAL NOTES:

1. International students at Fresno Pacific University have met half of the focus series requirements in intercultural studies simply by being in the United States and living in a culture other than their native one. International students need simply take a theology course to complete the series. Those who wish may take another focus series to further benefit from their FPU experience. (International students from English-speaking regions of Canada are not eligible for this waiver.)

2. Transfer students often bring unique courses from other institutions that do not fit into the regular curricular offerings of Fresno Pacific University. These may occasionally be used to meet half of a focus series requirement when added to a theology course to fulfill the entire requirement for an existing series or for a personalized one. Examples of these kinds of courses might be ethnic studies, women’s studies, topical fields in ethics, (e.g., medical ethics or issues in science and society) or international studies. Students should discuss their past work with their program directors/mentors/advisors to determine the possibility of taking advantage of this work to meet the requirements of the focus series.

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

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

### STORIES OF PEOPLES AND CULTURES

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COURSE #</th>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIB-100/300</td>
<td>Jesus and the Christian Community-</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Freshmen/Transfer Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST-120¹</td>
<td>Ancient Civilizations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HIST-130¹</td>
<td>Medieval and Early Modern Civilizations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HIST-140¹</td>
<td>Modern Civilizations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BLIT-310-349</td>
<td>Biblical literature course</td>
<td>3</td>
</tr>
<tr>
<td>FOCUS SERIES</td>
<td>Select one series</td>
<td>See the General Education Program section</td>
<td>6-8</td>
</tr>
</tbody>
</table>

### TOOLS OF HUMAN INQUIRY AND COMMUNICATION

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COURSE #</th>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (select 1)</td>
<td>MATH-110 A/B</td>
<td>Principles of Mathematics I and II</td>
<td>2/2</td>
</tr>
<tr>
<td></td>
<td>MATH-120</td>
<td>Principles of Mathematics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MATH-140</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MATH-210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Written Communication</td>
<td>COM-110 A/B</td>
<td>Written Communication I and II</td>
<td>1.5/1.5</td>
</tr>
<tr>
<td>(select 1)</td>
<td>COM-110</td>
<td>Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>COM-120</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (select 1)</td>
<td></td>
<td>Two years of high school study in a single language with grades of C- or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One year of college language study in a single language with a minimum GPA of 2.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination (CLEP, local examination or TOEFL for non-native speakers of English)</td>
<td></td>
</tr>
</tbody>
</table>

### MODES OF HUMAN INQUIRY AND THOUGHT

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COURSE #</th>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (select 2)</td>
<td>ART-110</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LIT-180²</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS-102 or MUS 103</td>
<td>Music Appreciation or Introduction to American Popular Music</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHIL-100</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science (select 2)</td>
<td>BIOL-101L² or BIOL-110L or BIOL-120L</td>
<td>Principles of Biology or General Biology: Cells and Physiology or General Biology: Diversity &amp; Ecology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-101L</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS-105L²</td>
<td>Physical Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS-120L</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS-130L</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS-150 or PHYS-160</td>
<td>Earth Science or Space Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (select 2)</td>
<td>ECON-105</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GEOG-220</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIST-150²</td>
<td>American Civilization</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PS-120</td>
<td>American Politics and Society</td>
<td>4</td>
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<tr>
<td></td>
<td>PSY-120²</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOC-120</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOC-160</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>
### Key for General Education Summary: Undergraduate

1. Transfer students: Students who transfer to Fresno Pacific University with a minimum of 50 transferable units received prior to attendance at FPU may meet the general education history requirement (courses marked with a one) in one of the following ways:
   a. Two semesters at a prior institution of world history or Western civilization.
   b. Two of the following at FPU: Ancient Civilizations, Medieval/Early Modern Civilizations or Modern Civilizations.
   c. One semester at a prior institution and one semester at FPU of the following:
      - If ancient civilization at a previous institution, then at FPU either Medieval/Early Modern Civilizations or Modern Civilizations.
      - If modern civilizations at a previous institution, then at FPU either Ancient Civilizations or Medieval/Early Modern Civilizations.

Refer to the course overlap policy.

2. Specific requirement for liberal studies major.

3. For liberal studies major: PE-120 Dance Movement

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### STEWARDSHIP OF THE BODY

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COURSE #</th>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN-120</td>
<td>Concepts of Wellness</td>
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<tr>
<td>PE-100-154</td>
<td>PE activity course</td>
<td>1</td>
<td></td>
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</table>
GENERAL EDUCATION SUMMARY: DEGREE COMPLETION

General education requirements for Degree Completion students adhere to the following subject pattern areas: English communication, mathematical concepts and quantitative reasoning, arts and humanities, social and behavioral sciences and physical and biological sciences. General education transfer agreements list courses students may complete at community colleges in the San Joaquin Valley (California) to satisfy general education requirements. These transfer agreements, listed by institution, are found on the FPU website in the Registrar’s Office section. Information and guidance is available from admissions counselors at each FPU regional center.

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>REQUIRED COURSES</th>
<th>FPU COURSES* THAT MEET REQUIREMENT</th>
<th>UNITS</th>
<th>UNITS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English Communication</td>
<td></td>
<td></td>
<td></td>
<td>6 semester units or 8-10 quarter units</td>
</tr>
<tr>
<td>Written Communication</td>
<td>1</td>
<td>COM-111</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>1</td>
<td>LIT-181</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHIL-104</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>1</td>
<td>COM-121</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2 Mathematical Concepts and Quantitative Reasoning</td>
<td>1</td>
<td>BUS-435**</td>
<td>3</td>
<td>3 semester units or 4-5 quarter units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRIM-420**</td>
<td>3</td>
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<tr>
<td></td>
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<td>MATH-121</td>
<td>3</td>
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<td></td>
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<td>MATH-250</td>
<td>3</td>
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<tr>
<td>3 Arts and Humanities</td>
<td></td>
<td></td>
<td></td>
<td>9 semester units or 12-15 quarter units</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>ART-111</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>MUS-104</td>
<td>3</td>
<td></td>
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<tr>
<td>Humanities</td>
<td>1</td>
<td>HIST-122</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
<td>HIST-142</td>
<td>3</td>
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<td></td>
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<td>HIST-151</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>HIST-152</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arts or Humanities</td>
<td>1</td>
<td>See above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Social and Behavioral Sciences</td>
<td></td>
<td></td>
<td></td>
<td>9 semester units or 12-15 quarter units</td>
</tr>
<tr>
<td>Choose 3 courses from at least two disciplines, or an interdisciplinary sequence.</td>
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<td></td>
<td></td>
<td>HIST-122</td>
<td>3</td>
<td></td>
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<td>HIST-142</td>
<td>3</td>
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<td>HIST-151</td>
<td>3</td>
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<td>HIST-152</td>
<td>3</td>
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<td></td>
<td></td>
<td>PS-121</td>
<td>3</td>
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<td></td>
<td></td>
<td>PSY-121</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>PSY-351</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5 Physical and Biological Sciences</td>
<td></td>
<td></td>
<td></td>
<td>6-9 semester units or 9-12 quarter units</td>
</tr>
<tr>
<td>Physical Science</td>
<td>1</td>
<td>CHEM-100</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS-151</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>1</td>
<td>BIOL-125</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENV-151</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

**Taken as part of a cohort program.
SCHOOL OF BUSINESS

UNDERGRADUATE PROGRAMS

BUSINESS ADMINISTRATION MAJOR

Dean: Dennis Langhofer, Ed.D.
Program Director: Roy Vasquez, M.B.A.
Accounting Mentor/Advisor: Justin Dermon, Ph.D.
Finance Mentor/Advisor: Peng Wen, Ph.D.
Management/Organizational Studies, Nonprofit Administration, Marketing Mentor/Advisor: Roy Vasquez, M.B.A.

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

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

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

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105 Principles of Economics (4)
MATH-140 Pre-Calculus (4)

REQUIRED COURSES (13 COURSES, 40 UNITS)

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

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

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

SELECT ONE OF THE FOLLOWING EMPHASES

Accounting Emphasis

REQUIRED COURSES (5 COURSES, 19 UNITS)
ACCT-400 Intermediate Accounting I (4)
ACCT-405 Intermediate Accounting II (4)
ACCT-410 Cost Accounting (4)
ACCT-415 Tax Accounting (4)

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

Finance Emphasis

REQUIRED COURSES (5 COURSES, 15-17 UNITS)
Select five of the following:
ACCT-415 Tax Accounting (4)
BUS-486 Topics in Business (3)
FIN-451 Financial Statement Analysis (3)
FIN-452 Public Finance (3)
FIN-453 Capital Markets and Money (3)
FIN-455 Personal Finance (3)
FIN-470 Investment (3)
MGT-457 Risk Management (3)

Management/Organizational Studies Emphasis

REQUIRED COURSES (5 COURSES, 15 UNITS)
Select five of the following:
BUS-486 Topics in Business (3)
MGT-352 Organizational Communication (3)
MGT-355 Organizational Behavior (3)
MGT-360 Human Resource Management (3)
MGT-362 Nonprofit Management (3)
MGT-368 Operations Research (3)
MGT-430 Business Information Systems (3)
MKT-314 Logistics (3)
Marketing Emphasis

REQUIRED COURSES (5 COURSES, 15 UNITS)

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

Nonprofit Administration Emphasis

REQUIRED COURSES (5 COURSES, 15-16 UNITS)

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

BUSINESS ADMINISTRATION MINOR

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

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

REQUIRED COURSES (6 COURSES, 18 UNITS)

Foundational Course
ACCT-210  Accounting for Non-Business Majors (3)

Advanced Courses
MGT-350  Organizational Theory (3)
MGT-355  Organizational Behavior (3)
MKT-300  Principles of Marketing (3)
Select three other advanced business administration courses (9 units).

ECONOMICS MINOR

Program Director: Peng Wen, Ph.D.
The economics minor is for students who desire exposure to the field through an introduction to its major functional areas. They obtain an enhanced understanding of economics that can be useful to accompany a variety of other majors.

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

REQUIRED COURSES (6 COURSES, 18 UNITS)

Foundational Course
ECON-140  Managerial Economics (3)

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

LEADERSHIP MINOR

Program Director: Roy Vasquez, M.B.A.

REQUIRED COURSES (10 COURSES, 18 UNITS)

LEAD-120  Perspectives in Leadership (1)
LEAD-200  Theories of Leadership (3)
BUS-365  Business Ethics (3)
MGT-352  Organizational Communication (3)
MGT-355  Organizational Behavior (3)

Field Experience
LEAD-476  Internship (1-3)

SELECT ONE OF THE FOLLOWING EMPHASES

Business Emphasis

REQUIRED COURSES

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

Christian Ministries Emphasis

REQUIRED COURSES

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

REQUIRED COURSES

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

Communication and Conflict Studies Emphasis

REQUIRED COURSES

COM-420 Conflict Management and Resolution (3)

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

Global Engagement Emphasis

REQUIRED COURSES

Choose, at minimum, two classes:

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

Choose one:
PS-400 World Politics and Society (4)
PS-420 International Politics and Organizations (3)
PS-425 Global Economics and Sustainable Development (3)
PS-430 America in a Global Community (4)
SOC-300 Cultural Anthropology (3)

Social Relations Emphasis

REQUIRED COURSES

Choose, at minimum, two classes:
COM-368/HIST-368 Ancient and Medieval Rhetoric (3)
THEO-447 Theologies of the Human Person (3)
SOC-350 Marriage and Family (3)
SOC-440 Lifecourse Development (3)
SW-410 Working with Groups (3)

DEGREE COMPLETION PROGRAMS

BUSINESS ADMINISTRATION:
MANAGEMENT EMPHASIS

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

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

REQUIRED COURSES (MINIMUM 41 UNITS)

The following units must be earned at Fresno Pacific University:
ACCT-301 Accounting for Management (3)
BIB-300A Jesus' Life and World (2)
BIB-300B Jesus, Church and Society (2)
BIB-451 Biblical Perspectives on Leadership (3)
BUS-441 Ethics and Values (3)
BUS-471 Business Policy and Strategy (3)
BUS 476 Business Law (4)
ECON-301 Economics in Business (3)
FIN-460 Business Finance (3)
MGT-441 Community Project Proposal (2)
MGT-442 Community Project (3)
MGT-450 Management and Organizational Behavior (4)
MGT-460 Human Resources Management (3)
MKT-320 World of Marketing (3)

ELECTIVES

Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework or credit by exam (e.g., CLEP, AP).

BUSINESS ADMINISTRATION:
ORGANIZATIONAL LEADERSHIP EMPHASIS

Program Director: Dennis Langhofer, Ed.D.
The bachelor of arts in organizational leadership provides an overview of the fields of adult development, organizations and environments, leadership and organizational development.

The major consists of 10 modules that explain issues and ideas related to successfully working in organizations. Module
sessions are facilitated to use experiential learning applicable to the workplace. Classes meet one evening per week and two weekends during the program. Up to 22 adults compose a cohort group, which provides a community that supports the learning environment. Students complete an applied research project, ideally within their own organization.

Admissions requirements include a minimum 2.4 GPA and seven years postsecondary experience.

REQUIRED COURSES (MINIMUM 40 UNITS)
The following units must be earned at Fresno Pacific University:

- BIB-300A Jesus' Life and World (2)
- BIB-300B Jesus, Church and Society (2)
- BIB-436 Biblical Perspectives (4)
- BUS-431 Organizations and Environments (3)
- BUS-432 Group and Organizational Behavior (3)
- BUS-434 Individual in the Organization (3)
- BUS-435 Statistical Methods and Research (3)
- BUS-438 Human Resources Management (3)
- BUS-440 Leadership in Organizations (4)
- BUS-499A Baccalaureate Thesis I (2)
- BUS-499B Baccalaureate Thesis II (2)
- BUS-499C Baccalaureate Thesis III (2)
- PHIL-443 Values Formation (4)
- PSY-431 Adult Development and Identity Formation (3)

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework or credit by exam (e.g., CLEP, AP).

GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION: GLOBAL EMPHASIS

Program Director: Dennis L. Langhofer, Ed.D.

In a world of increasingly interconnected global markets and economies, a degree with a global perspective give graduates an extreme advantage. The unique global MBA offers an advanced and innovative business education designed to develop leaders with the highest Christian ethical standards, professional integrity, excellence and competency.

Curriculum focuses on best practices as students build on their own foundational knowledge and benefit from faculty who have global expertise. This program provides a solid foundation of understanding in how organizations operate in the global environment. It integrates experiences of participants, builds expertise in the workplace and provides models, theories and critical thinking, as well as leadership and team work development.

An MBA degree is known as a career accelerator in a number of industries, giving graduates greater managerial skills, a greater understanding of businesses and organizations and increased salary potential. With the addition of a global perspective, graduates offer a greater knowledge of global business issues confronting businesses.

This blended program will be completed in a minimum of four semesters (16 months) with classes meeting both weekly and online. All coursework must be taken at Fresno Pacific University.

GENERAL EDUCATION OR OTHER PREREQUISITES

- MATH-250 Introduction to Statistics (3)
- Accounting
- Economics

REQUIRED COURSES (41 UNITS)

- MBA-700 Global Economics (3)
- MBA-705 Global Managerial Accounting (3)
- MBA-710 Marketing in a Global Economy (3)
- MBA-715 Regional Business Field Experience I (1)
- MBA-720 Management in Global Business (3)
- MBA-725 Strategic Financial Management (3)
- MBA-730 Research Methods (3)
- MBA-735 Regional Business Field Experience II (1)
- MBA-798 Global MBA Project/Thesis Proposal (1)
- MBA-740 Communications and Intercultural Competence (3)
- MBA-745 Operations Management in Global Business (3)
- MBA-750 International Business Field Experience (3)
- MBA-799A Global MBA Project/Thesis I (1)
- 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-799B Global MBA Project/Thesis II (1)

MASTER OF ARTS IN LEADERSHIP STUDIES

Program Director: Peggy Diane Avakian, Ph.D.

The master of arts in leadership studies is an interdisciplinary program designed to create leaders who can serve as change agents in organizations and communities. The M.A. in leadership studies is an action-oriented program created for individuals passionate about the connection between the individual and the collective in organizations and communities. 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 academic subjects and practical applications addresses challenges for leaders who want to make a difference. The integration of ethical leadership and creative approaches to leading change adds value for organizations and communities.

This blended program can be completed in a minimum of five semesters with classes meeting weekly in class and online. All required courses in the leadership studies program must be taken at FPU in a cohort model.
REQUIRED COURSES (37 UNITS)

First Semester
LEAD-711 Introduction to Leadership Studies (6)
LEAD-712 Creativity and Leadership (3)

Second Semester
LEAD-721 Conflict, Collaboration and Change (3)
LEAD-722 Leadership: Leading Ourselves and Others (3)
LEAD-723 Laws, Ethics and Society (3)

Third Semester
LEAD-731 Leadership Integrative Seminar I (3)
LEAD-732 Approaches to Change and Transformation (3)
LEAD-733 Research Methods (3)

Fourth Semester
LEAD-741 Globalization, Culture and Change (3)
LEAD-742 Leadership Integrative Seminar II (3)

Fifth Semester
LEAD-751 Master’s Research Thesis (4)
SCHOOL OF EDUCATION
Dean: Gary Gramenz, Ph.D.

DEGREE COMPLETION PROGRAMS

EARLY CHILDHOOD DEVELOPMENT
Program Director: Carol Gossett, M.S.
The bachelor of arts program in early childhood development is designed to prepare students for careers, including positions in early childhood centers, Head Start programs, teaching and administrative positions with public or private institutions and child and family service agencies. The major also provides a background for graduate study in special education and teaching credential programs, as well as child and family master's level programs. The program incorporates a strong foundation in child development theory and practice through a holistic approach addressing the diversity and special needs of the young child. Courses will focus on the total environment of the child as part of the learning experience.

The child development major is an interdisciplinary academic program designed to help students better understand the growth and development of children from birth through eight years. Students will receive a strong foundation in child development and meet subject matter competence in the seven categories identified by the California Commission on Teacher Credentialing.

Classes meet one evening per week and for two weekends. Up to 24 adults compose a cohort group, which provides a community that supports the learning environment. Courses involve extensive field experiences that directly connect the program content to the classroom. Analysis and evaluation of classroom observations are incorporated in course assignments.

Admissions requirements include a minimum 2.4 GPA, two years postsecondary experience and two years work experience.

LOWER-DIVISION MAJOR REQUIREMENTS

KIN-121 Concepts of Wellness (3)

GENERAL EDUCATION REQUIREMENTS
See General Education Summary: Degree Completion

REQUIRED COURSES (45 UNITS)

The following units must be earned at Fresno Pacific University:
BIB-300A Jesus' Life and World (2)
BIB-300B Jesus, Church and Society (2)
BIB-436 Biblical Perspectives (4)
ECD-300 Child, Family and Community (3)
ECD-310 Human Diversity and Relations (3)
ECD-320 Parenting for Early Childhood Educators (3)
ECD-400 Children's Play and Learning Theory (3)
ECD-420 Guidance in Social and Emotional Behaviors (3)
ECD-430 Early Childhood Physical Education Methods (3)
ECD-440 Students with Exceptionalities in School and Community (3)
ECD-450 Children's Art and Literature (3)
ECD-460 Math and Science for Young Children (3)
ECD-470 Curriculum Development for Early Childhood Education (4)
ECD-482 Child Observation Practicum (1)
ECD-483 Child Observation Practicum (2)
PSY-352 Advanced Child Growth and Development (3)

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework or credit by exam (e.g., CLEP, AP).

LIBERAL ARTS
Program Director: Allen Carden, Ph.D.
The bachelor of arts in liberal arts is an 18-month degree completion major designed for adult learners interested in a broad, multi-disciplinary education. This major prepares students in the subject matter requirements of the California multiple subject teaching credential and is aligned with CSET requirements. Accordingly, it is recommended for those interested in teaching at the elementary school level, as well as those desiring a liberal arts education relevant to many other careers.

Core courses meet one evening per week for four hours in a cohort setting. Field experiences are scheduled on six weekends. Admission to the program includes a requirement of 60 transferable units of credit.

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

LOWER-DIVISION MAJOR REQUIREMENTS

KIN-121 Concepts of Wellness (3)
MATH-136 Mathematical Concepts I (3)
MATH-137 Mathematical Concepts II (3)
GENERAL EDUCATION REQUIREMENTS
See General Education Summary: Degree Completion

REQUIRED COURSES (46 UNITS)

All of the following courses must be completed at FPU:

- ART-301 Art Fundamentals (3)
- BIB-300A Jesus’ Life and World (2)
- BIB-300B Jesus, Church and Society (2)
- BIB-436 Biblical Perspectives (4)
- DRA-357 Creative Drama (3)
- GEOG-321 Cultural Geography of the Central Valley (3)
- HIST-421 American Ethnicity and Pluralism (3)
- HIST-441 California History and Politics (4)
- KIN-321 Theory of Physical Education (3)
- LA-381 Introduction to Teaching (2)
- LA-415 Senior Research Seminar (4)
- LANG-311 Principles of Language Acquisition (3)
- LANG-331 Linguistics and Modern Grammar (4)
- LIT-467 Literature for Children and Young Adults (3)
- PSY-352 Advanced Child Growth and Development (3)

ELECTIVES

Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework or credit by exam (e.g., CLEP, AP).

DESIGNATED SUBJECTS EDUCATION

Program Director: Jo Ellen Misakian, M.L.S.

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

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

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

The following courses are offered in the designated subject education program. Candidates may earn a credential in one or more of the following programs:

- Adult education
- Career technical education (CTE)

ADULT EDUCATION PRELIMINARY CREDENTIAL

The adult education program consists of three courses in Level I and two courses in Level II for a total of 10 semester units. These courses meet the teacher preparation course requirements for the designated subject adult education credential. Level I courses should be completed prior to enrolling in Level II courses.

PREREQUISITES

Academic Category

- Proof of bachelor’s degree or single subject credential
- Passing CBEST score

Non-Academic Category

- Five years of work experience related to subject area (or a combination of coursework and work experience in subject area)
- High school graduation or equivalent

Academic and Non-Academic Categories

- U.S. Constitution requirement
- Fingerprint clearance through Department of Justice
- CTC Application Form 41-4
- Recommendation from DSE program sponsor authorized signatory

REQUIRED COURSES

Level I

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

Level II

- DSE-312 Curriculum, Instructional Technology Community Legislation & Occupational Relations (3)
- DSE-340 Adult Learning through Interpersonal Relations, Counseling & Guidance (2)

CAREER TECHNICAL EDUCATION/VOCATIONAL EDUCATION: 300 SERIES CREDENTIALS

These courses meet the teacher preparation course requirements for the vocational education and career
technical education (SB52) teaching credentials. The career technical education credential is earned by successfully completing 14 units of coursework in the following areas. Level I courses should be completed prior to enrolling in Level II courses. Students must have begun this program prior to Fall 2010.

REQUIRED COURSES

Level I (required for part-time and full-time credentials)
- DSE-310 Classroom and Lab Management (1)
- DSE-311 Computer Technology in the Classroom (1)
- DSE-315 Curriculum Development (2)
- DSE-320 Evaluation (2)
- DSE-330 Learning & Instruction (2)

Level II (required for full-time credentials)
- DSE-345 Curriculum Development & Evaluation (2)
- DSE-350 Foundations of Vocational Education (1)
- DSE-355 Learning, Instruction & Classroom Management (2)
- DSE-360 Special Needs (1)

CAREER TECHNICAL EDUCATION: 400 SERIES CREDENTIAL

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

The career technical education credential requires 15 units of coursework. Following completion of the following courses, candidates may apply to the California Commission on Teacher Credentialing for the clear designated subject credential (SB 1104).

PREREQUISITES

Three years work experience directly related to subject area
High school graduation or equivalent
Fingerprint clearance through Department of Justice
CTC Application Form 41-4
Recommendation from DSE program sponsor authorized signatory

REQUIRED COURSES

- DSE-400 Early Orientation for DS Teachers (2)
- DSE-405 Educational Technology (1)
- DSE-410 Foundations of Career Technical Education (1)
- DSE-415 Curriculum Development (3)
- DSE-420 Special Needs (2)
- DSE-425 Classroom and Laboratory Management (3)

DSE-430 Assessing Student Learning (2)
DSE-435 Classroom & Laboratory Management (1)

SPECIAL SUBJECTS PRELIMINARY CREDENTIAL

Those designated subjects teacher candidates possessing a preliminary special subjects teaching credential are required to take 9 units of the career technical education/vocational education series 300 or 9 units of the career technical education series 400. Courses must be completed within the first two years of credential issuance. Recommended courses from the series 300 program are DSE-311, DSE-315, DSE-320, DSE-330, DSE-350 and DSE-360. Recommended courses from the series 400 program are DSE-400, DSE-405, DSE-410, DSE-415 and DSE-420.

PREREQUISITES

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

SUPERVISION AND COORDINATION CREDENTIAL

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

PREREQUISITES

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

REQUIRED COURSES

- DSE-365 Supervisor’s Role in the Administration of Vocational Education Programs (3)
- DSE-370 Leadership and Program Development (3)
GRADUATE PROGRAMS

ADMINISTRATIVE SERVICES PROGRAM

Program Director: Dave Derby, M.A.

The administrative services program offers work leading to a preliminary credential, an administrative intern credential, a professional credential and a master of arts in education with an emphasis in administrative services.

The preliminary credential program, the intern credential program and the professional credential 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 either the preliminary credential or the professional credential.

### Preliminary Administrative Services Credential (Tier 1)

A minimum of 24 semester units of coursework are required for the preliminary credential.

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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ADM-740</td>
<td>Building Shared Vision and Leadership Capacity (2)</td>
</tr>
<tr>
<td>ADM-740A</td>
<td>Fieldwork: Building Shared Vision and Leadership Capacity (1)</td>
</tr>
<tr>
<td>ADM-741</td>
<td>Developing Student Learning in a Standards-Based System (4)</td>
</tr>
<tr>
<td>ADM-741A</td>
<td>Fieldwork: Developing Student Learning in a Standards-Based System (2)</td>
</tr>
<tr>
<td>ADM-742</td>
<td>Organizational Management in Support of Student Learning (4)</td>
</tr>
</tbody>
</table>

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. (See the program director prior to enrollment.)

**REQUIRED COURSES (24 UNITS)**

<table>
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<td>Organizational Management in Support of Student Learning (4)</td>
</tr>
<tr>
<td>ADM-793G</td>
<td>Internship (1-1-1-1)</td>
</tr>
</tbody>
</table>

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

### Master of Arts in Education: Administrative Services Emphasis

A minimum of 36 semester units of coursework are required for a master of arts in education with an emphasis in administrative services. If applying for both the master of arts and Tier 2 credential requirements simultaneously, the candidate must have an administrative position and a preliminary administrative services credential prior to starting the core courses. Coursework scope and sequence are
**REQUIRED COURSES**

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)

**Master of Arts Core**

ADM-735  Leadership and Change (3)
ADM-736  Leadership and Change—Proact (3)
ED-771  Research Methods in Education (3)
ED-779  Values in School and Society (3)

*Select one of the following groups:*

ED-777A  Issues in Education (3)
and ED-777B  Field-Based Research (3)
OR
ADM-798  Project/Thesis Proposal (1)
and ADM-799  Project/Thesis in Administrative Services (3)

**Professional Administrative Services Credential (Tier 2)**

Those who wish to enter the second tier of the professional administrative services program must have an administrative position requiring the preliminary administrative credential. The requirements for the second tier of the professional administrative services credential include coursework, school site experiences, seminars, internships and/or participation. See the program director prior to beginning the professional services credential program. A five-year time period is granted to complete the second tier.

**REQUIRED COURSES (4-16 UNITS)**

**Direct Instruction**

ADM-735  Leadership and Change (3)
ADM-736  Leadership and Change—Proact (3)

ED-771  Research Methods in Education (3)
ED-779  Values in School and Society (3)

*Select one of the following groups:*

ED-777A  Issues in Education (3)
and ED-777B  Field-Based Research (3)
OR
ADM-798  Project/Thesis Proposal (1)
and ADM-799  Project/Thesis in Administrative Services (3)

**Field Experiences**

ADM-793A  Seminar: Induction Plan (2)
ADM-793D  Seminar: Evaluation of the Induction Plan (2)

*Students who have a master's degree from the FPU administrative program may enroll in a 4-unit program with prior program director approval.*

ADM-793A  Seminar: Induction Plan (2)
ADM-793D  Seminar: Evaluation of the Induction Plan (2)

*Students who already have a master's degree from another FPU program, or another institution, may enroll in a 7-unit program with prior program director approval.*

ADM-735  Leadership and Change (3)
ADM-793A  Seminar: Induction Plan (2)
ADM-793D  Seminar: Evaluation of the Induction Plan (2)

**CURRICULUM AND TEACHING PROGRAM**

*Program Director: Jeanne Janzen, M.A.*

The master of arts degree in education with an emphasis in curriculum and teaching is designed for educators who want to focus on new, creative approaches to curriculum development, with an option of choosing an area of content expertise. Each plan is customized to allow teachers to study in areas most relevant to them, interacting with engaging and challenging content and a cohort model approach.

There are three program options (strands) available to fit your goals.

- **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. Coursework is completed in four semesters with the project/thesis remaining. Students meet face-to-face at least once per course with a possible summer residency.

- **The online strand** is also an accelerated program with a focus on leadership and technology. This strand is fully online (with a possible summer residency) and designed for the out-of-state learner. Coursework is completed in four semesters with the project/thesis remaining.

- **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 provide
experienced teachers with an opportunity to develop in-depth expertise in an area of interest and 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 general strand: clear credential is a set of 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.

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

Phase II & III Core and Content Focus (13 Units)
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 (2)
CRI-728A Curricular Leadership (3)
CRI-728B Leadership Practicum (1)

Phase IV Master of Arts Capstone (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)

Phase II Core (Choose 5-8 Units)
CRI-704 Conflict Management and Peacemaking in Schools (3)
CRI-709 Using Technology in Differentiating Curriculum (2)
CRI-710 Successful Online Learning Orientation (1)
CRI-725 Essentials of Qualitative Assessment (2)
CRI-726 Curriculum Mapping (2)
CRI-727 Leadership: A Personal Perspective (2)
CRI-728A Curricular Leadership (3)

Phase III Content Focus (9-12 units)

An individualized area of expertise is created. Candidates may choose from areas like 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 these requirements. The program director will create an individualized educational plan with each candidate.

Clear Credential Requirements (11 Units)
CRI-714A Goals, Growth and Reflective Practice I (3)
CRI-714B Goals, Growth and Reflective Practice II (2)
CRI-716 Advanced Studies in Teaching English Learners (3)
CRI-717 Advanced Studies in Teaching Special Populations (3)

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)

Dual Program with Teacher Education

Candidates entering the teacher education program at Fresno Pacific University may complete a dual application for teacher education and M.A. in curriculum and teaching. Students will first complete teacher education, and then will be eligible to complete a streamlined version of the M.A. in curriculum & teaching, general strand, without completing another application.

EDUCATIONAL TECHNOLOGY PROGRAM

Program Director, Jo Ellen Misakian, M.L.S.

Master of Arts in Educational Technology

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 33 units of coursework.

REQUIRED COURSES
ET-705 Intro to Teaching With Digital Technology (4)
ET-710 Foundation in Education Technology (4)
ET-715 Seminar in Learning Theory (3)
ET-720 Developing Technology Rich Curriculum (3)
ET-725 Information Technologies (3)
ET-730 Educational Videography (3)
ET-735 Creating on the Web (3)

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

INDIVIDUALIZED MASTER OF ARTS PROGRAM
Program Director: Rod Janzen, Ed.D.
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
1. The degree normally consists of 40 units or their equivalent (36-unit minimum) that constitute a coherent disciplinary or interdisciplinary focus and include a core of at least 3 units in biblical/theological studies or a related area that offers an integrative approach to questions of philosophy and/or values in the field of study and 4 units of thesis or equivalent.
2. Subject to the specified requirements and to final approval by the IMAP Council, the structure and content of the program is negotiated with the mentor/advisor and may consist of a combination of taught courses, independent study or research, tutorial, seminar or supervised field experience (normally limited to one third of total units) or other approved experiences.
3. A significant portion of the program shall be taken at Fresno Pacific University.
4. A maximum of 10 units completed prior to admission to the program may be approved for transfer from other accredited (or equivalent) graduate programs and must be included in the preliminary proposal of study. Such credit must be relevant to the program of study being undertaken.

Final Program of Study
At the beginning of the IMAP program and as the part of the course IMA-701 Introduction to Individualized Study, students will prepare a 10-15 page paper in which they outline their final program of study. This paper provides a structure in which to survey and explore some of the broad parameters and context within the area of study. It also serves as a learning contract between the student and the university and must thus indicate specific courses or learning experiences that are being proposed. A form will be provided that will be attached to the full paper and will assist in the task of outlining the specific instructional components of the final plan.

The final study plan must be approved by the IMAP Council. Students who do not have an approved final study plan by the end of the first semester must petition the dean of the appropriate school for an extension of time in order to register for additional courses. See course description for details.

The final program of study is developed in consultation with the mentor/advisor and is subject to approval by the IMAP Council. It must demonstrate internal coherence and should include a section that pays attention to the theoretical and historical context within which the proposed study is undertaken. The plan should provide evidence that the student outcomes specified for the program are likely to be met. The final program of study should normally include at least the components listed below:

1. Theoretical and/or historical context for the field(s) in which the study will be undertaken. While the amount of attention given to this component in both the written document and in the program itself will vary between students, it is important that, at least at this conceptual stage, the proposed study be located within its larger context.
2. The objectives and/or outcomes for the program of study, including how they fit into the student's professional and/or personal objectives.
3. Concentration, including a title that reflects the field of study and a brief summary description of the content to be pursued.
4. Key questions to be investigated and/or skills to be developed.
5. Listing of activities and experiences such as taught courses, directed readings, tutorials, research or field experiences and the course credit to be earned by each. A proposed timeline for achievement should also be indicated where possible. Where the relationship between the objectives and the proposed activities, experiences and products are not obvious, they should be spelled out. All IMAP
students are expected to complete at least 4 units of a project or thesis (including 1 unit equivalent for the project or thesis proposal).

6. Major resources including a preliminary overview of some of the bibliographic and human resources expected to be available (both within and outside of the university) that can be used in pursuing the proposed plan.

7. Any substantive changes in the plan subsequent to its initial approval must be approved by the IMAP Council and/or the appropriate dean (depending on the nature of the changes) prior to being undertaken.

Attention should also be given to how the proposed area of study will address the interface between faith and culture.

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.

INTEGRATED MATHEMATICS/SCIENCE EDUCATION PROGRAM

Program Director: Dave Youngs, Sc.Ed.D.

Master of Arts in Education: Integrated Mathematics/Science Education Emphasis
This program is designed to help teachers better meet the needs of their students in the areas of mathematics and science. The program has a good variety of content, theory and methodology. It also focuses on integrating mathematics and science with each other and with other disciplines.

REQUIRED COURSES (30 UNITS)

Electives (other courses may be substituted with program director approval):
MED-710  Integration of Mathematics and Science: Science Connections (2)
MED-712  Integration of Mathematics and Science: Math Connections (2)
MED-786*  Topics in Math Education (2)
MSE-786*  Topics in Science Education (2)
MSI-762  Earth Science Concepts (3)
MSI-763  Physical Science Concepts (3)
MSI-764  Life Science Concepts (3)
MSI-786*  Topics in Science (2)
MTH-721  Puzzles and Problem Solving (2)
MTH-726  Math Perspectives (2)
MTH-743  Arithmetic of Rational Number Systems (3)
MTH-751  Informal Geometry (3)
MTH-753  Concepts of Algebra (3)
MTH-755  Probability and Statistics (Middle School Emphasis) (3)
MTH-786*  Topics in Mathematics (2)

*May be repeated with program director approval.

Master of Arts Core
ED-775  Seminar in Learning Theory (3)
ED-779  Values in School and Society (3)
MED-798  Project/Thesis Proposal (1)
MED-799  Project/Thesis-Integrated Mathematics/Science Education (3)

LANGUAGE, LITERACY AND CULTURE PROGRAMS
This division houses four programs, all of which are concerned with language/literacy education at all levels and emphasize a socio-psycholinguistic perspective on learning. The division joins together reading/language arts, reading/ESL and teaching English to speakers of other languages (TESOL). On the following pages, each program is described, along with coursework requirements for certificates, credentials and/or degrees offered by each.

Reading/Language Arts Program
Program Director, Jean Fennacy, Ed.D.
The reading/language arts program offers courses leading to a California reading certificate, a California reading and language arts specialist credential and a master of arts in education with a reading/language arts emphasis. All courses for the certificate and credential may be applied to the master’s degree. In addition, a master of arts in education with an emphasis in reading/ESL is offered for those candidates who wish to teach reading at the community college level.

The reading/language arts program is designed to prepare teachers (K-community college levels) as leaders in the field of literacy education. The program helps teachers develop balanced and meaning-focused literacy instruction to serve all pupils, especially English-language learners. Teachers examine the reading/writing process, phonics, assessment, linguistics, writing instruction, literature for the classroom and instructional strategies designed to meet the needs of a wide range of learners. 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/language arts instruction teach all courses. Courses follow an interactive rather than a lecture format with an emphasis on practical application of concepts studied.
Reading Certificate
Requirements for the reading certificate program involve 16 units of coursework including a supervised field experience.

REQUIRED COURSES
- LLC-700 Reading Process and Practice (3)
- LLC-708 Issues in Literacy: Multilingual Learner (3)
- LLC-720 Language Assessment and Evaluation (3)
- LLC-728 Language/Literacy Practicum (2)
- LLC-742 Issues in Literacy: Reading, Writing with Adolescents (2)
- LLC-750 Introduction to Linguistics (3)

Reading/Language Arts Specialist Credential
Requirements for the reading/language arts specialist credential involve 30 units of coursework including an advanced practicum in field experience and may be applied to the master’s degree requirements.

REQUIRED COURSES
- LLC-700 Reading Process and Practice (3)
- LLC-708 Issues in Literacy: Multilingual Learners (3)
- LLC-715 Writing Process and Practice (3)
- LLC-720 Language Assessment and Evaluation (3)
- LLC-728 Language/Literacy Practicum (2)
- LLC-731 Literature Study in Classroom (3)
or LLC 732 Adolescent Literature (3)
- LLC-742 Issues in Literacy: Reading, Writing with Adolescents (2)
- LLC-750 Introduction to Linguistics (3)
- LLC-760 Supervision in Language and Literacy (2)
- LLC-761 Seminar in Literacy Leadership (3)
- LLC-765 Research in Language, Literacy and Culture (3)

REQUIREMENTS
In addition to course requirements, candidates for the reading certificate and the reading specialist credential must demonstrate content proficiency by passing an exit interview.

Master of Arts in Education: Reading/EOSP Emphasis
The master of arts in education with a reading/EOSP emphasis is designed for those students who wish to teach reading at the community college level. Candidates may qualify for this degree by completing a minimum of 38 semester units of coursework.

REQUIRED COURSES
- LLC-700 Reading Process and Practice (3)
- LLC-705 Language Acquisition and Cross-Cultural Communication (3)
- LLC-710 Current Theories, Methods and Materials for Teaching a Second Language (3)
- LLC-720 Language Assessment and Evaluation (3)
- LLC-732 Adolescent Literature (3)
- LLC-742 Issues in Literacy: Reading, Writing with Adolescents (2)
- LLC-750 Introduction to Linguistics (3)
- LLC-755 Sociolinguistics (3)
- LLC-762 Literacy Development for Adult English Learners (3)
- LLC-769 Seminar in Language and Literacy (2)
- ED-779 Values in School and Society (3)
- LLC-765 Research in Language, Literacy and Culture (3)

Select one of the following groups:
- ED-777A Issues in Education (3)
- and ED-777B Field-Based Research (3)
OR
- LLC-798 Project/Thesis Proposal (1)
-and LLC-799 Project/Thesis-Language, Literacy and Culture (3)

ELECTIVE
- LLC-767 Current Trends in Language and Literacy (1-3)
TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM

Program Director: Henrietta Siemens, Ph.D.

The TESOL program is designed for candidates who wish to teach in international settings or who wish to teach community college or adult ESL classes in the United States. The TESOL program offers courses leading to both a TESOL certificate program and a master of arts in TESOL. The TESOL degree is widely recognized. Courses in this program present current research-based theory and engage students in activities that help them put this theory into practice.

Teachers of English to Speakers of Other Languages (TESOL) Certificate

The TESOL certificate consists of 17 semester units of coursework. The TESOL certificate is issued to students who complete the following six courses and an exit exam:

**REQUIRED COURSES**

LLC-705 Language Acquisition and Cross-Cultural Communication (3)
LLC-708 Issues in Literacy: Multilingual Learners (3)
LLC-726A Practicum in TESOL (1)
LLC-726B Advanced Practicum in TESOL (2)
LLC-732 Adolescent Literature (3)
LLC-742 Issues in Literacy: Reading, Writing with Adolescents (2)
LLC-750 Introduction to Linguistics (3)
LLC-762 Literacy Development for Adult English Learners (3)

Master of Arts in TESOL

Candidates may qualify for the master of arts in TESOL by completing a minimum of 39 semester units.

**REQUIRED COURSES (30 UNITS)**

Select one of the options listed below:

**Elementary-Middle School Option**

Select electives from the following courses:

MED-710 Integration of Mathematics and Science: Science Connections (2)
MED-712 Integration of Mathematics and Science: Math Connections (2)
MTH-721 Puzzles and Problem Solving (2)
MTH-726 Math Perspectives (2)
MTH-743 Arithmetic of Rational Number Systems (3)
MTH-751 Informal Geometry (3)
MTH-753 Concepts of Algebra (3)
MTH-755 Probability and Statistics (Middle School Emphasis) (3)
MTH-765 History of Mathematics (2)
MTH-786* Topics in Mathematics (2)

*May be repeated with program director approval.

**Secondary School Option**

Select electives from the following courses:

MED-710 Integration of Mathematics and Science: Science Connections (2)

MATHEMATICS EDUCATION PROGRAM

Program Director: Dave Youngs, Sc.Ed.D.

Master of Arts in Education: Mathematics Education Emphasis

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.

**REQUIRED COURSES (30 UNITS)**

Select one of the options listed below:

**Elementary-Middle School Option**

Select electives from the following courses:

MED-710 Integration of Mathematics and Science: Science Connections (2)
MED-712 Integration of Mathematics and Science: Math Connections (2)
MTH-721 Puzzles and Problem Solving (2)
MTH-726 Math Perspectives (2)
MTH-743 Arithmetic of Rational Number Systems (3)
MTH-751 Informal Geometry (3)
MTH-753 Concepts of Algebra (3)
MTH-755 Probability and Statistics (Middle School Emphasis) (3)
MTH-765 History of Mathematics (2)
MTH-786* Topics in Mathematics (2)

*May be repeated with program director approval.

**Secondary School Option**

Select electives from the following courses:

MED-710 Integration of Mathematics and Science: Science Connections (2)
MED-712  Integration of Mathematics and Science: Math Connections (2)
MED-786*  Topics in Math Education (2)
MTH-724*  Problem Solving in Mathematics (2)
MTH-757  Contemporary Mathematics (3)
MTH-761  Advanced Geometry (3)
MTH-762  Advanced Algebra (3)
MTH-763  Probability and Statistics (3)
MTH-764  Discrete Mathematics (3)
MTH-765  History of Mathematics (2)
MTH-786*  Topics in Mathematics (2)
*May be repeated with program director approval.

Master of Arts Core (required for both options)
ED-775  Seminar in Learning Theory (3)
ED-779  Values in School and Society (3)
MED-798  Project/Thesis Proposal (1)
MED-799  Project/Thesis-Integrated Mathematics/Science Education (3)

SCHOOL COUNSELING PROGRAM
Program Director: Diane Talbot, Ed.D.
Program Director: Dave Weber, Psy.D., Visalia
Program Director: Bill Gillaspie, Ed.D., Bakersfield

Pupil Personnel Services School Counseling Credential
The school counseling credential requires a minimum of 49 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 49 units, there are five prerequisites, as well as the CBEST and a GRE or MAT score. A sequence of courses is determined by the program director.

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 a 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. Students will also be required to obtain liability insurance before practicum or field experience can begin.

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

REQUIRED COURSES
ED-775  Seminar in Learning Theory (3)
PACS-736  Institute in School Peer Mediation Program Development (2-3)
PPC-700  Comprehensive School Counseling and Guidance (3)
PPC-702  Academic and Career Planning (3)
PPC-703  Prevention and Intervention for Achievement (3)
PPC-707  Organizational Systems and Program Development (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)

Master of Arts in School Counseling
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, as well as a GRE or MAT score. A sequence of courses is determined by the program director.

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 a 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. Students will also be required to obtain liability insurance before practicum or field experience can begin.

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

REQUIRED COURSES
ED-775  Seminar in Learning Theory (3)
PACS-736  Institute in School Peer Mediation Program Development (2-3)
PPC-700  Comprehensive School Counseling and Guidance (3)
PPC-702  Academic and Career Planning (3)
PPC-703 Prevention and Intervention for Achievement (3)
PPC-707 Organizational Systems and Program Development (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)

Master of Arts Core
ED-771 Research Methods in Education (3)
ED-779 Values in School and Society (3)
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)

Certificate in School Conflict Resolution and Peacemaking
See School of Humanities, Religion and Social Sciences for certificate programs in peacemaking and conflict studies.

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
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, as well as the CBEST and a GRE or MAT score.
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 a 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. Students will also 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.

PREREQUISITES
MATH-250 Introduction to Statistics (3)
PSY-120 Introduction to 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-732 Neuropsychology of Learning (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-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
Program Director: Bill Gillaspie, Ed.D., Bakersfield

Master of Arts in School Counseling and School Psychology
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. 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.

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.

PREREQUISITES
MATH-250 Introduction to Statistics (3)
PSY-120 Introduction to 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
PPC-700 Comprehensive School Counseling and Guidance (3)
PPC-702 Academic and Career Planning (3)
PPC-707 Organizational Systems and Program Development (3)
PPC-791 Practicum in School Counseling (1)
PPC-792 Field Experience (3)
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-732 Neuropsychology of Learning (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)

BOARD CERTIFIED ASSOCIATE BEHAVIORAL ANALYST (BCABA) CERTIFICATE PROGRAM
Program Director: Robert Murray, Ed.D.
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.

**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 BEHAVIORAL ANALYST (BCBA) CERTIFICATE PROGRAM**

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

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 certification exam developed and administered by the BACB. Certificate enrollees also need to complete supervised practicum hours to qualify for the certification exam.

**REQUIRED COURSES (25 UNITS)**

PPP-718 Behavioral Assessment/Intervention (3)
PPP-734 Early Intervention and Behavioral Assessment (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)

**SPECIAL EDUCATION PROGRAM**

*Division Chair: Gary Gramenz, Ph.D., Interim*  
*Internship Coordinator & Program Director: Diana J. Taylor-Gillham, Ed.D.*  
*Program Director: Donald McHatten, M.A.*  
*Program Director: Ananda Aspen, M.A.*  
*Faculty: Peter Kopriva, Ed.D.*  
*Credential Analyst: Edith Thiessen*

The special education program offers coursework for the preliminary Level I and professional Level II, education specialist credentials in: mild/moderate disabilities, moderate/severe disabilities, physical and health impairments and early childhood special education. Certificates (authorizations) are available for early childhood education and autism spectrum disorder. When English language requirements are met, an English learner certificate is included with each credential. A certificate is available for early childhood education, as well as the resource specialist certificate of competence program. Students may also earn a master’s degree in education with a special education emphasis. Most courses are available in the Visalia area as well as on the main campus. 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.

Academic/research writing skills are a high priority for program candidates. Specific instructional supports are available and may be required of some candidates. Each candidate is provided an individualized assessment and plan to address these requirements.

**Special Education Preliminary Level I Education Specialist Credentials**

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

Candidates who possess a current California teaching credential may receive formal acceptance into the program after an interview with the program director, assuming that all admission requirements have been met and a sequence of coursework and study has been agreed upon.

Candidates who do not possess a basic California teaching credential must meet several prerequisite requirements prior to admission. The candidate must have completed a personal interview and a thorough academic assessment with the appropriate advisor prior to taking any coursework leading to the credential. With the advisor's approval, the candidate may begin initial coursework after completing an application to unclassified status. Candidates must be fully admitted to the special education program before the next semester and prior to any participation in program supervised coursework.

Eligibility for full admission to the special education program for all candidates is determined by the faculty review panel and by the university’s admission requirements:

1. Submission of official transcripts verifying all baccalaureate coursework with a GPA of 2.75 overall.
2. Verification of having taken the CBEST.
3. Verification of passing three subtests of the CSET for multiple subject.
4. At least 90 hours of experience with individuals who have exceptionalities.
5. Negative TB skin test or chest X-ray verified within the last 12 months.
6. Fingerprint clearance issued by The Commission on Teaching Credentials.
7. U.S. Constitution course or approved exam.
8. The program director reserves the right to refuse acceptance or continuance in the program of any student who is unable to perform in the classroom or in the field at the level expected of an educational professional.

Preliminary Level I for Those Candidates Who Possess a California Teaching Credential

CONCURRENT REQUIREMENT
SED-705 Health Education and the Exceptional Child (3)

REQUIRED COURSES
Coursework required for the preliminary education specialist credential for teachers who possess a basic credential:

Mild/Moderate Disabilities (20-24 units)
SED-702 Positive Behavior Supports (2)
SED-712 Technology for Special Educators (1)
SED-722 Curriculum Assessment: Mild/Moderate Disabilities (3)
SED-723 Language Development: Integrating Theory and Practice (3)
SED-724 Assessment for Special Educators (2)
SED-725 Critical Observations in Special Education (2)
SED-742 Counseling Exceptional Children and Families (2)
SED-782 Foundations for a Diverse Community (1)
SED-791MM Directed Teaching: Mild/Moderate Disabilities (4-8)
or SED-792MM Independent Teaching: M/M (4-8)*
or SED-793MM Intern Independent Teaching: M/M (4-8)*
SED-794MM Internship Support (2)
*Candidates may be able to waive up to 4 units of the required eight units.

Moderate/Severe Disabilities (23-27 units)
SED-702 Positive Behavior Supports (2)
SED-712 Technology for Special Educators (1)
SED-723 Language Development: Integrating Theory and Practice (3)
SED-724 Assessment for Special Educators (2)
SED-725 Critical Observations in Special Education (2)
SED-742 Counseling Exceptional Children and Families (2)
SED-762 Medical Implications for Exceptional Children (3)
SED-782 Foundations for a Diverse Community (1)
SED-791MH Directed Teaching: Moderate/Severe Disabilities (4-8)
or SED-792MH Independent Teaching: M/S (4-8)*
or SED-793MH Intern Independent Teaching: M/S (4-8)*
SED-794MH Internship Support (2)
*Candidates may be able to waive up to 4 units of the required 8 units.

Physical and Health Impairments (23-27 units)
SED-702 Positive Behavior Supports (2)
SED-712 Technology for Special Educators (1)
SED-723 Language Development: Integrating Theory and Practice (3)
SED-724 Assessment for Special Educators (2)
SED-725 Critical Observations in Special Education (2)
SED-732 Curriculum and Assessment: Physical and Health Impairments (3)
SED-742 Counseling Exceptional Children and Families (2)
SED-762 Medical Implications for Exceptional Children (3)
SED-782 Foundations for a Diverse Community (1)
SED-791PH Directed Teaching: Physical Health Impairments (4-8)
or SED-792PH Independent Teaching: PH (4-8)*
or SED-793PH Intern Independent Teaching: PH (4-8)*
SED-794PH Internship Support (2)
*Candidates may be able to waive up to 4 units of the required 8 units.

Early Childhood Special Education (23-27 units)
SED-702 Positive Behavior Supports (2)
SED-712 Technology for Special Educators (1)
SED-723 Language Development: Integrating Theory and Practice (3)
SED-724 Assessment for Special Educators (2)
SED-725 Critical Observations in Special Education (2)
SED-730 Child Development: Typical and Atypical (3)
SED-731 Curriculum and Assessment: Early Childhood (3)
SED-742 Counseling Exceptional Children and Families (2)
SED-762 Medical Implications for Exceptional Children (3)
SED-782 Foundations for a Diverse Community (1)
SED-791ECA Directed Teaching: Early Childhood (Birth-Age 3) (2, 4)*
or SED-792ECA Independent Teaching: EC (Birth-Age 3) (2, 4)*
or SED-793ECA Intern Independent Teaching: EC (Birth-Age 3) (2, 4)*
SED-794ECA Intern Support (Birth-Age 3) (2)
SED-791ECB Directed Teaching: Early Childhood (Age 3-5) (2, 4)*
or SED-792ECB Independent Teaching: EC (Age 3-5) (2, 4)*
or SED-793ECB Intern Independent Teaching: EC (Age 3-5) (2, 4)*
SED-794ECB Intern Support (2)
*Candidates may be able to waive up to a total of 4 units of the required 8 units.
Preliminary Level I for Candidates Who Do Not Possess a California Teaching Credential

The Level I program is designed to provide theory and practice in both general education and special education.

**CONCURRENT REQUIREMENT**

SED-605  Health Education and the Exceptional Child (3)

**REQUIRED COURSES**

Minimum units of coursework required for the preliminary credential for candidates who do not possess a basic teaching credential:

**Mild/Moderate Disabilities (36 units)**

EDUC-608 Directed Initial Student Teaching: Multiple Subject, Special Education (2)

or EDUC-608A Extended Directed Initial Student Teaching: Multiple Subjects/Special Education (1)

and EDUC-608B Extended Directed Initial Student Teaching: Multiple Subjects/Special Education (1)

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)

SED-602 Positive Behavior Supports (2)

SED-612 Technology for Special Educators (1)

SED-622 Curriculum and Assessment: Mild/Moderate Disabilities (3)

SED-623 Language Development: Integrating Theory and Practice (3)

SED-624 Assessment for Special Educators (2)

SED-625 Critical Observations in Special Education (2)

SED-642 Counseling Exceptional Children and Families (2)

SED-662 Medical Implications for Exceptional Children (3)

SED-672 Curriculum and Assessment: Moderate/Severe Disabilities (3)

SED-682 Foundations for Diverse Community (1)

SED-691MS Directed Teaching: Moderate/Severe Disabilities (8)

or SED-692MS Independent Teaching: M/S (4)

or SED-693MS Intern Independent Teaching: M/S (4)

SED-694MS Internship Support (2)

**Physical and Health Impairments (39 units)**

EDUC-608 Directed Initial Student Teaching: Multiple Subject, Special Education (2)

or EDUC-608A Extended Directed Initial Student Teaching: Multiple Subjects/Special Education (1)

and EDUC-608B Extended Directed Initial Student Teaching: Multiple Subjects/Special Education (1)

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)

SED-602 Positive Behavior Supports (2)

SED-612 Technology for Special Educators (1)

SED-623 Language Development: Integrating Theory and Practice (3)

SED-624 Assessment for Special Educators (2)

SED-625 Critical Observations in Special Education (2)

SED-632 Curriculum and Assessment: Physical and Health Impairments (3)

SED-642 Counseling Exceptional Children and Families (2)

SED-662 Medical Implications for Exceptional Children (3)

SED-682 Foundations for Diverse Community (1)

SED-691PH Directed Teaching: Physical Health Impairments (8)

or SED-692PH Independent Teaching: PH (4)

or SED-693PH Intern Independent Teaching: PH (4)

SED-694PH Internship Support (2)

**Early Childhood Special Education (37 units)**

EDUC-642 Language and Literacy: Theory and Practice I (4)

EDUC-646 Language and Literacy: Theory and Practice II (3)

SED-602 Positive Behavior Supports (2)

SED-612 Technology for Special Educators (1)

SED-623 Language Development: Integrating Theory and Practice (3)

SED-624 Assessment for Special Educators (2)

SED-625 Critical Observations in Special Education (2)

SED-630 Child Development: Typical and Atypical (3)

SED-631 Curriculum and Assessment: Early Childhood Special Education (3)

SED-642 Counseling Exceptional Children and Families (2)

SED-662 Medical Implications for the Exceptional Child (3)

SED-682 Foundations for Diverse Community (1)

SED-691ECA Directed Teaching: Early Childhood (Birth-Age 3) (2, 4)
Internship Program

All FPU Level I 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 preservice coursework, qualifying experiences and employer agreement, all of which is at the discretion and evaluation of the intern program director. Intern candidates are considered to be promising educators who demonstrate the innate qualities of a distinguished teacher and educational leader.

The internship may offer the Level I candidate the opportunity to teach with the same status and benefits of a fully credentialed teacher for up to two years. The intern 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 is able to provide candidates with special training seminars and activities especially 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 aggressive program of studies that promote credential completion generally within a period of two years. New interns may be directed to take the Intern Supports course offered under each credential, where an FPU supervisor is able to guide interns in establishing professional functions directly in the classroom during the course of a semester.

New candidates who are professionally working in the field are expected to initiate the internship process at their initial advisement session and an application should be filed as soon as they are considered to be qualified. Qualified candidates have passed the CBEST and CSET (not required for early childhood program), met the political science requirement, met the 120-hour pre-service requirement, have classified standing at the graduate level and in the special education program. Upon application all eligibility criteria must be completed and verified in a timely manner. A candidate must meet all of the requirements, demonstrate maturity and a professional manner, maintain grades of A or B in all coursework and progress on their academic plan as designed. Level I course work is expected to be completed within the provisions of the two year internship credential.

Special Education Professional Level II Education Specialist Credential

Level II is completed within the five-year Level I time period.

REQUIRED COURSES

**Mild/Moderate Disabilities (20 units)**

SED-750 Advanced Learning Theory and Brain Research: Practice (3)
SED-751 Advanced Learning Theory and Brain Research: Fieldwork (1)
SED-756 Advanced Special Education Laws and Ethics (3)
SED-760 Advanced Collaboration, Consultation and Inclusion (3)
SED-761 Advanced Collaboration, Consultation and Inclusion: Fieldwork (1)
SED-766 Advanced Assessment and Applied Statistics (1)
SED-770 Level II Advanced Initial Induction Plan (1)
SED-771 Level II Advanced Final Induction Plan (1)
Selected specialty coursework (6)

**Moderate/Severe Disabilities (21 units)**

SED-734 Individuals with Intellectual and Developmental Disabilities (3)
SED-750 Advanced Learning Theory and Brain Research: Practice (3)
SED-751 Advanced Learning Theory and Brain Research: Fieldwork (1)
SED-756 Advanced Special Education Laws and Ethics (3)
SED-760 Advanced Collaboration, Consultation and Inclusion (3)
SED-761 Advanced Collaboration, Consultation and Inclusion: Fieldwork (1)
SED-766 Advanced Assessment and Applied Statistics (1)
SED-770 Level II Advanced Initial Induction Plan (1)
SED-771 Level II Advanced Final Induction Plan (1)
Selected specialty coursework (4)

**Physical and Health Impairments (24 units)**

SED-714 Augmentative Communications and Technology (2)
SED-736 Psychological, Sociological and Vocational Implications of Physical and Health Impairments (3)
SED-740 Early Childhood: Program Design and Development (3)
SED-750 Advanced Learning Theory and Brain Research: Practice (3)
SED-751 Advanced Learning Theory and Brain Research: Fieldwork (1)
SED-756 Advanced Special Education Laws and Ethics (3)
SED-760 Advanced Collaboration, Consultation and Inclusion (3)
SED-761  Advanced Collaboration, Consultation and Inclusion: Fieldwork (1)
SED-766  Advanced Assessment and Applied Statistics (1)
SED-770  Level II Advanced Initial Induction Plan (1)
SED-771  Level II Advanced Final Induction Plan (1)

Selected specialty coursework (1)

Early Childhood Special Education (21 units)
SED-740  Early Childhood: Program Design and Development (3)
SED-750  Advanced Learning Theory and Brain Research: Practice (3)
SED-751  Advanced Learning Theory and Brain Research: Fieldwork (1)
SED-756  Advanced Special Education Laws and Ethics (3)
SED-760  Advanced Collaboration, Consultation and Inclusion (3)
SED-761  Advanced Collaboration, Consultation and Inclusion: Fieldwork (1)
SED-766  Advanced Assessment and Applied Statistics (1)
SED-770  Level II Advanced Initial Induction Plan (1)
SED-771  Level II Advanced Final Induction Plan (1)

Selected specialty coursework (1)

Clear Credential Courses
All credentials require additional final coursework for the completion of Level II. The three requirements may be met within two SED courses. In addition, each applicant must provide verification of valid CPR for adult, child and infants. Online training is not accepted.

SED-605/705  Health Education and the Exceptional Child (3)
SED-714  Augmentative Communication and Technology (2)

Selected Specialty Options
SED-714  Augmentative Communications and Technology (2)
SED-725  Critical Observations in Special Education (2)
SED-726  Using Music as an Effective Teaching Tool (1-2)
SED-738  Theory to Practice: Educating Students with Autism (3)
SED-775  Theory to Practice: Educating Students with Autism (3)
SED-776  Communication and Performance in the Autism Spectrum (3)

Early Childhood Special Education Certificate
This certificate authorizes appropriate credential holders to expand their age service opportunities to include the ages newborn to five.

PREREQUISITES
Valid credential for LH, SH, M/M, M/S, D/HOH, PHI & VI. Attain classified standing within the School of Education at FPU.

Interdisciplinary Professional Leadership Certificate in Autism
The university certification program prepares professional candidates to serve families, schools and agencies, across the autism spectrum. The interdisciplinary structure enhances team collaboration with families and all service providers. Multiple-site team members are encouraged to attend and cooperatively provide a comprehensive program of identification, diagnosis and services for developing communication, social and behavioral performance.

Candidates who possess a basic teaching/service credential or professional license may qualify for the certification program. (All other entrance requirements are the same for this program.)

REQUIRED COURSES (13 UNITS)
SED-775  Theory to Practice: Educating Students with Autism (3)
SED-776  Communication and Performance in the Autism Spectrum (3)
SED-791AU  Directed Teaching within Discipline for Autism (4)
SED-792AU  Practicum within Discipline for Autism (4)

Resource Specialist Certificate of Competence Program
The resource specialist certificate of competence program is designed for teachers who hold a valid special education credential and who have taught for three years, in both regular and special education classes. The certificate program is designed to develop specific skills, knowledge and performance competencies in the following essential areas:
1. Consultant and inclusion services.
2. Coordination and implementation of services.
3. Laws, regulations and other compliances.
4. Staff development and in-service.
5. Parent education.

REQUIREMENTS

1. Interview and apply with a program advisor in special education and meet the general admission requirements.
2. Special education teaching credential.

REQUIRED COURSES

SED-756 Advanced Special Education Laws and Ethics (3)
SED-760 Advanced Collaboration, Consultation and Inclusion (3)
SERS-742 Coordination of Special Education Services (3)

Master of Arts in Education: Special Education Emphasis

A minimum of 36 semester units of coursework is required for a master of arts in education with a special education emphasis. If simultaneously applying for the master of arts and Level II education specialist credential program, the candidate must possess a preliminary Level I education specialist credential (as approved by the California Commission on Teacher Credentialing) and be able to meet all requirements for the Level II program. A candidate who seeks only the master of arts degree and does not desire a specialist credential will be required to have a bachelor's degree from an accredited institution. Advisement and an official program plan must be developed prior to the initiation of any coursework in the master of arts program.

The master of arts with a professional Level II education specialist credential requires a minimum of 26 special education units, which include the completion of the Level II requirements in one of the credential program areas plus one of the options listed below (either 10 or 12 units) for degree completion. The master of arts exclusive of a credential requires a minimum of 26 special education units, in combination with the coursework listed below.

REQUIREMENTS

A special education credential or 26 units

REQUIRED COURSES

Master of Arts Core
ED-771 Research Methods in Education (3)
ED-779 Values in School and Society (3)

Select one of the following groups:
ED-777A Issues in Education (3)
and ED-777B Field-Based Research (3)
OR
SED-798 Project/Thesis Proposal (1)

Dual Program for a Multiple Subjects Credential

A special education candidate who has taken the required EDUC coursework from the Level I program may consecutively obtain a multiple subjects credential during the final stages of the Level I program of studies. After advisement and successful completion of the educational specialist practicum coursework, a candidate may be able to complete final, directed student teaching in the general education classroom. Compulsory coursework may or may not have been included within the special education program of studies.

Special education students who are interested in completing their multiple subjects credential concurrently, or after finishing their Level I special education credential, must seek academic advice from advisors in both departments.

ADDITIONAL REQUIRED COURSES

EDUC-609 Final Student Teaching: Multiple Subject Special Education (1)
EDUC-645 Curriculum Design and Implementation: Multiple Subject (3)
EDUC-647 Teaching Elementary Science (2)
EDUC-648 Teaching Art and Physical Education (1)
EDUC-697 Introduction to Educational Assessment (1)

REQUIREMENTS

Complete all Teacher Performance Assessments (TPA)

TEACHER EDUCATION PROGRAM

Division Head: Linda Hoff, M.A.
Multiple Subjects Program Director: Denise Rea, M.A.
Single Subject Program Director: Roberta Mason, Ph.D.
Visalia Program Director: Vickie Bigler, M.A.
Bakersfield Program Director: Vivian Gayles, Ed.D.
Credential Analyst: Edith Thiessen

The Teacher Education Division offers credential programs to candidates interested in teaching at the elementary (multiple subjects), junior high and high school levels (single subject). These programs are solidly grounded in both theory and practice. One of the strengths of the FPU credential programs is that most courses require students to complete classroom-based assignments when they are enrolled in field experience courses. In these assignments students apply what they are learning in their university courses in the real world of the classroom. The credential programs at FPU have been designed to provide students with thorough preparation to teach in a diverse society. Candidates who complete their credential at FPU receive the English Learner Authorization (ELA), which authorizes holders to teach English learners in a
The program also provides coursework in special education and educational technology.

The multiple and single subject credential programs at FPU prepare candidates to apply for their Level I, or preliminary credential. Holders of this preliminary credential must complete requirements for the Level II credential (also known as the professional or clear credential) within five years after issuance of the Level I credential. Most candidates do so by completing a Beginning Teaching and Assessment (BTSA) program, going through an induction program in the school where they begin their teaching career. Candidates who complete their Level I credential but do not become employed in a school where they can participate in an accredited BTSA program in order to complete the requirements for their Level II credential can consider enrolling in FPU’s fifth-year induction program. They are urged to contact Jeanne Janzen in the curriculum and teaching M.A. program to learn more about this option.

Program Pacing
The teacher education program recognizes some credential students wish to pursue their credential as a full-time student, while others prefer a part-time schedule. Therefore, the program offers both options. Full-time students take courses in the afternoon or evening and complete student teaching requirements during the day. Working students can take courses in the evening while they continue to work in the day and also complete limited student teaching assignments accommodated to their working schedules. Working students must discontinue their work when they are ready to complete the program by doing their final, directed student teaching.

FULL-TIME OPTION
Typical program for non-working students: two full-time semesters and selected courses during the summers.

PART-TIME OPTION
Typical program for working students: Three semesters, part-time, including limited field experience and courses in the evening. The fourth semester is full-time, directed student teaching.

Student Teaching Program/ Internship Program
Most candidates for the multiple or single subject credential complete programs in which they complete final, directed student teaching. In such cases, these students work under the guidance of an experienced master teacher over the course of an entire semester in which they are not paid. The 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. Candidates in internships must have passed the CSET or hold a subject matter waiver (single subject candidates only) from a university accredited by the California Commission on Teacher Credentialing, and must have met the political science requirement.

In addition to fulfilling the requirements for admission noted in the Admissions section of this catalog, the intern candidate must:
1. Submit an additional application to the internship program.
2. Complete a second admissions interview with the program director.
3. Submit verification of an offer of employment from a school district for a teaching position that is appropriate for the credential the candidate is working toward.
4. Complete a minimum of 120 hours of coursework and field experience prior to being recommended for the Intern credential. For more information contact the program director.

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.

EARLY COMPLETION INTERNSHIP OPTION
Senate Bill 57 requires that all California Commission on Teacher Credentialing (CCTC) approved multiple- and single-subject internship programs offer an early completion internship option to qualified candidates. The early completion option provides people who have the requisite skills and knowledge, and have passed the Teaching Foundations Examination offered by National Evaluations Systems, to work with an accredited teaching internship program to complete a performance assessment. Updated information on this option can be found on the CCTC website. Interested candidates should seek counsel from an appropriate program director.

Preliminary Multiple Subject Credential
The Fresno Pacific University teacher education program uses a five-point assessment system in determining whether candidates who are finishing the program have demonstrated
their readiness to teach independently, and thus, to earn the university’s recommendation for the multiple subject credential. In addition to 1) passing all courses with satisfactory grades (see the Satisfactory Academic Progress [graduate students] section of this catalog), teacher education candidates are evaluated by 2) the Teacher Performance Assessment (TPA), 3) their teaching portfolio, 4) student teaching evaluations and 5) the exit interview. Multiple-subject candidates must also pass the RICA (Reading Instruction Competence Assessment) exam. Prerequisite and regular courses required for the multiple subject credentials can be seen below. In addition, at the time of exit each candidate must provide verification of valid CPR for adult, child and infant and first aid. (Online training is not accepted).

ELECTIVES
Designed to provide early field experience for candidates new to teaching.
EDUC-620 Critical Observations in School: Multiple Subject (1)
EDUC-632 Independent Teaching Practicum (2) *(required for Intern candidates)*
EDUC-688 Support for Pre-Interns (2)

REQUIRED COURSES (35 UNITS)
EDUC-641 Foundations of Education: Multiple Subject (4)
EDUC-642 Language and Literacy: Theory and Practice I (4)
EDUC-643 Teaching Elementary Mathematics (3)
EDUC-644 Teaching with Technology (1)
EDUC-645 Curriculum Design and Implementation: Multiple Subject (3)
EDUC-646 Language and Literacy: Theory and Practice II (3)
EDUC-647 Teaching Elementary Science (2)
EDUC-648 Teaching Art and Physical Education (1)
EDUC-697 Introduction to Educational Assessment (1)
SED-605 Health Education and the Exceptional Child (3)

Choose one of the following tracks:

Student Teacher Track
EDUC-610 Directed Initial Student Teaching: Multiple Subject (3)
EDUC-633A Extended Initial Directed Student Teaching: Multiple Subject (0)
EDUC-633B Extended Initial Directed Student Teaching (2)
EDUC-630 Directed Final Student Teaching: Multiple Subject (7)

Intern Track
EDUC-640A Independent Teaching I: Multiple Subject (3)
EDUC-640B Independent Teaching II: Multiple Subject (3)
EDUC-640C Independent Teaching III: Multiple Subject (3)

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 Level I special education 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.

Preliminary Single Subject Credential
The Fresno Pacific University teacher education program uses a five-point assessment system in determining whether candidates who are finishing the program have demonstrated their readiness to teach independently, and thus, to earn the university’s recommendation for the single subject credential. In addition to 1) passing all courses with satisfactory grades (see the Satisfactory Academic Progress [graduate students] section of this catalog), teacher education candidates are evaluated by 2) the Teacher Performance Assessment (TPA), 3) their teaching portfolio, 4) student teaching evaluations and 5) the exit interview. Prerequisite and regular courses required for the single subject credentials can be seen below. (33 units.) In addition, at the time of exit each candidate must provide valid CPR for adult, child and infant and first aid. (Online training is not accepted).

ELECTIVES
Designed to provide early field experience to candidates new to teaching.
EDUC-629 Critical Observations in School: Single Subject (1)
EDUC-634 Single Subject Practicum (2) *(required for intern candidates)*

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)
LLC-752 Linguistics for Teachers (2)

REQUIRED COURSES
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 Design and Implementation: Single Subject (4)
EDUC-696GE Single Subject Methods: General (2)
EDUC-697 Introduction to Educational Assessment (1)
SED-605 Health Education and the Exceptional Child (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-696BU  Single Subject Methods: Business (2)
- EDUC-696EN  Single Subject Methods: English (2)
- EDUC-696LO  Single Subject Methods: Language Other Than English (LOTE) (2)
- EDUC-696MA  Single Subject Methods: Mathematics (2)
- EDUC-696MU  Single Subject Methods: Music (2)
- EDUC-696PE  Single Subject Methods: Physical Education (2)
- EDUC-696SC  Single Subject Methods: Science (2)
- EDUC-696SS  Single Subject Methods: Social Studies (2)

Choose one of the following tracks:

**Student Teacher Track**

- EDUC-619  Directed Initial Student Teaching: Single Subject (2)
- EDUC-635A  Extended Initial Directed Student Teaching: Single Subject (1)
- EDUC-635B  Extended Initial Directed Student Teaching (1)
- EDUC-639  Directed Final Student Teaching: Single Subject (8)

**Intern Track**

- EDUC-649A  Independent Teaching I: Single Subject (3)
- EDUC-649B  Independent Teaching II: Single Subject (3)
- EDUC-649C  Independent Teaching III: Single Subject (3)

Clear Multiple and Single Subject Credentials (The Fifth Year)

Students who complete their 2042 credential at Fresno Pacific University are expected to enter a professional teacher induction program in the district where they begin their teaching career. The employing district will recommend the candidate for their clear credential. If no program is available, contact the director of the curriculum and teaching program to learn about FPU’s fifth year program.

Candidates who do not receive full-time employment during the five-year term of their credential will not be eligible to renew their credential and receive a clear multiple or single subject document. At the time the candidate is employed in a full-time position, they may apply for an extension to their preliminary credential to give them time to complete the induction or fifth-year requirement.

**Bilingual Cross-Cultural Language and Academic Development (BCLAD)**

The BCLAD emphasis is available to prepare students who are proficient in a second language to teach bilingual students in the public schools. Proficiency in the language is determined by a state-approved exam administered at Fresno Pacific University or other approved agency. Coursework is centered on language acquisition, second-language teaching methods, linguistics, culture and second-language literature. Teacher candidates must complete the approved BCLAD courses as part of their baccalaureate program as identified under interdisciplinary studies in the School of Humanities, Religion and Social Sciences section of this catalog.

**English Learner Authorization (ELA)**

The English learner authorization coursework helps prepare students to work with the increasingly diverse student populations in public schools. This coursework centers on second-language acquisition and cross-cultural understanding. All teachers at both elementary and secondary levels complete courses for the ELA as a part of the new 2042 credential program. The English learner authorization takes the place of CLAD for 2042 credential holders.

**TEACHER LIBRARIAN PROGRAM**

*Program Director: Jo Ellen Misakian, M.L.S.*

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 must be able to work 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**

Teacher librarian services credential program courses are designed to ensure candidates are exposed to a rich set of experiences that will prepare them for service in school libraries. 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.

Those wishing to enter the program must first pass the CBEST and hold a California teaching credential. Teaching qualifications are essential and a minimum of three years of successful teaching experience is desirable.

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 experiences has been agreed upon. The teacher librarian services credential requires a minimum of 32 semester units of graduate-level coursework in the specialized area.

**REQUIRED COURSES (32 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB-705</td>
<td>Digital-Age School Library Technology (4)</td>
</tr>
<tr>
<td>LIB-710</td>
<td>Library Media Center Programs (3)</td>
</tr>
<tr>
<td>LIB-715</td>
<td>Administration of the School Media Center (3)</td>
</tr>
<tr>
<td>LIB-720</td>
<td>Analysis, Evaluation and Selection of Learning Resources (3)</td>
</tr>
</tbody>
</table>
LIB-725 Information Services in School Library Media Programs (3)
LIB-732 A Critical Look at Children’s and Young Adults’ Literature (3)
LIB-740 Information and Communication Technologies (3)
LIB-745 Organization of Learning Resources (3)
LIB-792 Field Studies in School Librarianship (1-4)

Select one of the following:
LLC-700 Reading Process and Practice (3)
ET-720 Developing Technology Rich Curriculum (3)
ET-730 Educational Videography (3)
ET-735 Creating on the Web (3)

**Master of Arts in Education: School Library and Information Technology Emphasis**

A minimum of 43-44 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 resources-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.

After completing the coursework for the teacher librarian services credential and successfully passing the exit interview, the student will be granted permission to continue with master of arts core. The following courses meet the requirements for a master of arts in education with an emphasis in school library and information technology.

**REQUIRED COURSES**

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 and Young Adults’ Literature (3)
LIB-740 Information and Communication Technologies (3)
LIB-745 Organization of Learning Resources (3)
LIB-792 Field Studies in School Librarianship (1-4)

Select one of the following:
LLC-700 Reading Process and Practice (3)
ET-720 Developing Technology Rich Curriculum (3)
ET-730 Educational Videography (3)
ET-735 Creating on the Web (3)

**Master of Arts Core**

ED-771 Research Methods in Education (3)
ED-779 Values in School and Society (3)

Select one of the following groups:
ED-777A Issues in Education (3)
and ED-777B Field-Based Research (3)
OR
LIB-798 Project/Thesis Proposal (1)
and LIB-799 Project/Thesis-School Library Media (3)
School of Humanities, Religion and Social Sciences

Interim Dean: Stacy Hammons, Ph.D.

Undergraduate Programs

Art Major

Program Director: Rebecca McMillen, M.A.

Art is all around us. It is our response to and experience of the world. Art is not alien nor elitist, but accessible to everyone. Art may be the creative expression of an individual or an entire community.

The art major provides the advantage of classes on campus as well as a low teacher-student ratio that allows for more focused instruction. In addition, Fresno Pacific University is the only Christian university situated in California’s Central Valley offering a unique artistic Christ-centered education.

General Education Prerequisite

ART-110 Art Appreciation (3)

Required Courses (18 Units)

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

Select one of the following:

ART-120 Painting I (3)
ART-330 Art and Religion (3)
ART-440 Exhibition and Gallery Design (3)

Select One of the Following Emphases

Art Administration Emphasis

Required Courses (30 Units)

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

Select three of the following:

ART-310 Photography (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-390 Creating on the Web (3)
MGT-362 Nonprofit Management (3)
MKT-303 Market Research (3)
MKT-307 Advertising and Promotion (3)
MKT-311 Nonprofit Marketing (3)
MKT-316 Sales Management (3)
Study abroad (3)

Select one of the following:

ART-450 Project in Art (3)
ART-482 Internship in Art (3)

Graphic Arts Emphasis

Required Courses (30 Units)

ART-230 Basic Computer Graphic Arts (3)
ART-325 Modern and Contemporary Art (3)
ART-430 Advanced Computer Graphic Arts (3)
COM-390 Creating on the Web (3)
MKT-300 Principles of Marketing (3)

Select four of the following:

ART-310 Photography (3)
ART-435 Museum Studies (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-360 Digital Video Production (3)
COM-380 Film Studies (3)
COM-400 Intercultural Communication (3)
COM-410 Media and Society (3)
MKT-307 Advertising and Promotion (3)
MKT-316 Sales Management (3)
Study abroad

Select one of the following:

ART-450 Project in Art (3)
ART-482 Internship in Art (3)

Studio Art Emphasis

Required Courses (30 Units)

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

Select four of the following:

ART-305 Life Drawing (3)
ART-310 Photography (3)
ART-325 Modern and Contemporary Art (3)
ART-435 Museum Studies (3)
COM-390 Creating on the Web (3)
COM-440 Performance and Culture (3)
MKT-300 Principles of Marketing (3)
MKT-307 Advertising and Promotion (3)
Study abroad (3)

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

ART MINOR

GENERAL EDUCATION PREREQUISITE
ART-110 Art Appreciation (3)

REQUIRED COURSES (6 COURSES, 18 UNITS)
ART-140 Drawing I (3)
ART-150 Principles of Design (3)
ART-350 History of Western Art I (3)
ART-355 History of Western Art II (3)
ART-460 World Art

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

BIBLICAL AND RELIGIOUS STUDIES MAJOR

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

REQUIRED COURSES (37-43 UNITS)

CORE
BIB-428 Biblical Theology (3)
BIB-483 Projects in Biblical and Religious Studies (1-3)
REL-460 Religions of the World (3)
THEO-170 Introduction to Theology and Ethics (4)

SELECT ONE OF THE FOLLOWING EMPHASES

Biblical Literature Emphasis

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

ELECTIVES (6 UNITS MINIMUM)
MIN any course with this prefix
REL any course with this prefix
THEO any course with this prefix
COM/HIST-368 Ancient and Medieval Rhetoric (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
LIT-460 Critical Approaches to Literature (3)

Biblical Studies Emphasis

REQUIRED COURSES (21 UNITS)
BIB-304 Paul and His Teaching (3)
BIB-441 Biblical Interpretation: to 18th Century (3)
or BIB-442 Biblical Interpretation: 19th-21st Centuries (3)
BLIT-310-349 OT Biblical Literature (3)
BLIT-310-349 NT Biblical Literature (3)
BLIT-310-349 Biblical Literature (OT or NT) (3)

Two semesters of one biblical language
BIB-106 Classical Greek I (3)
BIB-107 Classical Greek II (3)
BIB-115 Hebrew I (3)
BIB-116 Hebrew II (3)

ELECTIVES (6 UNITS MINIMUM)
Choose two courses from the following:
MIN any course with this prefix
REL any course with this prefix
THEO any course with this prefix
COM/HIST-368 Ancient and Medieval Rhetoric (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
LIT-460 Critical Approaches to Literature (3)
LIT-480 Narrative (3)
Religious Studies Emphasis

REQUIRED COURSES (27 UNITS MINIMUM)

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

Choose the remaining 17 units from the following with at least one course each in BIB, PHIL and THEO:

BIB-106 Classical Greek I (3)
BIB-107 Classical Greek II (3)
BIB-115 Hebrew I (3)
BIB-116 Hebrew II (3)
BIB-304 Paul and His Teaching (3)
BIB-441 Biblical Interpretation: to 18th Century (3)
BIB-442 Biblical Interpretation: 19th-21st Centuries (3)
BLIT-310-349 Biblical Literature (OT or NT) (3)
COM-380 Film Studies (3)
HIST-321 Anabaptist/Mennonite History and Thought (3)
HIST-330 Introduction to Mennonite History (3)
HIST-350 American Religious History (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-370 Medieval Life, Thought and Literature (4)
HIST-380 Reformation History and Theology (4)
HIST-410 Latin American History and Religious Thought (4)
LIT-460 Critical Approaches to Literature (3)
LIT-480 Narrative (3)
MIN-379 Spiritual Formation (2)
PHIL-100 Introduction to Philosophy (3)
PHIL-103 Logic and Critical Thinking (3)
PHIL-110 Introduction to Philosophical Ethics (3)
PHIL-330 Ancient Philosophy & Rhetoric (4)
PHIL-333 Medieval Philosophy (3)
PHIL-335 Modern Philosophy (4)
PHIL-393 Twentieth Century Western Thought (3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PHIL-450 History of Political Theory and Ideas (3)
PHIL-455 Philosophy of Language (3)
PHIL-460 Philosophy of History (3)
PS-390 Religion and Politics in America (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)
THEO-365 Current Perspectives on Mission (3)
THEO-425 Theological Ethics and the Environment (3)
THEO-430 Contemporary Theologies (3)
THEO-434 Theologies of Radical Discipleship (3)
THEO-445 Biblical Theologies of Mission (3)
THEO-447 Theologies of the Human Person (3)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

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

Theology and Ethics Emphasis

REQUIRED COURSES (20 UNITS MINIMUM)

THEO-430 Contemporary Theologies (3)
THEO-447 Theologies of the Human Person (3)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

Choose a minimum of 8 units from the following:

HIST-330 Introduction to Mennonite History (3)
HIST-350 American Religious History (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-370 Medieval Life, Thought and Literature (4)
HIST-380 Reformation History and Theology (4)
HIST-410 Latin American History and Religious Thought (4)
MIN-360 The Church in an Urban World (3)
PHIL-110 Introduction to Philosophical Ethics (3)
REL-418 Culture, Religion and the Church (3)
REL-452 Christianity in the Non-Western World (3)
THEO-365 Current Perspectives on Missions (3)
THEO-425 Theological Ethics and the Environment (3)
THEO-434 Theologies of Radical Discipleship (3)
THEO-445 Biblical Theologies of Mission (3)
THEO-482 Mission Practicum (1-3)

ELECTIVES (6 UNITS MINIMUM)

Choose two courses from BIB, BLIT and/or MIN.

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

BIBLICAL AND RELIGIOUS STUDIES MINOR

Program Director: Greg Camp, Ph.D.

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

REQUIRED COURSES (21 UNITS)

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

BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT PROGRAM (BCLAD)

Program Director: Cynthia Ovando-Knutson, M.A.

The BCLAD is available to prepare students who are proficient in a second language to teach bilingual students in the public schools. Proficiency in the language includes oral and written conversational and academic language skills. Such language proficiency is determined by a state-approved exam
administered at Fresno Pacific University or other approved agency. University coursework is centered on language acquisition, second-language teaching methods, linguistics, primary-language literature and culture. This coursework leads to a multiple subject or single subject matter credential with a bilingual cross-cultural language and academic development emphasis when combined with the FPU teacher preparation program and allows the candidate to teach in the target language as well as in English.

**PREREQUISITES**

SPAN-300 Advanced Spanish (3)

**REQUIRED COURSES**

LANG-310 First and Second Language Acquisition (3)
LANG-320 Teaching English Language Learners (3)
LANG-340 Introduction to Linguistics (3)
LIT-445 Latin American Literature (3)
SOC-310 Cultural Communities of California (3)
or SOC-410 American Ethnicity and Pluralism (3)
SPAN-305 Composition and Conversation in Spanish (3)

**CLASSICS MINOR**

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

**Greek Emphasis**

*Program Director: Greg Camp, Ph.D.*

**GENERAL EDUCATION PREREQUISITES**

HIST-120 Ancient Civilizations (4)

**REQUIRED COURSES (6 COURSES, 20-21 UNITS)**

BIB-106 Classical Greek I (3)
BIB-107 Classical Greek II (3)
BLIT-310-349 Biblical Literature (3)
or BIB-488 Directed Study (3-4)
HIST-110 Introductory Latin (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-367 The Ancient Near East (3)
HIST-368 Ancient and Medieval Rhetoric (3)
PHIL-330 Ancient Philosophy & Rhetoric (4)
REL-460 Religions of the World (by permission) (4)

**COMMUNICATION MAJOR**

*Program Director: Billie Jean Wiebe, Ph.D.*

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

**GENERAL EDUCATION PREREQUISITES**

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

**REQUIRED COURSES (7 COURSES, 18-21 UNITS)**

**Core**

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

Select one of the following:
COM-460 Projects in Communication (3)
DRA-470 Senior Thesis Performance (2)
SELECT ONE OF THE FOLLOWING EMPHASES

Communication Studies Emphasis

REQUIRED COURSES (6 COURSES, 18 UNITS)

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

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

Media and Film Studies Emphasis

REQUIRED COURSES (6 COURSES, 18 UNITS)

COM-330 Writing and Reading Journalism (3)
COM-350 Visual Rhetoric (3)
COM-360 Digital Video Production (3)
COM-380 Film Studies (3)
COM-385 Cinematography: Visual Story Telling (3)
COM-390 Creating on the Web (3)

Multimedia Production Emphasis

REQUIRED COURSES (6 COURSES, 18 UNITS)

Select six of the following:
ART-230 Basic Computer Graphic Arts (3)
COM-346 Scriptwriting (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-360 Digital Video Production (3)
COM-370 Audio Production (3)
COM-385 Cinematography: Visual Story Telling (3)
COM-390 Creating on the Web (3)

Theater/Performance Emphasis

REQUIRED COURSES (6 COURSES, 18 UNITS)

Select six of the following:
COM-440 Performance and Culture (3)
DRA-350 Acting (3)
DRA-360 Directing and Staging Texts (3)
LIT-380 World Theater: Roots to 1800 (3)
LIT-385 World Theater: 1800 to Present (3)
LIT-395 Text and Performance (3)
SOC-300 Cultural Anthropology (3)

COMMUNICATION MINOR

Program Director: Billie Jean Wiebe, Ph.D.

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

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

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

REQUIRED COURSES (6 COURSES, 18 UNITS)

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

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

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

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

Program Director: Tim Neufeld, M.Div.

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

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

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

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

1. A second major. This is a popular option for students who intend to pursue a career in another field but desire to become informed participants in church ministry or to pursue seminary training and then full-time ministry.
2. A minor. This option allows the student who wants to focus on preparation for ministry to develop knowledge and skills in another area of interest.

The contemporary Christian ministries major consists of:

1. A section of required core courses totaling 23 units. This section addresses three different areas: biblical studies and theology, ministry skills and personal nurture. Courses in biblical studies and theology center on the authority and primacy of the Bible and the nature and mission of the New Testament church in an urban context. Courses in ministry skills will explore leadership issues and ministry foundations, and involve the student in an internship. Courses in personal nurture will help discern calling and spiritual formation.
2. A section of ministry electives totaling 17 units. These courses are designed to meet the specific interests and needs of the student by providing a broad range of topics.

 REQUIRED COURSES (8 COURSES, 23 UNITS)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB-428</td>
<td>Biblical Theology</td>
<td>3</td>
</tr>
<tr>
<td>MIN-200</td>
<td>Perspectives on Contemporary Christian Ministries</td>
<td>1</td>
</tr>
<tr>
<td>MIN-357</td>
<td>Christian Leadership and Administration</td>
<td>4</td>
</tr>
<tr>
<td>MIN-360</td>
<td>The Church in an Urban World</td>
<td>3</td>
</tr>
<tr>
<td>MIN-379</td>
<td>Spiritual Formation</td>
<td>2</td>
</tr>
<tr>
<td>MIN-383</td>
<td>Introduction to Youth Ministries</td>
<td>3</td>
</tr>
<tr>
<td>MIN-396</td>
<td>Ministry Discernment (to be taken spring semester of sophomore or junior year)</td>
<td>1</td>
</tr>
<tr>
<td>MIN-482</td>
<td>Contemporary Ministries Practicum</td>
<td>2</td>
</tr>
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</table>

 ELECTIVES (17 UNITS)

 Select a minimum of 17 units from the following:

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

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

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

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

REQUIRED COURSES (5 COURSES, 13 UNITS)

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

ELECTIVES (2-3 COURSES, 7 UNITS)

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

ENGLISH MAJOR

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

Students who major in English will focus on several areas, including: literature, writing, drama or communication. Students who wish to teach at the secondary level will choose the English secondary teaching emphasis. Participation in a cross-cultural learning experience is encouraged.

GENERAL EDUCATION PREREQUISITES (3 COURSES, 9 UNITS)

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

REQUIRED COURSES (MINIMUM UNITS: 49)

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

Literature Courses

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

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

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

Language Courses

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

Writing Courses

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

Internships and Practica

Select one of the following:
COM-155 Journalism Practicum (1-2)
COM-340 Composition Practicum (1)
COM-365 Video Practicum (1-2)
COM-496 Communication Internship (1-3)
DRA-310 Drama Practicum (1)
DRA-315 Drama Practicum: The Company (2)
DRA-496 Drama Internship (1-3)
LIT-496 Literature Internship (1-3)

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

ELECTIVES

In consultation with a program mentor select three additional courses from those listed above under Literature Courses, Language Courses and Writing Courses or from the following list:
COM-335 Legal Research and Writing (3)  
COM-346 Scriptwriting (3)  
COM-355 Media Aesthetics (3)  
COM-360 Digital Video Production (3)  
COM-368 Ancient and Medieval Rhetoric (3)  
COM-370 Audio Production (3)  
COM-380 Film Studies (3)  
COM-385 Cinematography: Visual Story Telling (3)  
COM-390 Creating on the Web (3)  
COM-410 Media and Society (3)  
COM-420 Conflict Management and Resolution (3)  
COM-430 Group Dynamics and Leadership (3)  
COM-440 Performance and Culture (3)  
COM-450 Communication Theory (3)  
DRA-350 Acting (3)  
DRA-355 Creative Drama (3)  
DRA-360 Directing and Staging Texts (3)  
LANG-310 First and Second Language Acquisition (3)  
LANG-320 Teaching English Language Learners (3)  
LANG-340 Introduction to Linguistics (3)  
LANG-420 Teaching English as an Additional Language (3)  
LANG-462 Literacy Development for Adult English Learners (3)  
LIT-382 Greece: Drama and Paideia in the Polis (4)  
LIT-405 The Renaissance and English Literature (4)  
LIT-410 Early Modern Europe (4)  
LIT-426 English Literature: C.S. Lewis (3)  
LIT-440 Spanish Literature (3)  
LIT-449 Literature and Film (3)  
LIT-465 Literature for Children and Young Adults (3)  

English Secondary Teaching Emphasis

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

REQUIRED COURSES (MINIMUM UNITS: 51)

CORE

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

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

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

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

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

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

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

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

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

CAPSTONE

LA 385 Critical Approaches to Teaching (3)

EXTENDED STUDIES

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

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

Select one of the following:  
COM-350 Visual Rhetoric (3)  
COM-455 Philosophy of Language (3)  

Select one of the following:  
SOC-310 Cultural Communities of California (3)  
SOC-410 American Ethnicity and Pluralism (3)
ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program
Students must meet the following requirements in addition to the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:
- Pass the CSET Examination to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program
Students must meet the following requirements to enter the teacher education program at FPU:
- Earn a 2.75 overall grade point average in their college coursework.
- Earn a 3.0 grade point average in the secondary teaching emphasis of their major.

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

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

RECOMMENDED COURSES
It is recommended that students complete one of the following courses as well:
- HIST-420 American Ethnicity and Pluralism (3)
- SOC-310 Cultural Communities of California (3)

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

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

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

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

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

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

In consultation with your program mentor select one elective course for a minimum of 3 units from literature, language, communication or drama.

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

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

GENERAL EDUCATION PREREQUISITES
- HIST-120 Ancient Civilizations (4)
- HIST-130 Medieval and Early Modern Civilizations (4)
- HIST-140 Modern Civilizations (4)
- HIST-150 American Civilization (4)
REQUIRED COURSES (32 UNITS MINIMUM)

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

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

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

A two-part capstone series:

HIST-460 Philosophy of History (3)
HIST-483 Projects in History (usually 2 units per semester in two consecutive semesters)

Both parts focus attention on the various ways of interpreting historical subjects, the role of Christian faith and religious experience in history and historical interpretation, the philosophical and theological implications of historical work and the development of a historical habit and practice in the student.

Notes

1. It is recommended that history majors complete a minor in another field of study or a deliberately chosen set of courses to prepare for anticipated work in a particular area.
2. Students interested in teaching high school history should consult the requirements of the social science secondary teaching major.
3. One course from another discipline may be substituted for one course in the major upon approval of the major program director or one’s advisor.

HISTORY MINOR

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

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

GENERAL EDUCATION PREREQUISITES

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

REQUIRED COURSES (5 COURSES, 16-20 UNITS)

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

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

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

INTENSIVE ENGLISH LANGUAGE PROGRAM (IELP)

The courses in the Intensive English Language Program are for international students and new immigrants who have not met the minimum English proficiency requirement. Students who are academically qualified as undergraduates except for English language proficiency may be admitted to undergraduate studies and take English language courses in the IELP for credit up to a maximum of 9 units per semester up to 16 units of credit and apply them as electives to the B.A. degree. See the Admissions-International Student Applicants section of this catalog for admission requirements.

English as a Second Language (ESL)

REQUIRED COURSES

Select from the following in consultation with the program director:

ESL-005 TOEFL Preparation Course I (0)
ESL-006 TOEFL Preparation Course II (0)
ESL-115 Language Core I (5)
ESL-125 Language Core II (5)
ESL-135 Language Core III (5)
ESL-116 Skill Proficiency I (2)
ESL-126 Skill Proficiency II (2)
ESL-136 Skill Proficiency III (2)
ESL-117 Thematic Mini-course I (5)
ESL-127 Thematic Mini-course II (5)
ESL-137 Thematic Mini-course III (5)

IELP Language and Culture Studies (LCS)

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

**INTERCULTURAL STUDIES MAJOR**

*Program Director: Kenneth Friesen, Ph.D.*

The intercultural studies major is designed to prepare students for living and working in cultural contexts other than their own. Students develop perspectives and knowledge necessary to function and serve in our interdependent global society. The major is built around a core of interdisciplinary courses designed to give students a broad understanding of the world and the connections between societies. Each of the two emphases (topics and mission/service) has additional required and elective courses. Students cultivate tools needed to understand, work and minister effectively in different cultures. An important aspect of this major is the intercultural experience requirement. This provides a personal experience of crossing cultures.

**GENERAL EDUCATION PREREQUISITES**

BLIT-336 Biblical Literature: Acts (3)  
ECON-105 Principles of Economics (4)  
SOC-160 Introduction to Anthropology (3)

**INTERCULTURAL EXPERIENCE REQUIREMENT**

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

**LANGUAGE REQUIREMENT**

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

**REQUIRED COURSES (45 UNITS)**

**CORE**

COM-400 Intercultural Communication (3)  
GEOG-220 Cultural Geography (3)  
PS-420 International Politics and Organizations (3)  
SOC-300 Cultural Anthropology (3)  
SOC-310 Cultural Communities of California (3)  
or SOC-410 American Ethnicity and Pluralism (3)

*Select one of the following:*

REL-418 Culture, Religion and the Church (3)  
REL-452 Christianity in the Non-Western World (4)  
REL-460 Religions of the World (3)

**SELECT ONE OF THE FOLLOWING EMPHASES**

**Mission/Service Emphasis**

Students prepare for a variety of jobs or vocations in cultural contexts other than their own, both within and across national boundaries. These include cross-cultural mission, community participation from village to urban communities, social action, international relations and internal policymaking as it relates to cultural/ethnic issues. Required courses build theological and economic frameworks for working across cultures. Within the electives, students can focus on mission, urban issues, international business and community facilitation in second cultures or multicultural contexts.

**REQUIRED COURSES (12 UNITS)**

INTB-370 International Business (3)  
or PS-425 Global Economics and Sustainable Development (3)  
THEO-365 Current Perspectives on Missions (3)  
THEO-430 Contemporary Theologies (3)  
or THEO-447 Theologies of the Human Person (3)  
THEO-445 Biblical Theologies of Mission (3)

**ELECTIVES (11-13 UNITS)**

*Select three courses in consultation with the program director to meet individual needs and interests. COM-420 and REL-452 are recommended.*

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

**Topics Emphasis**

Students investigate various cultures from a number of perspectives and disciplines. They develop their understanding, skills of interpretation and experience of cultures. Within the electives, students build their focus on
subjects such as religion, literature, church, mission, theology, Latin America and Japan.

REQUIRED COURSES (3 UNITS)

THEO-430 Contemporary Theologies (3)
or THEO-447 Theologies of the Human Person (3)

ELECTIVES (15-18 UNITS)

Select five courses in consultation with the program director to meet individual needs and interests.

HIST-410 Latin American History and Religious Thought (4)
INTB-370 International Business (3)
or ECON-390 Global Economics and Sustainable Development (3)
LIT-440 Spanish Literature (3)
LIT-445 Latin American Literature (3)
LIT-448 Multicultural Literature (3)
MUS-352 Music History and World Music Since 1900 (4)
PS-412 Modern Africa: History, Politics and Culture (3)
PS-414 Modern Asia: History, Politics and Culture (3)
PS-416 Modern Middle East: History, Politics and Culture (3)
REL-320 Introduction to Mennonite Arts (4)
SOC-310 Cultural Communities of California (3)
SOC-410 American Ethnicity and Pluralism (3)
SPAN-310 Literary Spanish: Prose (3)
SPAN-315 Literary Spanish: Poetry (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)
THEO-365 Current Perspectives on Missions (3)
THEO-425 Theological Ethics and the Environment (3)
THEO-447 Theologies of the Human Person (3)
THEO-465 Theological Ethics of Conflict and Peacemaking (3)

INTERCULTURAL STUDIES MINOR

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

REQUIRED COURSES (7 COURSES, 20-21 UNITS)

GEOG-220 Cultural Geography (3)
PS-420 International Politics and Organizations (3)
REL-418 Culture, Religion and the Church (3)
or REL-460 Religions of the World (3)
SOC-300 Cultural Anthropology (3)

Select one of the following:
REL-452 Christianity in the Non-Western World (3)
THEO-365 Current Perspectives on Missions (3)
THEO-445 Biblical Theologies of Mission (3)
THEO-447 Theologies of the Human Person (3)

Select two of the following:
COM-400 Intercultural Communication (3)
SOC-310 Cultural Communities of California (3)
SOC-410 American Ethnicity and Pluralism (3)

INTERNATIONAL STUDIES MINOR

Program Director: Kenneth Friesen, Ph.D.
This minor is an introduction to the global community in which we live—its geography, diverse cultures and varied economic and political systems—and our increasing interdependence with it. This minor is desirable as an experience in cross-cultural education and as preparation for overseas service or travel.

GENERAL EDUCATION PREREQUISITES

HIST-120 Ancient Civilizations (4)
HIST-130 Medieval and Early Modern Civilizations (4)
HIST-140 Modern Civilizations (4)
SOC-160 Introduction to Anthropology (3)

REQUIRED COURSES (5 COURSES, 17-20 UNITS)

Core Program (8 units)
PS-400 World Politics and Society (4)
PS-430 America in a Global Community (4)

Breadth Program (9-12 units)*

Select a minimum of three of the following:
GEOG-220 Cultural Geography (3)
HIST-410 Latin American History and Religious Thought (4)
HIST-412 History of Mexico (3)
INTB-370 International Business (3)
PS-412 Modern Africa: History, Politics and Culture (3)
PS-414 Modern Asia: History, Politics and Culture (3)
PS-416 Modern Middle East: History, Politics and Culture (3)
PS-420 International Politics and Organizations (3)
PS-425 Global Economics and Sustainable Development (3)
REL-452 Christianity in the Non-Western World (3)
REL-460 Religions of the World (3)
SOC-300 Cultural Anthropology (3)

*Participation in one of the following CCCU programs replaces the three breadth courses:
- Australia Studies Centre
- Chinese Studies Program
- Latin American Studies Program
- Middle East Studies Program
- Russian Studies Program
- Uganda Studies Program

LANGUAGE STUDIES MINOR

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

GENERAL EDUCATION PREREQUISITES
Foreign language study

REQUIRED COURSES (6 COURSES, 16 UNITS)
LANG-310 First and Second Language Acquisition (3)
LANG-340 Introduction to Linguistics (3)
LANG-350 Modern English Grammar (3)
LANG-420 Teaching English as an Additional Language (3)
SOC-482 Intercultural Practicum (1)

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

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

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

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

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

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

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

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

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

GENERAL EDUCATION REQUIREMENTS
When choosing general education courses (see General Education Program section), liberal studies students should select the following:
BIOL-101L Principles of Biology (4)
HIST-150 American Civilization (4)
LIT-180 Introduction to Literature (3)
PE-120 Dance Movement (1)
PHYS-105L Physical Science (4)
PHYS-150 Earth Science (3)
PSY-120 Introduction to Psychology (3)

REQUIRED COURSES (16 COURSES, 44 UNITS)
ART-300 Art Fundamentals (3)
DRA-355 Creative Drama (3)
HIST-440 California History and Politics (4)
ENV-150 Introduction to Environmental Studies (4)
KIN-320 Theory of Physical Education (3)
LA-180 Paths to Teaching (2)
LA-380 Learning Communities (1)
LANG-310 First and Second Language Acquisition (3)
LANG-340 Introduction to Linguistics (3)
LIT-465 Literature for Children and Young Adults (3)
MATH-132 Arithmetic and Data Analysis (3)
MATH-134 Algebraic Thinking and Geometry (3)
MUS-305 Music in the Classroom (3)
PSY-350 Child Development (3)
SOC-310 Cultural Communities of California (3)
or SOC-410 American Ethnicity and Pluralism (3)

SELECT ONE OF THE FOLLOWING
CONCENTRATIONS/MINORS

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

American Civilization and Culture Concentration (Contemporary Focus)

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

REQUIRED COURSES

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

American Civilization: Its Social Dynamics
Select one of the following:
HIST-430 American Wilderness Literature and Philosophy (3)
LIT-360 American Literature: 20th Century (3)
LIT-448 Multicultural Literature (3)
PS-373 Nature, Law and Policy (3)
PS-390 Religion and Politics in America (3)
PS-430 America in a Global Community (4)
SOC-442 Social Gerontology (3)
SOC-446 Sociology of Gender (3)

American Civilization: Its Changing Character
SOC-450 Social Problems and Public Policy (4)

American Civilization and Culture Concentration (Historical Focus)

GENERAL EDUCATION REQUIREMENTS
HIST-150 American Civilization (4)

REQUIRED COURSES

American Civilization: Intellectual History
Select one of the following:
HIST-350 American Religious History (3)
HIST-430 American Wilderness Literature and Philosophy (3)
HIST-435 American Intellectual History (4)
LIT-355 American Literature: Beginnings to 19th Century (3)
LIT-360 American Literature: 20th Century (3)

American Civilization: Social/Political History
Select one of the following:
PS-385 Urban Society and the Welfare State (4)
PS-430 America in a Global Community (4)

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

Art Concentration

REQUIRED COURSES

ART-140 Drawing 1 (3)
ART-150 Principles of Design (3)
ART-350 History of Western Art I (3)
ART-355 History of Western Art II (3)

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

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

Biblical Studies Concentration

REQUIRED COURSES

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

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

Biology Concentration

REQUIRED COURSES

BIOL-110L General Biology: Cells and Physiology (4)
BIOL-120L General Biology: Diversity and Ecology (4)
Eight additional upper-division units in biology
Either BIOL-110L or BIOL-120L may be used to meet a general education science requirement.

FOR A MINOR ADD

Four additional units of upper-division biology

Coaching Concentration

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

Select one of the following:
KIN-251  Foundations of Kinesiology (3)
KIN-270  Nutrition (4)
KIN-330L  Fundamentals of Motor Behavior (3)
KIN-395  Sport and Exercise Psychology (3)

Select one of the following:
KIN-345  Analysis of Individual and Dual Sports (2)
KIN-351  Analysis of Team Sports (2)
KIN-367  Analysis of Fitness, Activities and Aquatics (2)
KIN-375  Analysis of Dance (2)

FOR A MINOR ADD

Two additional courses, one from each of the above categories

Communication Concentration

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

Select one of the following:
COM-155  Journalism Practicum (1)
COM-320  Creative Writing: Nonfiction (3)
*COM-330  Writing and Reading Journalism (3)

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

FOR A MINOR ADD

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

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

Conflict and Peacemaking Studies Concentration

REQUIRED COURSES
COM-420/SOC-430  Conflict Management and Resolution (3)
COM/PSY/SOC/SW-483  Mediation Practicum (1)
THEO-465  Theological Ethics of Conflict and Peacemaking (3)

Select two of the following:
COM-400  Intercultural Communication (3)
*COM-430  Group Dynamics and Leadership (3)
*HIST-455  Historical Peacemakers (3)
LIT-448  Multicultural Literature (3)
PACS-350/VICT-350  Victims, Trauma and Recovery (4)
PS-375  Criminal Justice in America (4)
*PS-430  America in a Global Community (4)
*PSY-395  Social Psychology (3)
SOC-300  Cultural Anthropology (3)
*SOC 350  Marriage and Family (3)
SOC-450  Social Problems and Public Policy (4)
*Choose from these courses if planning to complete a minor.

FOR A MINOR ADD

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

English Literature Concentration

REQUIRED COURSES

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

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

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

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

English Writing Concentration

REQUIRED COURSES

Select three of the following:
COM-300  Creative Writing: Fiction (3)
COM-310  Creative Writing: Poetry (3)
COM-320  Creative Writing: Nonfiction (3)
COM-330  Writing and Reading Journalism (3)
COM-345  Composition Theory and Writing (3)
COM-346  Scriptwriting (3)
Plus one upper-division American, British or world literature course.

Environmental Studies Concentration

REQUIRED COURSES

THEO-425  Theological Ethics and the Environment (3)

Select two of the following:
BIOL-310L  Ecology (4)
or BIOL-410L Field Biology (4)
PHIL-430  American Wilderness Literature and Philosophy (3)
PS-373  Nature, Law and Policy (3)
or PS-425  Global Economics and Sustainable Development (3)

Select one of the following:
ENV-460  Environmental Issues Analysis (1-3)
ENV-482  Environmental Studies Practicum (1-3)

FOR A MINOR ADD
The third course from the category “Select two of the following” above

Intercultural/Domestic Studies Concentration

REQUIRED COURSES

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

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

World
COM-400  Intercultural Communication (3)
*GEOG-220  Cultural Geography (3)
LIT-440  Spanish Literature (3)
*SOC-300  Cultural Anthropology (3)
*Choose from these courses if planning to complete a minor.

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

FOR A MINOR ADD
PS-400  World Politics and Society (4)

Select one of the following:
REL-452  Christianity in the Non-Western World (3)
THEO-430  Contemporary Theologies (3)
THEO-447  Theologies of the Human Person (3)

Intercultural/International Studies Concentration

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

REQUIRED COURSES

HIST-410  Latin American History and Religious Thought (4)
SOC-364  Christianity in the Non-Western World (3)
or SOC-366  Religions of the World (4)
SOC-482  International Practicum (1)

Choose one of the following:
GEOG-220  Cultural Geography (3)
INTB-370  International Business (3)
PS-400  World Politics and Society (4)
PS-425 Global Economics and Sustainable Development (3)
PS-430 America in a Global Community (4)
Choose one of the following:
LIT-440 Spanish Literature (3)
LIT-445 Latin American Literature (3)
MUS-352 Music History and World Music since 1900 (4)
SOC-300 Cultural Anthropology (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)

Language Studies Concentration

REQUIRED COURSES
LANG-350 Modern English Grammar (3)
SOC-482 Intercultural Practicum (1)
Select three of the following:
COM-400 Intercultural Communication (3)
LANG-320 Teaching English Language Learners (3)
LANG-420 Teaching English as an Additional Language (3)
LANG-462 Literacy Development for Adult English Learners (3)
PHIL-455 Philosophy of Language (3)
SPAN-305 Composition and Conversation in Spanish (3)

Mathematics Concentration

REQUIRED COURSES
MATH-140 Pre-Calculus (4)
MATH-210 Calculus I (4)
MATH-320 Principles of Geometry (3)
MATH-480 History of Mathematics (3)
FOR A MINOR ADD
MATH-220 Calculus II (4)
Select one of the following:
MATH-340 Number Theory (3)
MATH-350 Problem Solving (3)
MATH-360 Probability and Statistical Methods (3)
MATH-370 Discrete Mathematics (3)

Ministry Concentration

REQUIRED COURSES
Select a minimum of 12 units from the following:
*MIN-200 Perspectives on Contemporary Christian Ministries (1)
MIN-357 Christian Leadership and Administration (4)
MIN-358 Creative Communication in Ministry (2)
*MIN-360 The Church in an Urban World (3)
*MIN-383 Introduction to Youth Ministries (3)
MIN-386 Youth Ministries Methods (3)
*Include these courses if planning to complete a minor.
FOR A MINOR ADD
MIN-379 Spiritual Formation (2)
MIN-482 Contemporary Ministries Practicum (2, 2)
Select enough units from CCM electives in the CCM major to total 20 units in the concentration and minor combined.

Music Concentration

GENERAL EDUCATION REQUIREMENTS
MUS-102 Music Appreciation (3)
or
MUS-103 Introduction to American Popular Music (3)
REQUIRED COURSES
MUS-101 Elements of Musicianship (3)
MUS-110L Music Theory and Ear Training (4)
Two semesters of music ensemble participation:
Vocal music (2)
or Instrumental music (2)
Select one of the following:
MUS-350 Early Music History (3)
MUS-351 Music History: 1725-1900 (3)
MUS-352 Music History and World Music since 1900 (4)
FOR A MINOR ADD
MUS-210L Music Theory and Counterpoint (4)
MUS-400 Music in the Church (3)
Four semesters of private music instruction (4 units)
Four semesters of music ensemble participation (8 units)
Successful completion of the Level 1 jury examination

Physical Education Concentration

REQUIRED COURSES
KIN-340 Measurement Evaluation (3)
KIN-385 Kinesiology Practicum (1)
Select two of the following:
KIN-251 Foundations of Kinesiology (3)
KIN-270 Nutrition (3)
KIN-330L Fundamentals of Motor Behavior (3)
KIN-395 Sport and Exercise Psychology (3)
Select one of the following:
KIN-358 Analysis of Outdoor and Fundamental Movements (2)
KIN-367 Analysis of Fitness and Activities and Aquatics (2)
KIN-370 Analysis of Non-Traditional Sports (2)
KIN-375 Analysis of Dance (2)
FOR A MINOR ADD

Select two additional courses, one from each of the above categories.

Psychology Concentration

GENERAL EDUCATION REQUIREMENTS
PSY-120  Introduction to Psychology (3)

REQUIRED COURSES

Select one from each category:

Development Psychology
*PSY-300  Statistics (4)
PSY-355  Adolescent Development (3)
PSY-360  Life-Span Development (3)
*PSY-380  Psychology of Learning (3)

Social Psychology
*PSY-395  Social Psychology (3)
*PSY-397  Community Psychology (4)
*PSY-400  Psychology of Personality (3)
*PSY-410  Abnormal Psychology (4)
PSY-420  Childhood Disabilities and Psychopathology (4)

Counseling
PSY-440  Counseling (4)
*Choose from these courses if planning to complete a minor.

FOR A MINOR ADD

Any additional upper-division psychology course, excluding PSY-350 in the major.

Religious Studies Concentration

REQUIRED COURSES

Select a minimum of 12 units from the following:
PHIL-405  Philosophy of Religion (3)
PS-390  Religion and Politics in America (3)
PSY-460  Psychology of Religion (3)
REL-418  Culture, Religion and the Church (3)
REL-452  Christianity in the Non-Western World (3)
REL-460  Religions of the World (3)

Science Concentration

GENERAL EDUCATION REQUIREMENTS
CHEM-101L  General Chemistry I (4)

Required Courses

Replace PHYS-105L Physical Science as liberal studies general education requirement.

Spanish Concentration

REQUIRED COURSES
SPAN-200  Intermediate Spanish I (4)
SPAN-205  Intermediate Spanish II (4)
SPAN-300  Advanced Spanish (3)
SPAN-305  Composition and Conversation in Spanish (3)

Select one of the following:
SPAN-310  Literary Spanish: Prose (3)
SPAN-315  Literary Spanish: Poetry (3)
SPAN-320  History of Spanish Language (3)
SPAN-325  Formal Spanish Oral Communication (3)
SPAN-440  Spanish Literature (3)
*SPAN-445  Latin American Literature (3)
*for BCLAD, take SPAN-445

Theater Concentration

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

Select one of the following:
LIT-380  World Theater: Roots to 1800 (3)
*LIT-385  World Theater: 1800 to Present (3)

FOR A MINOR ADD

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

Select one of the following:
LIT-380  World Theater: Roots to 1800 (3)
LIT-415  Shakespeare (3)

Western Civilization and Culture Concentration

GENERAL EDUCATION REQUIREMENTS
PHIL-100  Introduction to Philosophy (3)
REQUIRED COURSES

Western Civilization: Ancient

Select one of the following:

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

Western Civilization: Medieval/Early Modern

Select one of the following:

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

Western Civilization: Modern

Select one of the following:

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

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

World Civilization and Culture Concentration

GENERAL EDUCATION REQUIREMENTS

GEOG-220  Cultural Geography (3)

REQUIRED COURSES

World Civilization: A Cross-National Economic Perspective

Select one of the following:

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

World Civilization: A Cultural Perspective

Select one of the following:

LIT-380  World Theater: Roots to 1800 (3)
LIT-385  World Theater: 1800 to Present (3)
LIT-440  Spanish Literature (3)
LIT-445  Latin American Literature (3)
MUS-352  Music History and World Music since 1900 (4)
SOC-300  Cultural Anthropology (3)
SOC-364  Christianity in the Non-Western World (3)
SOC-366  Religions of the World (4)
SPAN-310  Literary Spanish: Prose (3)
SPAN-315  Literary Spanish: Poetry (3)
SPAN-330  Latin American Thought: Readings in Spanish (3)

World Civilization: A Global Perspective

PS-400  World Politics and Society (4)

LIBERAL STUDIES MINOR

Program Director: Karen Neufeld, Ph.D.

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

GENERAL EDUCATION RECOMMENDATIONS

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

Select two of the following:

BIOL-101L  Principles of Biology (4)
PHYS-105L  Physical Science (4)
PHYS-150  Earth Science (3)

REQUIRED COURSES (24 MINIMUM UNITS)

HIST-440  California History and Politics (4)
LA-380  Learning Communities (1)
LANG-340  Introduction to Linguistics (3)
PSY-350  Child Development (3)
Select a science course in consultation with your mentor/advisor (3).

Mathematics

Select one of the following:

MATH-134  Algebraic Thinking and Geometry (3)
MATH-132  Arithmetic and Data Analysis (3)
Movement and the Arts

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

Cultural Studies

Select one of the following:
SOC-310 Cultural Communities of California (3)
SOC-410 American Ethnicity and Pluralism (3)

MUSIC MAJOR

Program Director: Wayne Huber, M.A.
The music major prepares students for lifelong appreciation of and participation in a variety of musical experiences. Performance is at the core of any music degree, and the major combines theory with practical participation in a variety of musical activities. The major provides three emphases designed to: 1) increase student competence in performance or composition, 2) prepare students for music ministry in the church and 3) satisfy California state requirements for the subject matter teaching credential in music.

Private instruction on one’s primary instrument is required each semester. Jury examinations are performed at the end of each semester and serve as the final examination for private instruction. There are two levels in the jury examination process. Successful completion of Level 1 signals acceptance into the music major. Level 2 of the jury examination must be satisfactorily completed at least one semester prior to the senior recital. Attendance at departmental concerts and recitals is required as outlined in the course syllabus. Piano proficiency must be demonstrated by the end of the junior year. Voice performance majors are required to complete the equivalent of one year of study in a second language, particularly Italian, French or German and earn a grade of B or better. Participation in MUS-115/315 Vocal Performance Workshop is required: four semesters for voice performance emphasis majors and two semesters for music education emphasis majors who have chosen voice as their primary instrument.

MUS-101 Elements of Musicianship, the prerequisite to the theory sequence, may be waived for students who demonstrate adequate background in music through examination. Music majors are encouraged to take MUS-110L Music Theory and Ear Training during the fall semester of their freshman year.

The music major consists of the following courses plus one of the emphases below:

GENERAL EDUCATION OR OTHER PREREQUISITES (6 UNITS)
MUS-101 Elements of Musicianship (3) (or waived by examination)
MUS-103 Introduction to American Popular Music (3) or ART 110 Art Appreciation (3)

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

Applied Music (Private Instruction) (8-16 Units)
Eight semester units of private instruction on one’s primary instrument (instrument or voice) are required, including four semesters at the advanced level (400-numbered courses), after Jury Level 1 has been passed. Jury exams at the end of each semester will serve as the final examination for private instruction.

Ensemble (12-16 units)
Music majors are required to participate in a performing ensemble each semester of attendance for a minimum of 12 units. All ensemble participation units may be taken in any of these ensembles:
MUS-115/315 Vocal Performance Workshop (1-2)
MUS-116/316 Concert Choir (2)
MUS-122/322 Baroque Orchestra (2)
MUS-123/323 Community Wind Ensemble (2)

Up to 8 units (or up to 50 percent of all required ensemble units whichever is less) may be taken in any of these ensembles: MUS-114/314 Crosswind (2)
MUS-117/317 San Joaquin Chorale (2)
MUS-118/318 Vocal Ensemble (2)
MUS-119/319 Pacific Chamber Singers (2)
MUS-120/320 Instrumental Ensemble (2) (brass choir, handbell choir, woodwind choir or other approved instrumental ensemble)
MUS-121/321 Jazz Band (2)
MUS-125/325 University String Quartet (2)

ADDITIONAL REQUIREMENTS
• Students must enroll in piano class or private instruction in piano until the piano proficiency test has been passed.
• At the end of the senior year, a portfolio of all music involvement must be submitted for review.
• MUS-115/315 Vocal Performance Workshop (1-2): Four semesters are required for voice performance emphasis majors and two semesters for music education emphasis majors who have chosen voice as their primary instrument.
SELECT ONE OF THE FOLLOWING EMPHASES

Church Music Emphasis

REQUIRED COURSES (12-14 UNITS)
MUS-411 Scoring and Arranging (3)
MUS-450 Conducting I (3)
MUS-451 Conducting II (3)
MUS-460 Vocal Pedagogy (2)
MUS-493 Church Music Internship (1-3)

Music Education Emphasis

REQUIRED COURSES (22-26 UNITS)
MUS-340 Brass Techniques (2)
MUS-341 String Techniques (2)
MUS-342 Woodwind Techniques (2)
MUS-343 Percussion Techniques (2)
MUS-411 Scoring and Arranging (3)
MUS-412 Studies in Music Education (3)
MUS-450 Conducting I (3)
MUS-451 Conducting II (3)
MUS-460 Vocal Pedagogy (2)

Music majors who have selected voice as their primary instrument are also required to participate in MUS-115/315 Vocal Performance Workshop for two semesters.

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program
Students must meet the following requirements in addition to the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:
1. Complete LA-385 Critical Approaches to Teaching with a grade of C or better.
2. Complete the FPU-approved teacher education program.

To Enter the Fresno Pacific University Teacher Education Program
Students must meet the following requirements to enter the teacher education program at FPU:
1. Earn a 2.75 overall grade point average in their college coursework.
2. Earn a 3.0 grade point average in the secondary teaching emphasis of their major.

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

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

Performance/Composition Emphasis

REQUIRED COURSES (6 UNITS)
Select two of the following in consultation with the program director:
MUS-230/231 Lyric Diction I/II (2, 2) (two semester course, required for voice majors)
MUS-411 Scoring and Arranging (3)
MUS-450 Conducting I (3)
MUS-451 Conducting II (3)
MUS-460 Vocal Pedagogy (2)
MUS-461 Piano Pedagogy (2)

Voice performance majors are required to complete the equivalent of one year of study in a second language, particularly Italian, French or German, and earn a grade of B or better.

Participation in MUS-115/315 Vocal Performance Workshop is required: four semesters for voice performance emphasis majors.

MUSIC MINOR

Program Director: Wayne Huber, M.A.
The music minor is designed to give students the basic skills to understand and appreciate music. MUS-101 may be waived by examination.

GENERAL EDUCATION OR OTHER PREREQUISITES (6 UNITS)
MUS-101 Elements of Musicianship (3)
MUS-102 Music Appreciation (3)
or MUS-103 Introduction to American Popular Music (3)

REQUIRED COURSES (14-15 UNITS)
MUS-110L Music Theory and Ear Training (4)
MUS-210L Music Theory and Counterpoint (4)
MUS-400 Music in the Church (3)

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

Applied Music (Private Instruction) (4 units)
Four semesters of private instruction. Successful completion of the Level 1 jury examination.
Ensemble (8 units)

Four semesters of participation in a performing ensemble. All ensemble participation units may be taken in any of these ensembles:

MUS-115/315  Vocal Performance Workshop (1-2)
MUS-116/316  Concert Choir (2)
MUS-122/322  Baroque Orchestra (2)
MUS-123/323  Community Wind Ensemble (2)

Up to 4 units (or up to 50% of all required ensemble units whichever is less) may be taken in any of these ensembles:

MUS-114/314  Crosswind (2)
MUS-117/317  San Joaquin Chorale (2)
MUS-118/318 Vocal Ensemble (2) (Women’s Chorale or other approved vocal ensemble)
MUS-119/319 Pacific Chamber Singers (2)
MUS-120/320 Instrumental Ensemble (2) (brass choir, handbell choir, woodwind choir or other approved instrumental ensemble)
MUS-121/321 Jazz Band (2)
MUS-125/325 University String Quartet (2)

PEACEMAKING AND CONFLICT STUDIES MINOR

Program Director: Larry Dunn, Ph.D.

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

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

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

REQUIRED COURSES (16-18 UNITS)

Core Program

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

Breadth Program

Select two of the following:

BIOL-310L  Ecology (4)
COM-430/PSY-390  Group Dynamics and Leadership (3)
HIST-330  Introduction to Mennonite History (3)
MGT-350  Organizational Theory (3)
MGT-355  Organizational Behavior (3)
MGT-360  Human Resource Management (3)
*PACS-350/VICT-350  Victims, Trauma & Recovery (4)
PS-380/SOC-450  Social Problems and Public Policy (4)
PS-390  Religion and Politics in America (3)
PS-400  World Politics and Society (4)
PS-420  International Politics and Organizations (3)
PS-425  Global Economics and Sustainable Development (3)
PS-430  America in a Global Community (4)
PSY-395/SOC-400  Social Psychology (3)
SOC-350  Marriage and Family (3)
SW-410  Working With Groups (3)
SW-420  Becoming a Change Agent (3)
THEO-434  Theologies of Radical Discipleship (3)
*This course includes a lab that also meets the 1-unit mediation practicum requirement.

PHILOSOPHY MAJOR

Program Director: Richard Wiebe, M.A.

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

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

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

GENERAL EDUCATION PREREQUISITES (3 UNITS)

PHIL-100  Introduction to Philosophy (3)

REQUIRED COURSES (10 COURSES, 32-35 UNITS)

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

Select three of the following:

BIB-441  Biblical Interpretation: to 18th Century (3)
BIB-442  Biblical Interpretation: 19th—21st Centuries (3)
PHILOSOPHY MINOR

Program Director: Richard Wiebe, M.A.

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

GENERAL EDUCATION PREREQUISITES

PHIL-100 Introduction to Philosophy (3)

REQUIRED COURSES (21-23 UNITS)

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

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

POLITICAL SCIENCE MAJOR

Program Director: Richard Unruh, Ph.D.

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

GENERAL EDUCATION PREREQUISITES

ECON-105 Principles of Economics (4)
HIST-150 American Civilization (4)
PHIL-100 Introduction to Philosophy (3)
SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (10 COURSES, 32-38 UNITS)

Core Program (5 courses, 16-17 units)
PS-120 American Politics and Society (4)
PS-390 Religion and Politics in America (3)

Select three of the following:
PS-371 American Law and Legal System (3)
PS-400 World Politics and Society (4)
PS-420 International Politics and Organizations (3)
PS-450 History of Political Theory and Ideas (3)
PS-460 Organizational Theory (3)

Breadth Program (15 units minimum)*

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

*American Studies Program (16 units)

The American Studies Program (CCCU) in Washington, D.C. may be taken in place of PS-390 and three breadth courses.
RECOMMENDED COURSES
SOC-462 Statistics (3) (*Recommended for graduate study.*)

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

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

REQUIRED COURSES (5 COURSES, 16-19 UNITS)
Core Program (2 courses, 7 units)
PS-390 Religion and Politics in America (3)
PS-400 World Politics and Society (4)

Breadth Program (9-12 units)*
Select a minimum of three of the following:
BUS-475 Law, Business and Society (3)
FIN-452 Public Finance (3)
PS-300 California History and Politics (4)
PS-371 American Law and Legal System (3)
PS-373 Nature, Law and Policy (3)
PS-375 Criminal Justice in America (4)
PS-380 Social Problems and Public Policy (4)
PS-385 Urban Society and the Welfare State (4)
PS-412 Modern Africa: History, Politics and Culture (3)
PS-414 Modern Asia: History, Politics and Culture (3)
PS-416 Modern Middle East: History, Politics and Culture (3)
PS-420 International Politics and Organizations (3)
PS-425 Global Economics and Sustainable Development (3)
PS-430 America in a Global Community (4)
PS-450 History of Political Theory and Ideas (3)
PS-460 Organizational Theory (3)
PS-465 Organizational Behavior (3)

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

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

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

REQUIRED COURSES (14 COURSES, 39-44 UNITS)
Core (7 courses, 19-21 units)
PS-371 American Law and Legal System (3)
PS-372 Introduction to Alternative Dispute Resolution (1)
PS-375 Criminal Justice in America (4)
PS-380 Social Problems and Public Policy (4)
SOC-410 American Ethnicity and Pluralism (3)
SOC-430 Conflict Management and Resolution (3)
LEAD-476 Internship (1-3)

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

SELECT ONE OF THE FOLLOWING EMPHASES
Criminal Justice Emphasis

REQUIRED COURSES
Select a minimum of seven of the following:
PSY-350 Child Development (3)
PSY-355 Adolescent Development (3)
PSY-395 Social Psychology (3)
PSY-410 Abnormal Psychology (4)
SOC-350 Marriage and Family (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
Two courses from the pre-law emphasis

*American Studies Program (16 units)
The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS-380 & 390.
Pre-law Emphasis

REQUIRED COURSES

BUS-475  Law, Business and Society (3)
PHIL-103  Logic and Critical Thinking (3)
PS-373  Nature, Law and Policy (3)
PS-374  Legal Research and Writing (3)
PS-390  Religion and Politics in America (3)

Select a minimum of two of the following:
HIST-425  Twentieth Century America (4)
HIST-435  American Intellectual History (4)
HIST-450  History of Political Theory and Ideas (3)
One course from the criminal justice emphasis

PSYCHOLOGY MAJOR

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

The psychology major is flexible and can be tailored to meet student goals. For example, the student can round out a strong liberal arts education, prepare for graduate study or prepare for a variety of psychology-related careers. Students are required to take Introduction to Psychology, and it is recommended they do so in their freshman or sophomore year. As psychologists engage in scientific research, Statistics is also a required course for the major.

The psychology program has both clinical (scientist/practitioner) and experimental research emphases, with faculty in both areas. The program provides opportunities for applied practicum experiences as well as research. The Psychological Practicum provides students with an opportunity to earn 2-4 units in an applied psychological setting. This gives students a chance to gain “real-world” experience and to serve the community. Three units minimum are required for a practicum to count for full course credit. The Psychological Research Practicum provides students with an opportunity to engage in empirical research projects. Projects include, but are not limited to 1) working at Link Care Center, a Christian psychological center providing the Fresno community with outpatient psychological services and specializing in treatment for missionaries, clergy and their families or 2) individualized research projects coordinated by individual faculty.

Career options for psychology majors range from careers requiring graduate education in psychology (academia, clinical psychology, school psychology, marriage and family therapy, etc.) to careers in which a bachelor’s degree in psychology may provide helpful adjunctive training (law enforcement/criminology, ministry, human resources, education, business, public relations, marketing, etc.), but may not require an advanced degree.

GENERAL EDUCATION PREREQUISITES

PSY-120  Introduction to Psychology (3)

REQUIRED COURSES (10 COURSES, 30-37 UNITS)

Core Courses

Select four of the following:
PSY-320  Experimental Psychology (4)
PSY-340  Psychological Assessment (4)
PSY-350  Child Development (3)
PSY-370  Cognitive Psychology (4)
PSY-375  Physiological Psychology (4)
PSY-380  Psychology of Learning (3)
PSY-395  Social Psychology (3)
PSY-400  Psychology of Personality (3)
PSY-410  Abnormal Psychology (4)
PSY-450  History and Systems of Psychology (4)

Breadth Courses

Select five additional courses from those listed above or below:
PSY-355  Adolescent Development (3)
PSY-360  Life-Span Development (3)
PSY-365  Gerontology (3)
PSY-377  Sport and Exercise Psychology (3)
PSY-390  Group Dynamics and Leadership (3)
PSY-420  Childhood Disabilities and Psychopathology (4)
PSY-440  Counseling (4)
PSY-460  Psychology of Religion (3)
PSY-482  Psychological Practicum (2-4)

Additional Opportunities (with prior instructor approval only)
PSY-495  Psychology Research Project (1-4)
PSY-496  Psychology Research Practicum (Link Care Center) (1-4)

PSYCHOLOGY MINOR

Program Director: Elizabeth Lake, M.A.
The psychology minor provides an introduction to human behavior and mental processes. It can serve as a useful addition to another course of study while providing students with enough units to consider graduate studies in psychology. Although Statistics is not a required course in the minor, it is strongly recommended, especially for students who are considering graduate study. For students not interested in careers in professional psychology, the minor provides them with strong critical thinking skills and a working knowledge of human behavior, both of which are invaluable benefits of a liberal arts education.
GENERAL EDUCATION PREREQUISITES

PSY-120  Introduction to Psychology (3)

REQUIRED COURSES (5 COURSES, 15-20 UNITS)

Select three of the following:
PSY-300  Statistics (4)
PSY-350  Child Development (3)
PSY-370  Cognitive Psychology (4)
PSY-375  Physiological Psychology (4)
PSY-380  Psychology of Learning (3)
PSY-395  Social Psychology (3)
PSY-400  Psychology of Personality (3)
PSY-410  Abnormal Psychology (4)
PSY-450  History and Systems of Psychology (4)

Select two additional courses (including any of the above) from the psychology curriculum.

SOCIAL SCIENCE SECONDARY TEACHING MAJOR

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

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105  Principles of Economics (4)
GEOG-220  Cultural Geography (3)
HIST-120  Ancient Civilizations (4)
HIST-130  Medieval and Early Modern Civilizations (4)
HIST-140  Modern Civilizations (4)
HIST-150  American Civilization (4)
PHIL-100  Introduction to Philosophy (3)
PS-120  American Politics and Society (4)
HIST-380  Reformation History and Theology (4)
HIST-385  Early Modern Europe (4)
HIST-410  Latin American History and Religious Thought (4)
HIST-412  History of Mexico (3)

The Modern World

PS-400  World Politics and Society (4)

Choose two or more of the following (but none chosen above) if HIST-140 was taken at FPU; choose three or more of the following if HIST-140 was not:
HIST-395  Modern Europe (4)
HIST-400  Modern Africa: History, Politics and Culture (3)
HIST-406  Modern Asia: History, Politics and Culture (3)
HIST-410  Latin American History and Religious Thought (4)
HIST-412  History of Mexico (3)
HIST-418  Modern Middle East: History, Politics and Culture (3)
PS-420  International Politics and Organizations (3)

The United States of America

HIST-425  Twentieth Century America (4)
HIST-440  California History and Politics (4)
PS-430  America in a Global Community (4)

Choose one or more of the following:
HIST-350  American Religious History (3)
PS-390  Religion and Politics in America (3)

Choose one or more of the following:
HIST 420  American Ethnicity and Pluralism (3)
PS-380  Social Problems and Public Policy (4)

Economics

Choose one or more of the following:
ECON-390  Global Economics and Sustainable Development (3)
INTB-370  International Business (3)

History

Choose one or more of the following:
HIST-435  American Intellectual History (4)
HIST-450  History of Political Theory and Ideas (3)
HIST-460  Philosophy of History (3)

*American Studies Program (16 units)
The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS 380, 390 and 430.

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

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

1. Complete LA-385 Critical Approaches to Teaching (with a grade of C or better).
2. Pass the CSET Examination to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program

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

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

To Complete the Fresno Pacific University Teacher Education Program

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

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG-340</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>PS-120</td>
<td>American Politics and Society</td>
<td>4</td>
</tr>
<tr>
<td>or HIST-150</td>
<td>American Civilization</td>
<td>4</td>
</tr>
<tr>
<td>PSY-355</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

RECOMMENDED COURSES

It is recommended that students complete one of the following courses as well:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-420</td>
<td>American Ethnicity and Pluralism</td>
<td>3</td>
</tr>
<tr>
<td>SOC-310</td>
<td>Cultural Communities of California</td>
<td>3</td>
</tr>
</tbody>
</table>

SOCIAL WORK MAJOR

Program Director: Donna Callahan, M.S.W.

The social work major prepares students for positions in a variety of social work or service careers. The program integrates theory and practice, instills an understanding of the relationship between social work and Christian faith and encourages a commitment to social justice and a life of service. It does so in the context of a liberal arts education informed by a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to seek entry-level employment or pursue advanced study in the field.

In preparing students for a career, the major educates students in counseling individuals, couples and families; working with groups; facilitating change; and developing new services for people in need. It does so using the helper-as-servant model. Students complete a set of foundational and advanced courses in human development, social policy, social work methods, practice and research and a semester-long internship.

Students interested in majoring in social work should complete their prerequisite and foundational courses during their freshmen and sophomore years. Students interested in graduate study should complete PSY-300 Statistics prior to graduation.

GENERAL EDUCATION PREREQUISITES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101L</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>ECON-105</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>PS-120</td>
<td>American Politics and Society</td>
<td>4</td>
</tr>
<tr>
<td>PSY-120</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-120</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES (14 COURSES, 50 UNITS)

Foundational Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SW-100</td>
<td>Perspectives in Social Work</td>
<td>1</td>
</tr>
<tr>
<td>SW-120</td>
<td>Helping People: An Introduction</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-410</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC-310</td>
<td>Cultural Communities of California</td>
<td>3</td>
</tr>
<tr>
<td>or SOC-410</td>
<td>American Ethnicity and Pluralism</td>
<td>3</td>
</tr>
<tr>
<td>SOC-461</td>
<td>Introduction to Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>SW-300</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SW-320</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>SW-350</td>
<td>Urban Society and the Welfare State</td>
<td>4</td>
</tr>
<tr>
<td>SW-360</td>
<td>Social Problems and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>SW-400</td>
<td>Foundations of Social Work Practice</td>
<td>4</td>
</tr>
<tr>
<td>SW-410</td>
<td>Working With Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW-420</td>
<td>Becoming a Change Agent</td>
<td>3</td>
</tr>
<tr>
<td>SW-480</td>
<td>Senior Seminar in Social Work</td>
<td>4</td>
</tr>
<tr>
<td>SW-482</td>
<td>Field Instruction in Social Work</td>
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</table>

RECOMMENDED ELECTIVE COURSES

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PS-375</td>
<td>Criminal Justice in America</td>
<td>4</td>
</tr>
<tr>
<td>PSY-300</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SOC-482</td>
<td>Intercultural Practicum</td>
<td>1</td>
</tr>
<tr>
<td>SW-110</td>
<td>Participation in Volunteer Services</td>
<td>1-3</td>
</tr>
<tr>
<td>SW-310</td>
<td>Social Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SW-390</td>
<td>Chemical Dependency Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SW-395</td>
<td>Studies in Domestic Violence</td>
<td>2</td>
</tr>
<tr>
<td>SW-483</td>
<td>Mediation Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

SOCIAL WORK MINOR

Program Director: Donna Callahan, M.S.W.

This minor is an introduction to the field of social work. It is desirable as supplemental preparation for those in people-oriented programs such as contemporary ministries, psychology, communication and education.

GENERAL EDUCATION PREREQUISITES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-120</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-120</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
REQUIRED COURSES (7 COURSES, 17-19 UNITS)

Foundational Courses
SW-100 Perspectives in Social Work (1)
SW-110 Participation in Volunteer Services (1-3)
SW-120 Helping People: An Introduction (3)

Advanced Courses
SW-400 Foundations of Social Work Practice (4)
SW-410 Working With Groups (3)

Select two of the following:
SW-300 Human Behavior in the Social Environment (3)
SW-310 Social Gerontology (3)
SW-320 Marriage and Family (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
SW-420 Becoming a Change Agent (3)

SOCILOGY MAJOR

Program Director: Stacy Hammons, Ph.D.
The sociology major provides students with an increased understanding of their sociocultural world. Students move beyond their personal experiences to an awareness of how people are connected to one another through shared meaning, customs, language and social structure. The program is cross-cultural in nature and purposefully informed by an anthropological perspective as well as a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to pursue advanced study or a career for which sociology is an appropriate background. Majors typically find employment in fields such as human services, personnel, social research, law enforcement, government, Christian ministry, missions and community development.

Students interested in majoring in sociology should complete their prerequisite courses during their freshmen and sophomore years.

In addition to the prerequisite courses and the major core courses, students select one of three tracks: general sociology, sociology of the family or social stratification.

PREREQUISITES (9 UNITS)
GEOG-220 Cultural Geography (3)
SOC-120 Introduction to Sociology (3)
SOC-160 Introduction to Anthropology (3)

REQUIRED MAJOR CORE (5 COURSES, 14 UNITS)
LEAD-476 Internship (1)
SOC-300 Cultural Anthropology (3)
SOC-461 Introduction to Social Science Research (3)
SOC-462 Statistics (4)
SOC-470 Introduction to Sociocultural Theory (3)

General Sociology Track (19-24 Units)
Select one course from each of the following categories:

Social Stratification
SOC-310 Cultural Communities of California (3)
SOC-360 Sociology of Religion (3)
SOC-410 American Ethnicity and Pluralism (3)
SOC-446 Sociology of Gender (3)
SOC-450 Social Problems and Public Policy (4)

Society and Culture
SOC-311 American Wilderness Literature and Philosophy (3)
SOC-332 Modern Africa: History, Politics and Culture (3)
SOC-334 Modern Asia: History, Politics and Culture (3)
SOC-336 Modern Middle East: History, Politics and Culture (3)
SOC-340 History of Political Theory and Ideas (3)

Social Institutions
SOC-350 Marriage and Family (3)
SOC-364 Christianity in the Non-Western World (4)
SOC-366 Religions of the World (4)
SOC-370 Media and Society (3)

Social Processes
SOC-375 Organizational Behavior (3)
SOC-400 Social Psychology (3)
SOC-420 Intercultural Communication (3)
SOC-430 Conflict Management and Resolution (3)
SOC-440 Lifecourse Development (3)
SOC-442 Social Gerontology (3)
SOC-444 Constructions of the Self (3)

Remaining units to be selected from sociology courses of the student’s choosing.

Sociology of the Family Track (19-24 units)
SOC-350 Marriage and Family (3)
SOC-440 Lifecourse Development (3)
SOC-442 Social Gerontology (3)
SOC-446 Sociology of Gender (3)

Remaining units to be selected from Sociology courses of the student’s choosing.

Social Stratification Track (19-24 units)
SOC-310 Cultural Communities of California (3)
or SOC-410 American Ethnicity and Pluralism (3)
SOC-360 Sociology of Religion (3)
SOC-446 Sociology of Gender (3)
SOC-450 Social Problems and Public Policy (4)

Remaining units to be selected from sociology courses of the student’s choosing.
SOCIOLOGY MINOR

Program Director: Stacy Hammons, Ph.D.
The sociology minor provides students with a better understanding of what makes people and groups behave as they do. It examines social life, social change and the social causes and consequences of human behavior.

Students interested in a minor in sociology should complete their prerequisite courses during their freshmen and sophomore years.

GENERAL EDUCATION PREREQUISITES
SOC-120 Introduction to Sociology (3)
SOC-160 Introduction to Anthropology (3)

REQUIRED COURSES (6 COURSES, 19-21 UNITS)
LEAD-476 Internship (1-3)
SOC-461 Introduction to Social Science Research (3)
SOC-470 Introduction to Sociocultural Theory (3)

Select one of the following:
SOC-350 Marriage and Family (3)
SOC-400 Social Psychology (3)
SOC-440 Lifecourse Development (3)

Select one of the following:
SOC-310 Cultural Communities of California (3)
SOC-360 Sociology of Religion (3)
SOC-370 Media and Society (3)
SOC-410 American Ethnicity and Pluralism (3)
SOC-450 Social Problems and Public Policy (4)

Select 6-7 additional units from the courses not already selected above and/or from the courses below to meet individual needs or interests:
SOC-330 Introduction to Japanese Society (3)
SOC-332 Modern Africa: History, Politics and Culture (3)
SOC-334 Modern Asia: History, Politics and Culture (3)
SOC-336 Modern Middle East: History, Politics and Culture (3)
SOC-420 Intercultural Communication (3)
SOC-430 Conflict Management and Resolution (3)
SOC-442 Social Gerontology (3)
SOC-446 Sociology of Gender (3)
SOC-482 Intercultural Practicum (1)
SOC-483 Mediation Practicum (1)
SOC-486 Topics in Sociology (3)

SPANISH LANGUAGE AND CULTURE MAJOR

Program Director: Cynthia Ovando-Knutson, Ph.D.
The major offers two emphases: Latin American cultures and Spanish language. All majors will complete the common requirements listed below and select one of the two emphases.

For students whose primary language is Spanish, or students who have studied in Spanish in any school of Latin America or Spain and who speak the Spanish language fluently, there is the possibility of designing a personalized major or minor by conferring with the program director. Students who are interested in teaching Spanish language in secondary schools can meet the competency requirement by passing the CSET exam in Spanish. Information regarding these exams is available in the School of Education. Currently the university does not offer a subject matter major in Spanish.

GENERAL EDUCATION OR OTHER PREREQUISITES (3 COURSES, 11 UNITS)
LIT-180 Introduction to Literature (3)
*SPAN-100 Elementary Spanish I (4)
*SPAN-105 Elementary Spanish II (4)
*SPAN-200 Intermediate Spanish I (4)
*SPAN-205 Intermediate Spanish II (4)
*or demonstrated proficiency

REQUIRED COURSES (8 COURSES, 25 UNITS)
HIST-410 Latin American History and Religious Thought (4)
SPAN-300 Advanced Spanish (3)
SPAN-305 Composition and Conversation in Spanish (3)
SPAN-310 Literary Spanish: Prose (3)
or SPAN-315 Literary Spanish: Poetry (3)
SPAN-320 History of Spanish Language (3)
SPAN-325 Formal Spanish Oral Communication (3)
SPAN-440 Spanish Literature (3)
SPAN-445 Latin American Literature (3)

SELECT ONE OF THE FOLLOWING EMPHASES

Latin American Cultures Emphasis

REQUIRED COURSES (3 COURSES, 10 UNITS)
LIT-448 Multicultural Literature (3)
REL-460 Religions of the World (3)
SPAN-330 Latin American Thought: Readings in Spanish (3)

Spanish Language Emphasis

REQUIRED COURSES (12 UNITS)
One semester or more of formal accredited study in Latin America or Spain. Students must consult with the program director to select specific courses. There are two options for meeting this requirement:

1. Brethren Colleges Abroad Program in Spain, Ecuador or Mexico.
SPANISH MINOR
*Program Director: Cynthia Ovando-Knutson, Ph.D.*

**REQUIRED COURSES (9 COURSES, 15-31 UNITS)**

*SPAN-100  Elementary Spanish I (4)
*SPAN-105  Elementary Spanish II (4)
*SPAN-200  Intermediate Spanish I (4)
*SPAN-205  Intermediate Spanish II (4)
SPAN-300  Advanced Spanish (3)
SPAN-305  Composition and Conversation in Spanish (3)
SPAN-325  Formal Spanish Oral Communication (3)

Select one of the following:

SPAN-310  Literary Spanish: Prose (3)
SPAN-315  Literary Spanish: Poetry (3)
SPAN-440  Spanish Literature (3)
*or demonstrated proficiency

THEATER MINOR
*Program Director: Julia Reimer, Ph.D.*

The study of the history, literature and artistic techniques in theater will provide the student with an integrated discipline that combines elements of most art and academic subjects, since theater employs all art forms to depict an image of life itself. The study of theater will provide supplemental preparation in the areas of teacher education, communication, group process, organization, aesthetics, public presentation and other skills valuable in a wide variety of fields, as well as preparation for graduate school, theater ministry or conservatory training.

**REQUIRED COURSES (8 COURSES, 18 UNITS)**

DRA-115/315  Drama Practicum: The Company (2)
DRA-350  Acting (3)
DRA-360  Directing and Staging Texts (3)
DRA-370  Auditioning (1)
DRA-380  Stage Make-up (1)
DRA-470  Senior Thesis Performance (2)
LIT-385  World Theater: 1800 to Present (3)

Select one of the following:

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

DEGREE COMPLETION PROGRAM

CHRISTIAN MINISTRY AND LEADERSHIP
*Program Director: Quentin Kinnison, Ph.D.*

The bachelor of arts in Christian ministry and leadership is designed for adults currently in or preparing for Christian ministry. In this program students will be challenged to think biblically about Jesus and his Kingdom in relation to the larger world, cultivate personal spiritual formation, enhance competencies in ministry skills, and engage real-life ministry contexts.

The major consists of three learning components: class work, research and an internship. The classroom experience consists of courses designed to address the unique and ongoing challenge of Christian ministry. Classes generally meet one night a week, 3.5-4.0 hours per night. An internship is integrated into the program and provides students with hands-on experience.

Admissions requirements include a minimum 2.4 GPA and seven years of postsecondary experience.

**REQUIRED COURSES (MINIMUM 46 UNITS)**

The following units must be earned at Fresno Pacific University:

BIB-300A  Jesus’ Life and World (2)
BIB-300B  Jesus, Church and Society (2)
BIB-436  Biblical Perspectives (4)
MIN-310  Introduction to CML/Internship Orientation (1)
MIN-356  Church and the Mission of God (3)
MIN-376  Current Practices in Evangelism and Discipleship (3)
MIN-392  Biblical Interpretation and Teaching (3)
MIN-397A  Ministry Discernment & Spiritual Formation I (2)
MIN-397B  Ministry Discernment & Spiritual Formation II (2)
MIN-397C  Ministry Discernment & Spiritual Formation III (2)
MIN-420  Ministry Across Cultures (3)
MIN-430  Urban Ministry (3)
MIN-440  Conflict Transformation in Ministry (4)
MIN-450  Leadership in Ministry (3)
MIN-471  Pastoral Ministries (3)
MIN-483A  CML Internship I (2)
MIN-483B  CML Internship II (2)
MIN-483C  CML Internship III (2)

**ELECTIVES**

Elective units as needed to meet the bachelor of arts minimums. This requirement may be met through allowable college coursework or credit by exam (e.g., CLEP, AP).

CRIMINOLOGY AND RESTORATIVE JUSTICE STUDIES

*Program Director: Jill Schellenberg, M.A.*

The bachelor of arts in criminology and restorative justice studies is designed for adults who have an interest in criminology, restorative justice and the issues of victims. The program equips students to be knowledgeable about crime and society. Classroom time and coursework focus on implementing restorative approaches to justice and understanding the various social and psychological theories on crime, criminals and society. Candidates will also learn to incorporate the values of a Christian/Anabaptist worldview into their work.
GENERAL EDUCATION REQUIREMENTS
CRIM-210 Criminal Justice Administration (3)
CRIM-220 Criminal Law (3)

REQUIRED COURSES (MINIMUM 43 UNITS)

The following units must be earned at Fresno Pacific University:
BIB-300A Jesus' Life and World (2)
BIB-300B Jesus, Church and Society (2)
BIB-436 Biblical Perspectives (4)
CRIM-350 Theories of Criminology (4)
CRIM-360 Criminal Procedure (3)
CRIM-370 Diversity and Crime (3)
CRIM-410 Criminal Evidence (3)
CRIM-420 Criminology Statistics (3)
CRIM-440 Advanced Criminal Law (3)
CRIM-496A Criminology and Restorative Justice Studies Project I (1)
CRIM-496B Criminology and Restorative Justice Studies Project II (1)
CRIM-496C Criminology and Restorative Justice Studies Project III (1)
PACS-410 Restorative Justice (3)
PACS-440 Conflict Transformation (4)
VICT-351 Victim Recovery (3)
VICT-420 Victimology (3)

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework or credit by exam (e.g., CLEP, AP).

GRADUATE PROGRAMS

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.

PEACEMAKING AND CONFLICT STUDIES PROGRAM

Master of Arts in Peacemaking and Conflict Studies

Program Director: Duane Ruth-Heffelbower, J.D.

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.

REQUIRED COURSES (MINIMUM 40 UNITS)

Foundations (6-7 units)
PACS-700 Basic Institute in Conflict Management and Mediation (2)
or CRI-704 Conflict Management and Peacemaking in Schools (3)
PACS-708 Conflict Analysis (3)
PACS-710 Introduction to Alternative Dispute Resolution (1)

History and Theology
Select a minimum of one of the following:
MBS-706 Violence and Nonviolence (3)
PACS-702 Theological Ethics of Conflict and Peacemaking (3)
PACS-730 Historical Peacemakers (3)

Mediation (6-7 units)
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-798 Project/Thesis Proposal (1)
PACS-799 Project/Thesis-Conflict Management and Peacemaking (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:

MBS-718 Interpersonal Communication: Person, Family and Community (3)
PACS-716 Group Dynamics and Processes (3)
PACS-730 Historical Peacemakers (3)
PACS-748 Discipline That Restores (3)
PACS-754 Curriculum in Conflict Peacemaking (3)

Mediation Concentration

REQUIRED COURSES

PACS-739 Institute in Establishing a Mediation Practice (1)
PACS-762 Family Mediation (3)
PACS-764 Internship in Peacemaking (2-6)

Restorative Justice Concentration

REQUIRED COURSES

PACS-737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)
PACS-746 Restorative Justice (3)
PACS-764 Internship in Peacemaking (2-6)

School Conflict Resolution and Peacemaking Concentration

REQUIRED COURSES

PACS-730 Historical Peacemakers (3)
PACS-736 Institute in School Peer Mediation Program Development (2-3)
PACS-738 Institute in Discipline That Restores Program Development (2)
PACS-748 Discipline That Restores (3)
PACS-754 Curriculum in Conflict and Peacemaking (3)

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 MB 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.

PEACEMAKING 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 graduate programs offer variations on these certificates. See your program director for information.

ADMISSION

In addition to the standard admission requirements, 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 (12 units)

MBS-706 Violence and Non-Violence (3)
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 (3 units)

Select one of the following:

MBS-718 Interpersonal Communication: Person, Family and Community (3)
PACS-716 Group Dynamics and Processes (3)
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 (13-14 units)
PACS-700 Basic Institute in Conflict Management and Mediation (2)
or CRI-704 Conflict Management and Peacemaking in Schools (3)
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 (2-3 units)

Select a minimum of one from the following to complete the program:
PACS-736 Institute in School Peer Mediation Program Development (2-3)
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-748 Discipline That Restores (3)
PACS-750 International Conflict and Peacemaking (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 (10 units)
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)

Certificate in School Conflict Resolution and Peacemaking
This program is intended to prepare teachers and curriculum/school leaders to become effective conflict managers and educators in conflict management and peacemaking in their classrooms and schools.

REQUIRED COURSES (15 UNITS)

CRI-704 Conflict Management and Peacemaking in Schools (3)
PACS-748 Discipline That Restores (3)
PACS-754 Curriculum in Conflict Peacemaking (3)
PACS-756 Introductory Practicum in Mediation (1)

Select 5 units from the following:
LLC-705 Language Acquisition and Cross-Cultural Communication (3)
PACS-708 Conflict Analysis (3)
PACS-716 Group Dynamics and Processes (3)
PACS-730 Historical Peacemakers (3)
PACS-736 Institute in School Peer Mediation Program Development (2-3)
PACS-738 Institute in Discipline That Restores Program Development (2)
Other approved elective

ELECTIVES
Available for students in the school counseling or school psychology programs only.

Select 6 units from the following:
PPS-708 Counseling for Diversity (3)
PPS-712 Laws and Ethics (3)
PPS-714 Practicum in Group Process (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)
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 (4-5 Units)
PACS-708 Conflict Analysis (3)
PACS-710 Introduction to Alternative Dispute Resolution (1)

Leadership Studies Courses (9 Units)
LEAD-721 Conflict, Collaboration and Change (3)
LEAD-722 Leadership: Leading Ourselves and Others (3)
LEAD-723 Laws, Ethics and Society (3)

**ELECTIVES (3 UNITS)**

LEAD-741 Globalization, Culture and Change (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 program director is required.
SCHOOL OF NATURAL SCIENCES
Dean: Karen Cianci, Ph.D.

UNDERGRADUATE PROGRAMS

BIOLOGY MAJOR

Program Director: Michael Kunz, Ph.D.

The biology major provides students with an understanding of the unifying concepts of biology. The scale of study ranges from molecular biology to global ecosystems. The breadth of study ranges from human biology to study of the diversity of life. Laboratory and field studies complement classroom learning.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree. The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective courses. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

The B.A. in biology with a general biology emphasis provides the maximum flexibility to craft a major to suit particular interests. Students are encouraged to consider off-campus summer programs and semester abroad programs for additional course enrichment. Students interested in teaching secondary biology may pursue a teaching emphasis with either a B.A. or B.S. degree. Students interested in health professions should consider a B.S. in biology with a human health emphasis or a pre-health major. Students with interests in environmental biology should consider a B.S. in biology with an environmental biology emphasis or an environmental science major. Individualized emphases are permitted with approval of the program director.

B.A. in Biology: General Biology Emphasis

The total coursework requirements include a minimum of 48 units of biology, chemistry, physical science and mathematics beyond the general education prerequisites, of which a minimum of 24 must be upper division.

GENERAL EDUCATION PREREQUISITES (12 UNITS)

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<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
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<td>General Biology: Cells and Physiology</td>
<td>4</td>
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<td>General Chemistry I</td>
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REQUIRED COURSES (14 COURSES, 49 UNITS)

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<td>BIOL-332L</td>
<td>Human Physiology</td>
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<td>BIOL-370</td>
<td>Bioethics</td>
<td>3</td>
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<tr>
<td>BIOL-440L</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
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<td>or BIOL-450L</td>
<td>Genetics</td>
<td>4</td>
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<tr>
<td>BIOL-470</td>
<td>History and Philosophy of Science</td>
<td>3</td>
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<tr>
<td>BIOL-485</td>
<td>Senior Seminar in Biology</td>
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</table>

Select 5 additional units of upper-division biology.

Supporting Courses (10-11 Units)

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<tbody>
<tr>
<td>CHEM-102L</td>
<td>General Chemistry II</td>
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<tr>
<td>MATH-311</td>
<td>Statistics for the Natural Sciences</td>
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</tbody>
</table>

Select one additional course in chemistry, mathematics, or physical science (3-4 units)

ELECTIVES

Select elective units in biology, chemistry, mathematics or physical science to complete 48 units in the major.

B.A. in Biology: Secondary Teaching Emphasis

The following sequence of courses provides preparation for instruction in life and general science. The program has been submitted to the California Commission on Teacher Credentialing for approval.

GENERAL EDUCATION PREREQUISITES (12 UNITS)

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<td>BIOL-450L</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-470</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-485</td>
<td>Senior Seminar in Biology</td>
<td>1</td>
</tr>
</tbody>
</table>

FRESNO PACIFIC UNIVERSITY

SCHOOL OF NATURAL SCIENCES

149
REQUIRED COURSES

Biology Courses (29 units)
- BIOL-120L General Biology: Diversity and Ecology (4)
- BIOL-310L Ecology (4)
- BIOL-332L Human Physiology (4)
- BIOL-370 Bioethics (3)
- BIOL-440L Cell and Molecular Biology (4)
- BIOL-450L Genetics (4)
- BIOL-470 History and Philosophy of Science (3)
- BIOL-485 Senior Seminar in Biology (1)
- BIOL-496 Biological Research (2)

Supporting Courses (14 units)
- CHEM-102L General Chemistry II (4)
- CHEM-310 Organic Chemistry I (3)
- MATH-311 Statistics for Natural Sciences (3)
- PHYS-120L General Physics I (4)

SELECT ONE OF THE FOLLOWING EMPHASES (16 UNITS)

B.S. in Biology: Environmental Emphasis

REQUIRED COURSES

- BIOL-311L Field Botany (4)
  or BIOL-410L Field Biology (4)
- BIOL-320L Vertebrate Zoology (4)
  or BIOL-325L Wildlife Biology (4)
- CHEM-340L Environmental Chemistry (4)

Select a minimum of 3 additional units of upper-division courses approved by the program director.

B.S. in Biology: Human Health Emphasis

REQUIRED COURSES

- BIOL-331L Human Anatomy (4)
- BIOL-340L Microbiology (4)

Select a minimum of 7 additional units of upper-division science. (Pre-medical students should enroll in PHYS-121L General Physics II, CHEM-311 Organic Chemistry II and BIOL-420L Biochemistry.)

B.S. in Biology: Secondary Teaching Emphasis

REQUIRED COURSES

- LA-385 Critical Approaches to Teaching (3)
- PHYS-121L General Physics II (4)
- PHYS-150 Earth Science (3)
- PHYS-160 Space Science (3)

Select 2 additional units of upper-division biology.
Please see the additional requirements for teacher education candidates listed above for the B.A. in biology, secondary teaching emphasis.

B.S. in Biology: Individualized Emphasis
Electives chosen in consultation with the program director to address specific interests of the student. Courses from field institutes or other institutions may be used. Examples of possible emphases include marine biology, plant science, animal science and bio-psychology.

BIOLOGY MINOR
Program Director: Michael Kunz, Ph.D.
The biology minor will increase the student’s understanding of the world of living organisms. Human beings are studied as a part of the living order, including their relationship to the rest of life. This program will be helpful for those majoring in contemporary ministries, education, psychology, missions, allied health fields, agriculture and kinesiology. This minor may satisfy the state credential requirement for the supplementary authorization in biology.

REQUIRED COURSES (5 COURSES, 20 UNITS)
BIOL-110L General Biology: Cells and Physiology (4)
BIOL-120L General Biology: Diversity and Ecology (4)
Select 12 additional units of upper-division biology.

CHEMISTRY MAJOR
Program Director: Jonathan Dick, Ph.D.
The chemistry major provides students with an understanding of the unifying themes, as well as the diversity, of natural and synthetic materials and their importance within the environment and technology. Students are prepared for positions in industry and government or for advanced study in a variety of scientific disciplines.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree. The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective coursework. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

B.A. in Chemistry

GENERAL EDUCATION PREREQUISITES (12 UNITS)
BIOL-101L Principles of Biology (4)
CHEM-101L General Chemistry I (4)
MATH-210L Calculus I (4)

REQUIRED COURSES (12 COURSES, 46 UNITS)
CHEM-102L General Chemistry II (4)
CHEM-310L Organic Chemistry I (3)
CHEM-311L Organic Chemistry II (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-320L Inorganic Chemistry (4)
CHEM-351L Quantitative Analysis (4)
CHEM-496L Research Project (2)
CS-121 Introduction to Scientific Programming (3)
MATH-220L Calculus II (4)
PHYS-120L General Physics I (4)
PHYS-121L General Physics II (4)
Select 8 additional units of upper-division chemistry.

B.S. in Chemistry

GENERAL EDUCATION PREREQUISITES (12 UNITS)
BIOL-110L General Biology: Cells and Physiology (4)
CHEM-101L General Chemistry I (4)
MATH-210L Calculus I (4)

REQUIRED COURSES
Chemistry Core (35 units)
CHEM-102L General Chemistry II (4)
CHEM-310L Organic Chemistry I (3)
CHEM-311L Organic Chemistry II (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-320L Inorganic Chemistry (4)
CHEM-351L Quantitative Analysis (4)
CHEM-451L Instrumental Analysis (4)
CHEM-460L Physical Chemistry (4)
CHEM-496L Research Project (2)
Select 4 additional units of upper-division chemistry.

Supporting Courses (22 units)
CS-121 Introduction to Scientific Programming (3)
or MATH-311 Statistics for Natural Sciences (3)
MATH-220L Calculus II (4)
MATH-230L Calculus III (4)
MATH-335L Linear Algebra (3)
or MATH-345L Numerical Analysis (3)
or MATH-365L Differential Equations (3)
PHYS-120L General Physics I (4)
PHYS-121L General Physics II (4)

CHEMISTRY MINOR
Program Director: Jonathan Dick, Ph.D.
The chemistry minor provides an introduction to the various areas of chemistry and their impact on the modern world. It is desirable as supplemental preparation for those seeking careers in the teaching, nutrition, agriculture, home
economy, and environmental, medical and health-related occupations.

REQUIRED COURSES (5 COURSES, 20 UNITS)
CHEM-101L General Chemistry I (4)
CHEM-102L General Chemistry II (4)
Select 12 additional units of upper-division chemistry.

ENVIRONMENTAL SCIENCE MAJOR
Program Director: Michael Kunz, Ph.D.
The environmental science major exists to provide tools for scientific analysis of the environment. Recognizing that environmental issues cannot be separated from the human condition, the major also explores other disciplines and interdisciplinary perspectives. Through academic study and field experience, the programs seek to foster an understanding that leads to "a perceptive and creative relationship between God, humanity and the natural world" (Fresno Pacific Idea). It is appropriate for those requiring broad scientific training for government, business, nonprofit organizations or graduate study.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree. The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective coursework. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

Environmental science majors are strongly encouraged to supplement their major with coursework offered at one of several excellent off-campus programs. Students may study for a summer or semester with programs such as AuSable Institute, the Global Stewardship and Sustainability Program, the School for Field Studies, Latin American Studies Program Tropical Ecology and Sustainability track or other approved programs. Courses taken through these programs may be used as electives or, when appropriate, substituted for major core requirements. Please contact the International Programs & Services Office and the environmental science program director for further information.

B.A. in Environmental Science

GENERAL EDUCATION PREREQUISITES (16 UNITS)
BIOL-110L General Biology: Cells and Physiology (4)
CHEM-101L General Chemistry I (4)
ECON-105 Principles of Economics (4)
or PS-120 American Politics and Society (4)
MATH-140 Pre-Calculus (4)
or MATH-210 Calculus I (4)

REQUIRED COURSES (10 COURSES, 32 UNITS MINIMUM)
BIOL-120L General Biology: Diversity and Ecology (4)
BIOL-310L Ecology (4)
CHEM-102L General Chemistry II (4)
CHEM-340L Environmental Chemistry (4)
ENV-150 Introduction to Environmental Studies (4)
MATH-311 Statistics for Natural Sciences (3)
PHYS-150 Earth Science (3)
PHYS-151L Field Geology (1)
THEO-425 Theological Ethics and the Environment (3)

A minimum of 2 units from the following:
BIOL-496 Biological Research (2-3)
CHEM-496 Research Project (2)

ELECTIVES (15 UNITS MINIMUM, 7 UNITS MINIMUM IN SCIENCE)
Select 15 units from the following:
BIOL-311L Field Botany (4)
BIOL-320L Vertebrate Zoology (4)
BIOL-325L Wildlife Biology (4)
BIOL-410L Field Biology (4)
BIOL-450L Genetics (4)
CHEM-311L Organic Chemistry II (3)
CHEM-351L Quantitative Analysis (4)
CS-121 Introduction to Scientific Programming (3)
ENV-482 Environmental Studies Practicum (1-3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PS-373 Nature, Law and Policy (3)

B.S. in Environmental Science

GENERAL EDUCATION PREREQUISITES (16 UNITS)
BIOL-110L General Biology: Cells and Physiology (4)
CHEM-101L General Chemistry I (4)
MATH-210 Calculus I (4)
PS-120 American Politics and Society (4)
or ECON-105 Principles of Economics (4)

REQUIRED COURSES (13 COURSES, 41 UNITS)
BIOL-120L General Biology: Diversity and Ecology (4)
BIOL-310L Ecology (4)
BIOL-410L Field Biology (4)
BIOL-496 Biological Research (2)
or CHEM-496 Research Project (2)
CHEM-102L General Chemistry II (4)
CHEM-310 Organic Chemistry I (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-340L Environmental Chemistry (4)
ENV-150 Introduction to Environmental Studies (4)
MATH-311 Statistics for Natural Sciences (3)
PHYS-150 Earth Science (3)
PHYS-151L Field Geology (1)
THEO-425 Theological Ethics and the Environment (3)

ELECTIVES (16 UNITS MINIMUM, 10 UNITS MINIMUM IN SCIENCE)

Select 16 units from the following:
BIOL-311L Field Botany (4)
BIOL-320L Vertebrate Zoology (4)
BIOL-325L Wildlife Biology (4)
BIOL-450L Genetics (4)
CHEM-311 Organic Chemistry II (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-351L Quantitative Analysis (4)
CHEM-451L Instrumental Analysis (4)
CS-121 Introduction to Scientific Programming (3)
ENV-482 Environmental Studies Practicum (1-3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PS-373 Nature, Law and Policy (3)

ENVIRONMENTAL STUDIES MAJOR

Program Director: Michael Kunz, Ph.D.

Drawing upon the natural sciences, social sciences, the humanities and biblical and religious studies, the environmental studies major seeks to create a conversation between disciplines related to natural history, human history and religious values. Students pursuing this major will experience a broad range of disciplinary methods focused upon the character and nature of human existence within natural and human environments.

GENERAL EDUCATION PREREQUISITES (15 UNITS)
BIOL-101L Principles of Biology (4)
ECON-105 Principles of Economics (4)
PHYS-150 Earth Science (3)
PS-120 American Politics and Society (4)

REQUIRED COURSES (35-39 UNITS)
BIOL-310L Ecology (4)
ENV-150 Introduction to Environmental Studies (4)
PHIL-430 American Wilderness Literature and Philosophy (3)
PS-373 Nature, Law and Policy (3)
THEO-425 Theological Ethics and the Environment (3)

Select a minimum of 2 units from the following:
ENV-460 Environmental Issue Analysis (1-3)
ENV-482 Environmental Studies Practicum (1-3)

Select a minimum of 15 units from the following:
BIOL-120L General Biology: Diversity and Ecology (4)
BIOL-320L Vertebrate Zoology (4)
BIOL-410L Field Biology (4)
CHEM-340L Environmental Chemistry (4)
GEOG-120 World Geography (3)
GEOG-220 Cultural Geography (3)
INTB-370 International Business (3)
PS-400 World Politics and Society (4)
PS-425 Global Economics and Sustainable Development (3)
PS-430 America in a Global Community (4)
SOC-300 Cultural Anthropology (3)
SOC-430 Conflict Management and Resolution (3)

Approved courses from other institutions, such as AuSable Institute or California State University, Fresno, should be chosen in consultation with the program director.

ENVIRONMENTAL STUDIES MINOR

Program Director: Michael Kunz, Ph.D.

A minor in environmental studies provides students with interdisciplinary perspectives on the natural world and the place of humanity within it. Using the insights provided by the disciplines of theology, philosophy and the social and natural sciences, students can come to a deeper understanding of environmental problems and solutions. The minor is appropriate for those who seek to deepen their appreciation of the natural world, those who desire to exercise greater personal environmental stewardship and those who seek vocations with organizations involved with environmental concerns.

REQUIRED COURSES (6 COURSES, 20-22 UNITS)
BIOL-310L Ecology (4)
ENV-150 Introduction to Environmental Studies (4)
ENV-460 Environmental Issue Analysis (1-3)
or ENV-482 Environmental Studies Practicum (1-3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PS-373 Nature, Law and Policy (3)
THEO-425 Theological Ethics and the Environment (3)

RECOMMENDED COURSE
COM-420 Conflict Management and Resolution (3)

KINESIOLOGY

Division Chair: Brian DeMars, M.A.

The word kinesiology refers to the study of human movement and the School of Natural Sciences uses it as an umbrella term that includes several different emphases. In the undergraduate program, the Kinesiology Division has three bachelor of arts emphases and two bachelor of science emphases. The B.A. emphases are exercise science, fitness management and physical education teaching. The bachelor of science degrees are more rigorous and have more of an emphasis on research. The B.S. emphases include exercise physiology and pre-physical therapy/occupational therapy.

The Kinesiology Division also offers two minors: coaching and physical education teaching. A detailed description of each major and minor follows.
KINESIOLOGY MAJOR

B.A. in Kinesiology: Exercise Science

Program Director: Don Diboll, Ph.D.

The exercise science emphasis is designed for students to pursue entry-level careers in the fitness industry, such as personal training and corporate fitness, as well as in strength and conditioning. Students will have a solid preparatory foundation for entry-level fitness certifications from professional organizations in the fitness industry.

GENERAL EDUCATION PREREQUISITES (4 UNITS)

| BIOL-101L  | Principles of Biology (4) |
| or BIOL-110L | General Biology: Cells and Physiology (4) |

REQUIRED COURSES (46-47 UNITS)

Core Courses (30 units)

| BIOL-331L  | Human Anatomy (4) |
| BIOL-332L  | Human Physiology (4) |
| KIN-251    | Foundations of Kinesiology (3) |
| KIN-330L   | Fundamentals of Motor Behavior (4) |
| KIN-385    | Kinesiology Practicum (2) |
| KIN-395    | Sport and Exercise Psychology (3) |
| KIN-401L   | Biomechanics (4) |
| KIN-406L   | Physiology of Exercise I (4) |
| KIN-485    | Senior Seminar (2) |

Emphasis Courses (14 units)

| KIN-270    | Nutrition (3) |
| KIN-275    | Sport First Aid (3) |
| KIN-367    | Analysis of Fitness Activities and Aquatics (2) |
| KIN-441L   | Fitness Assessment and Exercise Prescription (3) |
| KIN-450L   | Exercise Programming for Fitness and Performance (3) |

ELECTIVES

Choose one of the following:

| KIN-316    | Coaching Methods (3) |
| KIN-345    | Analysis of Individual and Dual Sports (2) |
| KIN-351    | Analysis of Team Sports (2) |
| KIN-358    | Analysis of Outdoor and Fundamental Movement (2) |
| KIN-370    | Analysis of Non-Traditional Sports (2) |
| KIN-375    | Analysis of Dance (2) |

B.A. in Kinesiology: Physical Education Teaching

Program Director: Brian DeMars, M.A.

This emphasis is designed for students who would like to teach physical education in a single subject setting within schools. Traditionally this has been in grades 7-12, but increasingly school districts are hiring physical education specialists for the elementary grades as well. Using California state guidelines, the emphasis has been designed to give students a broad content base in order to prepare them to pass the CSET examination, which is required prior to entry into a teacher education program.

GENERAL EDUCATION COURSES (4 UNITS)

| KIN-120    | Concepts of Wellness (2) |
| PE-120     | Dance Movement (1) |
| PE-123     | Self Defense (1) |

GENERAL EDUCATION PREREQUISITE

| BIOL-101L  | Principles of Biology (4) |
| or BIOL-110L | General Biology: Cells and Physiology (4) |
**REQUIRED COURSES (48 UNITS)**

**Core Courses (30 units)**
- BIOL-331L Human Anatomy (4)
- BIOL-332L Human Physiology (4)
- KIN-251 Foundations of Kinesiology (3)
- KIN-330L Fundamentals of Motor Behavior (4)
- KIN-385 Kinesiology Practicum (2)
- KIN-395 Sport and Exercise Psychology (3)
- KIN-401L Biomechanics (4)
- KIN-406L Physiology of Exercise I (4)
- KIN-485 Senior Seminar (2)

**Emphasis Courses (18 units)**
- KIN-320 Theory of Physical Education (3)
- KIN-340 Measurement Evaluation (3)
- KIN-345 Analysis of Individual and Dual Sports (2)
- KIN-351 Analysis of Team Sports (2)
- KIN-358 Analysis of Outdoor and Fundamental Movements (2)
- KIN-367 Analysis of Fitness Activities and Aquatics (2)
- KIN-370 Analysis of Non-Traditional Sports (2)
- KIN-375 Analysis of Dance (2)

**ADDITIONAL REQUIREMENTS AND RECOMMENDATIONS FOR TEACHER EDUCATION CANDIDATES**

**To Enter Any Teacher Education Program**

**Recommended Course**
- LA-385 Critical Approaches to Teaching (3)

**To Enter the FPU Teacher Education Program**

Earn a 2.75 overall grade point average in college coursework.

**To Complete the FPU Teacher Education Program**

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

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

**Recommended Courses**
- HIST-420 American Ethnicity and Pluralism (3)
- SOC-310 Cultural Communities of California (3)

**B.S. in Kinesiology: Exercise Physiology**

**Program Director: Don Diboll, Ph.D.**

The exercise physiology emphasis is designed to prepare individuals to be competent, highly qualified professionals in the fitness industry (e.g., corporate fitness), certain areas within allied health care (e.g., cardiac rehabilitation) and athletic performance enhancement careers (e.g., strength and conditioning). This emphasis will also prepare those students interested in pursuing graduate studies in exercise physiology (science) or related academic disciplines. The curriculum follows academic program and content recommendations from reputable professional organizations such as the American College of Sports Medicine, the American Society of Exercise Physiologists and the National Strength and Conditioning Association. Students will have a solid foundation for many of the higher-level professional certifications these organizations offer, should they choose to pursue them.

**GENERAL EDUCATION PREREQUISITES (12 UNITS)**

- BIOL-101L Principles of Biology (4)
  or BIOL-110L General Biology: Cells and Physiology (4)
- CHEM-101L General Chemistry I (4)
- MATH-140 Pre-Calculus (4)
  or MATH-210 Calculus I (4)

**REQUIRED COURSES (62-63 UNITS)**

**Core Courses (40 units)**
- BIOL-331L Human Anatomy (4)
- BIOL-332L Human Physiology (4)
- KIN-251 Foundations in Kinesiology (3)
- KIN-275 Sport First Aid (3)
- KIN-330L Fundamentals of Motor Behavior (4)
- KIN-390 Internship in Kinesiology (3)
- KIN-401L Biomechanics (4)
- KIN-406L Physiology of Exercise I (4)
- KIN-485 Senior Seminar (2)

**Emphasis Courses (22-23 Units)**
- KIN-270 Nutrition (3)
- KIN-395 Sport and Exercise Psychology (3)
- KIN-441L Fitness Assessment and Exercise Prescription (3)
- KIN-450L Exercise Programming for Fitness and Performance (3)
- KIN-470L Physiology of Exercise II (3)

Choose 7-8 units of advisor-approved electives.

**B.S. in Kinesiology: Pre-Physical Therapy/Occupational Therapy**

**Program Director: Don Diboll, Ph.D.**

The pre-physical therapy/occupational therapy emphasis contains basic pre-professional preparation for graduate work at other institutions with physical therapy or occupational therapy programs. Completion of work at these graduate programs will ultimately lead to licensure in physical therapy or certification in occupational therapy. Each
graduate program has special requirements that may vary slightly. Students should contact the school(s) of their choice during their junior year at FPU and work closely with their program advisor in selecting the appropriate courses within this emphasis. In some instances, it may be necessary to take a specific course at another institution to meet a certain requirement of a given graduate program. Also, some students may need to take more than the minimum number of emphasis units in order to meet the entry requirements of the selected graduate program.

An important feature of this kinesiology emphasis is that students will learn about humans from several unique perspectives (e.g., physiological, biomechanical, motor behavioral) that all have an underlying theme of fitness and its benefits. This provides an ideal foundation for students pursuing professional careers in physical or occupational therapy.

**GENERAL EDUCATION PREREQUISITES (12 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101L Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL-110L General Biology: Cells and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-101L General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-140 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>or MATH-210 Calculus I</td>
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**REQUIRED COURSES (61-62 UNITS)**

**Core Courses (39 units)**

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<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>BIOL-331L Human Anatomy</td>
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<tr>
<td>BIOL-332L Human Physiology</td>
<td>4</td>
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<tr>
<td>KIN-251 Foundations in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN-275 Sport First Aid</td>
<td>3</td>
</tr>
<tr>
<td>KIN-330L Fundamentals of Motor Behavior</td>
<td>3</td>
</tr>
<tr>
<td>KIN-367 Analysis of Fitness Activities and Aquatics</td>
<td>2</td>
</tr>
<tr>
<td>KIN-390 Internship in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN-401L Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KIN-406L Physiology of Exercise I</td>
<td>4</td>
</tr>
<tr>
<td>KIN-485 Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MATH-311 Statistics for the Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-120L General Physics I</td>
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</table>

**Emphasis Courses (22-23 Units)**

Select courses with advisor approval from the following list (other courses are possible with approval):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL-340L Microbiology</td>
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<tr>
<td>CHEM-102L General Chemistry II</td>
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<td>CHEM-310 Organic Chemistry I</td>
<td>3</td>
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<td>CHEM-311 Organic Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM-312L Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>KIN-270 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>KIN-395 Sport and Exercise Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KIN-441L Fitness Assessment and Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>KIN-450L Exercise Programming for Fitness and Performance</td>
<td>3</td>
</tr>
<tr>
<td>KIN-470L Physiology of Exercise II</td>
<td>3</td>
</tr>
</tbody>
</table>

*KIN-481 Research in Kinesiology (1-3)  
PHYS-121L General Physics II (4)  
PSY-360 Life-Span Development (3)  
PSY-410 Abnormal Psychology (4)

*Must take at least 1 unit of this course for the purposes of developing a research project if KIN-470L is not selected. (KIN-470L has a research component.)

**KINESIOLOGY MINOR: COACHING**

**Program Director: Brian Demars, M.A.**

The coaching minor is for students who would like to coach and would be appropriate in either school or community settings. Students who pass the standardized exams for KIN-316 Coaching Methods and KIN-310 Sport First Aid earn certification by the American Sport Education Program, which has been recommended for all coaches in the state of California. See program director for details.

**RECOMMENDED PRIOR COURSE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>KIN-120 Concepts of Wellness</td>
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**REQUIRED COURSES (17-18 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>KIN-270 Nutrition</td>
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<tr>
<td>KIN-275 Sport First Aid</td>
<td>3</td>
</tr>
<tr>
<td>KIN-316 Coaching Methods</td>
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<tr>
<td>KIN-385 Kinesiology Practicum</td>
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Select two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>KIN-345 Analysis of Individual and Dual Sports</td>
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<tr>
<td>KIN-351 Analysis of Team Sports</td>
<td>2</td>
</tr>
<tr>
<td>KIN-358 Analysis of Outdoor and Fundamental Movements</td>
<td>2</td>
</tr>
<tr>
<td>KIN-367 Analysis of Fitness Activities and Aquatics</td>
<td>2</td>
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</tbody>
</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN-251 Foundations of Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN-320 Theory of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN-330L Fundamentals of Motor Behavior</td>
<td>4</td>
</tr>
<tr>
<td>KIN-340L Measurement Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>KIN-395 Sport and Exercise Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**KINESIOLOGY MINOR: PHYSICAL EDUCATION TEACHING**

**Program Director: Brian Demars, M.A.**

This minor is for students who would like to earn an additional authorization for teaching in a single-subject setting. This minor would be ideal for students who are majoring in another area, are heading towards teaching, and yet would like to lay a foundation for being able to pass the California Subject Examinations for Teachers (CSET) in physical education. Although single subject has traditionally
been grades 7-12, many school districts are hiring physical education specialists at elementary schools as well.

**REQUIRED COURSES (19 UNITS)**

KIN-320 Theory of Physical Education (3)
KIN-330L Fundamentals of Motor Behavior (4)
KIN-340 Measurement Evaluation (3)
KIN-385 Kinesiology Practicum (1)

*Select two of the following courses:*

KIN-251 Foundations of Kinesiology (3)
KIN-270 Nutrition (3)
KIN-395 Sport and Exercise Psychology (3)

*Select one of the following courses:*

KIN-345 Analysis of Individual and Dual Sports (2)
KIN-351 Analysis of Team Sports (2)
KIN-358 Analysis of Outdoor and Fundamental Movements (2)
KIN-367 Analysis of Fitness Activities and Aquatics (2)
KIN-370 Analysis of Non-Traditional Sports (2)

**MATHEMATICS MAJOR**

*Program Director: Chris Brownell, M.A.*

The mathematics major provides students with an understanding of the concepts and procedures in the field of mathematics. The subjects offered at FPU range from the historical and philosophical ideas that drove the development of this field, to modern-day applications of mathematics such as computer graphics and operations research; all are founded on the solid logical footing of pure mathematical studies. Appropriate technology is used for problem solving and modeling.

Students may choose from two distinct degree programs: the bachelor of arts degree in mathematics or the bachelor of science degree in applied mathematics. The B.A. degree is designed to provide students with a broad spectrum of coursework in the mathematical sciences. It is intended to give students a sense of the human story and the philosophical underpinning of mathematics. This is the recommended major for those students intending to go into secondary teaching, but is not intended to be limited to these students alone. There are more elective options for a B.A. and more room for the students to incorporate a minor field of study. The B.S. degree is appropriate for those students who want to focus their energies in the area of applications of mathematics. The B.S. in applied mathematics is an appropriate major for those students who may seek careers in industry or engineering or may be considering graduate school in the applied sciences. The B.S. degree includes a research capstone.

**B.A. IN MATHEMATICS**

*Program Director: Chris Brownell, M.A.*

The total coursework requirements include a minimum of 45 units of mathematics beyond the general education prerequisites.

**GENERAL EDUCATION OR OTHER PREREQUISITES (11 UNITS)**

CS-121 Introduction to Scientific Programming (3)
MATH-120 Principles of Mathematics (4)
or MATH-140 Pre-Calculus (4)
PHYS-120L General Physics I (4)
or PHYS-130L University Physics I (4)

**REQUIRED MATHEMATICS COURSES (27 UNITS)**

MATH-210 Calculus I (4)
MATH-220 Calculus II (4)
MATH-230 Calculus III (4)
MATH-330 Abstract Algebra (3)
MATH-335 Linear Algebra (3)
MATH-350 Problem Solving (3)
MATH-360 Probability and Statistical Methods (3)
MATH-420 Real Analysis (3)

**ELECTIVES (18 UNITS)**

*Select six of the following:*

MATH-320 Principles of Geometry (3)
MATH-325 Introduction to Topology (3)
MATH-340 Number Theory (3)
MATH-345 Numerical Analysis (3)
MATH-357/MGT-368 Operations Research (3)
MATH-365 Differential Equations (3)
MATH-370 Discrete Mathematics (3)
MATH-375 Introduction to Game Theory (3)
MATH-454 Complex Analysis (3)
MATH-480 History of Mathematics (3)

**ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES**

**Required Mathematics Course**

MATH-482 Practicum in Mathematics (2)

**Recommended Mathematics Electives**

MATH-120 Principles of Mathematics (4)
MATH-320 Principles of Geometry (3)
MATH-340 Number Theory (3)
MATH-370 Discrete Mathematics (3)
MATH-480 History of Mathematics (3)

**Recommended Non-Mathematics Elective**

LA-385 Critical Approaches to Teaching (3) *(preferably sophomore or junior year)*

**To Enter a Teacher Education Program**

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

1. Pass the California Subject Examinations for Teachers (CSET) to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program

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

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

To Complete the Fresno Pacific University Teacher Education Program

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

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG-340</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>PS-120</td>
<td>American Politics and Society</td>
<td>4</td>
</tr>
<tr>
<td>or HIST-150</td>
<td>American Civilization</td>
<td>4</td>
</tr>
<tr>
<td>PSY-355</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Course

It is recommended that students complete one of the following courses as well:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-420</td>
<td>American Ethnicity and Pluralism</td>
<td>3</td>
</tr>
<tr>
<td>SOC-310</td>
<td>Cultural Communities of California</td>
<td>3</td>
</tr>
</tbody>
</table>

B.S. IN APPLIED MATHEMATICS

Program Director: Ron Pratt, Ph.D.

The total coursework requirements include a minimum of 55 units of mathematics, computer science, chemistry and physics beyond the general education prerequisites.

GENERAL EDUCATION OR OTHER PREREQUISITES (16 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-101L</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ECON-105</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>MATH-140</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-130L</td>
<td>University Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

REQUIRED COURSES (38 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH-230</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH-335</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH-345</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH-350</td>
<td>Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MATH-360</td>
<td>Probability and Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH-365</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH-370</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH-420</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH-454</td>
<td>Complex Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH-477</td>
<td>Independent Research</td>
<td>2</td>
</tr>
</tbody>
</table>

Supporting Courses (11 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-102L</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CS-121</td>
<td>Introduction to Scientific Programming</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-131L</td>
<td>University Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

ELECTIVES (6 UNITS)

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-325</td>
<td>Introduction to Topology</td>
<td>3</td>
</tr>
<tr>
<td>MATH-357</td>
<td>Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>MATH-375</td>
<td>Introduction to Game Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH-415</td>
<td>Advanced Applied Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH-418</td>
<td>Fourier Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH-486</td>
<td>Topics: Partial Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

MATHMATICS MINOR

Program Director: Chris Brownell, M.A.

The mathematics minor is designed to provide students with a focused program in mathematics as a complement to other majors or as a fulfillment of personal interest.

GENERAL EDUCATION PREREQUISITES (4 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-120</td>
<td>Principles of Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

REQUIRED COURSES (21 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-140</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH-210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 9 additional units of upper-division mathematics.

PRE-HEALTH SCIENCES MAJOR

Program Director: Alan Thompson, Ph.D.

The pre-health sciences major is designed to provide students with a broad, interdisciplinary foundation in the sciences, with a focus on preparing students for entry into medical and dental careers, as well as allied health career paths such as nursing, physician's assistant or nutrition.

Students interested in the pre-health sciences major should contact the program director as early as possible in their academic career since relevant biology, chemistry, math and physics courses are necessary for adequate preparation for entrance exams such as the Medical College Admission Test (MCAT). This is also true for students interested in medical or dental school opportunities who may choose to major in a different discipline. A different course sequence may be required for students interested in allied health professions.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree.
The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective coursework. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

## B.A. in Pre-Health Sciences

### GENERAL EDUCATION PREREQUISITES (12 UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-110L General Biology: Cells and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-101L General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-140 Pre-Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES (MINIMUM OF 48 UNITS TOTAL, 28 UNITS UPPER-DIVISION)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-331L Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-332L Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-102L General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select from the following in consultation with the program director:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-120L General Biology: Diversity and Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-150 Perspectives in Health Care</td>
<td>1</td>
</tr>
<tr>
<td>BIOL-320L Vertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-340L Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-440L Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-450L Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-470 History and Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-482 Practicum in Biology</td>
<td>1-2</td>
</tr>
<tr>
<td>BIOL-496 Biological Research</td>
<td>1-3</td>
</tr>
<tr>
<td>CHEM-310 Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-311 Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-312L Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM-313L Organic Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM-351L Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-420L Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-496 Research Project</td>
<td>2</td>
</tr>
<tr>
<td>CS-121 Introduction to Scientific Programming</td>
<td>3</td>
</tr>
<tr>
<td>KIN-401L Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KIN-406L Physiology of Exercise I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-311 Statistics for the Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-120L General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-121L General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

### RECOMMENDED COURSE

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-120 Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES (42 UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-120L General Biology: Diversity and Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-331L Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-332L Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-340L Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-370 Bioethics</td>
<td>2</td>
</tr>
<tr>
<td>BIOL-450L Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-496 Biological Research</td>
<td>2</td>
</tr>
<tr>
<td>CHEM-102L General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-310 Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-120L General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS-130L University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-121L General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS-131L University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH-311 Statistics for the Natural Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

**SELECT ONE OF THE FOLLOWING EMPHASIS (16 UNITS MINIMUM):**

### Pre-M.D./D.O./D.D.S./D.Pharm. Emphasis

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-420L Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-440L Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-311 Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-312L Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM-313L Organic Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>MATH-220 Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

### Pre-M.P.T. Emphasis

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN-390 Internship in Kinesiology</td>
<td>1-3</td>
</tr>
<tr>
<td>KIN-401L Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KIN-406L Physiology of Exercise I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 5 additional units from the list of electives below.

### Pre-M.S.N. Emphasis

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-420L Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>KIN-270 Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 additional units from the list of electives below.

### ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-440L Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-311 Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-312L Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
</tbody>
</table>
CHEM-313L Organic Chemistry Laboratory II (1)
CHEM-351L Quantitative Analysis (4)
CHEM-460L Physical Chemistry (4)
KIN-270 Nutrition (3)
KIN-401L Biomechanics (4)
KIN-406L Physiology of Exercise (4)
MATH-220 Calculus II (4)
*Or other courses chosen in consultation with the program director.*

**DEGREE COMPLETION PROGRAMS**

**B. S. in Nursing**

*Program Director: Mariamma Mathai, RN; Ed.D*

The bachelor of science in nursing completion program (RN to BSN) is designed for registered nurses who wish to advance their careers or prepare themselves for graduate education in nursing. The program is geared toward the educational needs of RNs holding a minimum of a two-year degree (AA/AS in nursing). The program responds to the changing healthcare needs in the San Joaquin Valley and helps meet the acute shortage of BSN-prepared nurses in the area.

The modern healthcare environment is becoming more complex due to advancements in technology and medical science, as well as the increasing acuity and complexity of the patient population. Nurses must have a scientifically based liberal arts education and critical decision-making skills. This program prepares graduates intellectually, spiritually and professionally to assume roles as providers, designers, managers and coordinators of care.

*The Essentials of Baccalaureate Education for Professional Nursing Practice* by the Association of Colleges of Nursing (2008) provides the curricular elements and framework for preparing graduates for the 21st century.

Admissions requirements include a minimum 2.4 GPA, four years postsecondary experience, an associate degree in nursing and an active nursing license or proof of application for licensure.

**PREREQUISITE COURSES**

- COM-342 Advanced Academic Research and Composition (3)
- MATH-250 Introduction to Statistics (3)

*Chemistry course*

**REQUIRED COURSES**

*The following units must be earned at Fresno Pacific University:*

- BIB-300A Jesus’ Life and World (2)
- BIB-300B Jesus, Church and Society (2)
- BIB-446 Biblical Perspectives for Nurses (4)
- BUS-440 Leadership in Organizations (4)
- NURS-310 Professional Role Development and Nursing Theory (2)
- NURS-320 Principles of Patho-Physiology (3)
- NURS-330 Health Assessment (2)
- NURS-340 Globalization, Cultural Diversity and Health Care Environment (2)
- NURS-410 Intermediate Pharmacology (2)
- NURS-420 Nursing Research (3)
- NURS-430 Teaching for Disease Prevention and Health Promotion (2)
- NURS-440 Community Health Nursing (2)
- NURS-442 Community Health Nursing Practicum (2)
- NURS-450 Information Technology and Health Care Economics (3)
- NURS-460 Leadership and Clinical Management (2)
- NURS-462 Leadership and Clinical Management Practicum (2)
- NURS-480 Senior Project (2)
- PACS-440 Conflict Transformation (4)

**ELECTIVES**

*Upper-division elective units as needed to meet the bachelor of science minimum. This requirement may also be met through allowable college coursework or credit by exam (e.g., CLEP, AP).*

**GRADUATE PROGRAMS**

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**

*Program Director: Jim Ave, Ph.D.*

The master’s program in kinesiology is designed to prepare professionals to become exemplary practitioners in the areas of physical education and athletic training pedagogy by providing opportunities for academic, social, spiritual, professional and personal development. A fee equal to 1 unit of graduate tuition is charged for KIN-796 Comprehensive Exam.

**Master of Arts in Kinesiology: Athletic Training Emphasis**

This graduate program is designed for students who are National Athletic Trainers’ Association Board of Certification, Inc. (NATABOC)-certified athletic trainers with good standing...
or are eligible to take the NATABOC examination. This program provides for intensive study in athletic training pedagogical studies, administration and organizational issues in athletic training, and advanced therapeutic exercise and rehabilitation. Students will also study and develop skills in research methods, computer skills, psychological aspects of injuries and rehabilitation and sports law and ethics. Clinical experience in the field is expected during the fall and spring semesters. Upon graduation, students should be eligible to apply for athletic training positions at the high school, community college, college, university, professional and private-agent levels.

**REQUIRED COURSES**

**Kinesiology Courses (24 units)**
- KIN-710 Technology in Kinesiology (3)
- KIN-715 Legal Aspects of Kinesiology and Sport (3)
- KIN-720 Psychology of Sports (3)
- KIN-750 Athletic Training Pedagogical Studies (3)
- KIN-760 Advanced Therapeutic Exercise (3)
- KIN-770 Advanced Athletic Training Administration (3)
- KIN-792C Practicum: Content Standards in Athletic Training I (3)
- KIN-792D Practicum: Content Standards in Athletic Training II (3)

**Master of Arts Core (12 units)**
- KIN-771 Research Methods in Kinesiology (3)
- KIN-779 Values in Kinesiology and Sport (3)

Select one of the following groups:

**Course option**
- KIN-777A Issues in Kinesiology (3)
- 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-730 History and Philosophy in Kinesiology (3)
- KIN-777A Issues in Kinesiology (3)
- KIN-796 Comprehensive Examination (0)

**Master of Arts in Kinesiology: Physical Education Emphasis**

This graduate program is for students with a 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.

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.

**REQUIRED COURSES**

**Kinesiology Courses (24 units)**
- KIN-710 Technology in Kinesiology (3)
- KIN-715 Legal Aspects of Kinesiology and Sport (3)
- KIN-720 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: Content Standards in Physical Education I (3)
- KIN-792B Practicum: Content Standards 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)

Select one of the following groups:

**Course option**
- KIN-777A Issues in Kinesiology (3)
- 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-730 History and Philosophy in Kinesiology (3)
- KIN-777A Issues in Kinesiology (3)
- KIN-796 Comprehensive Examination (0)

**Master of Arts in Kinesiology: Sport Administration Emphasis**

This graduate program is designed for students with a background in sport administration and/or who are currently employed as sport administrators. The program will provide advanced studies in sport leadership and administration, sport marketing and sport sales and sponsorship. Students are expected to be working or volunteering in the sport administration field during the fall and spring semesters.
REQUIRED COURSES (24 UNITS)

KIN-710  Technology in Kinesiology (3)
KIN-715  Legal Aspects in Kinesiology and Sport (3)
KIN-720  Psychology of Sport (3)
KIN-755  Sport Marketing (3)
KIN-765  Sport Leadership and Administration (3)
KIN-775  Sport Sales and Sponsorship (3)
KIN-793A  Practicum in Sport Administration I (3)
KIN-793B  Practicum in Sport Administration II (3)

Master of Arts Core (12 Units)

KIN-771  Research Methods in Kinesiology (3)
KIN-779  Values in Kinesiology and Sport (3)

Select one of the following groups:

**Thesis option**

KIN-735  Trends in Kinesiology (2)
KIN-798  Project/Thesis Proposal (1)
KIN-799  Project/Thesis—Physical Education (3)

**Course option**

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

**Comprehensive Examination option**

KIN-730  History and Philosophy in Kinesiology (3)
KIN-777A  Issues in Kinesiology (3)
KIN-796  Comprehensive Examination (0)
CONTINUING EDUCATION

Executive Director, Matt Gehrett, M.A.
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 personal and 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, independent study, 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-level professional development 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 by returning a completed registration form and appropriate fees to the Center for Professional Development Office, by calling 800/372-5505 using Visa, MasterCard or Discover Card or online at fresno.edu/register.

Students may take a maximum of 9 units concurrently.
Students may not complete more than 15 units in a semester. Semester dates as defined by the Center for Professional Development 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 to complete a course.

A minimum of one week per unit of study has been set, by design, as a standard for all Center for Professional Development independent study courses.

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

Tuition and Materials Fees
The price per course consists of $113 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.
CONTINUING EDUCATION   Fresno Pacific University

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 instructional materials, 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. A letter or the 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 on coursework mailed 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 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 mail at the university address, by email at profdev@fresno.edu or on the Internet: 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
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
Emphases include movement skills and movement knowledge, self image and personal and social development and coaching skills.

Multicultural Education
Emphases include societal norms, institutional norms and cultures different from one's own, the school as an organization, small-group behavior, interpersonal relating and communicating and one's self.

Bilingual Education
Emphases include development of proficiency in understanding, speaking, reading and writing Spanish; student achievement of psychosocial adjustment; use of assessment and diagnostic data; and instructional materials development.

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
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.

CENTER FOR SPECIAL PROJECTS
The mission of the Center for Special Projects is to offer educational opportunities to the residents of the Central Valley of California. The center seeks to identify community needs and to provide lifelong learning, including courses in:

- College success—Remedial courses in general education subject matter, preparing students to successfully engage in and complete college-level courses. Full descriptions of all college success courses may be found in the Course Descriptions section of this catalog
- Job skill enhancement—This course provides opportunities for students to discover areas of career interest as well as specific information on how to pursue interests. Students learn how to write résumés, have successful interviews and what it means to have a good work ethic.
The Center for Peacemaking and Conflict Studies (CPACS) was established at FPU in 1990:
• to promote greater understanding of the dynamics of conflict.
• to train people in the theology, science and art of constructive conflict management.
• to promote and assist in the development of cooperative dispute resolution and justice programs within the institutions of the church and society.

CPACS is rooted in the Hebrew/Christian vision of shalom (peace and justice) for the church and world. Fresno Pacific University, affiliated with the Pacific District Conference of Mennonite Brethren Churches, stands in a long, historic peace church tradition that has taken this vision of shalom seriously. CPACS is a concrete effort of the university to further realize this vision of shalom.

Programs and Activities
The center is responsible for a variety of programs and activities, which include:
• Baccalaureate and graduate programs in peacemaking and conflict studies.
• Leadership development of international faculty in peacemaking
• Restorative justice and conflict resolution programs that embody theory and practices and that create internship opportunities for students.
• Community development of Victim-Offender Reconciliation Programs (VORPs).
• School restorative discipline and peer mediation programs.
• Mediation training and services for people in businesses, churches, schools and other organizations.
• Community, business, church, school, and other organizational consulting and conflict management.
• Research and development to advance restorative justice, peacemaking and conflict studies.

See fresno.edu for more information.

Current Programs

ACADEMIC PROGRAMS
• Master’s degree and certificate options in peacemaking and conflict studies
• Undergraduate minor and focus series in peacemaking and conflict studies
• Undergraduate degree completion program in criminology and restorative justice studies

COMMUNITY PROJECTS
• FPU campus discipline/mediation
• COSA (Circles of Support and Accountability)
• DRPA (Dispute Resolution Program Act) Mediation Services with Fresno County Superior Court
• Restorative Justice Initiative with Fresno County Juvenile Court
• VORP (Victim Offender Reconciliation Program) with Fresno County Probation and Juvenile Court
• Mediation Associates, fee-based community service for family & group disputes
• Peace and justice projects with Mennonite Central Committee (MCC)

As a unit of Fresno Pacific University, CPACS community projects are funded by contracts, grants, endowments, cash and in-kind donations and fees for service.
Appendix
**COURSE DESCRIPTIONS**

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

**ACCOUNTING**

ACCT-210. Accounting for Non-Business Majors. 3 Units. A basic study of the principles of accounting leading to financial statement preparation, analysis and interpretation. The course includes a review of the principles of budgeting and decision making. (Not open to business majors.)

ACCT-220. Principles of Accounting I. 3 Units. Accounting is an information and measurement system that identifies, records and communicates relevant information to decision makers. Accounting is the language of business. The ability to understand and use this language is essential in today's competitive marketplace regardless of role. This course provides students with the underlying concepts, theories and procedures for recording, classifying, adjusting, summarizing and interpreting financial data for service and merchandising entities.


Prerequisites: ACCT-220

ACCT-301. Accounting for Management. 3 Units. Managers in business need information in order to make appropriate decisions. This course deals with identifying, measuring, analyzing, interpreting and communicating information in order to achieve organizational goals. Ratio analysis will be utilized to ascertain appropriate financial stability.

Degree completion students only; May not be audited

ACCT-400. Intermediate Accounting I. 4 Units. Financial accounting provides relevant information to users external to the business, i.e., investors and creditors. The methods of providing this information are through financial statements and related notes attached to the formal financial accounting, and are designed to prepare a student for a career in accounting.

Prerequisites: ACCT-230


Prerequisites: ACCT-400

ACCT-410. Cost Accounting. 4 Units. A study of the major approaches to internal accounting issues, including flexible budgeting, cost allocation and product costing, with an emphasis on decision making, planning and control. Use of computers is included.

Prerequisites: ACCT-230

ACCT-415. Tax Accounting. 4 Units. A study of the rules and principles of federal income tax preparation with an emphasis on the preparation of the individual tax return.

Prerequisites: ACCT-230

ACCT-418. Nonprofit Accounting. 3 Units. A study of the concepts, principles and problems of accounting for governmental and nonprofit organizations. Fund accounting, budgeting, cash planning and control are presented in the context of governmental and nonprofit decision making.

Prerequisites: ACCT-230

ACCT-420. Auditing. 3 Units. Students learn the methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor. Generally accepted techniques for evaluation of internal control procedures and the auditing of computer accounting systems are included.

Prerequisites: ACCT-400


Prerequisites: ACCT-405

**ADMINISTRATIVE SERVICES**

ADM-725. Curriculum Assessment. 3 Units. This course is designed to diagnose the curriculum strengths and weaknesses of the school, give the candidate knowledge and tools to assess a new curriculum situation and prepare the candidate for district certification of competency in the area of teacher evaluation.

ADM-730. Research in Educational Administration. 3 Units. A study of systematic inquiry, survey methods and evaluation methodology. Research and evaluation methods used in school. Topics include scientific methods of problem solving, use of ERIC materials and a five-chapter format for formal papers.

Students may take up to 2 semesters to complete the course.

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.

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 of 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 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 fieldwork 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; Graded CR/NC

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 an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socioeconomic status, and ethnic backgrounds, and treat 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 interconnectedness 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 membership that enhance educational leadership communication skills both within the school setting and in the educational community. May not be audited

ADM-744A. Fieldwork: Connecting the Broader Influences on Schools. 2 Units. This course is designed to provide hands-on experience at the school site. The fieldwork activities are directly aligned with the course content in the theory course ADM-744 Connecting the Broader Influences on Schools. Students must enroll in conjunction with or following enrollment in the corresponding theory course. May not be audited; Graded CR/NC

ADM-793A. Seminar: Induction Plan. 2 Units. Focuses on developing a plan of support and professional development for beginning administrators. Includes on-campus seminars and school-site activities. May not be audited; Graded CR/NC

ADM-793D. Seminar: Evaluation of the Induction Plan. 2 Units. Focuses on evaluation of goals included in the candidate's induction plan. Includes on-campus seminars and school-site activities. Prerequisites: ADM-793A; May not be audited; Graded CR/NC

ADM-793F. Participation. 1-4 Units. Provides an opportunity for active involvement and participation in a school district or an agency-sponsored leadership program that meets regularly to prepare candidates for school administrator roles. Repeatable for credit; May not be audited; Graded CR/NC

ADM-793G. Internship. 1 Unit. This course is designed for those admitted to the intern credential program, to give individualized instruction and guidance directly related to the intern's job assignment at the school/district site. Repeatable for credit; May not be audited; Graded CR/NC

ADM-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. Prerequisites: ED-771; May not be audited; Graded CR/NC
ART-110. Art Appreciation. 3 Units. Discussion of the history, vocabulary, methods and media of art through presentation of examples from various art movements and cultures.

ART-111. Art Appreciation. 3 Units. Through the examination of examples from various art movements and cultures, this course explores art through a discussion of the history, vocabulary, methods and media of art.

Degree completion students and IIP participants only; May not be audited

ART-120. Painting I. 3 Units. An introduction to painting processes through studio problems and critiques. This class is designed to foster an understanding of color harmony and compositional balance in a painting.

May not be audited

ART-140. Drawing I. 3 Units. Serves as an introduction to the basic principles of observational drawing. Students will learn about drawing media, techniques, and composition through group critiques, lectures, and individual research.

May not be audited

ART-150. Principles of Design. 3 Units. Design elements and their fundamental application in two-dimensional visual art. Explores the principles of visually organizing those elements, while exploring creative thought processes and methods of visual analysis. Explorations of a variety of materials, techniques and vocabulary specific to the fine art of design.

ART-160. Publications Practicum. 1-2 Units. Practical experience in all aspects of yearbook production with special emphasis on artwork, graphics, photography, layout and design.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Activity course

ART-170. Sculpture I. 3 Units. Basic practice in the expressive use of form and color in space. Use of a variety of media, such as clay, plaster, wood, and mild steel. Course uses both historical and contemporary approaches to develop content.

May not be audited

ART-180. Ceramics I. 3 Units. The fundamentals of forming both hand-built and wheel-thrown objects. Basic techniques of surface embellishment and glazing will be featured. An awareness of three-dimensional form will be stressed.

May not be audited

ART-230. Basic Computer Graphic Arts. 3 Units. Introduction to basic concepts in the visual arts as they apply to graphic arts. Overview of graphic arts in its breadth, technologies and uses. An in-depth look at one of the most used and effective graphic design software programs--Adobe Illustrator.

May not be audited

ART-300. Art Fundamentals. 3 Units. This course is designed to introduce studio art, art history, art criticism and aesthetics to the future elementary school teacher. This class will provide a foundation for life-long learning within the art discipline. Competencies pertaining to art instruction will be developed through various art experiences based upon art education theory and practice.

May not be audited

ART-301. Art Fundamentals. 3 Units. This course is designed to introduce studio art, art history, art criticism and aesthetics to the future elementary school teacher. This class will provide a foundation for life-long learning within the art discipline. Competencies pertaining to art instruction will be developed through various art experiences based upon art education theory and practice. A lab fee will be charged to cover various materials for hands-on demonstrations.

Degree completion students only; May not be audited

ART-305. Life Drawing. 3 Units. An advanced drawing course dedicated to the rendering of the human figure. Students explore a variety of techniques and materials, expanding their visual understanding and sensitivity to the proportions of the human body.

May not be audited

ART-310. Photography. 3 Units. An introduction to photo processes through studio problems and critiques. This class is designed to foster an understanding of color, harmony and compositional balance in photography.

May not be audited

ART-320. Painting II. 3 Units. An extension of what has been learned in Painting I. The student will be encouraged to rely on intuition for creative ideas and directions.

Prerequisites: ART-120; May not be audited

ART-325. Modern and Contemporary Art. 3 Units. Considers various modernist artistic developments of the 20th Century through to artistic developments of the present day, including issues facing artists.

ART-330. Art and Religion. 3 Units. Examines how spirituality has been present and evident through artistic expression since the beginning of time. Through the examination of various examples of art and architecture, students will learn about the creativity of different cultures and religions, and how they compare to the Christian faith.

ART-340. Drawing II. 3 Units. Further explores principles introduced in Drawing I. A competent handling of the drawing medium, strong understanding of the elements and principles of design, and a conceptual approach to subject matter will be fostered through critiques, discussions, and individual research.

Prerequisites: ART-140; May not be audited

ART-350. History of Western Art I. 3 Units. Explores Western art in its historical and cultural contexts, from Prehistory to the Renaissance, in an attempt to better understand the creativity of those who lived before and how art has influenced modern culture.

ART-355. History of Western Art II. 3 Units. Explores Western art in its historical and cultural contexts, from the Renaissance to the
present day, in an attempt to better understand the creativity of those who lived before and how art has influenced modern culture.

**ART-380. Ceramics II. 3 Units.** Higher levels of creative expression through clay. Large, nonfunctional pieces such as wall hangings and sculptures will be encouraged. A more competent handling of the potter’s wheel will be required.

Prerequisites: ART-180; May not be audited

**ART-430. Advanced Computer Graphic Arts. 3 Units.** Advanced concepts in visual arts as applied to graphic arts. Continuation of exploration into graphic arts, technologies and uses. Uses advanced techniques with Adobe Photoshop and Illustrator to become familiar with every aspect of the design process.

Prerequisites: ART-230

**ART-435. Museum Studies. 3 Units.** Examines various aspects of the museum industry and its history. Equips students with the skills necessary to seek careers and job opportunities in the arts and museum industry.

**ART-440. Exhibition and Gallery Design. 3 Units.** Examines art theory and technique and applies it to the gallery space. Students learn practical aspects of exhibition and gallery design. This course is essential for those who wish to pursue careers as practicing artists, curators, gallery or museum workers.

**ART-450. Project in Art. 3 Units.** For advanced students with art major; course is seen as the final project before completion of major. Involves a public presentation of work from production to exhibit.

Signature required; May not be audited

**ART-460. World Art. 3 Units.** Examines visual art and architecture from diverse cultures from prehistory to the present day in their historical, social, religious and stylistic contexts. Study of the diverse cultural and artistic highlights which have illuminated the past and which continue to fuel contemporary culture.

**ART-482. Internship in Art. 1-3 Units.** A project of study planned out by the student and the art program director. The study project could involve working as an assistant for the Fresno Art Center, various other agencies or doing an apprenticeship with a Fresno artist.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC

**INTERCOLLEGIATE ATHLETICS**

**INTERCOLLEGIATE TEAMS**

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course. 2 units each.

**ATH-105. Varsity Men’s Swimming.**
**ATH-106. Varsity Men’s Water Polo.**
**ATH-110. Varsity Women’s Volleyball.**
**ATH-115. Varsity Women’s Swimming.**
**ATH-116. Varsity Women’s Water Polo.**
**ATH-120. Varsity Men’s Soccer.**
**ATH-130. Varsity Women’s Cross Country.**
**ATH-135. Varsity Men’s Cross Country.**
**ATH-140. Varsity Women’s Basketball.**

**ATH-145. Varsity Men’s Basketball.**
**ATH-150. Varsity Women’s Track.**
**ATH-155. Varsity Men’s Track.**
**ATH-170. Varsity Women’s Soccer.**
**ATH-180. Varsity Women’s Tennis.**
**ATH-185. Varsity Men’s Tennis.**
**ATH-195. Varsity Baseball.**
**ATH-305. Varsity Men’s Swimming.**
**ATH-306. Varsity Men’s Water Polo.**
**ATH-310. Varsity Women’s Volleyball.**
**ATH-315. Varsity Women’s Swimming.**
**ATH-316. Varsity Women’s Water Polo.**
**ATH-320. Varsity Men’s Soccer.**
**ATH-330. Varsity Women’s Cross Country.**
**ATH-335. Varsity Men’s Cross Country.**
**ATH-340. Varsity Women’s Basketball.**
**ATH-345. Varsity Men’s Basketball.**
**ATH-350. Varsity Women’s Track.**
**ATH-355. Varsity Men’s Track.**
**ATH-370. Varsity Women’s Soccer.**
**ATH-380. Varsity Women’s Tennis.**
**ATH-385. Varsity Men’s Tennis.**
**ATH-395. Varsity Baseball.**

**STRENGTH AND CONDITIONING FOR INTERCOLLEGIATE TEAMS**

Repeatable for credit; May not be audited; Graded CR/NC; Activity course. 1 unit each.

**ATH-105A. Strength and Conditioning for Varsity Men’s Swimming.**
**ATH-106A. Strength and Conditioning for Varsity Men’s Water Polo.**
**ATH-110A. Strength and Conditioning for Varsity Women’s Volleyball.**
**ATH-115A. Strength and Conditioning for Varsity Women’s Swimming.**
**ATH-116A. Strength and Conditioning for Varsity Women’s Water Polo.**
**ATH-120A. Strength and Conditioning for Varsity Men’s Soccer.**
**ATH-130A. Strength and Conditioning for Varsity Women’s Cross Country.**
**ATH-135A. Strength and Conditioning for Varsity Men’s Cross Country.**
**ATH-140A. Strength and Conditioning for Varsity Women’s Basketball.**
**ATH-145A. Strength and Conditioning for Varsity Men’s Basketball.**
**ATH-150A. Strength and Conditioning for Varsity Women’s Track.**
**ATH-155A. Strength and Conditioning for Varsity Men’s Track.**
**ATH-170A. Strength and Conditioning for Varsity Women’s Soccer.**
**ATH-180A. Strength and Conditioning for Varsity Women’s Tennis.**
**ATH-185A. Strength and Conditioning for Varsity Men’s Tennis.**
**ATH-195A. Strength and Conditioning for Varsity Baseball.**
**ATH-305A. Strength and Conditioning for Varsity Men’s Swimming.**
**ATH-306A. Strength and Conditioning for Varsity Men’s Water Polo.**
**ATH-310A. Strength and Conditioning for Varsity Women’s Volleyball.**
**ATH-315A. Strength and Conditioning for Varsity Women’s Swimming.**
**ATH-316A. Strength and Conditioning for Varsity Women’s Water Polo.**
**ATH-320A. Strength and Conditioning for Varsity Men’s Soccer.**
ATH-330A. Strength and Conditioning for Varsity Women’s Cross Country.
ATH-335A. Strength and Conditioning for Varsity Men’s Cross Country.
ATH-340A. Strength and Conditioning for Varsity Women’s Basketball.
ATH-345A. Strength and Conditioning for Varsity Men’s Cross Country
ATH-370A. Strength and Conditioning for Varsity Women’s Soccer.
ATH-380A. Strength and Conditioning for Varsity Women’s Tennis.
ATH-385A. Strength and Conditioning for Varsity Men’s Tennis.
ATH-395A. Strength and Conditioning for Varsity Baseball.

BIBLICAL STUDIES

BIB-100. Jesus and the Christian Community. 4 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values and practices that contribute to a successful university experience. The course includes both large group and small group experiences and is led by an interdisciplinary team of university faculty.

Freshmen only

BIB-106. Classical Greek I. 3 Units. An introductory study in Classical Greek from which New Testament or Koine Greek developed. The course emphasizes the acquisition of vocabulary, mastery of forms, fundamentals of Greek grammar and practice in reading portions of the New Testament and passages about Greek life.

May not be audited

BIB-107. Classical Greek II. 3 Units. Classical Greek II is a continuation of BIB-106 Classical Greek I. It is an introductory classical language course that provides a systematic introduction to the classical Greek grammar and Greek literature of fifth century BC Athens. It offers some exposure to Greek history and culture through readings and discussions. The course is intended to meet the needs of students interested in Ancient Greek of the Hellenistic period as well, especially the Koine of the New Testament.

Prerequisites: BIB-106; May not be audited

BIB-115. Hebrew I. 3 Units. This course is designed to introduce the student to beginning biblical Hebrew. Issues of interpretation, canonization, redaction, forms of biblical criticism and history will also be discussed as relevant. The course will cover the following basics: nouns, prepositions, adjectives, pronouns, pronominal suffixes, construct chains, and Qal perfect and imperfect verbs.

May not be audited

BIB-116. Hebrew II. 3 Units. This course is the second part of beginning biblical Hebrew. Besides focusing in particular on the derived verbs, we will continue discussion issues of interpretation, canonization, redaction, forms of biblical criticism and history as relevant. This course is designed to understand the following basics: vav converssive contructions, narrative sequences, Qal imperative, jussive and cohortative, verbal pronominal suffixes, Qal infinitives: construct and absolute, Qal participle, and the derived stems.

May not be audited

BIB-300. Jesus and the Christian Community- Transfer Students. 3 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values from the particular tradition that has shaped the identity of FPU.

BIB-300A. Jesus’ Life and World. 2 Units. Central to this course is Jesus and his teaching. This offering is foundational to additional courses and to an understanding of the early development of the Christian community. The intent is to provide the student with academic and practical growth through study and experience. It is designed especially for working people enrolled in the Degree Completion programs. The course uses an interactive approach to learning designed to move beyond knowledge and understanding to doing, living and being.

Degree completion students only; May not be audited

BIB-300B. Jesus, Church and Society. 2 Units. Foci of this course center around principles for living and the role of the Christian church in society. Study of the beatitudes, kingdom principles and parables are focused through life in the church. The Fresno Pacific Idea is helpful in understanding one’s role in society. It is designed to integrate learning and doing for students enrolled in the Degree Completion programs.

Prerequisites: BIB-300A; Degree completion students only; May not be audited

BIB-304. Paul and His Teaching. 3 Units. A study of the place of Paul in the development of the primitive church. The great apostle is studied as a person, writer and thinker. Attention is focused on the ways in which Paul has been understood in both ancient and modern times.

BIB-428. Biblical Theology. 3 Units. A study in biblical theology that traces key biblical themes and ideas such as the nature of God, the world, sin and God’s redemption, the covenant relationship with God and eschatology.

BIB-436. Biblical Perspectives. 4 Units. This course reflects the commitment of Fresno Pacific University as a Christian liberal arts school to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning and living.

Degree completion students only; May not be audited

BIB-441. Biblical Interpretation: to 18th Century. 3 Units. A survey and analysis of canonization, manuscript evidence, the transmission of text, distinctive schools and figures in the history of interpretation.

BIB-442. Biblical Interpretation: 19th-21st Centuries. 3 Units. A survey of critical approaches to interpretation of the Bible from 1800 to the present. Attention will be given to historical context, key representatives, strengths and weaknesses, and developing skill in various approaches.

BIB-446. Biblical Perspectives for Nurses. 3 Units. Incorporates study of the Bible with key aspects of community life. Biblical notions and implications relating to health care are also explored. Selected passages promote improvement of skills for reading and understanding the Bible. Covers a range of literature, styles and time
BIB-451. Biblical Perspectives on Leadership. 3 Units. A look at leadership from a biblical perspective.  
Degree completion students only; May not be audited

BIB-452. Christianity in the Non-Western World. 4 Units. How do Christians in other parts of the world live? Who do they understand themselves to be? How do they follow Christ? In this course, students will discover and investigate Christianity in its diverse forms in Asia, Africa and Latin America. Students focus on ethnographic elements of Christian communities such as the ways they live as families, their organizational structure, boundaries around their communities, their rituals, their festivals and how they relate to the broader cultures around them.  
Same as SOC-364

BIB-483. Projects in Biblical and Religious Studies. 1-3 Units. This course culminates the Biblical and Religious Studies major and includes submission of a portfolio, seminar style presentation, and discussion of a major research project.  
Biblical & religious studies majors only; Junior or senior class standing only; May not be audited

BIOLOGY

BIOL-101L. Principles of Biology. 4 Units. An examination of the cell, inheritance, ecology, human biology, the diversity of life and evolutionary theory. Emphasis is given to understanding central concepts and to the process of science. Attention is also given to the relationships between biology and Christian faith and practice. It provides foundational understandings for general education and liberal studies. Science majors should take BIOL-110L and BIOL-120L.  
3 hours lecture, 2 hours lab

BIOL-110L. General Biology: Cells and Physiology. 4 Units. Introduction and general study of biochemistry, cell biology, genetics, biotechnology and animal physiology and anatomy, with an emphasis on human applications and bioethics. Intended for majors or minors in the natural sciences.  
3 hours lecture, 3 hours lab

BIOL-110LH. General Biology: Cells and Physiology. 4 Units. Introduction and general study of biochemistry, cell biology, genetics, biotechnology and animal physiology and anatomy, with an emphasis on human applications and bioethics. Lecture equivalent to BIOL-110L, with honors lab and discussion section. Includes analysis of primary scientific literature, introduction to hypothesis testing and individual research project.  
University scholars program students only; 3 hours lecture, 3 hours lab; May not be audited

BIOL-120L. General Biology: Diversity and Ecology. 4 Units. Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Intended for majors or minors in the natural sciences.  
3 hours lecture, 3 hours lab

BIOL-120LH. General Biology: Diversity and Ecology. 4 Units. Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Lecture equivalent to BIOL-120L, with honors lab and discussion section. Includes analysis of primary scientific literature, introduction to hypothesis testing and an individual research project.  
University scholars program students only; 4 hours lecture, 2 hours lab; May not be audited

BIOL-125. Introduction to Biology. 3 Units. A foundational course which examines the central concepts of cellular biology, human biology, genetics, evolution, taxonomy and ecology.  
Degree completion students only; May not be audited

BIOL-150. Perspectives in Health Care. 1 Unit. A survey in seminar setting of professional opportunities. Health-care providers from various fields share insights into their professions. Includes discussion of philosophies of health care delivery, theological perspectives on health care delivery and requirements for entering various professional fields. Recommended for all students interested in the pre-health program.  
Graded CR/NC

BIOL-310L. Ecology. 4 Units. A study of the interrelationships between organisms and their environment and an analysis of the principle factors contributing to the distribution and abundance of living organisms. Participation in field trips is required.  
Prerequisites: BIOL-101L, BIOL-120L or ENV-150; 3 hours lecture, 3 hours fieldwork

BIOL-311L. Field Botany. 4 Units. Study of vascular plant morphology, taxonomy, physiology and ecology. Emphasis given to field identification, methods of study of plant communities and experimental analysis. Three weekend field trips required.  
Prerequisites: BIOL-120L; 2 hours lecture, 6 hours lab or fieldwork

BIOL-320L. Vertebrate Zoology. 4 Units. Vertebrate anatomy, ecology and field study. Emphasis given to study of vertebrate fauna of California. Weekend field trip required.  
Prerequisites: BIOL-120L; 3 hours lecture, 3 hours lab or fieldwork

BIOL-325L. Wildlife Biology. 4 Units. Theory and practice of wildlife management, control and conservation, including methods of field study and identification. Weekend field trips required.  
Prerequisites: BIOL-120L; 3 hours lecture, 3 hours lab or fieldwork

BIOL-331L. Human Anatomy. 4 Units. An introductory systems approach to gross and microscopic structure of the human body.  
Prerequisites: BIOL-101L, BIOL-110L or BIOL-120L; Same as BIOL-334L

BIOL-332L. Human Physiology. 4 Units. Homeostasis in the human body; a course for study of principles, integrated function and fine structure of the human body.  
Prerequisites: BIOL-101L, BIOL-110L or BIOL-120L; Same as BIOL-334L
BIOL-470. History and Philosophy of Science. 3 Units. A study of the major developments in the history of science, such as the scientific revolution and evolutionary theory, and of the historical relationships of science and religious thought. A philosophical inquiry into the nature of science forms the basis for historical study.

  Juniors or seniors only; Same as CHEM-470, PHIL-470

BIOL-482. Practicum in Biology. 1-2 Units. An experience designed for students majoring in the natural sciences program. Students may work as tutors and/or instructional or lab aides or in other settings involving activities related to biology.

  Signature required; May not be audited; Graded CR/NC

BIOL-485. Senior Seminar in Biology. 1 Unit. A capstone experience for majors in the biological sciences. Seminar presentations by students and faculty on advanced topics of interest and experience. Students develop and refine a presentation on a topic previously investigated in a research project, review paper or internship experience. Other summative activities such as a portfolio, major field test or reflective essay may be required.

  Seniors in biology, pre-health, or environmental science majors only

BIOL-496. Biological Research. 1-3 Units. A field or laboratory research project conducted in consultation with a faculty member. Research may incorporate literature research, experimental design, data collection and/or data analysis. A paper written in acceptable scientific style must be submitted at the end of the research project.

  Repeatable for credit; Juniors or seniors only; Signature required; May not be audited

BIOL-705. Genetics. 4 Units. Physical basis of heredity, including Mendelian inheritance, chromosomal genetics, biochemical genetics, population genetics and genetic engineering, with an emphasis on human applications.

BIBLICAL LITERATURE

BLIT-302. Gospel of Mark. 1 Unit. Students are introduced to the Gospel of Mark and to its unique portrait of Jesus. The class models and teaches strategies for interpreting texts and summarizes the message of Mark, covering topics such as the nature of the Gospels as theological literature, the unique nature of the Gospel of Mark and key themes in Mark's Gospel and how they are developed (e.g. discipleship, Christology, Kingdom of God, Jesus' passion, breaking down barriers.) A variety of kinds of texts from the Gospel is included (e.g. narrative, miracle, parable, dialog, etc.) The unique and challenging ending of Mark is explored.

  Degree completion students only; May not be audited

BLIT-303. Biblical Literature: I Corinthians. 1 Unit. An introduction to the biblical book of I Corinthians. The aim is to introduce the student to 1) the letter genre, 2) the social, historical and cultural context of first century Corinth and 3) content and themes in the letter. The course format alternates between brief lectures, group discovery and synthesis centering on analysis of the biblical text.

  Degree completion students only; May not be audited

BLIT-304. Biblical Literature: James. 1 Unit. An introduction to the New Testament letter of James. A variety of issues are addressed, including those related to its appearance in the New Testament canon, including authorship, dating, occasion, setting and relationship to other canonical and non-canonical writings. Literacy concerns, such as genre, structure and thematic development will be examined. The letter is also considered in light of analogous issues in contemporary life in the church.

  Degree completion students only; May not be audited

BLIT-305. Biblical Literature: Job & Ecclesiastes. 1 Unit. An introduction to the biblical books of Job and Ecclesiastes. An interpretive method is developed in the examination of content and themes in these two writings. The perspectives of the writings is considered in light of analogous issues in contemporary life in the effort to understand both the writings and the contemporary world.

  Degree completion students only; May not be audited

174 COURSE DESCRIPTIONS FRESNO PACIFIC UNIVERSITY
Expositional Studies
Expositional studies of selected writings from the Old Testament and New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. Biblical literature courses are taught on a four-year cycle covering the entire biblical canon. Students may contact the Biblical and Religious Studies Division faculty for more specific information about the cycle of courses as planned.

BLIT-310. Biblical Literature: Genesis. 3 Units.
BLIT-311. Biblical Literature: Exodus. 3 Units.
BLIT-312. Biblical Literature: Leviticus/Numbers. 3 Units.
BLIT-315. Biblical Literature: Minor Prophets. 3 Units.
BLIT-316. Biblical Literature: Joshua and Judges. 3 Units.
BLIT-317. Biblical Literature: I and II Samuel. 3 Units.
BLIT-319. Biblical Literature: I and II Kings. 3 Units.
BLIT-320. Biblical Literature: Wisdom. 3 Units.
BLIT-321. Biblical Literature: Psalms. 3 Units.
BLIT-322. Biblical Literature: Pseudepigrapha. 3 Units
BLIT-323. Biblical Literature: Isaiah. 3 Units.
BLIT-324. Biblical Literature: Micah. 3 Units.
BLIT-325. Biblical Literature: Jeremiah and Lamentations. 3 Units.
BLIT-326. Biblical Literature: Esther, Ruth and Daniel. 3 Units.
BLIT-327. Biblical Literature: Ezekiel. 3 Units
BLIT-330. Biblical Literature: Sermon on the Mount. 3 Units.
BLIT-331. Biblical Literature: Matthew. 3 Units.
BLIT-332. Biblical Literature: Mark. 3 Units.
BLIT-334. Biblical Literature: John. 3 Units.
BLIT-335. Biblical Literature: I Corinthians. 3 Units.
BLIT-337. Biblical Literature: Romans. 3 Units.
BLIT-338. Biblical Literature: I and II Corinthians. 3 Units.
BLIT-339. Biblical Literature: Galatians. 3 Units.
BLIT-341. Biblical Literature: Galatians and Ephesians. 3 Units.
BLIT-342. Biblical Literature: Pastoral Letters. 3 Units.
BLIT-343. Biblical Literature: General Epistles. 3 Units.
BLIT-344. Biblical Literature: General Letters. 3 Units.
BLIT-345. Biblical Literature: Exodus and Deuteronomy. 3 Units.
BLIT-346. Biblical Literature: Hebrews. 3 Units.
BLIT-348. Biblical Literature: Revelation. 3 Units.
BLIT-349. Biblical Literature in Spanish: Mark. 3 Units.
BLIT-360H. Introduction to the Dead Sea Scrolls. 3 Units. Looking at the circumstances of the discovery of the Dead Sea Scrolls, their publication, their significance for understanding the Judaimas of the late Second Temple Period and their contributions to the study of Early Christianity. University scholars program students only

BUSINESS ADMINISTRATION

BUS-365. Business Ethics. 3 Units. Business Ethics is an interdisciplinary course that encompasses questions in business practices with issues in politics, sociology and organizational theory. Although anchored in philosophy, business ethics takes abstract questions in normative ethics and political philosophy and mingles them with an analysis of practical problems and concrete moral dilemmas found in the workplace. Business ethics is the study of what constitutes right and wrong, or good and bad, in human conduct in a business context.

Degree completion students only; Business majors or minors only

BUS-375. Introduction to Business in Japanese Society. 3 Units. Students will supplement introductory readings and presentations on the history of Japanese culture and society with directed readings and a research report on an approved topic.

Degree completion students only; May not be audited

BUS-428. Collaboration and Creativity. 1 Unit. Organizations must recognize and reward collaboration as clearly and unambiguously as they have traditionally celebrated individual achievements. This course is about learning how to do just that. Students go beyond simple teamwork strategies to build more creative collaboration skills and better manage relationships within organizations that encourage groups of all sorts towards more effective interaction. The instructional style is very hands-on, providing opportunities to put into practice the techniques presented.

Degree completion students only; May not be audited

BUS-431. Organizations and Environments. 3 Units. This module focuses on organizational structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to use a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

Degree completion students only; May not be audited

BUS-432. Group and Organizational Behavior. 3 Units. This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

Degree completion students only; May not be audited

BUS-434. Individual in the Organization. 3 Units. This module focuses on organizational behavior as it relates to individual motivation, productivity and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop an understanding of theories of motivation and organizational behavior and develop skills in effective interpersonal relationships.

Degree completion students only; May not be audited

BUS-435. Statistical Methods and Research. 3 Units. Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires.

Degree completion students only; May not be audited

BUS-438. Human Resources Management. 3 Units. Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.
BUS-440. Leadership in Organizations. 4 Units. Students examine motivational theory and its application to individual and group functioning at work and home. Leadership styles related to particular circumstances are analyzed. Employee development is covered through reading and class practice with an analysis of the effect on current practices.  
Degree completion students only; May not be audited

BUS-441. Ethics and Values. 3 Units. This class studies business using various means of looking at organizational goals, how decisions are made and the people that make them.  
Degree completion students only; May not be audited

BUS-445. Statistics. 3 Units. The course trains students in the understanding of the statistical techniques required to achieve business objectives. In order to make successful business decisions, one must understand how to collect, organize, present, analyze and interpret data. Hence, students learn the organization of data, measures of central tendency and dispersion, sampling, normal distribution, probability concepts, estimation, hypothesis testing, chi-square, analysis of variance and regression and correlation.  
Degree completion students only; May not be audited

BUS-465. Business Policy and Strategy. 3 Units. This course studies the effects of policy decisions in keeping with strategic decisions. Models will be used to gain understanding of useful propositions for business organizations.  
Degree completion students only; May not be audited

BUS-475. Law, Business and Society. 3 Units. From the Old Testament to the Uniform Commercial Code, law is one of the oldest and most important institutions of civilization. This course explores -through the areas of law and business--those relationships and structures that affect our daily lives, our cultures and our marketplace. The course begins with an overview of the structures and procedures that drive state and federal court systems. The primary focus of study will be analyzing legal relationships, rights and duties through substantive analysis of areas such as torts, contracts, agency relationships, commercial organizations and property.  
Degree completion students only; May not be audited

BUS-476. Business Law. 4 Units. This course will include the study of law as it applies to business. Areas covered will be antitrust, contracts, legal entity, dispute resolution, employment law, property law, product liability, Uniform Commercial Code and others.  
Degree completion students only; May not be audited

BUS-480. Strategic Management. 3 Units. This course provides a comprehensive model for analyzing business strategy applicable to large, small, for-profit and nonprofit organizations. The class materials cover how firms formulate, implement and evaluate strategies using a case analysis approach. Students will learn to use new case analysis tools, coupled with knowledge acquired from other courses, to chart the future direction of different organizations. Firms from different industries are analyzed, objective strategic decisions for companies are made and these decisions are justified through oral or written communication.  
Seniors only; Business majors or minors only

BUS-481. SIFE - Practicum. 1-3 Units. SIFE is a service learning experience where the participants have the opportunity to apply the knowledge gained in the classroom. The course is available to all undergraduates and is repeatable up to 6 units.  
Repeatable for credit; Signature required; Graded CR/NC

BUS-482. Seminar in Business Strategy. 4 Units. Students learn about the problems of management, including the development of appropriate strategy and implementations. This course provides students with the opportunity to apply principles acquired at the undergraduate level to actual decision making situations. Students present a written strategic plan and make an oral report.  
Prerequisites: BUS-480; Business majors or minors only

BUS-499A. Baccalaureate Thesis I. 2 Units. Students receive a complete overview of the thesis project and thesis topic selection procedures. Students are also given information on how to use library resources to research their baccalaureate thesis topics. After composing chapters one and two, students present their preliminary research design to the thesis director and the learning group.  
Degree completion students only; May not be audited

BUS-499B. Baccalaureate Thesis II. 2 Units. Students develop alternatives and objectives for problem solution. These objectives are then tested through gathering information to statistically test hypotheses directly related to objectives. The methodology of collecting information, along with analyses of results and the meaning and significance of findings, are determined in this part of the thesis.  
Prerequisites: BUS-499A; Degree completion students only; May not be audited

BUS-499C. Baccalaureate Thesis III. 2 Units. The student's research project is written and orally presented to the instructor and the learning group.  
Prerequisites: BUS-499A, BUS-499B; Degree completion students only; May not be audited

CHEMISTRY

CHEM-100. Introductory Chemistry. 3 Units. This course is designed to foster a general understanding of chemistry. The class will use demonstrations and laboratory experiments to introduce and clarify questions about the concrete world, within the context of the abstract model of the atom. Everyday materials will be used in order to emphasize the extent to which chemistry affects human life. Outside reading will be used as a means of extending classroom learning into an analysis of current events within the context of chemistry.  
Degree completion students only; 3 hours lecture, 1 hour lab; May not be audited

CHEM-101L. General Chemistry I. 4 Units. Recommended prior coursework: High school algebra and/or chemistry. Basic principles of chemistry, including structure, bonding, reactions and properties of matter.  
3 hours lecture, 2 hours lab

CHEM-102L. General Chemistry II. 4 Units. A study of chemical equilibria with emphasis on an acid/base chemistry and electrochemistry. Principles of thermodynamics including enthalpy, entropy and free energy are also emphasized. Chemical kinetics are also included.  
Prerequisites: CHEM-101L; 3 hours lecture, 2 hours lab
CHEM-310. Organic Chemistry I. 3 Units. A study of aliphatic and aromatic organic compounds with emphases on chemical nomenclature, reaction theory and kinetic mechanisms.  
Prerequisites: CHEM-102L

CHEM-311. Organic Chemistry II. 3 Units. A continuation of CHEM-310 including spectroscopic methods.  
Prerequisites: CHEM-310

CHEM-312L. Organic Chemistry Laboratory I. 2 Units. A study of organic laboratory techniques. Emphasis is placed on separation/purification techniques such as distillation, crystallization and multi-phase extraction.  
3 hours lab, 1 hour lecture; May not be audited

CHEM-313L. Organic Chemistry Laboratory II. 1 Unit. A continuation of CHEM-312L. Emphasis is placed on instrumental analysis and using kinetic and thermodynamic factors to control organic reactions.  
Prerequisites: CHEM-312L; May not be audited

CHEM-320L. Inorganic Chemistry. 4 Units. A study of main-group and transition metal compounds with emphasis on bioinorganic chemistry, coordination chemistry, organometallic chemistry and solid state chemistry.  
Prerequisites: CHEM-101L; 3 hours lecture, 3 hours lab

CHEM-340L. Environmental Chemistry. 4 Units. A study of the chemistry of the environment. The environmental distribution and fate of both organic and heavy metal pollutants is studied. Particular emphasis is placed on the thermodynamic and kinetic factors that determine the distribution and fate of pollutants.  
Prerequisites: CHEM-102L

CHEM-351L. Quantitative Analysis. 4 Units. A study of chemical equilibria as applied to the analysis and quantitation of chemical species. Statistical and sampling methodologies are also discussed.  
Prerequisites: CHEM-102L; 2 hours lecture, 6 hours lab

CHEM-420L. Biochemistry. 4 Units. Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions.  
Prerequisites: CHEM-102L, CHEM-310L; 3 hours lecture, 3 hours lab; Same as BIOL-420L

CHEM-431L. Instrumental Analysis. 4 Units. A study of the principles of chemical analysis underlying modern chemical instrumentation, including electrochemical methods, UV/visible spectroscopy, infrared spectroscopy, chromatography, mass spectrometry and nuclear magnetic resonance spectroscopy.  
Prerequisites: CHEM-351L; 3 hours lecture, 4 hours lab

CHEM-460L. Physical Chemistry. 4 Units. A study of the physical principles underlying chemistry, including quantum mechanics and spectroscopy, thermodynamics and kinetics.  
Prerequisites: CHEM-102L, PHYS-121L; 3 hours lecture, 4 hours lab

CHEM-470. History and Philosophy of Science. 4 Units. A study of the major developments in the history of science such as the scientific revolution and evolutionary theory and of the historical relationships of science and religious thought. A philosophical inquiry into the nature of science forms the basis for historical study.  
Juniors or seniors only; Same as BIOL-470, PHIL-470

CHEM-482. Practicum in Chemistry. 1-2 Units. An experience designed for those students majoring in the natural sciences program. Students will work as tutors and/or instructional or lab aides.  
Signature required; May not be audited; Graded CR/NC

CHEM-496. Research Project. 2 Units. All chemistry majors are required to engage in an independent research project in their senior year. This project may involve synthesis, analysis, theory or any combination of these. Students should make arrangements with the program director.  
Chemistry or biology majors only; Signature required; May not be audited; Students may take up to 3 semesters to complete the course.

COLLEGE HOUR

CHR-240. College Hour. 0.5 Units. There is a maximum of 4 units of College Hour that may be used towards degree requirements. The purpose of College Hour is to learn, celebrate and worship as a community through music, the arts and public discourse. College Hour offers the opportunity for the university to gather to examine faith and life issues and to experience cultural, spiritual and social enrichment in the context of the Christian faith. It is required of all full-time undergraduate students.  
Repeatable for credit; May not be audited; Graded CR/NC

COMMUNICATION

FOUNDATIONAL STUDY

COM-018. The C.L.A.S.S. 0 Units. Have you ever traveled to a different country where the culture is unlike your own? College is like that. Although it may not appear to be different, it really is a whole new world-- people talk differently, dress differently. Think of The C.L.A.S.S. as your tour guide, translator and host. We want your transition into college culture to be smooth so you will have success in your college career.  
May not be audited

COM-030. The Learning Edge. 0 Units. Graded Satisfactory/Unsatisfactory. The Learning Edge is an innovative approach for enhancing students' strategic thinking processes by improving their understanding of the reading and writing processes. The course is designed to increase students' ability to think analytically, to read rapidly with appropriate retention of ideas and to write effectively. Grading criteria will be based on pretesting and posttesting indications of satisfactory work, as well as completion of the required assignments.  
May not be audited

COM-100. Reading/Writing/Thinking Strategies. 3 Units. This course is designed to help students organize their thinking for more proficient reading and more effective writing. Includes readings from various disciplines, strategies for appropriate speed and retention, note taking and strategies for college writing. Does not meet general education requirements. Students required to take COM 100 must also enroll in one semester of COM 103L.
COM-103L. Writing Lab. 0 Units. The Writing Lab provides individual instruction and support for students who want to improve their writing. May include units on the writing process, organization, grammar and usage and research. Meets twice weekly. Does not meet general education requirements.

May not be audited; Graded CR/NC

COM-110. Written Communication. 3 Units. The course focuses on the writing process, helping students learn how to generate ideas, organize their thoughts and communicate effectively. A wide variety of writing assignments are used, including personal, expository, descriptive and persuasive writing. The course provides exposure to and experience with academic writing and research.

COM-110A. Written Communication I. 1.5 Units. This course examines the process of writing. Students are challenged to become flexible writers using the writing process for multiple purposes and with diverse audiences. The students are asked to apply their understanding of the writing process to their own experiences as developing writers. Expository, descriptive and narrative modes of writing are examined. Students must complete COM-110A and COM-110B to meet the general education requirement. Students must enroll in COM-103L Writing Lab in conjunction with this class.

Prerequisites: COM-110A

COM-110B. Written Communication II. 1.5 Units. This course examines the nature of writing in academic settings. Analytical and argumentative writing is investigated. This course will address research strategies and academic writing. Students must complete COM 110A and COM 110B to meet general education requirements. Students must enroll in COM 103L Writing Lab in conjunction with this class.

COM-110H. Written Communication Honors. 3 Units. Focuses on critical reading and academic writing in different academic fields (politics, economics, psychology and religion/ethics). Students write expository and analytical papers in response to readings in each discipline. Essays involve extra reading and research within the given field, so that critical reading and research become stepping stones to the student's own argument in an essay. The overall goal is to help students become better critical thinkers and writers and to understand the forms of argument used in different academic disciplines.

University scholars program students only; May not be audited

COM-111. Academic Writing. 3 Units. Development of prewriting, writing and revision skills through a review of rhetorical problems and conventions in narrative, expository, and argumentative writing. Review of audience analysis, creative thinking, organizing ideas, editing and revision strategies and selected points of English usage.

Degree completion students and IPP participants only; May not be audited

COM-120. Oral Communication. 3 Units. An introduction to communication in its oral form. The course deals with communication theories and principles. Application of communication theory occurs in a variety of activities including dyadic encounter, oral performance and public speaking.

COM-121. Fundamental Communication Skills. 3 Units. Analysis of the verbal and nonverbal elements of communication, and development of communication skills, including critical listening, audience analysis, language use, reasoning, persuading and informing through formal and informal oral presentations.

Degree completion students only; May not be audited

COM-130. Tutor Training Practicum. 1 Unit. This course will examine the theoretical bases of tutoring and provide discussion of and practical experience in tutoring. Break-out sessions will allow tutors to discuss theories and practices unique to their fields of study.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC

WRITING

COM-155. Journalism Practicum. 1-2 Units. Practical experience for students interested in writing for the student newspaper or other campus publications.

Repeatable for credit; May not be audited; Graded CR/NC

COM-160. Publications Practicum. 1-2 Units. Practical experience in all aspects of yearbook production with special emphasis on interviews, writing, layout and word processing.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC

COM-300. Creative Writing: Fiction. 3 Units. Recommended prior coursework: COM-110, LIT-180. Emphasis on writing short fiction, including the short story and sketch. Open to beginning writers.


COM-330. Writing and Reading Journalism. 3 Units. The course will include the reading of literary journalists and contemporary nonfiction writers in conjunction with journalistic writing. Course content investigates the reporting, writing, responsibilities and ethics of writing for the print media.

COM-335. Legal Research and Writing. 3 Units. This course introduces students interested in a law-related career to legal research and writing. It includes an introduction to the law library, including federal and state statutory law, administrative law and case law. Computer-assisted legal research is covered, and students learn to read court decisions in order to extract the holding, summarize the court's analysis and identify any dicta. The writing component of the course introduces students to fact-based, logic-based legal writing through the use of case briefs and other writing assignments. The focus is on a writing style that identifies the facts supporting a legal analysis and leads the reader to a logical legal conclusion.

COM-338. Editing for Communication. 1 Unit. Whether students are writing memos, research papers, letters, sales pitches or resumes, they must be bold, clear and brief to get the point across. In this course, students not only have the opportunity to investigate successful writing strategies, but also craft and revise their own writing until the desired impact is achieved.

Degree completion students only; May not be audited
COM-340. Composition Practicum. 1 Unit. This course focuses on issues related to the fields of teaching, writing and tutoring. An integral part of this course involves reading composition theory and pedagogy. This course is required for all Written Communication: Parts One and Two teaching assistants.  
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

COM-342. Advanced Academic Research and Composition. 3 Units. Focuses on the advanced phases of conducting research and developing scholarly writing. Students learn the steps of the research process, the structure of a research/scholarly report and how to access the scholarly and professional literature surrounding a specific topic. Emphasis is placed on the critical thinking and academic writing required for successful research. Opportunities to synthesize research and the literature provided. Additionally, students explore productive techniques for developing the personal introspection, discipline and habits necessary for advanced academic work.  
Prerequisites: COM-111; Degree completion students only; May not be audited

COM-345. Composition Theory and Writing. 3 Units. This course will examine composition theories and their connection to the process of writing and teaching composition. Students will pursue rhetorical structures, historical approaches to composition and contemporary theory through reading, discussion, reflection, writing and research.  
May not be audited

COM-346. Scriptwriting. 3 Units. This course establishes the script formats for several visual media and demands regular writing practice in these formats: TV commercials, PSA, corporate, training, TV drama/sitcom and interactive media. Students practice these forms by pitching ideas in class and writing for every class and turning in weekly or more frequent written assignments.  
May not be audited

COMMUNICATION

COM-350. Visual Rhetoric. 3 Units. This course explores the phenomenon of the visual image from a rhetorical perspective, across a variety of contexts including popular culture, religion, media and the arts—visual and verbal. By studying visual culture from a rhetorical perspective, students work to understand the phenomenology of seeing, how images are made meaningful and used to foster identification, and the impact of images on people and in shaping of culture.

COM-355. Media Aesthetics. 3 Units. This course is designed to enhance audio/visual literacy and communication by promoting a deeper understanding of the primary structural elements of multimedia production. Students will learn how to perceive and manage these elements to clarify, intensify and interpret their mediated communication.  
May not be audited

COM-360. Digital Video Production. 3 Units. A study of the key theoretical, organizational, technical and management elements in the craft of producing and directing a short video story. Through instruction and application students will gain a fundamental understanding of what is required to organize and successfully execute the production of a short digital video.

COM-365. Video Practicum. 1-2 Units. Adopting the role of director/producer, students in this course devote the entire semester to the production of a short video 10-20 minutes in length. Each student is responsible for directing his or her production through all stages of the production process. Guidance, consultation and production assistance are provided by the Multimedia Arts Center.  
Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Activity course

COM-368. Ancient and Medieval Rhetoric. 3 Units. A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.  
Same as HIST-368

COM-370. Audio Production. 3 Units. This course is designed to provide the student with a good theoretical, technical and practical foundation for audio recording. Students will have ample opportunity to develop basic skills in digital sound and recording and post production techniques.  
May not be audited

COM-380. Film Studies. 3 Units. Movies are a pervasive presence in American culture. This course seeks to understand the nature of film in its creative, aesthetic, social, personal and ethical dimensions. The student will be introduced to the history, technique and language of film. Through the viewing of films, the student will learn to analyze, understand and evaluate the film experience.

COM-385. Cinematography: Visual Story Telling. 3 Units. This course is designed to develop students’ visualization abilities, their capacity to translate the complexities of life from script to screen in an effective and meaningful manner. Students will learn how to articulate their visualization goals in well developed storyboards and then explore methods of achieving these goals through operation and manipulation of the video camera and supporting tools.  
Prerequisites: COM-346, COM-355; May not be audited

COM-390. Creating on the Web. 3 Units. This course critically examines the nature of communication on the World Wide Web. Students explore web sites and forms of discourse found in new technologies for creative, theoretical, and interpretative purposes.  
May not be audited

COM-400. Intercultural Communication. 3 Units. Recommended prior coursework: COM-110, COM-120. A study of the principles involved in communication between people of different cultures. Emphasis is placed on the practical aspect of intercultural communication through cross-cultural contacts.  
Same as SOC-420

COM-410. Media and Society. 3 Units. Recommended prior coursework: COM-120. A study of mass media (television, radio, newspaper, etc.) as a social/communication force in American culture. Attention is given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media.  
Same as SOC-370

COM-420. Conflict Management and Resolution. 3 Units. Recommended prior coursework: COM-120. A study of the nature of human conflict and approaches to its management, resolution and
transformation. This course focuses on the generic characteristics evident in most human conflict and surveys a variety of interdisciplinary approaches for understanding and responding constructively to conflict in interpersonal, intergroup and international settings.

Same as SOC-430

COM-430. Group Dynamics and Leadership. 3 Units. Recommended prior coursework: PSY-120. A study of the nature of group tasks, interpersonal relations in group settings and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups and small groups in society generally.

Same as PSY-390

COM-432. Persuasion. 1 Unit. Students learn about six psychological principles that drive our powerful impulse to comply to the pressures of others. By the end of the course, students are able to defend themselves against manipulation and put the principles to work to more effectively persuade others.

Degree completion students only; May not be audited

COM-434. Communication Skills for Professionals. 1 Unit. Provides students the skills for enhancing their personal and workplace conversations. Formal and informal communication, along with nonverbal cues, are analyzed and practiced.

Degree completion students only; May not be audited

COM-440. Performance and Culture. 3 Units. This course explores the role of performance in the making of culture. Students look at individual and group performance, everyday and staged performances intended for an audience and performances characterized by performer-participants. Types of performances include: religious services and celebrations; transitional ceremonies such as birthdays, baptisms, weddings, graduations; storytelling as oral performance; modes of play such as sports events and games; gender and identity performances; and artistic performances. The Mennonite Central Committee Relief Sale in March/April provides students the opportunity to practice performance ethnography as do in-class experiences.

May not be audited

COM-450. Communication Theory. 3 Units. This course examines current theories and models of communication in the history of the discipline. Students will read critical theory in the field of communication and consider the philosophical and theoretical perspectives in communication studies.

COM-455. Philosophy of Language. 3 Units. A study of significant 20th century schools of thought concerning language. Disciplines encountered include philosophy, cognitive science, literary theory, sociolinguistics, and etymological studies. Readings include Carroll, Lycan, Pinker, Wittgenstein, Barthes, and Borges.

Same as PHIL-455

COM-460. Projects in Communication. 1-3 Units. A tutorial course designed for students who wish concentrated work on a major communication project. Emphasis must be on the creation of a communication message. Projects may include the creation of verbal, media, dramatic or multimedia messages. Special projects in play direction may be included in this course. Attention will be given to the theory related to the particular project, the creative development of the project and criticism of the form and message selected.

May not be audited

COM-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.; Same as PSY-483, SOC-483, SW-483

COM-496. Communication Internship. 1-3 Units. A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class or lab responsibilities, as well as instruction or other directed studies.

Repeatable for credit; May not be audited

CONSTRUCTION

CONST-90. Introduction to Residential Construction and Building Trades. 3 Units. Informs students about a variety of aspects within the construction industry, focusing specifically on residential construction. Students learn the step by step process of home construction, as well as engage in hands-on activities, giving them an overview and understanding of construction projects. Describes various available job opportunities and specific methods for entering the job market.

IIP participants only; May not be audited; Graded CR/NC

COLLEGIATE PREPARATION

CP-018. The C.L.A.S.S. 0 Units. Have you ever traveled to a different country where the culture is unlike your own? College is like that. Although it may not appear to be different, it really is a whole new world-- people talk differently, dress differently. Think of The C.L.A.S.S. as your tour guide, translator and host. We want your transition into college culture to be smooth so you will have success in your college career.

May not be audited

CP-118. The C.L.A.S.S. 3 Units. Have you ever traveled to a different country where the culture is unlike your own? College is like that. Although it may not appear to be different, it really is a whole new world-- people talk differently, dress differently. Think of The C.L.A.S.S. as your tour guide, translator and host. We want your transition into college culture to be smooth so you will have success in your college career.

May not be audited

CP-128. College Language and Academic Success Strategies. 2 Units. Improves the academic skills necessary to succeed in college-level courses and promotes life-long learning. Biblical principles are explored, along with academic strategies. Emphasizes personal reflection as a tool to develop greater self-awareness, helping students create effective study habits and habits that lead to success in all areas of life.

Repeatable for credit; May not be audited

CP-150. University Success. 3 Units. An introduction to Fresno Pacific University and its resources. Skills and techniques for
enhancing learning outcomes in degree completion programs. Topics include adult learning, self-understanding, life planning, study skills, presentation skills, time management, overall strategies for success and critical reading, writing and thinking skills.

Degree completion students only; All students except seniors; May not be audited

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.

Students may take up to 2 semesters 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

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; Students may take up to 2 semesters to complete the course.

CRI-709. Using Technology in Differentiating Curriculum. 2 Units. This course provides an advanced look at the theory, design, and implementation of differentiated curriculum. 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. Candidates will apply data driven decision making and plan remediation activities. They will design technology-enhanced lessons for diverse students. They will create and design an interactive webquest. Projects are field-based, inquiry-oriented and require significant reflection on the effectiveness of both the process and product. We will utilize Blackboard as an interactive vehicle to facilitate the course.

May not be audited

CRI-710. Successful Online Learning Orientation. 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 master’s degree program. Participants learn to access and interact with course materials and through Moodle, the learning management system used by FPU, including LiveText, a web-based assessment tool. Principles of information literacy will be covered along with the use of relevant software applications.

Signature required; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Students need 3 semesters to complete the course.

CRI-714B. Goals, Growth and Reflective Practice II. 2 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.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Students need 3 semesters to complete the course.

CRI-716. Advanced Studies in Teaching English Learners. 3 Units. This course focuses on enhancing the ability of the candidate to deliver a comprehensive program of specialized instruction for English learners. Candidates will become acquainted with the local and school resources designed to meet the needs of English language learners and ways to implement a program for English Language Development. The candidate will have the opportunity to use a variety of teaching strategies, instructional materials and assessments to maximize English language learners’ academic success.

May not be audited

CRI-717. Advanced Studies in Teaching Special Populations. 3 Units. This course focuses on enhancing the candidates’ ability to teach students with disabilities, students in the general education classroom who are at-risk and students who are gifted and talented. Candidates will become acquainted with the statutory provisions of the Individuals with Disabilities Education Act and other relevant state and local legislation. They will develop knowledge in the processes for identifying and referring students for special services, in participating in IEP meetings in collaborating with other personnel. The candidate will have the opportunity to use various instructional materials, teaching strategies and assistive technologies to support the success of the exceptional child.

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.

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-7288. 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. 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.

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

CRI-799. Project/Thesis-Curriculum and Teaching. 3 Units. Supervised project or thesis in the field of curriculum and teaching. 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.

CRIMINOLOGY

CRIM-210. Criminal Justice Administration. 3 Units. Explores the history and purpose of criminal justice administration agencies, with particular emphasis on a review of organization and structure of federal, state and local enforcement agencies; organization and function of the courts; interplay of probation, parole, restorative justice and victim services; and overview of penology and prison administration.

Degree completion students only; May not be audited

CRIM-220. Criminal Law. 3 Units. Basic introduction to substantive criminal law, examining nature, origins and purposes of criminal law and general principles of criminal liability. Analysis of substantive elements of crime, including act and mental state, defenses, justifications, participatory parties and review of specific substantive crimes.

Degree completion students only; May not be audited

CRIM-350. Theories of Criminology. 4 Units. This course surveys the various theories of the causes of crime, exploring sociological, biological, and psychological explanations and schools of Criminology. It also explains biblical perspectives on evil and the causes of delinquent behavior in our society.

Degree completion students only; May not be audited

CRIM-352. Criminology. 4 Units. A study of types of crime, sociological, biological, psychological, cultural, economic and political explanations for crime, and various schools of criminology. Attention is also given to a biblical/restorative justice perspective on evil and causes of deviant behavior.

May not be audited

CRIM-360. Criminal Procedure. 3 Units. This course focuses on the interplay between the Bill of Rights and the criminal justice system, with particular emphasis on the application of these fundamental rights to arrest, search and seizure, interrogation and confession, as well as to procedure and limitations prior to and during trial and post-conviction.

Degree completion students only; May not be audited

CRIM-370. Diversity and Crime. 3 Units. This course looks at the challenge of cultural and gender diversity in Criminology. It explores the impact of gender and race on criminal justice personnel, victims, and offenders. It provides an overview of cultural proficiency in human relations. Finally, it pays special attention to the impact of bias on service delivery and system responsiveness.

Degree completion students only; May not be audited

CRIM-382. Juvenile Delinquency and Justice. 3 Units. A study of juvenile delinquency and the juvenile justice system. Attention is given to the portrait of delinquency, causal factors, agencies of justice, the correctional process, programs for control and prevention, and a restorative justice perspective.

May not be audited

CRIM-410. Criminal Evidence. 3 Units. This course provides a general overview of the origin, philosophy, and constitutional basis for the law of evidence, with particular attention to discovery, chain of evidence, preservation & spoliation, rules governing admissibility, relevancy, hearsay rule and its exceptions, opinion, privilege, and scientific evidence.

Degree completion students only; May not be audited

CRIM-420. Criminology Statistics. 3 Units. Research and statistics are important in criminology. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and interpreting crime statistics.

Degree completion students only; May not be audited

CRIM-440. Advanced Criminal Law. 3 Units. This course is a follow up to Criminal Procedure. It explores additional problems with arrest, search and seizure, as well as the interplay of the law of evidence on disposition of cases in the juvenile and adult justice systems.

Prerequisites: CRIM-220; Degree completion students only; Signature required; May not be audited

CRIM-496A. Criminology and Restorative Justice Studies Project I. 1 Unit. This course will be the culminating work of the program that
requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

CRIM-496B. Criminology and Restorative Justice Studies Project II. 1 Unit. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

CRIM-496C. Criminology and Restorative Justice Studies Project III. 1 Unit. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

COMPUTER SCIENCE

CS-121. Introduction to Scientific Programming. 3 Units. Introduction to basic Mathematic computing and programming environment. Emphasizes efficient Mathematic programming and styles. Covers mathematical operations, list programming, strings programming, module programming, anonymous function programming, pattern matching, conditional evaluation programming and structured pattern programming.

May not be audited

DRA-110. Drama Practicum. 1 Unit. Students may receive drama practicum credit for participating in a specific production--either in an acting or production support capacity. Students register for the practicum only after they have been cast in a role or have arranged with the instructor to fulfill a production role. Credit may be received in all areas of production.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC

DRA-115. Drama Practicum: The Company. 2 Units. As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturges) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company is based on an audition or interview with the theater program director.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Activity course

DRA-120. Religious Drama Practicum. 1-2 Units. Credit is given for involvement in Parable, the touring religious drama troupe, or College Hour dramas.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Activity course

DRA-310. Drama Practicum. 1 Unit. Students may receive drama practicum credit for participating in a specific production--either in an acting or production support capacity. Students register for the practicum only after they have been cast in a role or have arranged with the instructor to fulfill a production role. Credit may be received in all areas of production.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Activity course

DRA-315. Drama Practicum: The Company. 2 Units. As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturges) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company is based on an audition or interview with the theater program director.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC; Activity course

DRA-350. Acting. 3 Units. A study of basic acting theory with practical application in scene work. Particular attention is drawn to the connections between acting for the stage and the roles played in everyday life.

DRA-355. Creative Drama. 3 Units. This course equips people to lead others in process-oriented creative drama activities, including theater games, group improvisation, storytelling and related performance forms.

DRA-357. Creative Drama. 3 Units. This course equips people to lead others in process-oriented creative drama activities, including theater games, group improvisation, storytelling and related performance forms.

Degree completion students only; May not be audited

DRA-360. Directing and Staging Texts. 3 Units. A study of directing: basic organization, script analysis, directing theory and working with other theater artists. Focuses on directing for the stage, both dramatic and non-dramatic texts. Useful for students interested in teaching drama; film production; or participating in educational, community or professional theater. Practical in-class directing experience involved.

DRA-370. Auditioning. 1 Unit. Class lessons in auditioning technique including the presentation of several monologues.

May not be audited
DSE-310. Classroom and Lab Management Vocational Education. 1-3 Units. The focus of this course is on practical application of adult learning theories. Participants integrate lesson plans and present them to the class.

DSE-311. Computer Technology in the Classroom. 1 Unit. This course is designed to address the requirements of new DSE teachers who must enroll within 30-days of employment. Assists new teachers in navigating the educational system, including the local school district, the county office of education and the state department of education. Explores areas of special needs and English learners’ learning diversities among adult students.

DSE-312. Curriculum, Instructional Technology, Community Legislation and Occupational Relationships. 3 Units. This course provides elements in design, development, and delivery of effective adult education classes with an emphasis on the use of current and advanced technology in the classroom. Topics also include other issues impacting adult education such as legislative process, governing boards, adult education funding sources, delivery systems, diversity in communities and occupational trends.

DSE-315. Curriculum Development. 2 Units. This course explores lesson plan development according to the 4 step instructional plan, including Dagget’s Performance Planning Model (course objectives, student outcomes, instructional strategies, and evaluation instruments). It presents instructional materials and instructional media to assist with lessons. It presents learning theories, critical thinking, instructional strategies and Bloom’s Taxonomy of Educational Objectives. Participants will compare and contrast adult learners and child learners. Participants will be introduced to the Career Technical Education (CTE) Standards adopted by CDE May 2005.

DSE-316. Curriculum Development. 3 Units. Explores unit and lesson planning, according to the six-step direct instructional plan Effective Teaching Methods, by Borich, as well as course objectives, student outcomes, instructional strategies and evaluation instruments. Students create unit and lesson plans and demonstrate instructional strategies by presenting a lesson to the class. Students create curriculum for a career technical education course, support the need for this course through labor market research and create a proposal to present the need.

DSE-320. Evaluation. 2 Units. This course explores evaluation of student performance and identifies how to determine student baselines, write instructional objectives, develop evaluation assessment instruments, and evaluate overall effectiveness of the class. Participants demonstrate test question construction and construction of tests reaching all levels of learning complexity according to Bloom’s Cognitive Domain. Participants access their respective CTE Standards according to industry sectors and integrate the Standards into key assignments as noted on course outlines/descriptions and/or lesson plans.

DSE-325. Instructional Strategies and Evaluation. 2 Units. The focus of this course is on practical application of adult learning theories. Participants integrate lesson plans and present them to the class.

DSE-330. Learning and Instruction. 2 Units. This course explores individual learning traits of the way students learn. Participants apply a variety of instructional techniques, strategies, activities and materials that are appropriate for students with diverse needs and learning styles to higher learning. Activities include developing critical thinking skills. Participants utilize Internet research to support their higher learning activities.

DSE-331. Learning and Instruction. 3 Units. Explores the way students receive, process and retain information. Identifies myriad diversities among learners, including but not limited to learning styles, cultures, languages, ethnicities, values, beliefs and special needs. Introduction to critical thinking and instruction from an indirect approach. Cooperative learning is emphasized to assist the English language learner and to address employability skills as required to succeed in the current market place.

DSE-335. Perspectives on the Adult Learner. 2 Units. This course provides an overview of the diversity in the adult population, the adult learning process and the interpersonal realities. It examines learning theories (i.e., M. Knowles Andragogy), techniques, strategies (i.e., Bloom’s Taxonomies) to enhance adult learning.
DSE-340. Adult Learning Through Interpersonal Relations, Counseling and Guidance. 2 Units. This course assists with targeting the needs of adult learners as a diverse population and recognizes personal and academic problems. Topics include identifying appropriate school or community services available to assist students. It presents conflict resolution, techniques and group facilitation skills.

Prerequisites: DSE-325, DSE-335; May not be audited

DSE-345. Curriculum Development and Evaluation. 2 Units. This course reviews the relationship among the instructional elements curriculum, course outline/description, syllabus and lesson plans. It presents the process for developing a course, its relationship to the curriculum, its substantiation within the labor market and its effectiveness through rigorous evaluation. A proposed new course will be developed and submitted as part of the grading requirements.

Prerequisites: DSE-310, DSE-315, DSE-320, DSE-330; May not be audited

DSE-350. Foundations of Vocational Education. 1 Unit. Teacher candidates will understand the concepts of vocational education and how it relates to other subject areas. History, traditions, current delivery system and current initiatives will be addressed. Other topics to be discussed are: current policies, funding practices and issues concerning vocational education and development importance of advisory committees.

Prerequisites: DSE-310, DSE-315, DSE-320, DSE-330; May not be audited

DSE-355. Learning, Instruction and Classroom Management Education. 2 Units. This course emphasizes cooperative learning. Participants will apply a variety of instructional techniques, strategies, activities and materials that are appropriate for students with diverse needs and learning styles to reach higher learning levels. Lessons are developed and presented to reach the higher levels of learning. Participants learn how to create small groups and are introduced to meet specific objectives. Participants apply decision making, problem solving, and conflict resolution techniques to small group activities.

Prerequisites: DSE-310, DSE-315, DSE-320, DSE-330; May not be audited

DSE-360. Special Needs. 1 Unit. This course specifically addresses the identification of special needs population and the learning strategies, activities and materials that may be utilized to be successful with a very diverse student population. Information is provided on services and agencies available for assistance.

Prerequisites: DSE-310, DSE-315, DSE-320, DSE-330; May not be audited

DSE-365. Supervisor's Role in Administration of Vocational Education Programs. 3 Units. Focuses on responsibilities and authority of supervisors. Presents an overview of personnel selection procedures, orientation, training, evaluation and development. Addresses laws and guidelines of fair hiring practices and employee rights. Provides contemporary supervising techniques for optimum productivity and high moral among employees. Instructs on development of departmental policies and procedures for the respective supervisory departments in parallel with the mission and management style of the organization. Presents budgeting process for the supervisor in creating new program budgets and for tracking program operation. Provides discussion on legislation affecting vocational and/or adult educational programs. Explores intra- and inter-agency relations and program funding sources, as well as cultivating relationships for obtaining funds.

May not be audited

DSE-370. Leadership and Program Development. 3 Units. Introduce, define and discuss leadership concepts as they relate to the functions of planning, organization and management. Importance of leadership as a quality characteristic for employability, success and advancement in a career. Techniques for identifying, initiating and implementing vocational educational programs with an emphasis on the designated subjects teaching credential program.

May not be audited

DSE-400. Early Orientation for Designated Subject Teachers. 2 Units. Designed to help beginning Designated Subject teachers navigate the school system, including the local school district, the county office of education, the California Commission on Teacher Credentialing and the California State Department of Education. Focuses on state curriculum adoptions and builds foundational knowledge and skills for the beginning teacher. Introduces learning diversities among students, lesson planning and instructional methodologies.

May not be audited; Graded CR/NC

DSE-405. Educational Technology. 1 Unit. Instruction on how to select and use computer-based technology to facilitate the teaching and learning process in the Career Technical Education classroom. Teacher candidates demonstrate understanding of legal and ethical issues concerned with the use of education technology, including copyright and fair use, and of the appropriate use of computer-based technology for information collection, analysis and management of the instructional setting.

Prerequisites: DSE-400; May not be audited

DSE-410. Foundations of Career Technical Education. 1 Unit. An overview of the evolution of vocational education and how it relates to high school and adult programs. History, tradition, terms, various delivery systems and current legislative and regulatory initiatives and practices are addressed. Participants acquire an understanding of current policies, funding practices and issues, as well as a working knowledge of state, regional and local policy makers. The evolution of Career Technical Education (CTE) Standards and Frameworks and its significance to and integration in the CTE courses is explored.

Prerequisites: DSE-400; May not be audited

DSE-415. Curriculum Development. 3 Units. Teacher candidates determine curriculum for student learning, create course outlines and descriptions for Career Technical Education, substantiate need with local labor market, prepare a proposal, presenting substantiation for new course conduct unit planning and learn to integrate and identify essential standards from the California Career Technical Education, as well as the California Standards for the Teaching Profession. Effective lesson presentations are required, emphasizing engaging a wide variety of learners, including English language learners and assisting instruction with technology.

Prerequisites: DSE-400; May not be audited

DSE-420. Special Needs. 2 Units. Assists teacher candidates in developing basic knowledge, skills and strategies for teaching special populations in CTE classrooms, including students with exceptional needs, students on behavior plans, and gifted and talented students.
Candidates will understand the role of the CTE teacher in the special education process.

Prerequisites: DSE-400; May not be audited

DSE-425. Classroom and Laboratory Management. 1 Unit. Examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design, technology and social organization for an effective learning environment are explored. General classroom safety along with OSHA is introduced and safety requirements related to specific subjects are discussed. Ethics-based classroom standards are created and models for their development and implementation are addressed. Professional, legal and ethical responsibilities of the teaching profession are defined.

Prerequisites: DSE-400; May not be audited

DSE-430. Assessing Student Learning. 2 Units. Teacher candidates identify students prior knowledge in the subject area and determine knowledge and skill, explore course objectives (learning objectives) as the core for assessment, experience creativity by developing questions and understand the relevance of questions as they relate to critical thinking and various learning levels of complexity of Bloom's Cognitive Domain and Psychomotor Domain and develop rubrics to score higher learning assessments.

Prerequisites: DSE-400; May not be audited

DSE-435. Classroom and Laboratory Management. 1 Unit. Examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design, technology and social organization for an effective learning environment are covered. General classroom safety in specific subjects and OSHA requirements are discussed. Ethics-based classroom standards are created and models for their development and implementation are introduced. The professional, legal and ethical responsibilities of the teaching profession are defined.

Prerequisites: DSE-400; May not be audited

EARLY CHILDHOOD DEVELOPMENT

ECD-300. Child, Family and Community. 3 Units. Students will examine the systems and relationships among family, school and community and their impact on a child’s development. Included are a study of ethnic diversity, social class, customs/heritage and gender roles on family behavior, values, morals, attitudes and the development of children.

Degree completion students only; May not be audited

ECD-310. Human Diversity and Relations. 3 Units. The purpose of this course is to expand the student’s understanding of the influences of gender, culture, economic situation, learning styles and language on the socialization of children, and then how to use this new understanding to inform the way to program for and interact with children.

Degree completion students only; May not be audited

ECD-320. Parenting for Early Childhood Educators. 3 Units. This course explores the issues of educating parents through the study of specific developmental assets that integrate factors such as family dynamics, support from community adults, values development and social skills. Parenting is a process and has a variety of rights, responsibilities and roles that change across the life span. Needs of parents, the resources available and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture and ethnicity are also reviewed.

Degree completion students only; May not be audited

ECD-400. Children’s Play and Learning Theory. 3 Units. This course examines child development theories as they relate to play and learning in young children. The course considers cultural and developmental perspectives, emphasizes theories in practice and provides a theoretical framework for structuring, observing, analyzing and evaluating play. Students will explore how children learn to play and the effect that play has on the child’s development.

Degree completion students only; May not be audited

ECD-420. Guidance in Social and Emotional Behaviors. 3 Units. In this course, students examine how to promote an encouraging classroom through the study of specific developmental assets that integrate factors such as peer influence, values development and social skills. The short and long term effects of logical and natural consequences for pro-social development are reviewed.

Degree completion students only; May not be audited

ECD-430. Early Childhood Physical Education Methods. 3 Units. Through this course students will explore movement and developmentally appropriate practices for early childhood physical education. Adaptations for children with exceptionalities will also be presented.

Degree completion students only; May not be audited

ECD-440. Students with Exceptionalities in School and Community. 3 Units. This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction to meet the unique needs of individual children in early childhood settings. Special emphasis is given to theories, research and practical application from the fields of both early childhood education and special education.

Degree completion students only; May not be audited

ECD-450. Children’s Art and Literature. 3 Units. Students will explore methods and strategies for using children’s literature to engage the young learner in multiple learning experiences. A full integration across the curriculum will be a focus as children’s literature is directly tied to math, science, social studies and the arts.

Degree completion students only; May not be audited

ECD-460. Math and Science for Young Children. 3 Units. Designed from a constructivist focus, this course will integrate math and science learning experiences for the young child. Moving young learners from real-world/concrete experiences to organizing, recording and discovering what they know and understand and what they still wonder about.

Degree completion students only; May not be audited

ECD-470. Curriculum Development for Early Childhood Education. 4 Units. General overview of curriculum design for early childhood programs to include planning, preparation, implementation, evaluation of curricular activities, designing a classroom, lesson planning and the use of observation to guide curriculum and assessment. Developmentally appropriate practices will be a focus through exploration of content across the curriculum. Preparation of a professional portfolio will cap the learning experience.

Degree completion students only; May not be audited

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ECD-482. Child Observation Practicum. 1 Unit. This course is divided into a one and two unit course taken over two semesters in which students reflect and apply learning from multiple courses in the Child Development program. Through readings, reflection on observations and practice, students will synthesize the theory presented through the first semester of course offerings.

Degree completion students only; May not be audited

ECD-483. Child Observation Practicum. 2 Units. This is the second section of this course in which students reflect and apply learning from multiple courses in the child development program. Through readings, reflection on observations and practice, students will synthesize the information presented during this second semester of course offerings.

Degree completion students only; May not be audited

ECON-105. Principles of Economics. 4 Units. A study of macro- and micro-economics. The course acquaints students with fundamental economic concepts, gives an understanding of the operations and institutions of economic systems and explores various economic issues and problems.

ECON-105H. Principles of Economics. 4 Units. A study of the economy, the course acquaints students with fundamental economic concepts, gives an understanding of the operations and institutions of economic systems and explores various economic issues and problems. Emphasis on the quantitative models of problem solving skills. Students are required to identify an economic issue that they will explore as their research topic, and present their findings and possible policy changes to resolve the issues to an evaluation committee. MATH-140 recommended as prior coursework.

University scholars program students only; Repeatable for credit; May not be audited

ECON-140. Managerial Economics. 3 Units. Recommended prior coursework: ECON-105. Students learn how to apply economic theory to real business problems. Market forecasting, business decision making, cost analysis, government regulations and quantitative models for capital investment are explored.

ECON-301. Economics in Business. 3 Units. This class is a study in allocating scarce resources in order to achieve managerial objectives.

Degree completion students only; May not be audited

ECON-390. Global Economics and Sustainable Development. 3 Units. Recommended prior coursework: GEOG-220. The increasing interconnectedness of the global economy affects people more profoundly today than ever before. This course helps students better understand and wrestle with some significant positive and negative aspects of the globalization process.

Prerequisites: ECON-105; Same as PS-425

ECON-392. Introduction to the Global Economy. 1 Unit. Examines the basics of how the global economy operates and how it has come to be this way. Uses layman's language to explain the fundamentals of the global economy, including issues of trade, debt, globalization and inequality.

Degree completion students only; May not be audited

EDUCATION

ED-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-772. Educational Statistics and Research Design. 3 Units. This course will provide students a working knowledge of quantitative research design and educational statistics. Recent theories, advanced methods and statistical techniques will be discussed.

ED-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

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-608. Directed Initial Student Teaching: Multiple Subject, Special Education. 2 Units. Designed for students enrolled in the Level I 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. This course, in combination with EDUC-608B, addresses the same content described in EDUC-608. Students enrolled in EDUC-608A attend seminars every other week, and concurrently complete 12 days of initial student teaching (one day/week) in a general education classroom. The extended directed initial student teaching program is not available in the summer.

Special education program students only; May not be audited; Graded CR/NC

EDUC-608B. Extended Directed Initial Student Teaching: Multiple Subjects/Special Education. 1 Unit. This course, which follows EDUC-608A, completes the requirements described in EDUC-608. Students enrolled in EDUC-608B attend seminars every other week, and concurrently complete 12 days of initial student teaching (one day/week) in a general education classroom. Additionally, students must demonstrate their teaching competence by completing no less than three days of solo teaching in the general education classroom. Successful completion of EDUC-608A and EDUC-608B prepares students who are enrolled in the dual program to apply for EDUC-609 Final Student Teaching for Special Education Students.

Prerequisites: EDUC-608A; Special education program students only; May not be audited; Graded CR/NC

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.

Prerequisites: EDUC-608, EDUC-645; Special education program students only; Signature required; May not be audited; Graded CR/NC

EDUC-610. Directed Initial Student Teaching: Multiple Subject. 3 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 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-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-633A AND EDUC-633B

EDUC-620. Critical Observations in School: Multiple Subject. 1 Unit. 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. The text To Teach: The Journey of a Teacher is being read and discussed to enhance their understanding of what they are observing and to consider the complexities and challenges of teaching. 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-629. Critical Observations in School: Single Subject. 1 Unit. 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. The text To Teach: The Journey of a Teacher is being read and discussed to enhance their understanding of what they are observing and to consider the complexities and challenges of teaching. 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 or EDUC-633A and EDUC-633B and EDUC-CSETMS; 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. 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 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 or EDUC-633A and EDUC-633B and EDUC-CSETMS; 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.

Signature required; May not be audited; Graded CR/NC; IP Course, Standard (See In-Progress Course Policy)

EDUC-632. Independent Teaching Practicum. 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. 0 Units. EDUC-633 A and B are equivalent to EDUC-610. Extended Initial Directed Student Teaching provides a way for working students to complete their initial student teaching requirement while continuing to work by extending the field experience over two semesters. These field experience courses require that students are placed in a classroom for approximately six hours per week (usually two half days per week) and attend monthly Saturday morning seminars. The content of the monthly seminars is the same as described in EDUC-610.

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-633B. Extended Initial Directed Student Teaching. 2 Units. This course, which follows EDUC-633A, completes the requirements described in EDUC-610. Students enrolled in EDUC-633B attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week) in a general education classroom. Additionally, students must demonstrate their teaching competence by completing no less than three days of solo teaching in the general education classroom. Successful completion of EDUC-633A and 633B prepares students who are enrolled in the dual program to apply for EDUC-609 Final Student Teaching for Special Education Students.

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. Single Subject Practicum. 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. Students process their experience by writing in reflective journals, completing a series of inquires regarding their school site and classroom and developing the first draft of their teaching portfolio. Initial student teaching provides the opportunity for student teachers to apply what they are learning in foundations, curriculum and methods courses through completing field based assignments. They do so with the support of a highly qualified master teacher. This field experience course requires that students are placed in a classroom for approximately six hours per week and attend monthly Saturday morning seminars.

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. 1 Unit. EDUC-635A and B are equivalent to EDUC-619. Extended Initial Student Teaching provides a way for working students to complete their initial student teaching requirement while continuing to work by extending the field experience over two semesters. These field experience courses require that students are placed in a classroom for approximately six hours per week and attend monthly Saturday morning seminars. The content of the monthly seminars is the same as described in EDUC-619.

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-619 WHEN TAKEN WITH EDUC-635A, EDUC-619

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-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; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-640A. Independent Teaching I: Multiple Subject. 3 Units. This course is the equivalent of EDUC-610 for interns, those students who are completing their field experience while under contract with one of our participating districts.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-640B. Independent Teaching II: Multiple Subject. 3 Units. This course is the equivalent of EDUC-630, for interns, those students who are completing their field experience while under contract with one of our participating districts. For interns, this course will be extended over a two-semester period in order to give continuing support in their first year of teaching.

Prerequisites: EDUC-640A, 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 course is the second semester to EDUC-640B. It is meant to give
continuing support for the beginning teacher in their first year of employment.

Prerequisites: EDUC-640B, 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 observations and field experience are integrated with a study of research in the fields of language acquisition, linguistics, reading and writing.

May not be audited

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

EDUC-645. Curriculum Design and Implementation: Multiple Subject. 3 Units. This course focuses on curriculum design and implementation. State-adopted content standards are examined within a framework of responding to the needs of all learners. Various methods of assessment, models of teaching and strategies of classroom organization and behavior management are also examined.

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 course is the equivalent of EDUC-619 for interns, those students who are completing their field experience while under contract with one of our participating districts.

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 course is the equivalent of EDUC 619, for interns, those students who are completing their field experience while under contract with one of our participating districts. For interns, this course will be extended over a two-semester period in order to give continuing support in their first year of teaching.

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 course is the equivalent of EDUC 639. It is meant to give continuing support for beginning teachers in their first year of employment.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

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.

May not be audited

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.

May not be audited

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 Design and Implementation: Single Subject. 4 Units. This course is designed to lay the curriculum, instruction and assessment foundation for future teachers. This foundation will be based on an overview of human development and learning theories, along with basic educational principles. Students will use this foundation to make sound pedagogical decisions that maximize all learners’ achievement.

EDUC-696AR. Single Subject Methods: Art. 2 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. 2 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. 2 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. 2 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. 2 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. 2 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. 2 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. 2 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. 2 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-697. Introduction to Educational Assessment. 1 Unit. Provides an overview of educational assessments, including an overview of qualitative and quantitative measurements. Considers school-wide assessments, student assessments and teacher assessment. The California TPA is introduced and students are instructed on how to use Task Stream, the web-based assessment system utilized in the School of Education for managing the TPA and other graduate assessments.

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-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.

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.

ENV-150. Introduction to Environmental Studies. 4 Units. An interdisciplinary study of the relationships between people and their environment. The use of natural resources, environmental degradation and human population are examined from ecological, social and religious perspectives.

ENV-151. The Environment and Humanity. 3 Units. This course explores the interaction between humans and the natural environment from an interdisciplinary perspective involving ecological, social and religious issues. Use of natural resources and environmental damage are central themes.


ENVIRONMENTAL STUDIES

ENV-150. Introduction to Environmental Studies. 4 Units. An interdisciplinary study of the relationships between people and their environment. The use of natural resources, environmental degradation and human population are examined from ecological, social and religious perspectives. 3 hours lecture, 1 hour discussion, service, fieldtrip

ENV-151. The Environment and Humanity. 3 Units. This course explores the interaction between humans and the natural environment from an interdisciplinary perspective involving ecological, social and religious issues. Use of natural resources and environmental damage are central themes.

Degree completion students only; May not be audited

ENV-460. Environmental Issue Analysis. 1-3 Units. Interdisciplinary analysis of a selected environmental issue. Repeatable for credit; Signature required; May not be audited
ENV-482. Environmental Studies Practicum. 1-3 Units. Supervised work in an approved organization, such as a planning agency or nonprofit group involved with environmental issues. Repeatable for credit; Signature required; May not be audited; Graded CR/NC

ENGLISH AS A SECOND LANGUAGE

ESL-005. Toefl Preparation Course I. 0 Units. Graded Satisfactory/Unsatisfactory. This non-credit course meets three hours per week and focuses on each skill area tested in the TOEFL (Test of English as a Foreign Language) for students with beginning and intermediate English proficiency as determined by the IELP placement exam or TOEFL score. Practice TOEFL tests, as well as the institutional TOEFL, are administered each semester. May not be audited

ESL-006. Toefl Preparation Course II. 0 Units. Graded Satisfactory/Unsatisfactory. This non-credit course meets three hours per week and focuses on each skill area tested in the TOEFL (Test of English as a Foreign Language) for students with advanced English proficiency as determined by the IELP placement exam or TOEFL score. Practice TOEFL tests, as well as the institutional TOEFL, are administered each semester. May not be audited

ESL-007. Summer Intensive English. 0 Units. Graded Satisfactory/Unsatisfactory. This is an eight-week, non-credit course beginning in May. Students meet together in one level for 20 hours per week to develop their English language proficiency. The course content and focus is determined by the instructor in consultation with the students to meet their specific language learning needs and goals. May not be audited

ESL-015. Language Core - 1. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with beginning English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-016. Skill Proficiency - 1. 0 Units. Graded Satisfactory/Unsatisfactory. This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with beginning English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-017. Thematic Mini Course - 1. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California’s People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-025. Language Core - 2. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-026. Skill Proficiency - 2. 0 Units. Graded Satisfactory/Unsatisfactory. This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-027. Thematic Mini Course - 2. 0 Units. Graded Satisfactory/Unsatisfactory. Through content-area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California’s People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-035. Language Core - 3. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-036. Skill Proficiency - 3. 0 Units. Graded Satisfactory/Unsatisfactory. This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit. Signature required; May not be audited

ESL-037. Thematic Mini Course - 3. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners will develop proficiency in all four language skills with
increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California’s People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-115. Language Core I. 5 Units. Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-116. Skill Proficiency I. 2 Units. This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-117. Thematic Mini Course I. 5 Units. Through content area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California’s People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-125. Language Core II. 5 Units. Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-126. Skill Proficiency II. 2 Units. This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-127. Thematic Mini Course II. 5 Units. Through content area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California’s People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit.

May not be audited

ESL-135. Language Core III. 5 Units. Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-136. Skill Proficiency III. 2 Units. This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-137. Thematic Mini Course III. 5 Units. Through content area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California’s People and Places, The Media, Business and Science and Technology. This class will meet eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

May not be audited

ESL-170. English for Academic Purposes. 2 Units. At an advanced level, develops the process of writing, revising and editing compositions, a process which includes logical development and organization of ideas; develops analytical and critical thinking skills through reading and responding to student’s own writing; reinforces grammar skills through self-editing instruction in complex linguistic structures. Permission of IELP director required.

Degree completion students only; Signature required; May not be audited

EDUCATIONAL TECHNOLOGY

ET-705. Introduction to Teaching With Digital Technology. 4 Units. Provides candidates with tools and expertise to be successful online learners and technology competent teachers. Includes a tutorial for the online course management system and an orientation to university digital resources. A variety of the most current and effective uses of technology is explored. Candidates understand the implications of the digital world in relation to ethical and moral uses in terms of global responsibilities. The course is based on mastery of specific technological skills.

May not be audited
ET-710. Foundations in Education Technology Technology. 4 Units. Offers a historical perspective on the field of educational technology, its major content and a view of future trends. Activities focus on developing knowledge and skills that prepare candidates for leadership roles in many areas of applying technology in school. Builds on ET-715, delves deep into leadership and provides a foundation for ED-779.

May not be audited

ET-715. Seminar in Learning Theory. 3 Units. 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. Special attention is given to how technology is involved in the learning process and how today's learners have different issues because of technology.

May not be audited

ET-720. Developing Technology Rich Curriculum. 3 Units. Candidates review current learning theories, instructional strategies and pertinent curriculum frameworks and learn how to develop classroom lessons that use technology effectively. This course goes beyond using technology as a productivity tool and focuses on using technology to enhance teaching and learning in a classroom setting. Individual goals and needs for specific situations provide the foundation for creation of effective, student-centered lessons, as well as web-based learning resources.

May not be audited

ET-725. Information Technologies. 3 Units. Explores the value of the Internet and online resources/databases as integral parts of a successful educational experience. Knowing how to teach, search and select relevant online databases and World Wide Web sites is discussed in addition to other information literacy issues. Management, instructional uses, evaluation and curriculum integration of the Internet and online databases are also covered. Daily access to the Internet by course participants is required.

May not be audited

ET-730. Educational Videography. 3 Units. Focuses on technical and aesthetic factors of video production and explores application of creative video-making in instructional contexts. A project-based approach requires students to create useful videos as they learn.

May not be audited

ET-735. Creating on the Web. 3 Units. Gives participants experience and builds their knowledge and skills with creating web-based content. Includes a look at web 2.0, as well as professional web design software. Management issues and a thorough knowledge of servers and server-based online tools are included as well.

May not be audited

ET-798. Project/Thesis Proposal. 1 Unit. Candidates complete a proposal for the thesis or the project. Instructional method is tutorial and focuses on article review procedures and development of a conceptual overview of the process of formulating and completing a project or thesis.

May not be audited

ET-799. Project/Thesis. 3 Units. Recommended prior coursework: ED-771 and ED-779. Candidates are supervised as they engage in the development of a project or a thesis in the field of educational technology. Instruction is tutorial and results in a completed project or thesis.

Prerequisites: ET-798; May not be audited

FINANCE

FIN-450. Financial Management. 3 Units. A study of the principles and theories of business finance, including the tax environment, cash flow analysis, working capital management, effect of financial and operational leverage, capital budgeting and cost of capital analysis.

Prerequisites: ACCT-220, ACCT-230, BUS-465, ECON-140

FIN-451. Financial Statement Analysis. 3 Units. Financial Statement Analysis focuses on the student as a financial analyst/accountant/money manager. Students learn to (1) make the numbers tell what they need to know in decision making and give them information they can act on, (2) examine how financial statements can be manipulated to control the perceptions of investors and creditors and (3) gain knowledge to avoid such manipulation and to offer a balanced treatment of the main types of financial statements as mirrored in the real world.

Prerequisites: ACCT-220, ACCT-230

FIN-452. Public Finance. 3 Units. Students learn to assess the economic burden of taxation, equity and efficiency consideration in tax design, structure and economic effects of the U.S. tax system, public budgeting and expenditure.

Prerequisites: ECON-105

FIN-453. Capital Markets and Money. 3 Units. Provides a thorough and comprehensive view of the whole financial system. All major types of financial institutions and financial instruments present today are discussed, along with how and why the system of money and capital markets is changing. Provides a descriptive explanation of how interest rates and security values are determined. Discusses the current and future trends of the globalization of financial markets, the ongoing consolidation of the financial institutions sector and recent efforts to protect consumer privacy in the financial services field.

FIN-455. Personal Finance. 3 Units. A study of the framework for consumer decisions in our economic environment. Topics include budgeting, investments, risk management, purchasing, estate planning and tax planning.

FIN-456. Personal Finance: Budget, Credit, Career. 1 Unit. Deals with budgeting, credit and work life. The course is an introduction to the area of personal finance. Topics including goal setting, budgeting, major purchases, insurance, career decisions are touched on. Use of legal resources, wills, probate and other factors surrounding these issues are covered in a way that puts them in a context. A portion of class will be used to clarify and deal with whatever issues and questions are of interest to a particular group.

Degree completion students only; May not be audited

FIN-457. Personal Finance: Investment and Retirement. 1 Unit. Students work through primary investment possibilities to gain an understanding of what is appropriate given a particular stage of life, income and the objectives that are desired. Preparation for retirement (how to maintain a lifestyle) and beyond (distribution of assets through one's will).

Degree completion students only; May not be audited
FIN-458. Personal Finance: Cash Flow Management. 1 Unit. Focuses on determining personal assets by preparing balance sheets and income statements. There is some work with budgeting, along with major purchases and insurance. Internet stock investing and other topics of interest are discussed.

Degree completion students only; May not be audited

FIN-460. Business Finance. 3 Units. A study of the principles and theories of business finance to use cash flow, tax considerations, working capital and leverage along with capital budgeting and cost of capital analysis.

Prerequisites: MATH-120, MATH-121 or MATH-140; Degree completion students only; May not be audited

FIN-470. Investment. 3 Units. An advanced course analyzing the comparative advantage of available investments. Topics include various types of financial instruments, stock markets, securities and portfolio analysis, mutual funds, interest rates and bond markets, derivative markets, portfolio management and asset allocation.

FIN-701. Public Finance. 3 Units. Students learn to assess the economic burden of taxation, equity and efficiency consideration in tax design, structure and economic effects of the U.S. tax system, public budgeting and expenditure.

FRENCH LANGUAGE STUDIES

FREN-100. Elementary French I. 4 Units. This course is designed for people with little or no knowledge of French. The purpose of the course is to develop reading, writing, speaking, and listening ability, but it will emphasize oral communication at a basic functional level in French. Classes will be conducted primarily in French.

May not be audited

FREN-105. Elementary French II. 4 Units. This course is structured for students who have completed an introductory course in French (or have demonstrated proficiency in elementary French). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in French.

Prerequisites: FREN-100; May not be audited

FREN-200. Intermediate French I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of French, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: FREN-105; May not be audited

FREN-205. Intermediate French II. 4 Units. This course continues to build on skills attained in FREN-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of French, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: FREN-200; May not be audited

GEOGRAPHY

GEOG-120. World Geography. 3 Units. A systematic survey of world regions. A geographic perspective is brought to political, economic, social and environmental structures and relationships. Emphasizing both cultural and physical geography, the course surveys each region as to location, component countries, world role, distinctive physical and cultural characteristics, relation to other world areas and major problems.

GEOG-220. Cultural Geography. 3 Units. An investigation into the human-land relationships of the world. A geographic perspective is brought to political, economic, social, and environmental structures and relationships. The course includes a study of both the physical and cultural features and landscapes present in the world today, with an emphasis on understanding the effects of human modification of the natural environment.

GEOG-231. Cultural Geography of the Central Valley. 3 Units. An investigation into the human-land relationships of California’s Central Valley. Political, economic, social, and environmental structures and their relationships with the geographical features of the Central Valley will be analyzed, with an emphasis on understanding the effects of human modification of the natural environment.

GEOG-330. Urban Geography. 3 Units. A systematic survey of the world’s urban environments. An understanding of the changing urban environments from ancient through medieval to modern times; the relationship of the urban center to its surrounding hinterland and the interdependence of its functional parts, as well as its problems and future.
HISTORY

FOUNDATIONAL STUDY

HIST-099. Introduction to Mennonite History. 0 Units. Course taken for enrichment purposes.
Signature required; May not be audited

HIST-093. Ethnic Contributions to National Identity. 3 Units. Provides an historical perspective on the development of American culture. Tracing the social, political, cultural and religious lives of different ethnic groups through primary documents, the course highlights the contributions of all groups that make up a pluralistic society. National identity is contrasted with personal and ethnic identity.
IP participants only; May not be audited; Graded CR/NC

HIST-110. Introductory Latin. 3 Units. This course is an introduction to the grammar, vocabulary and syntax of the Latin language, with an emphasis on the acquisition of reading knowledge. By the end of the first semester students will read select passages from Virgil, Caesar and others. Students will also learn about the peoples who spoke Latin and the culture(s) that produced Latin literature.

HIST-115. Intermediate Latin. 3 Units. This course is an intermediate study of Latin grammar, vocabulary and syntax, with continued emphasis on the ability to sight read. Selected and more difficult passages from Caesar, Virgil, Martial, Horace and others will be read.

HIST-120. Ancient Civilizations. 4 Units. Recommended prior coursework: BIB-100 or BIB-300. A study of the beginnings of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa; the ancient Hebrew, Greek and Roman civilizations; and the classical civilizations of India and China. Attention is given to the special significance of geography in the emergence of human societies; the creation of art, architecture, literature and religion; and the emergence of the ideas that became the foundation of modern civilizations.

HIST-120H. Ancient Civilizations. 4 Units. Recommended prior coursework: BIB-100 or BIB-300. A study of the beginnings of major Western and non-Western civilizations. Included are the early societies of the Near East, India and Africa, and the Ancient Hebrew, Greek and Roman civilizations. This course convenes in a seminar style for highly motivated students, and involves a great deal of close work with primary and interpretative material. Students are the leaders of discussions and delve deeply into a special area in a culminating experience.
University scholars program students only

HIST-122. Western Civilization I. 3 Units. History of Western Civilization from its prehistoric antecedents in the Middle East to the rise of modern European nations in the 17th century and their world-wide political, cultural and economic influence. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report.
Degree completion students only; May not be audited

HIST-130. Medieval and Early Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120. A study of major Western and non-Western civilizations from A.D. 500-1650. Included is the emergence of Islam; the development of civilizations in Africa, the Americas and Asia; and Europe during the Middle Ages, Renaissance, Reformation and Age of Exploration. Attention is given to the central place of the Renaissance and Reformation in the emergence of the modern world; the rise and spread of Islam; the important role of religion in early modern civilizations; the continued development of social, economic and political structures; the geography of the early modern world; and the ideas whose effects continue to influence politics, science, religion, culture and the arts of the present day.

HIST-130H. Medieval and Early Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120. Major Western and non-Western civilizations from A.D. 500-1650. Includes the emergence of Islam; the development of civilizations in Africa, the Americas and Asia; and Europe during the Middle Ages, Renaissance, Reformation, and Age of Exploration. Seminar style course for highly motivated students, involving a great deal of close work with primary and interpretative material. Students lead the discussions and delve deeply into a special area in a culminating experience.
University scholars program students only

HIST-140. Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120, HIST-130. A study of major Western and non-Western civilizations from the 17th century to the present. Included is the rise of democratic ideas, the Industrial Revolution, the rise of imperialism and colonialism, World Wars I and II and their consequences and the emergence of nationalism and totalitarianism. Attention is given to the major turning points that have shaped the modern world: the role of science and its cultural hegemony, technology and its relationship to economic and social development, political ideology and its consequences for how people are governed, the global expansion of Western influence, the geography of the modern world and the growing interdependence of peoples and cultures throughout the world.

HIST-140H. Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120, HIST-130. Examines the rise and dominance of the West as a political, economic and cultural force, beginning in the 17th century. Begins by studying major non-Western civilizations present in the 1600s and then traces the expansion of the West as a consequence of the Enlightenment’s new world view. Revolutions in politics, industry, economics and culture are examined, with a special focus on how the West’s new ideas impact the globe. World War’s I and II are examined as well as the global expansion of Western influence in the 19th and 20th centuries. Concludes by examining the growing interdependence of peoples and cultures in the world today. Taught seminar style and meant for highly motivated students who enjoy working with primary and interpretative material. Students lead discussions and delve deeply into the subject matter.
University scholars program students only

HIST-142. Western Civilization II. 3 Units. History of Western civilization from 1648 to the present including the political, cultural, scientific and economic influence of the West on the world. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report.
Degree completion students only; May not be audited

HIST-150. American Civilization. 4 Units. A study of the development of American culture and society from the colonial
period to the present. Major themes and events are examined within the context of America’s geography, religious and immigrant heritage and sociopolitical development. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

HIST-151. American History I. 3 Units. History of the United States from the beginning of colonization through the Civil War, including political, social, economic and cultural aspects. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

Degree completion students and IIP participants only; May not be audited

HIST-152. American History II. 3 Units. History of the United States from the end of the Civil War to the present, including political, social, economic and cultural aspects. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report.

Degree completion students and IIP participants only; May not be audited

HIST-310. Advanced Latin: Grammar. 3 Units. Recommended prior coursework: HIST-120. This course will finish the basics of Latin grammar, vocabulary and syntax and reinforce the material with readings and prose composition. While the objective is a comprehensive understanding of the Latin language, this goal is considerably augmented by readings and understanding of the Roman context. As a result, students will spend substantial time contextualizing passages and exercises from important Latin authors and attempting to gain insight into Roman culture and ideas.

Prerequisites: HIST-115

HIST-315. Advanced Latin: Prose and Poetry. 3 Units. Recommended prior coursework: HIST-120. This course engages authors from any of three epochs of Latin: Golden and Silver Age and the Vulgate, depending on the student’s interest. Students will primarily read material from annotated selections as they cement their knowledge of Latin grammar, vocabulary and syntax. Cicero, Caesar, Catullus and Vergil will be the most common authors considered.

Prerequisites: HIST-310

RELIGIOUS HISTORY

HIST-321. Anabaptist/Mennonite History and Thought. 3 Units. A history of the Anabaptist/Mennonite religious movement and offshoot denominations and their approach to Christian belief and practice. A complex movement of religious and social protest against the abuses found in both church and state, Anabaptists called for a rigorous faith without compromise. The course focuses on understanding the nature of Anabaptist spirituality and the contemporary responses it engendered, as well as the way in which Mennonite denominations and churches have institutionalized Anabaptist principles from the 16th to the 21st century.


Prerequisites: HIST-130

HIST-350. American Religious History. 3 Units. A survey of the way the American religious tradition has contributed to the shaping of American political, social and cultural life, and the way the American experience has in turn shaped the religious tradition.

Prerequisites: HIST-150

HIST-351. The Second Great Awakening. 1 Unit. A study of the religious revivalism of the early 19th century and the wide-ranging impact of this movement on American society and the reform impulse, with implications to the present.

Degree completion students only; May not be audited

HIST-360. Greece: Drama and Paideia in the Polis. 4 Units. Investigate the cultural, intellectual, political and social history of Greece from Homer to Alexander through the analysis of numerous literary sources, including mythologies, poetry, drama, history and philosophy. The class will engage in a number of projects from papers to dramatic assignments, to help achieve course objectives.

Prerequisites: HIST-120; Same as LIT-382

HIST-365. Rome: Politics, Pagans and Patristics. 4 Units. Explores the history of Rome from the legendary Monarchy, through the development of the Republic, to the fall of the Empire in 476 and beyond. Of particular interest is the development of Roman historiographic thought, the Christianization of the Empire and pagan/Christian interaction.

Prerequisites: HIST-120

HIST-367. The Ancient Near East. 3 Units. Recommended prior coursework: HIST-120. The inhabitants of the Near East developed the earliest known cities, monumental architecture, metalworking, writing systems, wheeled vehicles, kingdoms and empires. Civilization arose almost simultaneously in Mesopotamia and Egypt, with important later achievements taking place in Anatolia, Palestine and Persia. The peoples of the Near East produced literature and ideas now embedded in great religions, thus contributing to contemporary beliefs. Primary documents and an assessment of surviving evidence are used to understand these fascinating peoples. Provides an Old Testament background for Biblical Studies majors and other interested students.

HIST-368. Ancient and Medieval Rhetoric. 3 Units. A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.

Same as COM-368

HIST-370. Medieval Life, Thought and Literature. 4 Units. A study of the history, culture and intellectual life of the medieval world through various writings from Late Antiquity to the High Middle Ages. Topics include encounters with others.

Prerequisites: HIST-130; Same as LIT-400

HIST-375. The Renaissance and English Literature. 4 Units. Through readings in the humanist literature of Italy and England, this course covers the development of the early modern outlook from Petrarch through the English Renaissance ending with Milton. Thought patterns, ideas and typical genre are examined including the literature of the court; use and appreciation of the classics; epic,
sonnet, pastoral and Italianate drama; the poetry of religious experience; and the distinctive character of the Christian humanist tradition in thought and poetry.

Prerequisites: HIST-130; Same as LIT-405

HIST-380. Reformation History and Theology. 4 Units. A study of the Age of Reform from the mid-14th century through the reformations of the 16th century. It covers ecclesial, theological and spiritual movements, as well as the various issues that arise for patterns of life in broader society. Included are the reformers’ approaches to the interpretation of scripture, the church and state.

Prerequisites: HIST-120, HIST-130

MODERN EUROPEAN HISTORY

HIST-385. Early Modern Europe. 4 Units. A study of society and culture during the period of absolutism and revolution. This will be accomplished through an analysis of major literary documents of the period. Attention is given to the multifaceted role of religion during these centuries.

Prerequisites: HIST-140; Same as LIT-410

HIST-393. Twentieth Century Western Thought. 3 Units. Recommended prior coursework: HIST-140. Western philosophy and intellectual history of the 20th century. Topics include logical positivism, philosophy of language, post-Newtonian philosophy of science, status of the Other, neo-pragmatism, and global thics. Readings include Shelley, Conrad, Ayer, Wittgenstein, Levinas, Kuhn, Rorty, and Nussbaum. 

Same as PHIL-393

HIST-395. Modern Europe. 4 Units. The past 200 years of European history can be seen as a tragic cycle of revolution and reaction. Unhinged from the traditions of monarchy and church, European societies sought their replacement in total solutions, whether political, cultural or religious. At the same time, prosperity and domination of the earth’s resources (both human and material) were never greater. This course will treat both the apex and the depths of this civilization.

Prerequisites: HIST-140

HIST-396. The European Union. 3 Units. This course will reveal the historical development and current status of the new, united Europe. The impact of the European Union on the United States will be analyzed as the EU seeks to be both a partner and competitor with America. The EU’s strategy to challenge and surpass American military dominance will also be explored, as well as the EU’s social agenda. As on-site visits to major European cities will be a part of this course, the course is limited to students participating in the university’s European summer study tour for degree completion students.

Degree completion students only; Signature required; May not be audited

WORLD HISTORY

HIST-400. Modern Africa: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. Modern Sub-Saharan Africa remains a mystery to many people in the West today. This course will help unpack the mystery of Sub-Saharan Africa’s rich history and culture in the 19th and 20th centuries. Special emphasis will be given to the colonial and post-colonial history, politics and culture of Nigeria, the Congo, Kenya and South Africa.

Prerequisites: HIST-140; Same as PS-412, SOC-332

HIST-406. Modern Asia: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The experience of Asia in the colonial and post-colonial era will be studied with an eye towards understanding its unique character as an important region of the world today. The countries of China and India will be used as case studies to better understand and interpret important currents that run through Asian history and shape its politics and culture today.

Prerequisites: HIST-140; Same as PS-414, SOC-334

HIST-410. Latin American History and Religious Thought. 4 Units. A survey of Latin American history from the pre-Columbian era to the present, along with the shaping of religious thought in Catholicism and Protestantism.

HIST-412. History of Mexico. 3 Units. An exploration of the formation of Mexico, its people, its culture(s) and national identity from the 14th through the 20th centuries. The course will examine the significant periods in Mexican history, including that prior to Cortes, Colonial Mexico, Mexican Independence, the Mexican Revolution, Mexico in the mid-twentieth century and the late-twentieth century.

HIST-418. Modern Middle East: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The Middle East is a region many in the West today view with apprehension and hostility. This course will examine the historical, cultural and political forces from the 19th and 20th centuries that have made the region what it is today. Special emphasis will be given to understanding contemporary Islamic and Jewish politics and culture, as well as ways in which the West has interacted with the Middle East over the past century.

Prerequisites: HIST-140; Same as PS-416, SOC-336

AMERICAN HISTORY

HIST-420. American Ethnicity and Pluralism. 3 Units. A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation’s founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored.

Prerequisites: HIST-150; Same as SOC-410

HIST-421. American Ethnicity and Pluralism. 3 Units. A study of the history and immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation’s founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored.

Degree completion students only; May not be audited

HIST-422. Lincoln and Leadership. 1 Unit. Examines the life and times of Abraham Lincoln as a means of gleaning further insight into this critical period of American history. The impact of Lincoln’s leadership on the presidency and the nation, as well as the characteristics that made him great, are analyzed. There is also an attempt to distinguish the real Lincoln from the mythology, including an analysis of what the Lincoln mythology tells about American values and civilization.

Degree completion students only; May not be audited
HIST-423. Puritan Influence in America. 1 Unit. Examines the history of Puritanism in founding, shaping early America. The ideas, institutions and values, positive and negative, of colonial American Puritans have played a very significant role in defining American civilization. While their influence is yet felt in American life today, our Puritan ancestors are largely misunderstood and maligned. This course helps set the historical record straight, and shows how Puritan ideas continue to impact our culture. Students are asked to write a summary essay dealing with Puritan strengths, weaknesses and influence on American civilization.

Degree completion students only; May not be audited

HIST-424. Causes of the American Revolution. 1 Unit. The American Revolution was a new, shocking and unlikely event in the world of the late 1700s. This course examines the background causes of the American Revolution to determine how the colonies moved from loyal subjects of the world's greatest military power to an independent nation against huge odds. The emphasis is on the ideas and personalities that brought about the revolution and the foundation that was laid for the development of the American nation. Students are asked to write a summary essay reflecting on their changed perceptions of the American Revolution as a result of this course.

Degree completion students only; May not be audited

HIST-425. Twentieth Century America. 4 Units. A study of the emergence, development and nature of American industrial and urban society. Particular attention is given to the political and economic systems, the various social movements that have on occasion challenged them, the creation of a welfare state and the development of an expansionist foreign policy. A counter theme of resistance to the modernizing impulse is explored as well.

Prerequisites: HIST-150

HIST-426. The 1920s in America. 1 Unit. The history of the 1920s is explored through the political, social, economic, intellectual and religious events of this exciting and influential decade. When it was over, the decade brought the nation into the modern era. Lecture, film, discussion and small group interaction is used to bring the decade to life, resulting in a summary paper required of each student.

Degree completion students only; May not be audited

HIST-427. Postwar America: 1945-1960. 1 Unit. Covers the political, social and intellectual history of the United States from the end of World War II to the election of John Kennedy as President. Topics covered include the Cold War and U.S. foreign policy, the impact of the atomic age on the American public.

Degree completion students only; May not be audited

HIST-428. The American Presidency. 1 Unit. Explores the history and development of the American presidency from George Washington to the present. The focus is on major historical developments (including the political processes by which candidates are selected and elected) and key presidential personalities (including some first ladies) that have shaped the presidency into the most powerful and influential political office in the world. Strengths and weaknesses of those who have held this office will be analyzed, and historians' views of the best and "worst" presidents will be examined. Format for the course will include lecture.

Degree completion students only; May not be audited

HIST-430. American Wilderness Literature and Philosophy. 3 Units. Exploration of American ideas about wilderness, the natural world and human relationships to them. Includes a four-day field trip to the eastern side of the Sierra Nevada. Readings include Thoreau, Muir, Austin, Abbey, Snyder, and Williams.

Same as LIT-350, PHIL-430, SOC-311

HIST-435. American Intellectual History. 4 Units. Surveys the development of American patterns of thought from the Colonial period to the present. Topics include Puritanism, the Enlightenment, democratic social theory, philosophical naturalism, pragmatism and modern science.

Prerequisites: HIST-150

HIST-440. California History and Politics. 4 Units. Recommended prior coursework: HIST-150, PS-120. California is often viewed as the "trendsetter" for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time it familiarizes them with the state's current political system and the politics that surround it.

Degree completion students only; May not be audited

HIST-441. California History and Politics. 4 Units. California is often viewed as the "trendsetter" for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time it familiarizes them with the state's current political system and the politics that surround it.

Degree completion students only; May not be audited

TOPOICAL HISTORY


Prerequisites: HIST-120, HIST-130, HIST-140; Same as PHIL-450, PS-450, SOC-340

HIST-455. Historical Peacemakers. 3 Units. A study of the thought and practice of key peacemakers of the late nineteenth and twentieth centuries. This course surveys some of the important people and social movements that have used peaceful methods to achieve substantial historical change. Figures include those people identified as pioneers in peacemaking, those addressing an historical case study in responding to great evil (WWII) and those concerned with activism in the United States.

HIST-460. Philosophy of History. 3 Units. Designed to consider from a metadisciplinary perspective the logic and method of historical discourse. Includes examination of pattern and meaning in history and a historiographic study of a period of the student's choice. Readings include Augustine, Hegel, Marx, Nietzsche, and Martin.

Same as PHIL-460

THEORETICAL STUDY

HIST-483. Projects in History. 1-3 Units. This course is usually taken in two consecutive semesters of two units each. A research of historical projects, designed for the student in consultation with a faculty member, that results in the production of a historical project.
Examples are a traditional research paper interpreting a particular event, person, society or text; a public history project (in conjunction with archival or museum work); the production of a documentary or other performance; and a curriculum development project for prospective teachers. Each project is presented to the faculty and students of the history program in one of a variety of settings (seminar evening, as part of a class, etc.).

Seniors only; History majors only; Repeatable for credit; May not be audited; Students need 2 semesters to complete the course.

HMONG LANGUAGE STUDIES

HMNG-100. Elementary Hmong I. 4 Units. This course is designed for people with little or no knowledge of Hmong. The purpose of the course is to develop reading, writing, speaking, and listening ability, but it will emphasize oral communication at a basic functional level in Hmong. Classes will be conducted primarily in Hmong.

May not be audited

HMNG-105. Elementary Hmong II. 4 Units. This course is structured for students who have completed an introductory course in Hmong (or have demonstrated proficiency in elementary Hmong). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in Hmong.

Prerequisites: HMNG-100; May not be audited

HMNG-300. Advanced Hmong. 3 Units. This course is designed to develop competency in written and oral communication through the study of language and content. The course will give particular attention to reading, producing and accessing Hmong language materials relevant to student purposes. Students will increase their cultural awareness and linguistic accuracy and fluency. Classes will be conducted mainly in Hmong.

Prerequisites: HMNG-100, HMNG-105

HMNG-305. Composition and Conversation in Hmong. 3 Units. This course is designed for students who possess the skills normally acquired from two semesters of college-level foreign language instruction. The student should be able to communicate in spoken Hmong, as well as read and write Hmong for basic communication purposes. The student will work on reading and writing more complex texts. The development of vocabulary, colloquial expressions and comprehension will be a part of the course, as well as impromptu communication. Attention will be given to topics and tasks relevant to public school teaching. Classes will be conducted in Hmong.

Prerequisites: HMNG-300

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.

Prerequisites: IMA-798; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

INTERNATIONAL BUSINESS

INTB-370. International Business. 3 Units. A study of the theory and practice of international economics. The course explores international trade and finance, examines the dynamics of different types of economic systems and investigates the emergence of a global economy.

Prerequisites: ECON-105 or ECON-105H

INTB-460. International Finance and Economics. 3 Units. A study of the importance of the international banking system and its interrelationship with economics; the role of major financial institutions, such as the International Monetary Fund and the World Bank; banking operations, multinational finance and capital budgeting.

Prerequisites: ECON-105

KINESIOLOGY

KIN-097. Health Life-Span Development & Wellness. 3 Units. Examines normal life-span development with a focus on lifestyle choices that can affect personal and family health. Health and wellness issues will be addressed within the context of family, environment, culture and society.

IIP participants only; May not be audited; Graded CR/NC

KIN-120. Concepts of Wellness. 2 Units. Examines the relationship of one’s health and lifestyle to Christian attitudes and practices. The view of responsible stewardship of the body as a gift from God is explored through classroom, exercise sessions and lab experiences. Topics covered include physical activity, substance abuse, relationship issues, sexuality, nutrition, stress control and environmental health.

KIN-121. Concepts of Wellness. 3 Units. An introductory course that studies the different dimensions of wellness. Special emphasis is given to health-related fitness. Other emphases include nutrition, destructive behaviors and spirituality. Students learn basic concepts, applications and strategies that can be applied to positively affect each of these areas. A portion of the course is activity based in which students learn to apply various exercise techniques.

Degree completion students and IIP participants only; May not be audited
KIN-251. Foundations of Kinesiology. 3 Units. An introductory study of philosophical, historical, social, and ethical foundations of certain key disciplines within kinesiology. Emphasis also placed on initial discussion of professionalism, including development of personal professional philosophy and service through one’s profession. The division of kinesiology, including details of programs are introduced.

May not be audited

KIN-270. Nutrition. 3 Units. This is an introductory course that studies the fundamentals of proper nutrition for life-long health. The focus is on understanding the components of proper nutrition and their incorporation into daily life. Nutritional practices for certain populations, such as children and athletes, will be addressed. Applications, including analysis of one’s own diet and developing a sound diet to meet personal goals, will also be addressed.

May not be audited

KIN-275. Sport First Aid. 3 Units. Prevention and care of injuries in athletic activities designed for prospective coaches, trainers, health and physical educators to aid in the recognition, evaluation and care of athletic injuries. Techniques in taping, prevention and rehabilitation of injuries will be studied. The textbook is from the American Sport Education Program and students will have the option of purchasing the ASEP certification course.

KIN-300. Principles of Health. 3 Units. This course is designed to give a comprehensive exposure to health education theory and school health programs. Included will be specific health content including nutrition, substance abuse, human sexuality, family living topics, mental and emotional health, growth and development and injury prevention and safety. Teaching strategies will also be included.

KIN-316. Coaching Methods. 3 Units. This course is based on the American Sports Education Program and espouses the philosophy of “Athletes First, Winning Second.” Based on knowledge from the sport sciences and integrated with the wisdom of master coaches, students learn how to help young people become better athletes and, more importantly, better human beings. Students have the option of completing the American Sport Education Program coaching certification, which is the certification desired by the state of California for all coaches in school settings.

KIN-320. Theory of Physical Education. 3 Units. Examines physical education curriculum from grades K-12, including concepts of teaching basic movement skills. Students experience a variety of games, sports and dance activities. Covers the significance of cultural and historical influences on games and sports, as well as the importance of promoting lifelong participation in physical activity. Growth patterns of boys and girls are also covered, along with implications for physical activity at the various ages.

Degree completion students only; May not be audited

KIN-321. Theory of Physical Education. 3 Units. Involves the planning of physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, is examined. Emphasis is also given to trends in movement education.

Degree completion students only; May not be audited

KIN-330L. Fundamentals of Motor Behavior. 4 Units. An introductory study of motor learning and control theory, principles, and concepts as they relate to the acquisition of motor skills.

Emphasis is placed on the practical application of this information in effectively instructing and developing a variety of motor skills.

2 hours lecture, 1 hour lab; May not be audited

KIN-340. Measurement Evaluation. 3 Units. The course begins with a basic introduction to statistics. It continues with lectures, labs and field experience pertinent to the evaluation in cognitive, psychological and affective domains of physical education. Application of elementary statistical techniques and computers to aid in health and physical education research is stressed.

Prerequisites: MATH-110B or MATH-120

KIN-345. Analysis of Individual and Dual Sports. 2 Units. A study of individual and dual sports commonly taught in middle school and high school physical education curriculums. Emphasis placed on teaching progressions, application of motor learning principles and teaching cues which make it easier for learners to be successful. Creating team cohesion within the context of these kinds of sports is also covered. Elemental competencies will be required.

KIN major/minor or liberal studies concentration only; May not be audited

KIN-351. Analysis of Team Sports. 2 Units. Study of team sports commonly taught in middle school and high school physical education curriculums. Emphasis will be placed on teaching progressions, application of motor learning principles and teaching cues which make it easier for learners to be successful. Methods to teach strategies for offensive and defensive systems for each sport will be covered. Elemental competencies will be required.

Kinesiology majors or minors only; Liberal studies concentration only; May not be audited

KIN-358. Analysis of Outdoor and Fundamental Movements. 2 Units. A study of outdoor education activities that are typically taught in a school setting. Activities include orienteering, backpacking, wall climbing, bicycling, survival skills and canoeing. The second portion of the course focuses on basic locomotor and non-locomotor skills, movement patterns and manipulative skills, as well as knowledge of elements and qualities of movement.

KIN major/minor or liberal studies concentration only; May not be audited

KIN-367. Analysis of Fitness Activities and Aquatics. 2 Units. Students develop understanding of and ability to demonstrate fitness activities such as aerobic conditioning, resistance and weight training and stretching, activities that increase cardiovascular efficiency, muscular strength and endurance and flexibility. The second portion of the course requires students to develop knowledge of and ability to demonstrate aquatic skills and elements of water safety.

KIN major/minor or liberal studies concentration only; May not be audited

KIN-370. Analysis of Non-Traditional Sports. 2 Units. Study of non-traditional games and activities which promote cooperative activities such as pickleball, global ball, disc activities and beach ball. Study of global games and activities such as lacrosse, cricket, team handball and activities from other cultures. An elemental performance competency will be required.

KIN major/minor or liberal studies concentration only; May not be audited
KIN-375. Analysis of Dance. 2 Units. This course is designed to go beyond the basics of learning a variety of dances and go into the realm of being able to teach them to others. Students will develop knowledge of skills used in rhythmic activities, creative dance and structured dance forms such as modern, ballet, jazz, tap, social, folk, country, ethnic and classical. Students will understand the use of dance to express perceptions, feelings, images and thoughts. They will also be able to understand dance concepts, forms and basic vocabulary. Students will show the ability to teach dance through the correct use of group formations, progressions in teaching and crowd control. An elemental performance competency will be required.

Prerequisites: PE-120; 0.5 hours lecture, 1.5 hours lab; May not be audited

KIN-385. Kinesiology Practicum. 1-3 Units. Students do observations in two different contexts. Students utilize each unit of credit to gain experience in areas in which they hope to work. Practica usually involve observing and providing assistance to a professional. Forty-five hours make up each unit and students are allowed to register for 1, 2 or 3 units in a semester.

Repeatable for credit; May not be audited; Graded CR/NC

KIN-390. Internship in Kinesiology. 1-3 Units. This course provides supervised intern experience within a physical therapy, occupational therapy, or related clinical setting for the purpose of acquiring additional knowledge and skills desirable for professional development. Emphasis is placed on applying knowledge gained through the academic program courses as well as learning new related principles and concepts through the intern experience. This course is offered on a credit, no-credit basis and is repeatable for a maximum of three units. Each unit of internship requires a minimum of 50 hours of supervised experiences.

Repeatable for credit; May not be audited; Graded CR/NC

KIN-395. Sport and Exercise Psychology. 3 Units. Recommended prior coursework: PSY-120. An overview of fundamental psychological theory and its application to physical activity and sport. Topics covered focus on the interrelationships between physical activity and psychological variables, including personality, motivation, competitiveness, arousal, stress, anxiety, competition, reinforcement, intrinsic motivation, group and team dynamics, group cohesion, imagery, self-confidence, morality goal-setting and concentration. In addition, the relationship between exercise and psychological well-being will be addressed.

KIN-401L. Biomechanics. 4 Units. An introductory study of selected mechanical principles as well as musculoskeletal structure and function as they relate to human movement. Emphasis is placed on concepts and applications relevant to understanding, developing, and refining common movement patterns.

3 hours lecture, 1 hour lab; May not be audited

KIN-406L. Physiology of Exercise I. 4 Units. An introductory study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on concepts and applications relevant to the prevention of chronic diseases associated with a lack of regular exercise and to the development of fitness in public health, physical education and athletic performance settings.

Prerequisites: BIOL-332L; May not be audited

KIN-410. First Aid/CPR Instructor's Class. 2 Units. The purpose of this course is to: (1) introduce students to the history, structure and activities of the American Red Cross, (2) prepare and authorize students to teach American Red Cross First Aid and (3) give CPR courses to diverse populations and teach students the policies and procedures of the American Red Cross to ensure course consistency, quality and appropriate reporting.

KIN-441L. Fitness Assessment and Exercise Prescription. 3 Units. Advanced study of fitness assessment and exercise prescription guidelines, principles, and procedures. Emphasis placed on health-related fitness assessment and exercise prescription for the healthy (low risk) adult population; some aspects of performance assessment will also be addressed.

Prerequisites: KIN-365, KIN-406L; 2 hours lecture, 1 hour lab; May not be audited

KIN-450L. Exercise Programming for Fitness and Performance. 3 Units. Exercise techniques used for resistance training; speed, agility, and quickness; and muscular flexibility. Additionally, exercise program design principles and guidelines for health and performance-fitness applications will be addressed, including exercise adherence, safety, facilities, and administration.

Prerequisites: KIN-365, KIN-406L; 2 hours lecture, 1 hour lab; May not be audited

KIN-470L. Physiology of Exercise II. 3 Units. An advanced study, including exercise metabolism, cardiovascular function, the electrocardiogram and interpretation, muscle physiology, and various laboratory techniques commonly used in exercise physiology. Also includes discussion of the scientific method and requires formation of a research topic, collection and analysis of data, and presentation of findings.

Prerequisites: KIN-406L; May not be audited

KIN-481. Research in Kinesiology. 1-3 Units. Provides supervised research experience on an approved topic within the disciplines of kinesiology. Emphasis on data collection, analysis, and presentation of the work in written form (e.g., research manuscript) and/or oral presentation (e.g., professional meeting; FPU Research Day). Specific requirements determined on an individual basis and reflect the number of registered course units.

Repeatable for credit; Signature required; May not be audited

KIN-485. Senior Seminar. 2 Units. Culminating experience course which primarily focuses on final preparation and presentation of a senior portfolio. Professionalism is more formally visited with an emphasis on reviewing and revision of the personal professional philosophy. Students write resumes and gain experience in interviewing for jobs. Students are exposed to a Biblical view of leadership and ethics. Should be taken during the last spring semester of the academic contract.

Kinesiology majors only; Seniors only; May not be audited

KIN-710. Technology in Kinesiology. 3 Units. Recommended prior coursework: A course in or experience with computers in education. 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 Sports. 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 the physical education, athletic training and other emerging professions.

*May not be audited*

**KIN-735. Trends in Kinesiology. 2 Units.** Recommended prior coursework: KIN-725. Trends and current issues surrounding the development of the sub-disciplines within physical education, athletic training and other emerging professions.

*Prerequisites: KIN-710; 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. Included are the curricular design, management and implementation of such programs in relation to the California State Framework and the Standards of the California Teacher Credentialing program.

*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 for K-12, college and university physical education programs and curriculum.

**KIN-750. Athletic Training Pedagogical Studies. 3 Units.** This seminar course allows the graduate student the opportunity to design and develop presentations based on previous knowledge and experiences in athletic training for the purpose of information delivery in multiple settings. Additionally, graduate students will develop lesson plans, make presentations, and sharpen teaching skills through presentations and group projects.

*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.** Stresses clinical techniques involved in the use of therapeutic exercise such as manual therapy (PNF, joint mobilization, positional release, active release technique).

*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.** Recommended prior coursework: KIN-710. 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 and other discipline settings. Topics include identification of research problems, use of library resources, data gathering, and processing and evaluation of research articles.

*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 the development of the sub-disciplines within physical education, athletic training, and other emerging professions will be discussed. The student will be involved in research, journal writing and/or presentations. The presentations will cover kinesiological social trends and their implications in each student’s discipline.

*Repeatable for credit; 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.

*Repeatable for credit; Graduate kinesiology students only; May not be audited; Graded CR/NC; Students may take up to 3 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, and other kinesiology disciplines’ philosophical definitions, values clarification, moral reasoning, and moral actions that relate to physical education teachers, coaches, athletic trainers, administrators, and spectators. The university’s philosophy and values as expressed in the Fresno Pacific Idea and their implications for physical education, athletic training, and sport will provide one perspective for such analysis.

**KIN-792A. Practicum: Content Standards in Physical Education I. 3 Units.** The student will assemble a portfolio to demonstrate
KIN-792B. Practicum: Content Standards in Physical Education II. 3 Units. The student will assemble a portfolio to demonstrate competency in the following NASPE content standard: personal/social, diversity and intrinsic values.
Prerequisites: KIN-792A; May not be audited; Graded CR/NC

KIN-792C. Practicum: Content Standards in Athletic Training I. 3 Units. Recommended prior coursework: KIN-710, KIN-715. The student will assemble a portfolio to demonstrate competency in the following content standards of athletic training: prevention of athletic injuries; recognition, evaluation, and assessment of athletic injuries; and immediate care of athletic injuries.
Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-792D. Practicum: Content Standards in Athletic Training II. 3 Units. Recommended prior coursework: KIN-710, KIN-715. The student will assemble a portfolio to demonstrate competency in the following content standards of athletic training: prevention of athletic injuries; recognition, evaluation, and assessment of athletic injuries; and immediate care of athletic injuries.
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 test the student's knowledge, comprehension, application and synthesis of the concepts and theories taught. (Comprehensive exam fee of 1 unit applies.)
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; Prerequisites: KIN-710; 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.
Repeatable for credit; Prerequisites: KIN-710; May not be audited

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.
Prerequisites: KIN-798; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

LIBERAL ARTS

LA-180. Paths to Teaching. 2 Units. Provides an orientation to the role of a teacher in an urban, multilingual, general education classroom. Includes an introduction to requirements for teacher credentialing. Examines other school settings, including private, home, charter, suburban and rural schools, as well as bilingual and special education classrooms.
1 hour lecture; 1 hour lab

LA-380. Learning Communities. 1 Unit. A seminar course with two hours per week of field experience that will focus on learning communities of elementary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject programs.
May not be audited

LA-381. Introduction to Teaching. 2 Units. A seminar course with appropriate field experiences that will focus on learning communities for which the multiple subject credential is required of its teachers. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject program.
Degree completion students only; May not be audited

LA-385. Critical Approaches to Teaching. 3 Units. A seminar course with two hours per week of field experience that will focus on learning communities of secondary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the subject matter waiver programs.
May not be audited

LA-415. Senior Research Seminar. 4 Units. A capstone course focusing on an interdisciplinary analysis of issues and topics relevant to future educators in California's Central Valley. The culminating activity will be an integrative research project presented orally and in writing.
Degree completion students only; May not be audited

LANGUAGE STUDIES

LANG-170. English for Academic Purposes. 2 Units. At an advanced level, develops the process of writing, revising and editing compositions, a process which includes logical development and organization of ideas; develops analytical and critical thinking skills by reading and responding to student's own writing; reinforces grammar skills through self-editing instruction in complex linguistic structures. Permission of IELP director required.
Degree completion students only; Signature required; May not be audited

LANG-310. First and Second Language Acquisition. 3 Units. An introduction to the ways human beings acquire a first and second language and the conditions that support acquisition.
LANG-311. Principles of Language Acquisition. 3 Units. Overview of first and second language acquisition theories, learning styles, sociocultural factors and communicative competence, with an emphasis on second language acquisition.

Degree completion students only; May not be audited

LANG-320. Teaching English Language Learners. 3 Units. This course will provide insights into how a second language is learned and demonstrate the kind of classroom approaches that best facilitate second language acquisition. An emphasis on integrating English through a whole language approach will give students an understanding of how to promote learning in multicultural classrooms. Models and methods of bilingual education will be discussed, as well as methods of language assessment and evaluation. Students who anticipate teaching non-native speakers of English at home or abroad will find this course reviews the theoretical and practical aspects of teaching a second language.

LANG-330. Linguistics and Modern Grammar. 4 Units. Recommended prior coursework: COM-110, COM-120. A study of the structure of the English language through an analysis of phonology, morphology and syntax. Emphasis is placed on the sentence as a primary structure and the application of grammar to writing.

Juniors or seniors only

LANG-331. Linguistics and Modern Grammar. 4 Units. A study of the structure of the English language through an analysis of phonology, morphology, and syntax. Emphasis is placed on the sentence as a primary structure and the application of grammar to writing.

Degree completion students only; May not be audited

LANG-340. Introduction to Linguistics. 3 Units. Recommended prior coursework: COM-110, COM-120. Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.

LANG-350. Modern English Grammar. 3 Units. A structural examination of modern English using both pregenerative treat- ments of English grammar and transformational models, with an emphasis on their pedagogical application in the teaching of English, particularly in relation to writing development.

May not be audited

LANG-420. Teaching English as an Additional Language. 3 Units. This course will acquaint those interested in teaching English to adults in foreign (EFL) or domestic (ESL) settings with current theories and models of second language acquisition, as well as assist them in developing an approach to teaching adult language learners that is sensitive to the learning context. Attention will be paid to the role of individual learning differences, culture, teaching purposes, teaching setting and values in the teaching and learning of English in EFL and ESL settings. Case studies will help students connect theory and practice. This course is particularly useful for those who may find themselves in domestic or foreign settings in which as native or near-native speakers of English they will be invited to teach English as a foreign or second language.

LANG-462. Literacy Development for Adult English Learners. 3 Units. This course explores methodology designed to help adult English learners develop literacy. Course topics include the use of effective reading strategies and materials, a process approach to writing and appropriate grammar mini-lessons.

Prerequisites: LANG-310, LANG-340

LEADERSHIP STUDIES

LEAD-100. Leadership Team Retreat. 1 Unit. This activity is an invitation-only event for selected student leaders and president’s scholars. Emphasis is on team building and exploring theological and character issues that form the foundation of servant-leadership. Program includes both on- and off-campus locations.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

LEAD-120. Perspectives in Leadership. 1 Unit. Survey of disciplinary perspectives on leadership. Focus is on issues and contributions of diverse fields of study regarding leadership.

May not be audited

LEAD-120H. Perspectives in Leadership. 1 Unit. Exploration and application of principles of Christian leadership, using selected readings from secular, Christian and biblical sources with lectures, self-assessment, discussion and short writing assignments.

University scholars program students only; May not be audited

LEAD-200. Theories of Leadership. 3 Units. In-depth review and analysis of dominant leadership theories and themes. Emphasizes the historical development of leadership as a field of study, as well as the contribution of theory to the practice of leadership.

Prerequisites: LEAD-120

LEAD-300. Leadership Conflict Resolution. 1 Unit. This course is designed to build conflict resolution and supportive skills in Residence Assistants and other student leaders. The format will be ten hours of training sessions, with additional reading such as the Little Book of Restorative Justice and PACS CR Training Manual and two five page papers. Students will learn options for handling conflict, how to recognize and break unmanaged conflict cycles, listening and basic mediation skills.

Signature required; May not be audited; Graded CR/NC; Students make take up to 2 semesters to complete the course

LEAD-320. Operations and Organizations. 1 Unit. Study of technical and social functions and skills required to support effective leadership behavior. Specific requirements of leaders in day-to-day situations and at significant events will be addressed.

May not be audited

LEAD-476. Internship. 1-3 Units. In-depth, integrative field service experience. In addition to a valuable service to constituents, provides a focused, consistent context for service and reflection. Requires evidence of learning through portfolio compilation and a presentation of program impact.

Repeatable for credit; Prerequisites: LEAD-220; Signature required; May not be audited; Graded CR/NC

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.

Signature required; May not be audited

LEAD-712. Creativity and Leadership. 3 Units. From a creative viewpoint, explores leadership approaches to vision, mission and core values. Explores internal service to the organization and external services to the community. Encourages creative thinking and problem solving as approaches. Introduces the various levels of strategic action leaders must take to fulfill mission, vision and values priorities.

Signature required; May not be audited

LEAD-721. Conflict, Collaboration and Change. 3 Units. An introduction to conflict, collaboration and change. Includes basic theory and methodologies, as well as the opportunity to develop skills in such areas as listening and mediation, through role playing. Prepares leaders to collaborate and manage conflict.

May not be audited

LEAD-722. Leadership: Leading Ourselves and Others. 3 Units. Explores leadership and human resources. Topics include: 1) trends in human resources in global scope; 2) recruitment and employee selection in terms of job analysis, role identification and workforce planning; 3) performance, assessment and development of training and educational needs; 4) organization development strategies; and 5) development and leadership of a learning culture that respects values ethics, conflict, diversity and change.

Signature required; May not be audited

LEAD-723. Laws, Ethics and Society. 3 Units. Explores what matters for leaders when legal issues arise. The ability to identify issues and properly apply organizational resources to them are key leadership functions. This course gives an overview of law as it applies to the leaders of organizations and prepares the student to both identify important issues and begin responding to them in an effective way.

Signature required; May not be audited

LEAD-727. Human Resources Management. 3 Units. Explores the management of the human resource functions in four strategic areas of organizational leadership categories: 1) Trends in HR management regional, global, and international scope; 2) Recruitment and employee selection in terms of job analysis, recruitment strategies, and workforce planning; 3) Training and development, evaluation and compensation via performance appraisals, assessment and development of training and educational needs, and determining compensation; 4) Development and management of a culture of learning that respects ethics, conflict, diversity and ideas.

Graduate LEAD students only

LEAD-731. Leadership Integrative Seminar I. 3 Units. The first of two leadership integrative seminars, this course focuses on integrating ideas, theories and practices at the mid-stage of the program; serves to inspire ideas for the final thesis and clarifies various elements of the program; synthesizes key ideas to launch the second phase of the program.

Signature required; May not be audited

LEAD-732. Approaches to Change And Transformation. 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.

Signature required; May not be audited

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-741. Globalization, Culture and Change. 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.

Signature required; May not be audited

LEAD-742. Leadership Integrative Seminar II. 3 Units. This course serves as a culminating experience for the program. Models, ideas, theories and practice are synthesized and applied to organizational and community challenges. Offered in a seminar format, this advanced course moves students to the next level sharing expertise knowledge--a shift from apprentice to master.

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.

Graded CR/NC; Signature required; Students need 2 semesters to finish the course. May not be audited

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. Students master specific technological skills.

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. This course 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 library media teacher 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 will be 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 media center and 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 and Young Adults’ Literature. 3 Units. The course concentrates on literature in the context of the school library media program. Candidates will develop a comprehensive and discriminating knowledge of literature for children and young adults. The course 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 will demonstrate 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-740. Information and Communication Technologies. 3 Units. Candidates will explore digital, Internet and online databases as integral pieces of a successful library media program. Teaching, searching and selecting relevant digital, online databases and World Wide Web sites will be practiced. Management, instructional uses, evaluation and curriculum integration of the Internet and online databases will be discussed. Daily access to the Internet by course participants is required for this course.

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-792. Field Studies in School Librarianship. 1-4 Units. A key component of the credential in school librarianship is the field experience program. Candidates are placed with qualified professionals in three school media centers: elementary, middle school and high school. Experience will include working directly with children through teaching, supervision and giving readers’ guidance; circulation procedures; selection procedures; technical processing; weeding; inventory and a district level overview.

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. 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.

LIB-799. Project/Thesis-School Library Media. 3 Units. Supervised project or thesis in the field of school library media. Instruction is tutorial and will result in a completed project or thesis.

LITERATURE

FOUNDATIONAL STUDY

LIT-094. Responding to Literature. 3 Units. Provides a multicultural introduction to the different literary genres (biography, poetry, essays, folktales and speeches). Requires an aesthetic response, involving the reader to experience a piece of literature. A focus is on reading as a way to explore the human condition, and to learn about ourselves and others. Students keep a journal of their reactions to the literature and will develop their written expression.

LIT-180. Introduction to Literature. 3 Units. A study of outstanding examples of the short story, novel, poetry and drama genres. Designed to introduce the student to the world of literature, to create an appreciation for it and to provide analytical tools for further study.

LIT-181. Critical Reading of Literature. 3 Units. Examination of literary concepts, conventions and genres through close reading and written analyses of novels, drama and poetry.

AMERICAN LITERATURE

LIT-350. American Wilderness Literature and Philosophy. 3 Units. Exploration of American ideas about wilderness, the natural world and human relationships to them. Includes a four-day field trip to the eastern side of the Sierra Nevada. Readings include Thoreau, Muir, Austin, Abbey, Snyder, and Williams.

LIT-355. American Literature: Beginnings to 19th Century. 3 Units. A study of poetry, fiction and nonfiction during this period of literature, including such authors as Louisa May Alcott, Emily Dickinson, Henry David Thoreau and Walt Whitman. Texts will be studied in relation to their cultural and historical contexts.

LIT-360. American Literature: 20th Century. 3 Units. Study and analysis of American writers from diverse ethnic, cultural, and racial backgrounds who challenge traditional definitions of American identity. Authors may include Ernest Hemingway, Langston Hughes, Sylvia Plath and Gloria Anzaldúa.
LIT-370. The Novel. 3 Units. The course explores the history and development of the novel as a distinct genre in literary studies. Significant works that have had an impact on the understanding of the genre will be read and explored. Selection of novels represents multiple literatures, including world literature and non-canonical texts.

Prerequisites: LIT-180

DRAMATIC LITERATURE

LIT-380. World Theater: Roots to 1800. 3 Units. A study of early forms of theater from Africa, South and Central America, Greece and Rome, India, and Japan, with attention to the role of religion in the making of early performance texts. Also explores European playtexts from the medieval to the neoclassical periods.

LIT-382. Greece: Drama and Paideia in the Polis. 4 Units. Investigates the cultural, intellectual, political and social history of Greece from Homer to Alexander through the analysis of numerous literary sources, including mythologies, poetry, drama, history and philosophy.

Prerequisites: HIST-120; Same as HIST-360

LIT-385. World Theater: 1800 to Present. 3 Units. A study of performance texts of the 19th to the 21st centuries, drawn from various styles (e.g., realist, expressionist, absurdist, epic theater, protest theater, the musical, performance art) and perspectives (e.g., national, colonial, post-colonial, ethnic, multicultural).

LIT-395. Text and Performance. 3 Units. A study of performance as a critical tool for understanding human communication. The course will examine the components of performance including text, performer, audience and context.

May not be audited

ENGLISH LITERATURE

LIT-400. Medieval Life, Thought and Literature. 4 Units. A study of the intellectual and cultural life of High Middle Ages and the literature of Medieval England. Topical studies include chivalric life and romance, the literature and theology of romantic love, scholasticism and the via antiqua, theological and philosophical poetry, allegory as literature and as interpretive technique, popular literature and culture and the English mystics. Readings include selections from 12th through 14th century philosophers, theologians and mystics, as well as Arthurian Romance, Chaucer, Langland and the Gawain Poet.

Prerequisites: HIST-130; Same as HIST-370

LIT-405. The Renaissance and English Literature. 4 Units. Through readings in the humanist literature of Italy and England, this course covers the development of the early modern outlook from Petrarch through the English Renaissance ending with Milton. Thought patterns, ideas and typical genre are examined including the literature of the court; use and appreciation of the classics; epic, sonnet, pastoral and Italianate drama; the poetry of religious experience; and the distinctive character of the Christian humanist tradition in thought and poetry.

Prerequisites: HIST-130; Same as HIST-375

LIT-410. Early Modern Europe. 4 Units. A study of society and culture during the period of absolutism and revolution. This will be accomplished through an analysis of major literary documents of the period. Attention will be given to the multifaceted role of religion during these centuries.

Prerequisites: HIST-140; Same as HIST-385

LIT-415. Shakespeare. 3 Units. A study of seven major plays, including comedies, tragedies and problem plays. Course includes analysis of historical background materials, literary criticism and film adaptations.

Prerequisites: LIT-180

LIT-420. English Literature: Romantic and Victorian Literature. 3 Units. A study of selected poetry and fiction from these two periods. Course includes the major Romantic poets and major poets and novelists of the Victorian period.

Prerequisites: LIT-180

LIT-425. English Literature: 20th Century Literature. 3 Units. A study of the poetry and short fiction of several major writers from 1900 to the 1960s including W. B. Yeats, T. S. Eliot, Dylan Thomas, Seamus Heaney and others.

Prerequisites: LIT-180

LIT-426. English Literature: C.S. Lewis. 3 Units. A study of C.S. Lewis’s memoir, fiction, poetry and nonfiction, as well as a biography of his life and the film Shadowlands.

Prerequisites: LIT-180

HISPANIC LITERATURE

LIT-440. Spanish Literature. 3 Units. This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain, along with their corresponding historical periods. The goals of the class are: (a) to enable students to develop an appreciation for Spanish culture, its people, literature and literary history; (b) to enable students to be able to identify authors and their works and (c) to help students to recognize the styles of the various epochs and works. This course may be taught in the Spanish or English language.

Prerequisites: LIT-180

LIT-445. Latin American Literature. 3 Units. Literary works of the most famous authors from Mexico and Central and South America will be studied, analyzed and critiqued. The historical setting of the works and the bibliographies of the authors will also be examined. This course may be taught in either the Spanish or English language.

Prerequisites: LIT-180

GENERAL STUDY

LIT-448. Multicultural Literature. 3 Units. The cultural and ethnic voices of California including Hispanic, Native American, Japanese American, Chinese American, Vietnamese, Hmong and African American writers provide the focus for the reading and analysis of literature in this course.

Prerequisites: LIT-180

LIT-449. Literature and Film. 3 Units. This course will focus on literary texts and their film adaptations. The course will examine the formal differences between literature and film; techniques of adaptation; and the role of historical, cultural and political issues in the adaptation process.

LIT-460. Critical Approaches to Literature. 3 Units. An examination of several methods for evaluating and analyzing literature; and
introduction to literary criticism with application of techniques to literary genre.

Prerequisites: One LIT course except LIT-180

LIT-465. Literature for Children and Young Adults. 3 Units. This course is a survey course in the literature for children from preschool through junior high school. The course is particularly designed to assist teachers and teacher candidates in the selection and use of literature in the classroom.

Prerequisites: LIT-180

LIT-467. Literature for Children and Young Adults. 3 Units. This course surveys literature for children from preschool through junior high school. The course is particularly designed to assist teachers and teacher candidates in the selection and use of literature in the classroom.

Degree completion students only; May not be audited

LIT-480. Narrative. 3 Units. Narrative is a way of knowing. The stories we hear and tell shape the trajectory of our lives. This course examines narrative knowing and story from the perspectives of biblical narrative, history and culture, storytelling, the construction of a personal narrative, narrative structures and response to others’ stories. Narrative research methodologies will be employed to apprehend stories of faith and experience. The course meets capstone requirement for English, communication and drama majors.

Prerequisites: LIT-180

LIT-496. Literature Internship. 1-3 Units. A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class or lab responsibilities, instruction or other directed studies.

Repeatable for credit; Signature required; May not be audited

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. Advanced 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.

Prerequisites: LLC-726A; 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/languag practice or in an FPU supervising teacher’s classroom.

Prerequisites: LLC-700, 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 differences 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-700, 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.

Prerequisites: LLC-798; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

LIVING SKILLS

LSK-99. Career Development. 2 Units. Focuses on career planning and job searching. Students learn how to use life experiences and self evaluation in choosing careers. Students are introduced to assessments, revealing their top skills, talents, gifts and interests, which help in making career choices. Students also learn what is necessary to get good jobs in the current workforce, learning about employer expectations, ethics and etiquette of the job search process, how to write resumes and cover letters, how to complete application forms and the important strategies of interviewing for a job.

IIP participants only; May not be audited; Graded CR/NC

MATHMATICS

MATH-095. Consumer Mathematics. 3 Units. Focuses on the practical application of math skills to life situations. Skills are applied to problems encountered at home and work, involving finances, measurement, shopping and comparing selected alternatives. Students develop a logical and systematic approach for moving from problems to solutions.

IIP participants only; May not be audited; Graded CR/NC

MATH-106. College Algebra. 3 Units. Designed to enhance student competency with algebra. Topics include order of operations, linear relationships, graphing, solving systems of equations (linear and non-linear systems), quadratic equations, functions, exponential growth and decay, proportional reasoning to include variation, problem solving with algebra, dimensional analysis and others as appropriate.

Signature required; May not be audited; Graded CR/NC

MATH-110A. Principles of Mathematics I. 2 Units. MATH-110A and MATH-110B constitute a year long slower paced version of Principles of Mathematics. Both MATH-110A and 110B must be taken to satisfy the general education requirement. MATH-110A provides exposure to a wide spectrum of mathematics. Rigorous problem-solving techniques using inductive and deductive reasoning will be studied. Topics include finite difference, Pascal’s triangle, permutations and combinations.

MATH-110B. Principles of Mathematics II. 2 Units. A continuation of MATH-110A. Topics include probability, statistics, number theory and topology. Includes problem solving experiences using computers. Both MATH-110A and 110B must be taken to satisfy the general education requirement.

Prerequisites: MATH-110A

MATH-120. Principles of Mathematics. 4 Units. Exposure to a wide spectrum of mathematics. Rigorous problem-solving techniques using inductive and deductive reasoning will be studied. Topics include finite difference, Pascal’s triangle, permutations, combinations, probability, statistics, number theory and topology.
MATH-121. Mathematical Problem Solving. 3 Units. This course provides a broad survey of mathematical techniques and topics, including problem-solving from inductive and deductive perspectives. Topics include finite differences, Pascal’s triangle, permutations, combinations, probability, statistics, number theory and topology.

   Degree completion students only; May not be audited

MATH-132. Arithmetic and Data Analysis. 3 Units. This course is one of the two courses required for liberal studies majors intending to be elementary school teachers. The purpose of the course is to strengthen the students’ conceptual understanding of the mathematics taught in the K-7 settings. Topics will include: Numeration systems, a variety of algorithmic structures in arithmetic, simple set theory, probability, descriptive statistics, graphical interpretations of data, construction of appropriate graphical structures.

MATH-134. Algebraic Thinking and Geometry. 3 Units. This course is one of the two courses required for liberal studies majors intending to be elementary school teachers. The purpose of the course is to strengthen the students’ conceptual understanding of mathematics taught in the K-7 settings. Topics will include: The interplay of algebra and arithmetic, generalization of algorithms from arithmetic to algebra, functions and equations, the hierarchical ordering of operations, basic analytic geometry, elementary geometric ideas of area, perimeter, classification, and spatial relationships.

MATH-136. Mathematics Concepts I. 3 Units. Designed to prepare Liberal Arts majors for teaching at the elementary level. Topics include problem-solving strategies, number theory, algorithms for operations with numbers, prime numbers, rational numbers, proportions, and probability.

   Degree completion students only; May not be audited

MATH-137. Mathematics Concepts II. 3 Units. Designed to prepare Liberal Arts majors for teaching at the elementary level. Focus is on various applications of the mathematical concepts introduced in part I as they are used in graphing linear equations, algebraic problem solving, and geometric measurements.

   Degree completion students only; May not be audited

MATH-140. Pre-Calculus. 4 Units. Introduction to qualitative and quantitative analytic reasoning skills used in college science and math—particularly in calculus, algebraic relations, functions, graphs, interpreting graphical information, elementary problem solving, abstract modeling and exponential, logarithmic and trigonometric functions.

MATH-210. Calculus I. 4 Units. Recommended prior coursework: MATH-110A and 110B; or MATH-120. Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation.

MATH-220. Calculus II. 4 Units. Integration, applications of integration, logarithmic and exponential functions, trigonometric functions, techniques of integration.

   Prerequisites: MATH-210


   Prerequisites: MATH-220

MATH-250. Introduction to Statistics. 3 Units. Introduces basic concepts of analysis and interpretation of data collected in a statistical framework. Primary course objectives are to develop mastery of basic statistical concepts, to develop the ability to apply these concepts correctly, to communicate effectively in writing the results of a statistical analysis, and to gain exposure to modern statistical computing software. Topics include but are not limited to summarizing and graphing data, central tendency, measures of variations, measures of position, binomial distribution, normal distribution, estimation, hypothesis testing, correlation and regression, and one-factor analysis of variance (ANOVA).

   Prerequisites: MATH-106; Degree completion students only; May not be taken by criminology & restorative justice studies students; May not be audited

MATH-311. Statistics for the Natural Sciences. 3 Units. Recommended prior coursework: MATH-140. Introduces basic and advanced concepts of analysis and interpretation of data collected in a statistical framework. Primary course objectives include mastery of basic and advanced statistical concepts, ability to apply these concepts correctly to natural science fields, communicating results of statistical analysis effectively in writing and exposure to modern statistical computing software such as SPSS. Topics include summarizing and graphing data; measures of central tendency; probability; discrete, binomial, normal, t, and chi-square distributions; central limit theorem; hypothesis testing; estimation; and one- and two-way ANOVA, correlation, regression, and nonparametric statistics. Applications of each topic to biology, chemistry and health-related fields.

   May not be audited

MATH-320. Principles of Geometry. 3 Units. Fundamental concepts of Euclidean geometry from the modern point of view: axioms of collinearity, order, congruence, theorems of Ceva and Menelaus, loci, transformations of the plane; selected topics from geometry of the circle and triangle; non-Euclidean geometries.

   Prerequisites: MATH-210

MATH-325. Introduction to Topology. 3 Units. Covers fundamentals of topology, including topology of line and plane, topological spaces, continuous function and homeomorphisms, basis for topology, metric spaces, connectedness and compactness.

   Prerequisites: MATH-210; May not be audited

MATH-330. Abstract Algebra. 3 Units. Groups, rings, integral domains, ordered fields, isomorphisms; rational, real and complex numbers.

   Prerequisites: MATH-210

MATH-335. Linear Algebra. 3 Units. Techniques for solving systems of equations, examination of existence and uniqueness of solutions, matrix operations, matrix inverses, eigenvalues and eigenvectors, diagonalization, vector spaces, linear transformations, Gram-Schmidt orthogonalization and applications of linear algebra to calculus, least squares solutions and differential equations.

   Prerequisites: MATH-210
MATH-340. Number Theory. 3 Units. Divisibility, prime numbers, greatest common divisor, Euler's function, arithmetic functions, congruences, Diophantine equations and continued fractions.

Prerequisites: MATH-210

MATH-345. Numerical Analysis. 3 Units. Recommended prior coursework: MATH-335, CS-120. Elementary discussion of sources and propagations of errors, numerical solutions to linear systems of equations and nonlinear equations, numerical techniques for solving the algebraic eigenvalue problem, numerical differentiation and integration.

Prerequisites: MATH-230

MATH-350. Problem Solving. 3 Units. An investigation of the process of problem solving in mathematics. Topics studied include specialization, generalization, analogy, induction, recursion, etc. Practice in applying these ideas to a variety of non-routine problems.

Prerequisites: MATH-210

MATH-357. Operations Research. 3 Units. Recommended prior coursework: MATH-220. An investigation of the algebraic eigenvalue problem, numerical differentiation and propagations of errors, numerical solutions to linear systems of equations and nonlinear equations, numerical techniques for solving the algebraic eigenvalue problem, numerical differentiation and integration.

Prerequisites: MATH-230


Prerequisites: MATH-210; May not be audited

MATH-365. Differential Equations. 3 Units. Solving first-order and second-order linear differential equations, numerical solutions, introduction to the existence-uniqueness theorem and applications to the physical and life sciences. An emphasis on qualitative, as well as quantitative solutions.

Prerequisites: MATH-230


MATH-375. Introduction to Game Theory. 3 Units. Recommended prior course: MATH-210. Game theory is a collection of mathematical models used to study situations involving conflict and/or cooperation. This contemporary mathematical subject is concerned with human interactions, competitive encounters, notions of value, bargaining and negotiations and fairness. It has application throughout social, systems, behavior, managerial and decision sciences. The course covers two persons zero sum non-cooperative games, two person general sum cooperative games, games in extensive form and games in n-person colatitional form.

May not be audited

MATH-415. Advanced Applied Mathematics. 3 Units. Recommended prior course MATH-365. This two-part class covers the basics of vector calculus in part I, and an introduction to calculus of variations in part II. Part I will include line integrals, the fundamental theorem of line integrals, forms of Green's Theorem, surface area and surface integrals, and the theorems of Gauss and Stokes. Part II will cover the concepts of functionals, various representations of the Euler-Lagrange Equation, numerical techniques including weighted residuals, optimizing functional expressions with constraints, and applications to dynamics, structure of materials, geodesics and quantum mechanics.

Prerequisites: MATH-230

MATH-418. Fourier Analysis. 3 Units. An introduction to principles and applications of Fourier series and Fourier transforms. Includes Fourier sine and cosine series, complex form of Fourier series, Parseval's theorem, Fourier integral, Fourier transform and its properties, convolutions, application to partial differential equations, windowed Fourier transforms, Shannon's sampling theorem, discrete Fourier transform, sampled Fourier series, the n-point DFT and filtering, fast Fourier transform, amplitude and frequency modulation, application to music composition and a brief introduction to wavelets.

Prerequisites: MATH-230; May not be audited

MATH-420. Real Analysis. 3 Units. This course will study logic, sets relations, functions, elementary topological and analytical properties of real numbers, real valued functions, limits, continuity, differentiability, and the Riemann Integral. An emphasis is placed on developing the ability to handle definitions, theorems, and proofs. A course goal is the deepening of the student's understanding of the logical foundations of the Calculus learned in MATH-210 and MATH-220.

Prerequisites: MATH-220

MATH-454. Complex Analysis. 3 Units. This course will include the algebra and geometry of complex numbers, analytic functions, Cauchy Riemann Equations and harmonic functions, elementary functions including rational, exponential, trigonomic, and logarithmic functions, the Contour Integral, independence of path, and Cauchy's integral theorem. A focus is placed on the application of complex valued functions.

Prerequisites: MATH-230

MATH-477. Independent Research. 2 Units. Working with faculty, the student selects a mathematical topic of interest. By midterm the student prepares a concise and clear abstract, a review of relevant published literature and a brief research proposal. By the end of the semester the student presents his or her independent work, some of which may consist of duplicating published results. The student is expected to present results in a semi-formal venue such as Undergraduate Research Day, oral presentations to faculty and/or a brief written report. Students are encouraged to select a topic for possible future graduate-level research.

Seniors only; Signature required; May not be audited; Students may take up to 2 semesters to complete the course.

MATH-480. History of Mathematics. 3 Units. A historical survey of mathematical development from earliest times to the 20th century.
MATH-482. Practicum in Mathematics. 1-2 Units. An experience designed for those students working towards a single subject teaching credential in mathematics. Students will work as tutors and/or instructional aides. Also open to selected non-math majors who would like the experience of serving as math tutors.

Repeatable for credit; Seniors only; Signature required; May not be audited; Graded CR/NC

MATH-711. Statistics for Natural Science. 4 Units. This course is the graduate version of the undergraduate MATH 311, created for IMAP students.

GLOBAL 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."

Global MBA students only; May not be audited

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 utilized to augment application of the material.

Global MBA students only; May not be audited

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.

Global MBA students only; May not be audited

MBA-715. Regional Business Field Experience I. 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.

Global MBA students only; May not be audited

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.

Global 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-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.

Prerequisites: MATH-250; Global MBA students only; May not be audited

MBA-735. Regional Business Field Experience II. 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.

Global MBA students only; May not be audited

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.

Global MBA students only; May not be audited

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.

Global MBA students only; May not be audited

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.

Global MBA students only; May not be audited

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.

Global MBA students only; May not be audited

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
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.

Global MBA students only; May not be audited

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 proposal for the project or thesis.

Global MBA students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Global MBA students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

MBA-799B. Global MBA Project/Thesis II. 1 Unit. Supervised project or thesis in the field of business. Instruction is tutorial and will result in a completed project or thesis.

Global MBA students only; May not be audited; Graded CR/NC

MATHEMATICS EDUCATION

MED-710. Integration of Mathematics and Science: Science Connections. 2 Units. Participants will become thoroughly acquainted with AIMS (Activities that Integrate 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.

Repeatable for credit; Signature required; May not be audited; Graded CR/NC

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.

Prerequisites: MED-798; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

MANAGEMENT

MGT-350. Organizational Theory. 3 Units. A study of organizational structure and design. Topics include the external environment, the role of technology, types of organizational and task structures and management practices.

Same as PS-460

MGT-352. Organizational Communication. 3 Units. Recommended prior coursework: MGT-350. A study of organizational communication from three perspectives: (1) written forms of organizational communication, (2) personal forms of communication, such as oral, interpersonal and employment and (3) technological communication. Students are exposed to both the theoretical and applied issues as they relate to these forms of communication.

MGT-355. Organizational Behavior. 3 Units. Recommended prior coursework: MGT-350. A study of group dynamics, conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.

Same as PS-465, SOC-375

MGT-360. Human Resource Management. 3 Units. Recommended prior coursework: MGT-350. A study of recruitment, selection and employment procedures; performance appraisals; and labor relations.
MGT-362. Nonprofit Management. 3 Units. Recommended prior coursework: MGT-350. This course provides an understanding of nonprofit management. During the course, the following topics are highlighted: board of trustees, volunteerism, grant writing and general nonprofit management.

MGT-368. Operations Research. 3 Units. Recommended prior coursework: BUS-465. A study of the quantitative decision making process, as well as the research methods that enable the prospective manager to handle operations systems and problems, including facility location, materials handling, operation planning and control, inventory control and work measurement. Students learn how to apply quantitative methods to the solution of national and international operations problems.

MGT-430. Business Information Systems. 3 Units. A study of the role information technology possesses in strategic business decision making. Topics include the role of information technology in decision making, issues in electronic commerce and networked computing and the impact of information technology on existing internal systems, namely business process reengineering. The impact of advancing information technology on humanity and organizations is explored.

MGT-441. Community Project Proposal. 2 Units. Completion of a proposal for the community project.

MGT-442. Community Project. 3 Units. This is the major project directed to business organizations and the community.

Prerequisites: MGT-441; Degree completion students only; May not be audited

MGT-450. Management and Organizational Behavior. 4 Units. This course examines the role of management, servant-leadership and people within organizations. The course also looks at structure and culture related to productivity and change.

Degree completion students only; May not be audited

MGT-457. Risk Management. 3 Units. Students learn to identify and analyze all types of organizational risk and manage this risk through insurance and other tools. The overall assumption will be that risk can be managed if it is identified prior to a loss.

MGT-460. Human Resources Management. 3 Units. Starting with the philosophy and theory of human resources management, students will study the policies and practices affecting employment issues, anti-harassment, equal employment opportunity, diversity, performance appraisal, fair labor standards and internal labor relations.

Degree completion students only; May not be audited

MINISTRY

MIN-200. Perspectives on Contemporary Christian. 1 Unit. An introductory look at the various ministries and opportunities for those interested in the field of contemporary Christian ministries. Class time will be spent in discussion and on-site observation of ministries and Christian agencies, exposing students to a breadth of perspectives.

MIN-310. Intro to CML/Internship. 1 Unit. An introductory look at the various ministries and opportunities for students pursuing a Christian ministry and leadership major. Students are oriented to their program-long internship in this course, culminating in the selection of a ministry internship and field supervisor.

Degree completion students only; May not be audited

MIN-340. Theology, Culture and U2. 2 Units. The rock band U2 has delivered a consistent message of Christian faith and social justice since its 1980 debut album. The band members, heavily influenced in their early years by living in war-torn Ireland and belonging to a Christian community called Shalom, fill their music with rich biblical imagery. Lead singer Bono has become a political activist, addressing global issues of poverty, inequity, fair trade, AIDS and debt relief. In this course students explore how U2’s message and theology interact with culture to create a unique expression of Christian faith. The course critically examines the works of U2 and challenges students to think theologically about current cultural issues.

Degree completion students only; May not be audited

MIN-356. Church and the Mission of God. 3 Units. Investigates the nature of the church (ecclesiology) in light of historical theological and sociological perspectives. Emphasis is given to the church’s role in the missio Dei as it relates to local and global contexts.

Degree completion students only; May not be audited

MIN-357. Christian Leadership and Administration. 4 Units. A study of the biblical concept of leadership for those within the church, Christian community and/or secular world. The life of Jesus Christ will be the primary model for this examination, focusing on the principles and values found in the Kingdom of God. Each student will integrate the course content with a small practicum experience.

MIN-358. Creative Communication in Ministry. 2 Units. An examination of how to creatively communicate the Bible to different age groups in a variety of settings. Basic learning theory, teaching methods of Christ and a variety of contemporary methodologies will be covered.

MIN-360. The Church in an Urban World. 3 Units. This course attempts an analysis of the nature and function of the church from a theological and sociological perspective. How can the church faithfully minister to broken and hurting people in an urban culture? When is change warranted and what contemporary methods of ministry are appropriate and effective for the church facing an urban future? How can the church penetrate its urban community with the good news of the Gospel? These and other questions will be studied.

MIN-375. Discipleship and Evangelism. 2 Units. This course will study the biblical basis for evangelism and discipleship. Through a series of reflective and practical assignments, students will examine the responsibility of church and individual for this topic in a postmodern, unchurched culture.

MIN-376. Current Practices in Evangelism and Discipleship. 3 Units. Study of the biblical basis for evangelism and discipleship. Students examine the responsibility of the church and the individual for these areas in a postmodern, unchurched culture.

Degree completion students only; May not be audited

MIN-378. Introduction to Worship Ministries. 3 Units. For those choosing to pursue a ministry in church worship. The course will examine the nature and principles of Christian worship; liturgical, traditional and contemporary forms of worship will be examined.
MIN-379. Spiritual Formation. 2 Units. The emphasis in this course is on developing and maintaining the personal spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Spiritual formation and character development are the goals of this course.

MIN-382. Introduction to Children's Ministries. 3 Units. For those choosing to pursue a ministry to children, this course will focus on the design, planning and implementation of programs of ministry for children. A study of the developmental needs of children and an overview of current children's ministry options are offered.

MIN-383. Introduction to Youth Ministries. 3 Units. This course will examine some basic theological, cultural and philosophical understandings of ministry to adolescents. Students will develop their own personal philosophies of youth ministry through reflection and investigation of course content.

MIN-386. Youth Ministries Methods. 3 Units. This course will examine some basic building blocks and programs/methods of a healthy ministry to adolescents. Students will add to their work in Introduction to Youth Ministries by developing a holistic and practical program of youth ministry.

Prerequisites: MIN-383

MIN-390. Introduction to Preaching. 2 Units. A practical exploration of preaching as a specific method of communication, looking at the various of sermon preparation and different types of sermons. Students will observe and critique preaching, as well as prepare and present sermons within the class.

MIN-392. Biblical Interpretation and Teaching. 3 Units. An examination of how to accurately interpret the Bible and communicate it appropriately, according to context. Basic learning theory, teaching methods of Christ, investigation of sermon preparation and styles, and a variety of methodologies are considered.

Degree completion students only; May not be audited

MIN-396. Ministry Discernment. 1 Unit. All students majoring in contemporary Christian ministries will be required to take this discernment course in the spring semester of their sophomore or junior year. The course will use a number of practical assessment tools and small group encounters to help clarify giftedness, ability and call to ministry.

Contemporary Christian ministries majors or minors only

MIN-397A. Ministry Discernment and Spiritual Formation I. 2 Units. Emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

Degree completion students only; May not be audited

MIN-397B. Ministry Discernment and Spiritual Formation II. 2 Units. Emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

Degree completion students only; May not be audited

MIN-397C. Ministry Discernment and Spiritual Formation III. 2 Units. Emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

Degree completion students only; May not be audited

MIN-420. Ministry Across Cultures. 3 Units. This course aims to equip students to understand the role of culture in human life and faith and to understand cultures different from their own. Students will investigate major world religious traditions, learn how Christians live and believe in other parts of the world and develop an understanding of how to minister in cross-cultural settings. (Includes practicum.)

Degree completion students only; May not be audited

MIN-430. Urban Ministry. 3 Units. Students are introduced to the issues and problems of ministering in urban settings. Special attention is paid to critically examining the biblical text for developing models and strategies for caregiving and ministry.

Degree completion students only; May not be audited

MIN-440. Conflict Transformation in Ministry. 4 Units. The purpose of this course is to introduce students to biblical and contemporary perspectives that help them to understand and interpret behaviors of people in conflict. Models for constructive conflict management are proposed and training is provided in effective conflict management and mediation.

Degree completion students only; May not be audited

MIN-440. Conflict Management in Ministry. 4 Units. The purpose of this course is to introduce students to biblical and contemporary perspectives that help them to understand and interpret behaviors of people in conflict. Models for constructive conflict management are proposed and training is provided in effective conflict management and mediation.

May not be audited

MIN-450. Leadership in Ministry. 3 Units. This course will explore a theology of Christian leadership, using Jesus as a primary model. A developmental approach to leadership will be studied in an attempt to understand the relationship between leadership and community and between personal characteristics, roles and organizational structures.

Degree completion students only; May not be audited

MIN-470. Pastoral Ministries. 3 Units. This course will help students interested in working within the church to understand the numerous roles a pastor must fill. Topics to be covered include weddings, funerals, baptisms, boards, finances, visitation, counseling and others. Students will explore a wide variety of perspectives in examining the responsibilities of a pastor.

MIN-471. Pastoral Ministries. 3 Units. Helps students interested in the various pastoral ministries to understand the numerous roles a pastoral minister must fill. Topics include weddings, funerals,
baptisms, boards, finances, visitation, counseling, ministerial ethics and others.

Degree completion students only; May not be audited

MIN-475. Urban Los Angeles Immersion. 1 Unit. This is a field experience that takes students into the urban Los Angeles environment for a weekend. While living in the city students will be challenged to see it from spiritual, cultural, political and social perspectives and will observe and participate in ministries to the poor.

Contemporary Christian ministries majors or minors only

MIN-480. Contemporary Christian Ministries Seminars. 1-2 Units. A rotating series of special seminars designed to enrich the elective menu of the contemporary Christian ministries major will be offered. Some of these will be the product of a specific agency (Youth Specialties, Walk Through the Bible), and others will be regular (Cults and Sects, Preaching).

MIN-482. Contemporary Ministries Practicum. 1-3 Units. A supervised work experience in Christian ministry, either in a church or parachurch organization. Practica provide students a place to develop ministry skills, to grow in their understanding of ministry, to grow in self-awareness and to discern their readiness for ministry. Contemporary Christian ministries majors are required to take a total of 6 units of practica.

Repeatable for credit; Contemporary Christian ministries majors or minors only; May not be audited; Graded CR/NC

MIN-482A. Ministry Practicum I. 1 Unit. The Ministry Practicum is an alternative to the Baccalaureate Thesis meant to give the student an opportunity to do an experiential project rather than an academic paper. The Practicum consists of guided field work in a ministry setting along with assignments and class meetings designed to promote reflection and personal development.

Degree completion students only; May not be audited; Graded CR/NC

MIN-482B. Ministry Practicum II. 2 Units. The Ministry Practicum is an alternative to the Baccalaureate Thesis meant to give the student an opportunity to do an experiential project rather than an academic paper. The Practicum consists of guided field work in a ministry setting along with assignments and class meetings designed to promote reflection and personal development.

Prerequisites: MIN-482A; Degree completion students only; May not be audited; Graded CR/NC

MIN-482C. Ministry Practicum III. 2 Units. The Ministry Practicum is an alternative to the Baccalaureate Thesis meant to give the student an opportunity to do an experiential project rather than an academic paper. The Practicum consists of guided field work in a ministry setting along with assignments and class meetings designed to promote reflection and personal development.

Prerequisites: MIN-482B; Degree completion students only; May not be audited; Graded CR/NC

MIN-483A. CML Internship I. 2 Units. A supervised ministry experience where students practice ministry under the guidance of a field supervisor and the course instructor. Classroom experiences focus on professional and personal development through the use of case study methodology.

Degree completion students only; May not be audited

MIN-483B. CML Internship II. 2 Units. A supervised ministry experience where students practice ministry under the guidance of a field supervisor and the course instructor. Classroom experiences focus on professional and personal development through the use of case study methodology.

Degree completion students only; May not be audited

MIN-483C. CML Internship III. 2 Units. A supervised ministry experience where students practice ministry under the guidance of a field supervisor and the course instructor. Classroom experiences focus on professional and personal development through the use of case study methodology. Culminates with the student, field supervisor and course instructor meeting to debrief the experience.

Degree completion students only; May not be audited

MIN-499A. Baccalaureate Thesis I. 1 Unit. Students receive a complete overview of the thesis topic selection procedures. Students are also given information on how to use the library resources in researching their baccalaureate thesis topics. After composing chapters one and two, students present their preliminary research design to the thesis director and to the learning group.

Prerequisites: MIN-499A; Degree completion students only; May not be audited

MIN-499B. Baccalaureate Thesis II. 2 Units. Students compose chapters three and four, and present their research and analysis to the thesis director and to the learning group.

Prerequisites: MIN-499A, MIN-499B; Degree completion students only; May not be audited

MIN-499C. Baccalaureate Thesis III. 2 Units. Students compose chapters five and six, revise their thesis into a final draft and make a final oral presentation to the thesis director and to the learning group.

Prerequisites: MIN-499A, MIN-499B; Degree completion students only; May not be audited

MARKETING

MKT-300. Principles of Marketing. 3 Units. The course trains students in the understanding of concepts in marketing. In order to be successful in business, one must understand how to market to the needs and wants of a consumer target group. Hence, students learn the marketing process, developing the marketing mix and managing marketing services.

MKT-303. Market Research. 3 Units. Market research is the systematic and objective planning, gathering, recording and analyzing of information communicated to marketing managers to enhance decision making. To effectively perform marketing research, students must have a solid grasp of its fundamentals. Therefore, the students learn the theoretical aspects of marketing research and how to apply marketing research to aid marketing managers.

Prerequisites: MKT-300

MKT-305. Consumer Behavior. 3 Units. The course focuses on the nature and determinants of consumer behaviors. Based on a market-segmentation process, this course introduces various influences on the consumers' decision making process.

Prerequisites: MKT-300

MKT-307. Advertising and Promotion. 3 Units. A study of advertising and promotions from a marketing communications
perspective. The course focuses on decision making in the management of the elements of the firm’s promotional mix, such as advertising, sales promotion, packaging and publicity.

Prerequisites: MKT-300

MKT-311. Nonprofit Marketing. 3 Units. A study of the distinctive aspects of services offered/marketed by nonprofit organizations. Student learn tools for analyzing, positioning, targeting and managing the customer/client experience. The challenges of creating, delivering, pricing, communicating and promoting services are explored.

Prerequisites: MKT-300

MKT-314. Logistics. 3 Units. This course examines the management of the physical flow of products and information throughout the entire supply chain, including warehousing, transportation, inventory control and purchasing. It also considers how wholesalers, agents and retailers combine into alternative marketing channels to permit the firm to reach a variety of target markets.

Prerequisites: MKT-300

MKT-316. Sales Management. 3 Units. A study of the fundamentals of sales, including prospecting, planning the sale, the approach, the sales interview, handling objections and the close. As part of class activities, the course includes use of videotape technology so that students can learn from simulated sales calls they make to each other.

Prerequisites: MKT-300

MKT-320. World of Marketing. 3 Units. This course provides an in-depth examination of the four main areas of marketing: price, product, promotion and physical distribution.

Degree completion students only; May not be audited

MKT-439. Database Management Systems. 3 Units. A study of database management, stressing design and development of efficient business information systems. Emphasis is placed on user’s requirements, database software products, data models, SQL language and data normalization. ER diagrams, and the development of a project that illustrates these concepts, is included.

Same as CS-435

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-745. Seminar in Science Education Trends. 1 Unit. This course will explore the most current trends in science education. Students will analyze and critique recently published literature. Assignments will be both general and individualized.

Repeatable for credit; May not be audited; Graded CR/NC

MSE-746. Seminar in Science Education Trends. 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.

Repeatable for credit; May not be audited; Graded CR/NC

MSE-748. Seminar in Science Education Trends. 1 Unit. This course will explore the most current trends in science education. Students will analyze and critique recently published literature. Assignments will be both general and individualized.

Repeatable for credit; May not be audited; Graded CR/NC

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 (Math Festival-Secondary School Emphasis). 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 which 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.
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, 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, congruences, 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 relationship 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.  
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 the usual mathematical background required for a single 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. 3 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*

**MUSIC**

**MUS-009. Pep Band. 0 Units.** Course to be taken for enrichment purposes. The university Pep Band plays for the athletic department's home volleyball and basketball games. By audition or permission of instructor.

**MUS-014. Crosswind. 0 Units.** Course to be taken for enrichment purposes. A choral and instrumental group designed to study and perform various styles of music with a concentration in contemporary Christian music. A minimum of four hours of rehearsal each week, including extensive off-campus performances and a year-end tour. By audition or permission of instructor.

**MUS-015. Vocal Performance Workshop. 0 Units.** Course to be taken for enrichment purposes. Students participate in performances that will vary, but will be chosen largely from musical theater and opera. Entire productions, scenes or even a revue-type program will be selected and cast, according to the personnel for any given semester. By audition or permission of instructor.

**MUS-017. San Joaquin Chorale. 0 Units.** Course to be taken for enrichment purposes. Performance of a variety of choral literature. By audition or permission of instructor.

**MUS-020. Instrument Ensemble: Brass, Woodwinds, Strings, Handbells, Flutes. 0 Units.** Course to be taken for enrichment purposes. Performance of instrumental music in an ensemble setting. By audition or permission of instructor.

**MUS-021. Jazz Band. 0 Units.** Course to be taken for enrichment purposes. Study and performance, including improvisation, of compositions for jazz band or combo. By audition or permission of instructor.

**MUS-022. Baroque Orchestra. 0 Units.** Course to be taken for enrichment purposes. Performance of music of the Baroque to Modern Era. By audition or permission of instructor.

**MUS-023. FPU Community Wind Ensemble. 0 Units.** Course to be taken for enrichment purposes. Performance of wind band music in a large, symphonic setting. By audition or permission of instructor.

**MUS-027. Woodwind Choir. 0 Units.** Performance of standard and contemporary woodwind literature in an ensemble setting. Open to all woodwinds with the exception of saxophones. By audition or permission of instructor.

**MUS-101. Elements of Musicianship. 3 Units.** Essential knowledge and skills in music reading and performing are emphasized in this class. Prospective elementary school teachers will find the material useful in preparation for classroom experience. Students with an interest in a music major, but with limited musical experience, will find it to be a valuable introduction to the major. Students with demonstrable skills equal to this course will enroll directly in Music 110L. This course fulfills the requirements for the liberal studies major music concentration.

**MUS-102. Music Appreciation. 3 Units.** An introductory study of music history and literature in reference to other art forms. Designed to create an understanding and appreciation of human artistic expression.

**MUS-103. Introduction to American Popular Music. 3 Units.** A survey of the various types of music that have evolved into today's popular music styles, including influences from African, European, Latino, Brazilian and Caribbean cultures.

**MUS-104. Music Appreciation. 3 Units.** A survey of past, present, classical and popular musical styles to develop aesthetic appreciation for music of different cultures.

*Degree completion students and IIP participants only; May not be audited*

**MUS-107. Elements of Musicianship. 3 Units.** Elements of Musicianship will provide an introduction to the elements of music, including beat, rhythm, dynamics, tempo, and written notation. The class will loosely follow a lecture format: lecture will be used to introduce concepts, but various practice activities will be used in class to reinforce said concepts in whole class, individual, and group performance settings. Practice activities will include singing, dancing, clapping, playing instruments, writing, notating music, reading, listening to music, and viewing video examples. Lecture and practice activities will be presented in a way that has shown to be effective in an elementary classroom setting, and special attention will be given to applications of these techniques in the classroom.

*Degree completion students only; May not be audited*

**MUS-109. Pep Band. 2 Units.** The university Pep Band plays for the athletic department's home volleyball and basketball games. By audition or permission of instructor.

*Freshmen or sophomores only; May not be audited; Repeatable for credit*

**MUS-110L. Music Theory and Ear Training. 4 Units.** Recommended prior coursework: MUS-101. This course introduces the basic principles of musicianship and harmonic theory. Special attention will be devoted to ear training.

*3 hours lecture, 1 hour lab*

**MUS-114. Crosswind. 2 Units.** A choral and instrumental group designed to study and perform various styles of music with a
A minimum of four hours of rehearsal each week, including off-campus performances and a year-end tour. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-115. Vocal Performance Workshop. 1-2 Units. Students participate in performances that will vary, but will be chosen largely from musical theater and opera. Entire productions, scenes or even a revue-type program will be selected and cast according to the concentration in contemporary Christian music. A minimum of four freshmans or sophomores only; Repeatable for credit; May not be audited

MUS-116. Concert Choir. 2 Units. A selected group of vocalists representing the university in churches and schools. Audition required.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-117. San Joaquin Chorale. 2 Units. Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. Audition required.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-118. Vocal Ensemble. 2 Units. May include Women’s Chorale, Jazz Choir or a selected group of vocalists who perform, such as a trio or quartet, under the direction of music faculty. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-119. Pacific Chamber Singers. 2 Units. Performance of religious, jazz, ethnic and secular choral literature. Singers also participate in MUS-116/316 Concert Choir. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-120. Instrumental Ensemble-Brass, Woodwinds, Strings, Handbells, Flutes. 2 Units. Performance of instrumental music in an ensemble setting. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-121. Jazz Band. 2 Units. Study and performance of compositions for jazz band or combo. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-122. Baroque Orchestra. 2 Units. Performance of music of the Baroque to the Modern Era. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-123. Community Wind Ensemble. 2 Units. Performance of wind band music in a large, symphonic setting. Open to university students, faculty, staff and the community. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-125. University String Quartet. 2 Units. Study and performance of string quartet repertoire from the Classic Era to the Modern Era. Extensive rehearsal schedule (minimum of five hours weekly) is required in addition to weekly class meetings. Includes extensive on- and off-campus performance commitment. Quartet members also participate in MUS-122/322 Baroque Orchestra. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited

MUS-127. Woodwind Choir. 2 Units. Performance of standard and contemporary woodwind literature in an ensemble setting. Open to all woodwinds with the exception of saxophones. By audition or permission of instructor.

Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC

MUS-130. Class Voice. 1-2 Units. Prerequisite to private voice instruction. Voice instructors may make an exception to this requirement if situation warrants. Instruction offered in a small group for the purpose of establishing the basics of correct vocal technique: breathing, support and vocal apparatus.

May not be audited

MUS-131. Piano Class. 2 Units. This class offers group instruction for people with little or no keyboard experience. The class may be repeated at no extra fee.

May not be audited

MUS-132. Piano Proficiency Class. 2 Units. This course is for music majors only and incorporates all elements of the required piano proficiency examination.

Music majors only; Repeatable for credit; May not be audited

MUS-133. Beginning Worship Guitar. 2 Units. This class offers instruction in a group setting for students with little or no guitar experience.

May not be audited

PRIVATE INSTRUCTION (1-2 UNITS)
Private instruction is available with an additional fee. Contact the program director for information about individual instructors. Non-majors may choose CR/NC grading.

Repeatable for credit. May not be audited

MUS-135. Private Instruction in Piano.
MUS-137. Private Instruction in Organ.
MUS-138. Private Instruction in Guitar.
MUS-139. Private Instruction in Harpsichord.
MUS-143. Private Instruction in Brass.
MUS-145. Private Instruction in Strings.
MUS-146. Private Instruction in Harp.
MUS-147. Private Instruction in Woodwinds
MUS-149. Private Instruction in Composition.
MUS-210L. Music Theory and Counterpoint. 4 Units. This course includes continued study in musicianship and harmonic theory with the introduction of counterpoint. Special attention will be devoted to sight singing, ear training and melodic dictation.
Prerequisites: MUS-110L; 3 hours lecture, 1 hour lab

MUS-230. Lyric Diction I. 2 Units. Required for all voice majors and highly recommended for all students involved in vocal music, including music education and conducting majors, and as a corollary to vocal teaching skills. The basis for the course is the International Phonetic Alphabet, used for pronunciation guides in all languages. This course addresses enunciation, pronunciation of the English, Latin, Italian and Spanish as commonly used in voice study and understanding how the sounds are formed and applied to the singer's art. Recommended for students in their second year of vocal study.

Prerequisites: MUS-230

MUS-231. Lyric Diction II. 2 Units. Required for all voice majors and highly recommended for all students involved in vocal music, including music education and conducting majors, and as a corollary to vocal teaching skills. This course assumes a working knowledge of International Phonetic Alphabet and addresses enunciation, pronunciation of German, French and Slavic languages as commonly used in voice study and understanding how the sounds are formed and applied to the singer's art. Recommended for students in their second year of vocal study.
Prerequisites: MUS-230

MUS-233. Intermediate Worship Guitar. 2 Units. For students who understand basic guitar methods and/or who have satisfactorily completed MUS-133 Beginning Worship Guitar.
1 hour lecture, 1 hour lab; Repeatable for credit; May not be audited

MUS-305. Music in the Classroom. 3 Units. Music skills and effective means of teaching them are the subject of this class. A variety of approaches to teaching music, including the Kodaly method, will be explored. Students will learn the basics of reading and performing music. This course fulfills the requirement of the liberal studies major.

MUS-309. Pep Band. 2 Units. The university Pep Band plays for the athletic department's home volleyball and basketball games. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-310. Music Theory and Analysis. 4 Units. The course will be equally divided between advanced harmonic theory and musical analysis.
Prerequisites: MUS-210L

MUS-314. Crosswind. 2 Units. A choral and instrumental group designed to study and perform various styles of music with a concentration in contemporary Christian music. A minimum of four hours of rehearsal each week, including off-campus performances and a year-end tour. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-315. Vocal Performance Workshop. 1-2 Units. Students participate in performances that will vary, but will be chosen largely from musical theatre and opera. Entire productions, scenes or even a revue-type program will be selected and cast according to the personnel for any given semester. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-316. Concert Choir. 2 Units. A selected group of vocalists representing the university in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year and periodically travels to Europe. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-317. San Joaquin Chorale. 2 Units. Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-318. Vocal Ensemble. 2 Units. May include Women's Chorale, Jazz Choir or a selected group of vocalists, such as a trio or quartet. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-320. Instrumental Ensemble: Brass, Woodwinds, Strings, Handbells, Flutes. 2 Units. Performance of instrumental music in an ensemble setting. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-321. Jazz Band. 2 Units. Study and performance, including improvisation, of compositions for jazz band or combo. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-322. Baroque Orchestra. 2 Units. Performance of music of the Baroque to the Modern Era. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-323. Community Wind Ensemble. 2 Units. Performance of standard and contemporary woodwind literature in an ensemble setting. Open to university students, faculty, staff and the community. By audition or permission of instructor.
Juniors or seniors only; Signature required; Repeatable for credit; May not be audited

MUS-324. University String Quartet. 2 Units. Study and performance of string quartet repertoire from the Classic Era to the Modern Era. Extensive rehearsal schedule (minimum of five hours weekly) is required in addition to weekly class meetings. Includes extensive on- and off-campus performance commitment. Quartet members also participate in MUS-122/322 Baroque Orchestra. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-325. University String Quartet. 2 Units. Study and performance of string quartet repertoire from the Classic Era to the Modern Era. Extensive rehearsal schedule (minimum of five hours weekly) is required in addition to weekly class meetings. Includes extensive on- and off-campus performance commitment. Quartet members also participate in MUS-122/322 Baroque Orchestra. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited

MUS-327. Woodwind Choir. 2 Units. Performance of standard and contemporary woodwind literature in an ensemble setting. Open to all woodwinds with the exception of saxophones. By audition or permission of instructor.
Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC
MUS-340. Brass Techniques. 2 Units. Basic performance techniques and teaching methodology in brass instruments.
1 hour lecture, 1 hour music instruction

MUS-341. String Techniques. 2 Units. Basic performance techniques and teaching methodology in strings.
1 hour lecture, 1 hour music instruction

MUS-342. Woodwind Techniques. 2 Units. Basic performance techniques and teaching methodology in woodwinds.
1 hour lecture, 1 hour music instruction

MUS-343. Percussion Techniques. 2 Units. Basic performance techniques and teaching methodology in percussion.
1 hour lecture, 1 hour music instruction

MUS-349. Music Research. 1 Unit. This course, which must be taken concurrently with the student’s first semester of music history, introduces music research techniques and the writing of a significant paper on a relevant topic.

MUS-350. Early Music History. 3 Units. Recommended prior coursework: MUS-110L. An overview of music history from antiquity through 1725.

MUS-351. Music History: 1725-1900. 3 Units. Recommended prior coursework: MUS-110L. A study of the history of music in the Western European tradition from 1725 until 1900.

MUS-352. Music History and World Music Since 1900. 4 Units. Recommended prior coursework: MUS-110L. A study of concert music, with emphasis on listening to the major works of the period. A significant portion of the class will be devoted to the study of music outside the concert traditions of the Western world.

MUS-400. Music in the Church. 3 Units. Provides a scriptural basis on which to build a Christian life and work ethic, specifically in the field of music. Students study selected writings, Scripture and various types of Psalms to examine hymnody, as well as worship music. There is a significant final project for this course, integrating the semester’s work into a thoughtful, personal experience relative to church music ministry.
Juniors or seniors only

MUS-410. Music Theory Since Debussy. 4 Units. Study of late 19th and early 20th century harmonic theory, as well as listening to and analyzing compositions of the period.
Prerequisites: MUS-310

MUS-411. Scoring and Arranging. 3 Units. Techniques of arranging music for various vocal and choral combinations, and scoring music for small and large instrumental ensembles.
Prerequisites: MUS-110L, MUS-210L

MUS-412. Studies in Music Education. 3 Units. A general discussion of the field of public school education, focusing on historical and philosophical developments, current issues in the professions and principles of curriculum development.

ADVANCED PRIVATE INSTRUCTION (1-2 UNITS)
For students who have passed Level 1 of the Jury Exam. Private instruction is available with an additional fee. Contact the program director for information about individual instructors. Non-majors may choose CR/NC grading.
Repeatable for credit; May not be audited

MUS-436. Private Instruction in Advanced Percussion.
MUS-437. Private Instruction in Advanced Organ.
MUS-441. Private Instruction in Advanced Voice.
MUS-443. Private Instruction in Advanced Brass
MUS-446. Private Instruction in Advanced Harp.
MUS-447. Private Instruction in Advanced Woodwinds.
MUS-448. Private Instruction in Advanced Conducting.
MUS-449. Private Instruction in Advanced Composition.

MUS-450. Conducting I. 3 Units. This course assumes the basic skills a student has acquired in Music Theory and Counterpoint (MUS-210L). In addition to conducting skills, the student will be instructed in rehearsal techniques and music literature selection.

MUS-451. Conducting II. 3 Units. This course is a continuation of material covered in MUS-450. Particular attention will be given to more complex conducting problems in the vocal and instrumental genres.

MUS-460. Vocal Pedagogy. 2 Units. Methods of vocal instruction and solutions to various vocal problems are explored. The class is designed for those who plan to teach singing or work with choirs. Each class member will work with a private voice student as part of the course subject matter.

MUS-461. Piano Pedagogy. 2 Units. Methods of piano instruction for beginners, as well as more advanced students, will be reviewed. Selection of teaching material and the practical aspects of operating a teaching studio will be discussed. Each class member will work with a private piano student as part of the course subject matter.

MUS-493. Church Music Internship. 1-3 Units. Students will work from 10 to 20 hours each week in a church music program for at least one semester. They will be observed and guided in this experience by members of the music faculty and by on-site music leaders.

MUS-495. Senior Project. 1-3 Units. All music majors are required to complete a project in their senior year. This project is usually a solo recital in the area of their primary instrument. In some cases alternative projects are arranged, such as research or conducting recitals. Students should make arrangements with the program director.
Senior standing only; Music majors only; May not be audited

MUS-497. Senior Project in Music Composition. 1-3 Units. Recommend prior coursework: 2 units of MUS-449. The capstone project for music majors in composition. Preparation and recital performance of works by the student.
Senior music majors only; May not be audited

NURSING

NURS-310. Professional Role Development and Nursing Theory. 2 Units. Examines what it means to be a nursing professional from a
Christian perspective. Provides a solid foundation and a desire to learn and grow as a professional nurse throughout his or her career. Selected nursing theories examined and evaluated with emphasis on integration of faith, health and health care practices, from a holistic base of biological, psychological, sociological, cultural and spiritual aspects of health across the human life span.

**Degree completion students only; May not be audited**

NURS-320. Principles of Patho-Physiology. 3 Units. Presents principles of patho-physiology, using a system approach, as applied to current health care practices with an examination of human body systems and disease processes. Current research related to selected major health problems is discussed and evaluated to emphasize evidence based practice across the human life span. General chemistry needed as a prerequisite.

Prerequisites: CHEM-101L; Degree completion students only; May not be audited

NURS-330. Health Assessment. 2 Units. History of psychological, sociological, cultural and spiritual aspects of clients across the human life span. Head-to-toe assessment of individuals to obtain knowledge of normal findings. Common deviations and disease processes of chronic conditions such as diabetes, asthma and high risk pregnancy to give patient-centered care by collaborating with other members of the health care team.

**Degree completion students only; May not be audited**

NURS-340. Globalization, Cultural Diversity and Health Care Environment. 2 Units. Explores the influence of globalization on every aspect of the society and the impact of cultural diversity and globalization on health care delivery. Creates life long commitment to self assessment, knowledge, attitude and skills in fostering cultural diversity and global perspective in the health care arena.

**Degree completion students only; May not be audited**

NURS-410. Intermediate Pharmacology. 2 Units. Provides clinical pharmacological theories and concepts needed to provide safe nursing practice. Knowledge of physiological and pathological bodily response. Legal and ethical considerations related to pharmacological agents and products.

**Degree completion students only; May not be audited**

NURS-420. Nursing Research. 3 Units. Explores the historical, ethical, legal and philosophical aspects of nursing and research. Emphasis on research process, critical analysis of clinical and legal issues and application of research to improve nursing practice.

Prerequisites: COM-342, MATH-250; Degree completion students only; May not be audited

NURS-430. Teaching for Disease Prevention and Health Promotion. 2 Units. Demonstrates the nurse's role as educator of health promotion and disease prevention with emphasis on self-care. Principles of teaching and learning theories applied to teach individuals, groups or communities. Opportunities for micro-teaching are provided. Fosters knowledge and understanding of integration of faith and learning of self-care for healthy living.

**Degree completion students only; May not be audited**

NURS-440. Community Health Nursing. 2 Units. Understanding health promotion and disease prevention at the individual and population level necessary to improve the health of the community. Develop competency in best practices, encompassing holistic aspects of community assessment for providing access to preventive and medical care, and developing policies that promote population health.

**Degree completion students only; May not be audited**

NURS-442. Community Health Nursing Practicum. 2 Units. Experience in community settings, helping students develop knowledge, skills, and positive attitude by collaborating with other health professionals to provide population-based assessment, interventions and evaluation to address populations at risk. Utilizing epidemiological models, students identify levels of prevention and apply health prevention strategies to community health problems. Students develop beginning competencies in case management, infection control, and a range of public health interventions. (Includes 90 hours of supervised clinical practicum needed to receive Public Health Certificate from California Board of Public Health Nursing.)

**Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.**

NURS-450. Information Technology and Health Care Economics. 3 Units. Addresses the impact of technology on the transformation of health care delivery to a more cost-effective as well as safer quality system. Discusses steps and issues of protection of privacy and confidentiality. Students develop basic competence in the use of information technology in gathering evidence to guide clinical decision making and in providing patient centered holistic care.

**Degree completion students only; May not be audited**

NURS-460. Leadership and Clinical Management. 2 Units. Examines theories of leadership and management, concepts of power, motivation, decision-making, budgeting and management skills of delegation, supervision, negotiation and critical decision making related to professional nursing.

**Degree completion students only; May not be audited**

NURS-462. Leadership and Clinical Management Practicum. 2 Units. Practical application of leadership and management theories, working with leaders/managers in an area of interest in a health care setting.

**Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.**

NURS-480. Senior Project. 2 Units. This culminating experience provides students with the opportunity to integrate, apply and evaluate learning based on all work done in the program. After the experience students will do a poster presentation with abstract.

**Degree completion students only; May not be audited**

**PEACEMAKING AND CONFLICT STUDIES**

PACS-350. Victims, Trauma and Recovery. 4 Units. This course introduces the student to an overview of victimization and trauma, cycles of violence, and recovery processes. Covers victimological, restorative, coping and healing concepts used to deal with the challenges victims face in a range of settings: the criminal justice system, natural disasters, war and other kinds of violence, and situations involving the abuse of power. Includes a lab in the practical implementation of victim trauma and recovery.

May not be audited; Students need 2 semesters to complete the course.
PACS-410. Restorative Justice. 3 Units. Participants examine assumptions about crime and justice. Retributive and restorative paradigms of justice are compared and contrasted. Programs and crime prevention and intervention strategies are evaluated to discern retributive and restorative positioning and outcome effectiveness.

Degree completion students only; May not be audited

PACS-437. Conflict Management. 1 Unit. Conflicts in the workplace, in school and at home are everyday occurrences. Although surrounded by conflict, people are often unsure of what causes conflict. This course introduces the student to examples and practices of conflict management, engaging a variety of interdisciplinary models for understanding conflict dynamics. Emphasis is placed on the development of theoretical and practical responses to conflicts faced by those in business and the classroom.

Degree completion students only; May not be audited

PACS-440. Conflict Transformation. 4 Units. This course introduces students to biblical and contemporary perspectives that help them to understand and interpret behaviors of people in conflict. Models for constructive conflict management are proposed and training is provided in effective conflict management and mediation.

Degree completion students only; May not be audited

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.

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.

Students may take up to 3 semesters to complete the course.

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.

Students may take up to 3 semesters to complete the course.

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 3 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 3 semesters to complete the course.

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 step-by-step plan for moving from idea to first case.

Graded CR/NC; Students may take up to 3 semesters to complete the course.

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.

Graded CR/NC; Students may take up to 3 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.

Prerequisites: PACS-700; Signature required; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

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; Students may take up to 3 semesters to complete the course.

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.

Prerequisites: PACS-700 or CRI-704; May not be audited; Students may take up to 3 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 management and resolution of these conflicts.

Students may take up to 3 semesters to complete the course.

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 3 semesters to complete the course.

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-700, PACS-708, PACS-756; May not be audited; Students may take up to 3 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.

Prerequisites: PACS-700; May not be audited; Students may take up to 3 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 and PACS-710 or PACS-702 and PACS-710; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 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.

Repeatable for credit; Signature required; 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.

Prerequisites: PACS-700; Signature required; May not be audited; Students may take up to 3 semesters to complete the course.

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.

May not be audited; Graded CR/NC

PACS-799. Project/Thesis-Conflict Management and Peacemaking. 3 Units. Supervised project or thesis in the field of conflict
management and peacemaking. Instruction is tutorial and will result in a completed project or thesis.

Prerequisites: PACS-798; May not be audited; Graded CR/NC;
Students may take up to 3 semesters to complete the course.

PHYSICAL EDUCATION

Each 1 unit. Repeatable for credit; May not be audited; Graded CR/NC; Activity courses

PE-100. Beginning Tennis.
PE-102. Intermediate Tennis.
PE-104. Badminton.
PE-106. Racquetball
PE-110. Volleyball.
PE-112. Flag Football.
PE-114. Basketball.
PE-115. Frisbee Games.
PE-118. Soccer.
PE-120. Dance Movement.
PE-121. Ballroom Dancing.
Signature required
PE-122. Aerobic Rhythmic Exercise.
PE-123. Self Defense.
PE-124. Latin Dance.
Signature required
PE-125. Aerobic and Weight Training for Women.
PE-130. Beginning Swimming.
PE-134. Golf.
PE-136. Strength Program.
PE-138. Weight Training.
PE-140. Archery.
PE-142. Bowling.
PE-144. Bicycling.
PE-146. Backpacking.
Students may take up to 2 semesters to complete the course.
PE-152. Kayaking.

PHILOSOPHY

PHIL-100. Introduction to Philosophy. 3 Units. Problems and methods of philosophy. Metaphysics, ontology, ethics, logic, political theory, language, and methodology are discussed through readings of classical philosophical texts, east and west, ancient and modern. Readings include Socrates, Chuang-tzu, James, and Navajo philosophy.

PHIL-103. Logic and Critical Thinking. 3 Units. Introduction to informal logic, with a short overview of formal logic. Taught in conversational, seminar manner, using everyday experiences for examples.

PHIL-104. Applied Logic and Critical Thinking. 3 Units. Introduction to formal and informal logic. Critical thinking and critical analysis of various philosophical positions.

Degree completion students only; May not be audited

PHIL-110. Introduction to Philosophical Ethics. 3 Units. An historical introduction to western ethics with emphasis on virtue, principles and contemporary social justice. Readings include Aristotle, Aquinas, Kant, Wollstonecraft, Mill and Nietzsche. Concludes with ethical case study.

PHIL-330. Ancient Philosophy and Rhetoric. 4 Units. A survey of classical western philosophy and rhetoric with emphasis on Greek and Roman thought.

PHIL-333. Medieval Philosophy. 3 Units. Study of the tradition of thought, characterized by the goal of faith seeking understanding

PHIL-335. Modern Philosophy. 4 Units. History of Western philosophy from 1600 to 1900. Readings include Descartes, Hume, Kant, Hegel, Marx, and Nietzsche.

PHIL-393. Twentieth Century Western Thought. 3 Units. Recommended prior coursework: HIST-140. Western philosophy and intellectual history of the 20th century. Topics include logical positivism, philosophy of language, post-Newtonian philosophy of science, status of the Other, neo-pragmatism, and global ethics. Readings include Shelley, Conrad, Ayer, Wittgenstein, Levinas, Kuhn, Rorty, and Nussbaum. Same as HIST-393

PHIL-405. Philosophy of Religion. 3 Units. Studies in the nature and validity of religious ideas by examining arguments for God's existence, the problem of evil, belief in God in an Age of Science, and use of language to describe God. Readings include Hume, Augustine, Hick, Plantinga, Hasker, Griffen and Diogenes Allen.

PHIL-430. American Wilderness Literature and Philosophy. 3 Units. Exploration of American ideas about wilderness, the natural world and human relationships to them. Includes a four-day field trip to the eastern side of the Sierra Nevada. Readings include Thoreau, Muir, Austin, Abbey, Snyder, and Williams. Same as HIST-430, LIT-350, SOC-311

PHIL-443. Values Formation. 4 Units. This is a capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights and a responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace and classroom discussion.

Degree completion students only; May not be audited


Prerequisites: HIST-120, HIST-130, HIST-140; Same as HIST-450, PS-450, SOC-340

PHIL-455. Philosophy of Language. 3 Units. A study of significant 20th century schools of thought concerning language. Disciplines encountered include philosophy, cognitive science, literary theory,
PHIL-460. Philosophy of History. 3 Units. Designed to consider from a metadisciplinary perspective the logic and method of historical discourse. Includes examination of pattern and meaning in history and a historiographic study in a period of the student’s choice. Readings include Augustine, Hegel, Marx, Nietzsche, and Martin. 
Same as HIST-460

PHIL-470. History and Philosophy of Science. 4 Units. A study of major developments in the history of science, such as the scientific revolution, evolutionary theory and the historical relationships of science and religious thought. A philosophical inquiry into the nature of science forms the basis for historical study.
Juniors or seniors only; Same as BIOI-470, CHEM-470

PHIL-481. Navajo Philosophy and Ethics. 3 Units. An examination of Navajo philosophy and ethics, using their cosmological and ceremonial texts, Navajo autobiographies, and secondary sources that interpret their philosophy. Readings include books by Haile, Wyman, Frisbie, Farella, Witherspoon, and Gill.

PHYSICAL SCIENCE

PHYS-105L. Physical Science. 4 Units. An integrative study of the physical sciences, including the history and methods of science, the relationship of scientific truth and biblical truth and the relationship of modern technology to science and its consequences for society.
3 hours lecture, 2 hours lab

PHYS-120. General Physics I. 3 Units. Recommended prior coursework: MATH-140. Fundamental principles of classical physics, including statics, kinematics, rigid body motions, conservation laws, simple harmonic motion, mechanics of solids and fluids, waves, sound, heat and thermodynamics. Lab not included in PHYS-120.
3 hours lecture, 3 hours lab

PHYS-120L. General Physics I. 4 Units. Recommended prior coursework: MATH-140. Fundamental principles of classical physics, including statics, kinematics, rigid body motions, conservation laws, simple harmonic motion, mechanics of solids and fluids, waves, sound, heat and thermodynamics.
3 hours lecture, 3 hours lab

PHYS-121. General Physics II. 3 Units. Fundamental principles of classical physics, including electrostatics, electric fields, currents, magnetic fields, electromagnetic induction, Maxwell’s equations, radiation and geometrical and physical optics. Lab not included in PHYS-121
Prerequisites: PHYS-120L; 3 hours lecture, 3 hours lab

PHYS-121L. General Physics II. 4 Units. Fundamental principles of classical physics, including electrostatics, electric fields, currents, magnetic fields, electromagnetic induction, Maxwell’s equations, radiation and geometrical and physical optics.
Prerequisites: PHYS-120L; 3 hours lecture, 3 hours lab

PHYS-130L University Physics I. 4 Units. Fundamental principles of classical physics including kinematics, dynamics, conservation laws, simple harmonic motion and mechanical waves, and heat and thermodynamics. Calculus based.
Prerequisites: MATH-210

PHYS-131L University Physics II. 4 Units. Fundamental principles of classical physics including electricity, electrical circuits, magnetism, radiation, optics and light, and topics in modern physics. Calculus based.
Prerequisites: PHYS-130L

PHYS-150. Earth Science. 3 Units. This course presents the concepts of the major geological processes affecting the physical earth and helps students appreciate the earth and understand environmental concerns. Exercises in mineral identification are also included.

PHYS-151. Geology and Planet Earth. 3 Units. This course explores the geological processes that are at work impacting this planet, and is intended to enhance an awareness of the power of nature and the environmental concerns facing Earth and its people.
Degree completion students and IIP participants only

PHYS-151L Field Geology. 1 Unit. Four Saturday or weekend field trips. Field study of geologic features and processes. Field trips may include destinations such as the Sierra Nevada, coast ranges, Death Valley and the central California coast.
Prerequisites: PHYS-150; May not be audited

PHYS-160. Space Science. 3 Units. Introduction to the fundamental principles of space science, including the solar system—its components and its origins—and stellar evolution and cosmology. Emphasis will be placed on prominent themes such as Newton's laws of motion and gravitation, conservation of energy, conservation of angular momentum, Doppler shifts, the fundamental nature of matter, fusion reactions and nucleosynthesis and general relativity.

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. Students will also be introduced to a professional portfolio model that may be used in the development of a personal professional portfolio.
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-703. Prevention and Intervention for Achievement. 3 Units. This course is a study of counseling and guidance activities, prevention and early intervention strategies designed for a successful learning experience. Concepts covered include environmental and multicultural intervention issues related to prevention and early intervention. Communication and collaboration techniques for families, teachers and staff will also be introduced to assist with programs such as peer counseling and classroom counseling interventions.
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-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 (i.e., 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). 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.

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.

Prerequisites: PPC-791; 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; 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.

classified standing required; may not be audited; graded CR/NC; students need 2 semesters to complete the course

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.

classified standing required; may not be audited; graded CR/NC

PPP-732. Neuropsychology of Learning. 3 Units. This course is designed to cover theory and research regarding brain behavior relationships, the area of the brain responsible for observable behaviors and the various theories developed regarding these phenomena. The course also discusses the formation of the brain and relationship to physical and intellectual functioning.

classified 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 teratogens), disease, infections, 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.

classified standing required; 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.

Prerequisites: PPP-718, PPP-734, PPS-771; 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.

Prerequisites: PPP-718, PPP-734, PPP-739, PPS-771; May not be audited
PPS-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.

Classification standing required; May not be audited; Graded CR/NC

PPS-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 is required.

Classification standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPS-793B. BCBA Supervised Experiences. 1-2 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 utilize 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

PPS-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-798. Project/Thesis Proposal. 1 Unit. Involve 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.

Classification standing required; Signature required; 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.

Classification 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.

Classification 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 utilizing 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.

Classification 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.

Classification 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.

Classification 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.

Classification 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-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.

Prerequisites: PPS-798; May not be audited; Graded CR/NC; Students make take up to 3 semesters to complete the course.

POLITICAL SCIENCE

FOUNDATIONAL STUDY

PS-120. American Politics and Society. 4 Units. Recommended prior coursework: ECON-105, HIST-150. Politics is central to the functioning of American society. Government’s impact on residents’ lives is felt in many ways and has become the dominant force shaping that society. This course acquaints students with the nature and importance of politics in American society, increases their awareness of the structure and functioning of the political system and deepens their understanding of why the system functions as it does, particularly in relationship to the nation’s Constitution. The course further seeks to stimulate concern about the democratic quality of political decision making and the justice of governmental actions. (Meets the U.S. Constitution requirement for teaching credential candidates.)

PS-121. American Government. 3 Units. This course will survey U.S., state and local government, including the development of the U.S. Constitution and its interpretations, the various branches of the federal government, the checks and balances in place to maintain a free society, the structures and roles of state and local government, the processes by which civil authority and power are maintained, the limits of government, the development and impact of political parties and the responsibilities of the citizens of a democratic society.

Degree completion students and IIP participants only; May not be audited

STATE AND LOCAL POLITICS

PS-300. California History and Politics. 4 Units. Recommended prior coursework: HIST-150, PS-120. California is often viewed as the trendsetter for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time, it familiarizes them with the state’s current political system and the politics that surround it. (Meets the California history and government requirement for teaching credential candidates.)

Same as HIST-440

AMERICAN POLITICS

PS-371. American Law and Legal System. 3 Units. Recommended prior coursework: PS-120. This course is an introduction to American law and the American legal system. Students read case reports of real-world problems along with textual and appellate court discussions of alternative approaches and theories to resolving the underlying disputes. Case analysis helps students to develop an understanding of legal method and legal reasoning.

PS-372. Introduction to Alternative Dispute Resolution. 1 Unit. A review of the continuum of dispute resolution practices from negotiation to litigation. Evaluative and coercive practices will be compared to facilitating and cooperative methods. Provides an overview of the complete range of dispute resolution options.

Juniors or seniors only; Pre-law/criminal justice majors only

PS-373. Nature, Law and Policy. 3 Units. Recommended prior coursework: PS-120. This course is an exploration of the issues surrounding environmental law, policymaking and politics. Students study how environmental decisions are made and enforced and what their impact is—locally, nationally and globally.

PS-374. Legal Research and Writing. 3 Units. This course introduces students interested in a law-related career to legal research and writing. It includes an introduction to the law library, including federal and state statutory law, administrative law and case law. Computer-assisted legal research is covered, and students learn to read court decisions in order to extract the holding, summarize the court’s analysis and identify any dicta. The writing component of the course introduces students to fact-based, logic-based legal writing through the use of case briefs and other writing assignments. The focus is on a writing style that identifies the facts supporting a legal analysis and leads the reader to a logical legal conclusion.
PS-375. Criminal Justice in America. 4 Units. Recommended prior coursework: PS-120, PS-380, PSY-120. A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, invites them to assess the justice of its processes and decisions and encourages a particular concern for the latter.

PS-380. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of major social problems that increasingly concern society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

Same as SOC-450, SW-360

PS-385. Urban Society and the Welfare State. 4 Units. Recommended prior coursework: ECON-105, HIST-150, PS-120, SOC-120. As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state--welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu that has shaped them over time, develops an awareness of the impact they have had on their recipients and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issues of social justice.

Same as SW-350

PS-390. Religion and Politics in America. 3 Units. Recommended prior coursework: HIST-150, PS-120. Religion influences American politics and society in many ways. Is the connection necessary and proper, or the root of mischief and evil? How should Christians view the role of religion and should they endeavor to exert influence in politics? This course will explore answers to these questions and aid students in deciding how to respond to issues of current concern.

PS-395. American Foreign Policy in an Age of Terror. 1 Unit. Examines U.S. foreign policy as it has changed since September 11, 2001. Explores what has changed and what has remained the same in U.S. foreign policy goals and priorities.

Degree completion students only; May not be audited

WORLD POLITICS

PS-400. World Politics and Society. 4 Units. Recommended prior coursework: ECON-150, GEOG-220, HIST-140, PS-120. Modern communications and transportation, increasing economic interdependence and the spread of political unrest and conflict have made Americans more aware of the impact of the world on their lives. Yet their understanding of other countries, and the forces that influence their relationships with the United States, is often limited. This course acquaints students with the social, economic and political systems of varied nations around the world; helps them to understand why those nations function in the world community as they do; and explores their problems and prospects.

PS-412. Modern Africa: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. Modern Sub-Saharan Africa remains a mystery to many people in the West today. This course will help unpack the mystery of Sub-Saharan Africa's rich history and culture in the 19th and 20th centuries. Special emphasis will be given to the colonial and post-colonial history, politics, and culture of Nigeria, the Congo, Kenya and South Africa.

Prerequisites: HIST-140; Same as HIST-400, SOC-332

PS-414. Modern Asia: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The experience of Asia in the colonial and post-colonial era will be studied with an eye towards understanding its unique character as an important region of the world today. The countries of China and India will be used as case studies to better understand and interpret important currents that run through Asian history and shape its contemporary politics and culture.

Prerequisites: HIST-140; Same as HIST-406, SOC-334

PS-416. Modern Middle East: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The Middle East is a region many in the West today view with apprehension and hostility. This course will examine the historical, cultural and political forces from the 19th and 20th centuries that have made the region what it is today. Special emphasis will be given to understanding contemporary Islamic and Jewish politics and culture, as well as ways the West has interacted with the Middle East over the past century.

Prerequisites: HIST-140; Same as HIST-418, SOC-336

PS-420. International Politics and Organizations. 3 Units. Recommended prior coursework: GEOG-220, PS-400. This course will focus on understanding how different actors significantly impact international politics today. These actors include nations, states

PS-425. Global Economics and Sustainable Development. 3 Units. Recommended prior coursework: GEOG-220, INTB-370, PS-400. The increasing interconnectedness of the global economy affects people more profoundly today than ever before. This course will help students better understand and wrestle with some significant positive and negative aspects of the globalization process, as well as examine social, political and economic aspects of development and the varied impact of the development process on the world today.

Prerequisites: ECON-105; Same as ECON-390

PS-430. America in a Global Community. 4 Units. Recommended prior coursework: ECON-150, GEOG-220, HIST-425, PS-120. The world is increasingly becoming a global community, and America finds itself faced with the challenges and opportunities of living in such a world. But what does it mean to live in a global community? Does America see itself and behave as a member of a global community? This course will explore answers to these questions by examining the nature of American foreign policy since World War II, analyzing various international issues and problems of contemporary concern and exploring what America's response to them should be.
POLITICAL THOUGHT

Prerequisites: HIST-120, HIST-130, HIST-140; Same as HIST-450, PHIL-450, SOC-340

ADMINISTRATION

PS-460. Organizational Theory. 3 Units. A study of organizational structure and design. Topics include the external environment, the role of technology, types of organizational and task structures and management practices.
Same as MGT-350

PS-465. Organizational Behavior. 3 Units. Recommended prior coursework: MGT-350. A study of group dynamics, conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.
Same as MGT-355, SOC-375

INTEGRATIVE STUDY

PS-482. Practicum in Political Science. 1-3 Units. Supervised work or participation in a political organization, campaign or activity.
Signature required; May not be audited; Graded CR/NC

PS-483. Project in Political Science. 1-3 Units. A project designed by the student in consultation with a faculty member that results in something presentable to the faculty and students of the political science program in one of a variety of settings.
Seniors only; Political science majors only; Signature required; May not be audited

PSYCHOLOGICAL METHODS

PSY-300. Statistics. 4 Units. Students learn the organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods. Students gain hands-on experience, using SPSS for data entry and data analysis.
Prerequisites: MATH-120, PSY-120; Same as SOC-462

PSY-310. Introduction to Social Science Research. 3 Units. An introduction to qualitative and quantitative research methodologies; participant observation, survey, ethnography and secondary data analysis; organization and interpretation of data; and reading social research.
Same as SOC-461

PSY-320. Experimental Psychology. 4 Units. An introduction to the experimental methodology used in psychological research. Covers different types of research, while focusing on experimental techniques. Research design, methods, data collection, analysis and interpretation are covered. Foundational for students thinking about going into a graduate program in psychology. Includes a lecture and a lab component which explore the theory and practice of psychological experiments.
Prerequisites: PSY-120, PSY-300

PSY-322. Discovery Learning in the Mind, Brain, And Body. 3 Units. This course helps students to develop an understanding of how people process information and learn; studying the history, content and application of learning theories, intelligence, and thinking dispositions, including the development of the mind and brain and its role in education.
Prerequisites: PSY-121; Degree completion students only; May not be audited

PSYCHOLOGY

FOUNDATIONAL STUDY

PSY-096. Understanding Behavior Through Psychology. 3 Units. Presents key psychological concepts (critical thinking, perception, memory, intelligence, cognition, creativity, motivation and emotion) and explores the implications of the subject matter for how we live.
IIP participants only; May not be audited; Graded CR/NC

PSY-120. Introduction to Psychology. 3 Units. The objectives of this course are to present the student with an overview of the facts and issues of the discipline, to examine the relationship of psychology to religion and to explore the implications of the subject matter for how we live. Such topics as perception, learning, biofeedback, stress, normality, therapy and community are discussed.

PSY-120H. Introduction to Psychology. 4 Units. An indepth introduction to the discipline of psychology. Topics include psychology's major theories and theorists, influential experiments, current trends, future directions, major subfields and historical and contextual factors associated with the development of each. Special attention is given to philosophical and scientific implications of major movements within the discipline, integration of psychology with everyday life and other fields of study, and development of research skills associated with critical thinking. Students are assessed through exams, presentations, homework and a culminating formal research project. Class formats include seminar, lecture, multimedia presentations, group discussions and review of readings.
May not be audited

PSY-121. Human Learning. 3 Units. Introduction to theories of learning as related to cognition and language, behavior and environments.
Degree completion students and IIP participants only; May not be audited

PSY-122. Discovery Learning in the Mind, Brain, And Body. 3 Units. This course helps students to develop an understanding of how people process information and learn; studying the history, content and application of learning theories, intelligence, and thinking dispositions, including the development of the mind and brain and its role in education.
Prerequisites: PSY-121; Degree completion students only; May not be audited

PSY-300. Statistics. 4 Units. Students learn the organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods. Students gain hands-on experience, using SPSS for data entry and data analysis.
Prerequisites: MATH-120, PSY-120; Same as SOC-462

PSY-310. Introduction to Social Science Research. 3 Units. An introduction to qualitative and quantitative research methodologies; participant observation, survey, ethnography and secondary data analysis; organization and interpretation of data; and reading social research.
Same as SOC-461

PSY-320. Experimental Psychology. 4 Units. An introduction to the experimental methodology used in psychological research. Covers different types of research, while focusing on experimental techniques. Research design, methods, data collection, analysis and interpretation are covered. Foundational for students thinking about going into a graduate program in psychology. Includes a lecture and a lab component which explore the theory and practice of psychological experiments.
Prerequisites: PSY-120, PSY-300

PSY-322. Discovery Learning in the Mind, Brain, And Body. 3 Units. This course helps students to develop an understanding of how people process information and learn; studying the history, content and application of learning theories, intelligence, and thinking dispositions, including the development of the mind and brain and its role in education.
Prerequisites: PSY-121; May not be audited

PSY-325. Emotional Intelligence. 3 Units. Introduces issues related to the study of emotions, including reviews of theories that concern functions, mechanisms and meaning of emotions, as well as the role
of emotions in human development, thinking, memory and social interactions. How individuals regulate moods and deal with overwhelming emotions will be considered, along with the nature of specific emotions such as love, hostility, fear and disgust. A personalized emotional intelligence profile and application to leadership and teamwork will be analyzed.

Degree completion students only; May not be audited

**PSY-340. Psychological Assessment. 4 Units.** A study of theory and practice of psychological assessment methods as used primarily by the psychologist and educator. The course will include practice in the construction, giving, scoring and interpreting of tests and evaluation devices.

Prerequisites: PSY-120, PSY-300

**DEVELOPMENTAL PSYCHOLOGY**

**PSY-350. Child Development. 3 Units.** A study of the development of the child from conception to adolescence. Topics of development, such as physical, intellectual, social, emotional and moral are studied.

Prerequisites: PSY-120

**PSY-351. Child Growth and Development. 3 Units.** This course will focus on child growth and development from both classic and current theory and the effect that research has on our understanding of this complex field of study. The joint contributions of biology and environment to the developing child (birth through age eight) and his/her family will be examined throughout the course. Real-world situations will be studied and discussed as they pertain to the developing child and those who provide services including care, support and education. Illustrations and distinctions will be made as they address commonalities and differences between ethnic groups, cultures, traditions with particular attention to our Central Valley and policy/programming issues that are crucial for safeguarding children and their families.

Degree completion students only; May not be audited

**PSY-352. Advanced Child Growth and Development. 3 Units.** This course is an advanced study of human development through a study of diverse cultural backgrounds. Professionals are provided a culturally sensitive account of developmental processes that will assist their young students to develop the skills, understanding and sensitivity needed in a pluralistic society. Included are advanced studies in the cognitive, physical, social, cultural, and emotional development of children from conception to age eight from a multicultural perspective and a focus on typical and atypical child growth and development. Research, historical data, theories, and recent trends are studied and applied through real-world case studies and applications.

Degree completion students only; May not be audited

**PSY-355. Adolescent Development. 3 Units.** The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied.

Prerequisites: PSY-120

**PSY-360. Life-Span Development. 3 Units.** This course uses the life-span developmental perspective to integrate theory and research related to adult development and aging. Its emphasis is on life transitions and life events and the psychosocial functioning of the adult.

Prerequisites: PSY-120; Same as SOC-440, SW-300

**PSY-365. Gerontology. 3 Units.** Recommend taking PSY-360 prior to this course. The process of aging from social, psychological, cultural, and spiritual perspectives. Examines the needs and strengths of the older generation and the resources available to serve them, the fastest growing segment of the population. Enriched by a wide variety of professional presenters, videos, field trips, and lecture format.

Prerequisites: PSY-120 or SOC-120

**COGNITIVE AND-behavioral psychology**

**PSY-370. Cognitive Psychology. 4 Units.** This course surveys the broad range of theories and research regarding cognitive psychology, covering such topics as perception, attention, memory, language, problem-solving, judgement and decision-making, pattern recognition, categorization, attitudes, and consciousness.

Prerequisites: PSY-120

**PSY-375. Physiological Psychology. 4 Units.** The study of human behavior from a physiological point of view. Topics studied include the brain and nervous system, right-left brain functions, neurological disorders, biofeedback therapy, drugs, sleep, sexuality, psychophysiological measurements (EEG, EMG, skin temperature, etc.) and holistic health. Class demonstrations and experiments are emphasized.

Prerequisites: PSY-120

**PSY-377. Sport and Exercise Psychology. 3 Units.** Recommended prior coursework: PSY-120. An overview of fundamental psychological theory and its application to physical activity and sport. Topics covered focus on the interrelationships between physical activity and psychological variables, including personality, motivation, competitiveness, arousal, stress, anxiety, competition, reinforcement, intrinsic motivation, group and team dynamics, group cohesion, imagery, self-confidence, morality goal-setting and concentration. In addition, the relationship between exercise and psychological well-being will be addressed.

**PSY-380. Psychology of Learning. 3 Units.** A study of the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification and psychotherapy will be studied.

Prerequisites: PSY-120

**PSY-381. Psychology of Learning. 3 Units.** This course will introduce students to the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification and psychotherapy will be studied.

Degree completion students only; May not be audited

**PSY-382. Memory Tools: Mind Maps. 1 Unit.** Helping the memory recall and retrieve information is the goal of this course, using pictorial arrangements known as Mind Maps (a form of graphic organizer*). Mind Maps form a powerful visual picture of information and allow the mind to see undiscovered patterns and relationships. Students will learn how to use Mind Maps as a learning tool for any subject area.

Degree completion students only; May not be audited

**PSY-383. Power of Optimism. 1 Unit.** Based on the premise that optimism is a skill that can be learned, students acquire background knowledge in the psychology of optimism, understand their own
optimist/ pessimist tendencies in light of those definitions and leave with specific, practical skills for engaging the strategies of successful optimists. Final study is highly application-oriented and focuses on harnessing the power of optimism, with particular emphasis on how to do so in the workplace and on the role of faith in maintaining hope.

Degree completion students only; May not be audited

PSY-384. The Art of Motivation. 1 Unit. An overview of motivational research in psychology, management and education. Explores how social environments shape and influence individual motivation. Students develop effective leadership strategies that promote motivation, learn verbal encouragement techniques that motivate by reinforcing participant's effort and reducing risk and discover how purposeful work and goal achievement can support all types of learners and employees.

Degree completion students only; May not be audited

PSY-385. Increasing Personal Effectiveness. 1 Unit. Habits are powerful factors in our lives. Because they are consistent

Degree completion students only; May not be audited

PSY-386. Psychology: Living with Stress. 1 Unit. Introduces students to the psychological factor of stress. Students learn the definition, sources, reactions and factors that influence stress. In addition coping strategies are discussed.

Degree completion students only; May not be audited

PSY-390. Group Dynamics and Leadership. 3 Units. Recommended prior coursework: PSY-120. A study of the nature of group tasks, interpersonal relations in groups and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups and small groups in society generally.

Same as COM-430

PSY-395. Social Psychology. 3 Units. The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied.

Prerequisites: PSY-120; Same as SOC-400

PSY-397. Community Psychology. 4 Units. Explores the relationship between social systems and individual well-being in a community context. Students consider an array of social and mental health problems through the lenses of prevention, community-based intervention and community-based research.

Prerequisites: PSY-120; May not be audited

CLINICAL—COUNSELING PSYCHOLOGY

PSY-400. Psychology of Personality. 3 Units. Major personality theories are studied together with practical application and topics that emerge from the theories. Theorists such as Freud, Jung, Adler, Erikson, Bandura, Rogers and Maslow are studied. Application topics include anger management, marriage adjustment and self-modification of behavior.

Prerequisites: PSY-120

PSY-410. Abnormal Psychology. 4 Units. This upper division psychology course is among the most controversial, fascinating and important in the field of psychology. Focuses extensively on the etiology, assessment, diagnosis and treatment of mental disorders, as well as on the latest findings in this complex and rapidly changing field. Students are introduced to how scientists define abnormality, cultural aspects of mental illness and what disorders are most common in our society. Ideal for students interested in preparing for more clinically oriented studies or professions. Also ideal for students entering helping professions, for which awareness of issues affecting troubled people is helpful.

Prerequisites: PSY-120

PSY-420. Childhood Disabilities and Psychopathology. 4 Units. The nature and treatment of common emotional and behavioral problems of children and adolescents. Topics such as psychosomatic disorders, autism, childhood schizophrenia, mental retardation, brain damage in children and learning disabilities will be studied. Child rearing approaches, family therapy and methods of assessment of problems will also be studied.

Prerequisites: PSY-350, PSY-355 or PSY-410

PSY-431. Adult Development and Identity Formation. 3 Units. The emphasis is on the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that provide a cognitive basis for personal analysis and understanding. The objectives of the module are personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

Degree completion students only; May not be audited

PSY-440. Counseling. 4 Units. This course is a study of the principles and practices of counseling individuals and of guiding them toward life's goals. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem-solving. Laboratory components include role playing, case studies and other simulation experiences.

Prerequisites: PSY-120

PSY-441. Introduction to Counseling Theories. 3 Units. This course is designed to introduce students to the various theoretical components of counseling. Contemporary psychological theories are presented. The course will provide an introduction to interviewing and to individual and group counseling skills. Laboratory components include experiential activities, role playing, case studies and other simulation experiences.

Degree completion students only; May not be audited

INTEGRATIVE STUDY

PSY-450. History and Systems of Psychology. 4 Units. Two foci will organize the material covered in this course: First, the intellectual history of contemporary psychological perspectives is reviewed, then the various systems of psychology (behaviorism, psychoanalysis, existentialism and positivism) are examined.

Prerequisites: PSY-120

PSY-460. Psychology of Religion. 3 Units. The study of religious experiences from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry.

Prerequisites: PSY-120, SOC-120
PSY-482. Psychological Practicum. 2-4 Units. Supervised work in an approved organization such as juvenile detention homes, mental hospitals, schools, youth work, etc. Limited to juniors and seniors who are psychology majors. Thirty hours of service required for 1 unit of course credit. A minimum of 3 units must be taken to count as a full psychology course.

Prerequisites: PSY-120; Juniors or seniors only; Psychology majors only; May not be audited; Graded CR/NC

PSY-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.; Same as COM-483, SOC-483, SW-483

PSY-485. Integration Studies in Psychology and Theology. 3 Units. Students travel to the annual Integration Symposium hosted by Fuller Theological Seminary. Activities include attending seminars, meeting with FPU faculty prior to the trip, reading topic specific literature, writing a response paper and participation in an immersive experience relevant to the theme of the symposium.

Prerequisites: PSY-120; BIB & PSY; Repeatable for credit; Juniors or seniors only; Signature required

PSY-495. Psychology Research Project. 1-4 Units. Psychology majors engage in specialized research under the supervision of a psychology faculty member. 30-120 hours research (minimum), including literature review, feedback/discussion with faculty member, and submission of a final summary report. Time requirement depends on the number of registered units.

Prerequisites: PSY-300 or SOC-462; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

PSY-496. Psychological Research Practicum. 1-4 Units. Involves student participation in a research project headed by the instructor. Students develop their knowledge concerning how to conduct various aspects of a research study. Students are selected through application process and must apply for the practicum with the psychology program director. A minimum of 3 units must be taken to count as a full psychology course.

Prerequisites: PSY-300; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

RELIGIOUS STUDIES

REL-300. Multifaith Exchange. 1 Unit. This is a class in which a student participates in one semester of The Fresno Multifaith Exchange Program and writes reflectively on each session. Students must attend the Sunday afternoon sessions and site visits to various religious centers in Fresno.

Signature required; Repeatable for credit; Graded CR/NC

REL-320. Introduction to Mennonite Arts. 4 Units. This interdisciplinary course includes contemporary and historical Mennonite expressions of poetry, music, art, fiction and drama. The course will also offer opportunities for original creative expressions of students in the arts.

REL-350. Interfaith Scholar Weekend. 1 Unit. This course provides an opportunity for students to learn from an established scholar of religion in an interfaith setting. The Interfaith Scholar Weekend is an annual event in Fresno.

Graded CR/NC; Repeatable for credit

REL-405. Philosophy of Religion. 3 Units. Study in the nature and validity of religious ideas.

REL-418. Culture, Religion and the Church. 3 Units. This course will explore the religious history, traditions and thought of major cultural groups in Central California, with particular attention to the history, teachings and practices of the Christian church in these cultures.

Same as SOC-360

REL-452. Christianity in the Non-Western World. 3 Units. How do Christians in other parts of the world live? Who do they understand themselves to be? How do they follow Christ? In this course, we will discover and investigate Christianity in its diverse forms in Asia, Africa and Latin America. We focus on ethnographic elements of Christian communities such as the ways they live as families, their organizational structure, boundaries around their communities, their rituals, their festivals and how they relate to the broader cultures around them.

Same as SOC-364

REL-460. Religions of the World. 3 Units. This course introduces students to the study of religion and to many of the diverse religious traditions in the world today. The course begins with a broad overview, investigating sacred texts, as well as regional, historical, cultural and social elements of various religious traditions, and then explores a few particular religions more deeply, using themes in religious studies.

Same as SOC-366

RUSSIAN LANGUAGE STUDIES

RUS-100. Elementary Russian I. 4 Units. This course is designed for people with little or no knowledge of Russian. The purpose of the course is to develop reading, writing, speaking and listening ability at a basic functional level in Russian. Classes will be conducted primarily in Russian.

May not be audited

RUS-105. Elementary Russian II. 4 Units. This course is structured for students who have completed an introductory course in Russian (or have demonstrated proficiency in elementary Russian). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in Russian.

RUS-110. Russian for Heritage Learners. 3 Units. Designed for students who speak Russian at home but need to gain or improve literacy. Students in class will be working on improving reading and writing skills, increasing vocabulary and developing academic speaking skills, as well as learning the Russian grammatical system.

May not be audited

RUS-200. Intermediate Russian I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Russian, emphasizes vocabulary building and reading.
comprehension, and promotes written and oral expression in all time frames.

Prerequisites: RUS-105; May not be audited

RUS-205. Intermediate Russian II. 4 Units. This course continues to build on skills attained in RUS-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Russian, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: RUS-200; May not be audited

SPECIAL EDUCATION

SED-602. Positive Behavior Supports. 2 Units. Designed to develop skills to provide an educational environment in which students feel safe and secure in the pursuit of learning. Topics investigated will include the continuum of behavior disorders, classroom organizational model, IEP goals and objectives related to problem behavior, laws related to behavior and how to establish the criteria for the manifestation determination" of behavior. Candidates will learn to collaborate in a team approach to develop a positive behavior intervention plan that will extinguish behavior problems and teach replacement behaviors."

SED-605. Health Education and the Exceptional Child. 3 Units. This course was designed to 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 curriculum to include a person with a disability into the least restrictive environment and to effectively participate in the IEP process. Students 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. Issues on drug, alcohol and smoking use are studied and discussed as they pertain to an individual's health, learning performance, the social impact on the school environment and long range effects for adulthood. 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.

SED-612. Technology for Special Educators. 1 Unit. Designed to introduce the education specialist credential candidate to technology that can support the instruction of special needs children. Hands-on activities to acquaint the candidate to various technological methods for professional implementation in the educational setting (Web, video, PowerPoint, resources, etc.).

SED-622. Curriculum and Assessment: 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, transition strategies, using assessment data, classroom management, application of learning theories and instructional methods for linguistically and culturally diverse students. This course is designed to support candidates during their independent teaching assignment.

SED-623. Language Development: Integrating Theory and Practice. 3 Units. Designed to develop a basic understanding of language acquisition and the developmental sequence of syntax, morphology, semantics and phonology. Topics on language in practice include common disorders, cultural differences, deviations in language usage and specific language related reading disorders.

SED-624. Assessment for Special Educators. 2 Units. Designed to present the education specialist credential candidate with the skills for identifying learning difficulties and implementing explicit instructional services. Formal and informal assessment procedures include specialized assessment instruments and techniques, diagnostic teaching procedures, academic skill sequences, performance criteria and measuring pupil achievement in both the specialized educational setting and the inclusive/collaborative setting.

SED-625. Critical Observations in Special Education. 2 Units. An intensive practicum course where candidates observe and report on numerous environments that represent the broad spectrum of services to individuals with exceptionalities, for all age groups ranging from infant to adult, in a wide variety of settings and diverse service models. Course requirements include Casa Weekend: community building, with leadership and teamship skills for program implementation.

Students need 2 semesters to complete the course.

SED-630. Child Development: Typical and Atypical. 3 Units. This course introduces and addresses typical and atypical early child development. Individual theories in child development research covering the past 100 years will be studied and analyzed. The atypical developing child will also be studied with his/her family in an effort to ascertain those variables that are common and unique in both typical and atypical children. Through this process of isolating common and unique variables in children and their families appropriate, effective educational interventions that foster growth and development in the child and their family can be determined.

SED-631. Curriculum and Assessment: Early Childhood Special Education. 3 Units. This course will prepare students to describe basic curricular and assessment approaches used in addressing the needs of infant and preschool students with special needs. Students will learn to assess students, infant through 5 years of age, in all areas of development. Students will demonstrate the written ability to report assessment results, the ability to link assessment results with goal setting and curriculum selection and planning, understand parental perspectives and family needs in relation to assessment, diagnosis, IFSP/IEP and intervention processes, and demonstrate understanding of IFSP/IEP members' contributions to assessment, goal setting and program planning/implementation. Students will also assess teacher communicative interaction skills, summarize results and recommend best practice methods to improve teacher interaction skills.

Prerequisites: SED-630

SED-632. Curriculum and Assessment: Physical and Health Impairments. 3 Units. Candidates for the education specialist credential in physical and health impairments learn the skills and knowledge required to successfully design and implement curricula for students who experience physical and health impairments. The curricular adaptations and implementation practices include designs for ages 3-21, optimal benefits from core curriculum instructional environments (LRE), curricular modifications, curriculum-based
assessment strategies, classroom management, transition issues, collaboration strategies and culturally diverse students. This course is designed to provide support to candidates during their independent teaching assignment.

SED-642. Counseling Exceptional Children and Families. 2 Units. Designed to develop a candidate’s skills for counseling and collaborating with and between exceptional students, their families and other professionals in schools and agencies. Areas of exploration include counseling theories, family systems theory, communication strategies, collaboration models and the associated legal regulations.

SED-662. Medical Implications for Exceptional Children. 3 Units. Designed to develop necessary skills in pupil assessment and instructional program adaptation for students with physical and health impairments. Among the topics to be examined are medical terminology, reading and understanding medical reports, peripheral and autonomic nervous system, anatomy and physiology, normal infant motor development, characteristics of students with physical and health impairments, positioning and lifting techniques, genetics, laws and regulations regarding the provision of education and related services for students with physical and health impairments.

SED-672. Curriculum and Assessment: Moderate/Severe Disabilities. 3 Units. Candidates for the education specialist credential in moderate/severe disabilities learn the skills and knowledge required to successfully design and implement curricula for students who experience moderate to severe disabilities. Topics examined include the Individualized Critical Skills Model (ICSM), instructional content, instructional time, instructional settings, independent functioning in the community, family involvement and transition issues. This course is designed to provide support to candidates during their independent teaching assignment.

SED-682. Foundations for Diverse Community. 1 Unit. Designed to provide candidates for education specialist credentials with knowledge of the historical, legal, philosophical and theoretical foundations of special education in 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.

SED-691ECA. Directed Teaching: Early Childhood (birth-Age 3). 2-4 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

SED-691ECB. Directed Teaching: Early Childhood (age 3-5). 2-4 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

SED-691MM. Directed Teaching: Mild/Moderate Disabilities. 8 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

SED-691MS. Directed Teaching: Moderate/Severe Disabilities. 8 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

SED-691PH. Directed Teaching: Physical Health Impairments. 8 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

SED-692ECA. Independent Teaching: Early Childhood (birth-Age 3). 2-4 Units. Candidates for the education specialist credential in mild/moderate disabilities participate in a supervised field experience providing educational services to pupils who have mild/moderate disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate will develop and demonstrate skills required of the professional special educator.

SED-692ECB. Independent Teaching: Early Childhood (age 3-5). 2-4 Units. Candidates for the education specialist credential in mild/moderate disabilities participate in a supervised field experience providing educational services to pupils who have mild/moderate disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate will develop and demonstrate skills required of the professional special educator.

SED-692MM. Independent Teaching: Mild/Moderate Disabilities. 2-4 Units. Candidates for the education specialist credential in mild/moderate disabilities participate in a supervised field experience providing educational services to pupils who have mild/moderate disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate will develop and demonstrate skills required of the professional special educator.
SED-692MS. Independent Teaching: Moderate/Severe Disabilities. 2-4 Units. Candidates for the education specialist credential in moderate/severe disabilities participate in a supervised field experience providing educational services to pupils who have moderate/severe disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate develops and demonstrates skills required of the professional special educator.

Prerequisites: EDUC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-692PH. Independent Teaching: Physical and Health Impairments. 2-4 Units. Candidates for the education specialist in the physical and health impaired area participate in a supervised field experience providing educational services to pupils who have physical and health impairments. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate develops and demonstrates skills required of the professional special educator.

Prerequisites: EDUC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-693ECA. Intern Independent Teaching: Early Childhood (birth-Age 3). 2-4 Units. A supervised internship-field experience involving educational services for students with early childhood disabilities. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of mild/moderate disabilities and who are employed by districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course. All others must participate in SEMM1-692/792 as described above.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-693ECB. Intern Independent Teaching: Early Childhood (age 3-5). 2-4 Units. A supervised internship-field experience involving educational services for students 3-5 years old. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of early childhood and who are employed by districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course. All others must participate in SED 692ECB as described above.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-693MM. Intern Independent Teaching: Mild/Moderate Disabilities. 2-4 Units. A supervised internship-field experience involving educational services for students with mild/moderate disabilities. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of mild/moderate disabilities and who are employed by districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course. All others must participate in SEMM1-692/792 as described above.

Prerequisites: EDUC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-693MS. Intern Independent Teaching: Moderate/Severe Disabilities. 2-4 Units. A supervised internship-field experience involving educational services to students with moderate/severe disabilities. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of moderate/severe disabilities and who are employed by school districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course. All others must enroll in SEMS1-692/792 as described above.

Prerequisites: EDUC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-693PH. Intern Independent Teaching: Physical Health Impairments. 2-4 Units. A supervised internship-field experience involving providing educational services to pupils who have physical and health impairments. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of physical health impaired and who are employed by school districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course. All others must enroll in SEMS1-692/792 as described above.

Prerequisites: EDUC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-694ECA. Internship Support. 2 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the early childhood teacher.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-694ECB. Internship Support. 2 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the early childhood teacher.

May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.

SED-694MM. Internship Support. 2 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.

SED-694MS. Internship Support. 2 Units. Intern candidates may receive individualized support in the classroom setting from an FPU supervisor. Special educational events and seminar meetings offer
insights and salient information to the new teacher in the special education classroom.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.

SED-694PH. Internship Support. 2 Units. Intern candidates may receive individualized support in the classroom setting from a FPU supervisor. Special educational events and seminar meetings offer insights and salient information to the new teacher in the special education classroom.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.

SED-702. Positive Behavior Supports. 2 Units. Designed to develop skills to provide an educational environment in which students feel safe and secure in the pursuit of learning. Topics investigated will include the continuum of behavior disorders, classroom organizational model, IEP goals and objectives related to problem behavior and how to establish the criteria for the manifestation determination” of behavior. Candidates will learn to collaborate in a team approach to develop a positive behavior intervention plan that will extinguish behavior problems and teach replacement behaviors.”

SED-705. Health Education and the Exceptional Child. 3 Units. This course was designed to 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 curriculum to include a person with a disability into the least restrictive environment and to effectively participate in the IEP process. Students 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. Issues on drug, alcohol and smoking use are studied and discussed as they pertain to an individual’s health, learning performance, the social impact on the school environment and long range effects for adulthood. 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.

SED-712. Technology for Special Educators. 1 Unit. Designed to introduce the education specialist credential candidate to technology that can support the instruction of special needs children. Hands-on activities to acquaint the candidate to various technological methods for professional implementation in the educational setting (Web, video, PowerPoint, resources, etc.).

SED-714. Augmentative Communications and Technology. 2 Units. Candidates create augmentative communication systems utilizing a variety of low to high-level electronic media resources. Theory, creative design, adaptations, ethical management and implementation strategies are effectively applied to classroom curricular structures and communication systems. Candidates utilize current applications to manipulate and analyze data for initial and ongoing assessment, and to establish reliable instructional structures. This is a clear credential course for all credentials.

SED-722. Curriculum Assessment: 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, transition strategies, using assessment data, classroom management, application of learning theories and instructional methods for linguistically and culturally diverse students. This course is designed to provide support to candidates during their independent teaching assignment.

SED-723. Language Development: Integrating Theory and Practice. 3 Units. Designed to develop a basic understanding of language acquisition and the developmental sequence of syntax, morphology, semantics, and phonology. Topics on language in practice include common disorders, cultural differences, deviations in language usage and specific language related reading disorders.

SED-724. Assessment for Special Educators. 2 Units. Designed to present the education specialist credential candidate with the skills for identifying learning difficulties and implementing explicit instructional services. Formal and informal assessment procedures include specialized assessment instruments and techniques diagnostic teaching procedures, academic skill sequences, performance criteria and measuring pupil achievement in both the specialized educational setting and the inclusive/collaborative setting.

SED-725. Critical Observations in Special Education. 2 Units. An intensive practicum course where candidates observe and report on numerous environments that represent the broad spectrum of services to individuals with exceptionalities, for all age groups ranging from infant to adult, in a wide variety of settings and diverse service models. Course requirements include Casa Weekend: community building, with leadership and teamship skills for program implementation.

Students need 2 semesters to complete the course.

SED-726. Using Music As an Effective Teaching Tool. 1-2 Units. Designed for teachers who have no formal musical training, participants learn how to use music as an effective teaching tool within their classroom. Through discussion and cooperative learning activities, candidates experience the direct relationship between music and academics. Sessions will incorporate movement, signing, dancing, rhythmic instruments, drawing, writing and critical thinking. Included is exposure to theories and musical expressions of the musical brain, such as the Mozart Effect.”

SED-730. Child Development: Typical and Atypical. 3 Units. This course introduces and addresses typical and atypical early child development. Individual theories in child development research covering the past 100 years will be studied and analyzed. The atypical developing child will also be studied with his/her family in an effort to ascertain those variables that are common and unique in both typical and atypical children. Through this process of isolating common and unique variables in children and their families appropriate, effective educational interventions that foster growth and development in the child and their family can be determined.
SED-731. Curriculum and Assessment: Early Childhood. 3 Units. This course will prepare students to describe basic curricular and assessment approaches used in addressing the needs of infant and preschool students with special needs. Students will learn to assess students, infant through 5 years of age, in all areas of development. Students will demonstrate the written ability to report assessment results, the ability to link assessment results with goal setting and curriculum selection and planning, understand parental perspectives and family needs in relation to assessment, diagnosis, IFSP/IEP and intervention processes, and demonstrate understanding of IFSP/IEP members’ contributions to assessment, goal setting and program planning/implementation. Students will also assess teacher communicative interaction skills, summarize results and recommend best practice methods to improve teacher interaction skills.

Prerequisites: SED-730

SED-732. Curriculum Assessment: Physical and Health Impairments. 3 Units. Candidates for the education specialist credential in physical and health impairments learn the skills and knowledge required to successfully design and implement curricula for students who experience physical and health impairments. The curricular adaptations and implementation practices include designs for ages 3-21, optimal benefits from core curriculum instructional environments (LRE), curricular modifications, curriculum-based assessment strategies, classroom management, transition issues, collaboration strategies, application of learning theories and the instructional methods for linguistically and culturally diverse students. This course is designed to provide support to candidates during their independent teaching assignment.

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-738. Theory to Practice: Educating Students With Autism. 3 Units. This course is designed to review sound theoretical foundations of autistic spectrum disorders and current best practices in assessment and intervention. The focus of this course will be on assessment and intervention approaches to address communication, social, sensory, behavioral and learning needs of the student with autism; and paradigms and methods for collaborating effectively with families of pupils with autism and colleagues who serve these individuals and their families.

SED-740. Early Childhood: Program Design and Development. 3 Units. This course is designed to prepare graduate students to assess infants and young children with physical and health impairments, determine their eligibility for services and plan and implement appropriate programs. Through the use of classroom visits, oral presentations, discussions, role-play activities and case studies, students will demonstrate their ability to provide services that are family focused, promote respect for cultural and individual differences and implement best practice approaches for learning. Students will be asked to demonstrate their ability to adapt the curriculum and physical environments to the individual needs of students with physical and health impairments. Course content will be presented in a format using traditional classroom techniques, oral presentations, cooperative study groups, audio/visual presentations and site visitations.

SED-742. Counseling Exceptional Children and Families. 2 Units. Designed to develop a candidate’s skills for counseling and collaborating with and between exceptional students, their families and other professionals in schools and agencies. Areas of exploration include counseling theories, family systems theory, communication strategies, collaboration models and the associated legal regulations.

SED-750. Advanced Learning Theory and Brain Research: Practice. 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.

Prerequisites: SED2-750 or SED-750; May not be audited

SED-756. Advanced Special Education Laws and Ethics. 3 Units. An in-depth examination of California and federal laws, both current and historical, that 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.

Prerequisites: SED-750, SED-751

SED-761. Advanced Collaboration, Consultation and Inclusion: Fieldwork. 1 Unit. This class is the fieldwork component of SED2-760. 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: SED2-760 or SED-760; May not be audited

SED-762. Medical Implications for Exceptional Children. 3 Units. Designed to develop necessary skills in pupil assessment and instructional program adaptation for students with physical and health impairments. Among the topics to be examined are medical terminology, reading and understanding medical reports, peripheral and autonomic nervous system, anatomy and physiology, normal infant motor development, characteristics of students with physical and health impairments, positioning and lifting techniques, genetics, laws and regulations regarding the provision of education and related services for students with physical and health impairments.

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).

May not be audited; 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; May not be audited; Graded CR/NC

SED-772. Curriculum and Assessment: Moderate/Severe Disabilities. 3 Units. Candidates for the education specialist credential in moderate/severe disabilities learn the skills and knowledge required to successfully design and implement curricula for students who experience moderate to severe disabilities. Topics examined include the Individualized Critical Skills Model (ICSM), instructional content, instructional time, instructional settings, independent functioning in the community, family involvement and transition issues. This course is designed to provide support to candidates during their independent teaching assignment.

SED-775. Theory to Practice: Educating Students 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.

Autism certificate students only

SED-776. Communication and Performance in the Autism Spectrum. 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.

Prerequisites: SED-775; Autism certificate students only

SED-777. Specialty Studies and Portfolio in Autism. 3 Units. Candidates select an area of study that coincides with their professional leadership duties and interests. An intensive project is developed and shared from multiple sources and professional experiences such as research, workshops, seminars and conferences. A professional portfolio is constructed to demonstrate the areas of expertise acquired and applied.

Prerequisites: SED-776; Autism certificate students only; May not be audited

SED-782. Foundations for a Diverse Community. 1 Unit. Designed to provide candidates for education specialist credentials with knowledge of the historical, legal, philosophical and theoretical foundations of special education in 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.

SED-791AU. Directed Teaching Within Discipline for 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 effective service models and program standards for individuals who experience autism.

Prerequisites: SED-775; Autism certificate students only; Signature required; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-791ECB. Directed Teaching: Early Childhood (age 3-5). 2-4 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-791ECA. Directed Teaching: Early Childhood (birth-Age 3). 2-4 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-791MM. Directed Teaching: Mild/Moderate Disabilities. 4-8 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-
time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-791MS. Directed Teaching: Moderate/Severe Disabilities. 4-8 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-791PH. Directed Teaching: Physical Health Impairments. 4-8 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the special education teacher.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-792AU. Practicum Within Discipline for 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 effective service models and program standards for individuals who experience autism.

Prerequisites: SED-775; Autism certificate students only; Signature required; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-792ECA. Independent Teaching: Early Childhood (birth - Age 3). 2-4 Units. Candidates for the education specialist credential in mild/moderate disabilities participate in a supervised field experience, providing educational services to pupils who have mild/moderate disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate will develop and demonstrate skills required of the professional special educator.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-792ECB. Independent Teaching: Early Childhood (age 3-5). 2-4 Units. Candidates for the education specialist credential in mild/moderate disabilities participate in a supervised field experience, providing educational services to pupils who have mild/moderate disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate will develop and demonstrate skills required of the professional special educator.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-792MM. Independent Teaching: Mild/Moderate Disabilities. 4-8 Units. Candidates for the education specialist credential in mild/moderate disabilities participate in a supervised field experience providing educational services to pupils who have mild/moderate disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate will develop and demonstrate skills required of the professional special educator.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-792MS. Independent Teaching: Moderate/Severe Disabilities. 4-8 Units. Candidates for the education specialist credential in moderate/severe disabilities participate in a supervised field experience providing educational services to pupils who have moderate/severe disabilities. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate develops and demonstrates skills required of the professional special educator.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-792PH. Independent Teaching: Physical and Health Impairments. 4-8 Units. Candidates for the education specialist credential in moderate/severe disabilities participate in a supervised field experience providing educational services to pupils who have physical and health impairments. The candidate works under the collaborative mentorship of a university supervisor and a district mentor teacher. The candidate develops and demonstrates skills required of the professional special educator.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-793ECA. Intern Independent Teaching: Early Childhood (birth-Age 3). 2-4 Units. A supervised internship-field experience involving educational services for students with early childhood disabilities. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of early childhood disabilities and who are employed by districts that have contracted to participate in the internship program with FPU may participate in this course. All others must participate in SEMM1-692 or SEMM1-792.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-793ECB. Intern Independent Teaching: Early Childhood (age 3-5). 2-4 Units. A supervised internship-field experience involving educational services for students 3-5 years old. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of mild/moderate disabilities and who are employed by districts that have contracted to participate in the internship program with FPU may participate in this course. All others must participate in SED-692ECB.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-793MM. Intern Independent Teaching: Mild/Moderate Disabilities. 4-8 Units. A supervised internship-field experience involving educational services for students with mild/moderate disabilities. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of mild/moderate disabilities and who are employed by districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.
course. All others must participate in SEMM1-692/792 as described above.

Repeatabe for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-793MS. Intern Independent Teaching: Moderate/Severe Disabilities. 4-8 Units. A supervised internship-field experience involving educational services to students with moderate/severe disabilities. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of moderate/severe disabilities and who are employed by school districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course. All others must enroll in SEMS1-692/792 as described above.

Repeatabe for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-793PH. Intern Independent Teaching: Physical And Health Impairments. 4-8 Units. A supervised internship-field experience involving providing educational services to pupils who have physical and health impairments. Only candidates for the education specialist credential who hold a current California education specialist intern credential in the area of physical health impaired and who are employed by school districts that have contracted to participate in the internship program with Fresno Pacific University may participate in this course. All others must enroll in SEPH1-692/792 as described above.

Repeatabe for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-794ECB. Internship Support. 2 Units. Students who are not currently employed by a school district or agency and wish to complete their student supervision on a full-time basis may serve as a student teacher under a master teacher for one semester. Participation is comprised of a full-day experience throughout the semester, embracing all aspects of the professional duties of the early childhood teacher.

Repeatabe for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-794MM. Internship Support. 2 Units. Intern candidates may receive individualized support in the classroom setting from a FPU supervisor. Special educational events and seminar meetings offer insights and salient information to the new teacher in the special education classroom.

Repeatabe for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-794MS. Internship Support. 2 Units. Intern candidates may receive individualized support in the classroom setting from a FPU supervisor. Special educational events and seminar meetings offer insights and salient information to the new teacher in the special education classroom.

Repeatabe for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-794PH. Internship Support. 2 Units. Intern candidates may receive individualized support in the classroom setting from a FPU supervisor. Special educational events and seminar meetings offer insights and salient information to the new teacher in the special education classroom.

Repeatabe for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-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

SED-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

SED-799. Project/Thesis-Mild/Moderate, Moderate/Severe, Physical and Health Impairments, and Early Childhood Special Education. 3 Units. Supervised project or thesis in the field of mild/moderate disabilities, moderate/severe disabilities, physical and health impairments. Early childhood instruction is tutorial and will result in a completed project or thesis.

Prerequisites: SED-798; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

SERS-742. 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.

SOCLIOLOGY

FOUNDATIONAL STUDY

SOC-098. Self and Society. 3 Units. Introduces students to the sociological study of the individual and his/her relationship with society, including forms of social organization, patterns of social interaction and social influences on individual behavior. The nature of social identity is examined. The relation of individual action and social structure is studied in connection with a range of topics, including gender, ethnicity, age and social class. It emphasizes communication in mediating relations between individuals and society.

IIP participants only; May not be audited; Graded CR/NC

SOC-120. Introduction to Sociology. 3 Units. An introduction to the principles and theoretical perspectives of sociology and their application to the fundamental problems of social life. A practical component consisting of experiences, observations and exercises in the local environment is included, as well. The course will focus on Western/American society, examining the effects of groups, organizations, cultures and institutions on human behavior.
SOC-160. Introduction to Anthropology. 3 Units. An introduction to the history, subfields, concepts and tools of anthropology. A practical component, consisting of experiences in local and other environments is included, as well. Subjects covered are the human past, culture, ethnicity and ethnic relations, the changing shape of human organization and cultures, kinship and descent, marriage, gender, religion, language and the role of anthropology in understanding all of these.

SOCIETY AND CULTURE

SOC-300. Cultural Anthropology. 3 Units. An introduction to cultural anthropology. The course analyzes various particular cultures and examines questions regarding human culture as a shared, universal phenomenon. 
Prerequisites: SOC-160

SOC-310. Cultural Communities of California. 3 Units. An examination of the folklore and historical background of the major parallel cultural (minority) groups in California

SOC-311. American Wilderness Literature and Philosophy. 3 Units. An exploration of American ideas about wilderness, the natural world and human relationships to them.
Same as HIST-430, LIT-350, PHIL-430

SOC-330. Introduction to Japanese Society. 0-3 Units. A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations.
Signature required

SOC-332. Modern Africa: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. Modern Sub-Saharan Africa remains a mystery to many people in the West today. This course will help unpack the mystery of Sub-Saharan Africa's rich history and culture in the 19th and 20th centuries. Special emphasis will be given to the colonial and post-colonial history, politics, and culture of Nigeria, the Congo, Kenya and South Africa.
Prerequisites: HIST-140; Same as HIST-400, PS-412

SOC-334. Modern Asia: History, Politics and Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The experience of Asia in the colonial and post-colonial era will be studied with an eye towards understanding its unique character as an important region of the world today. The countries of China and India will be used as case studies to better understand and interpret important currents that run through Asian history and shape its contemporary politics and culture.
Prerequisites: HIST-140; Same as HIST-406, PS-414

SOC-336. Modern Middle East: History, Politics And Culture. 3 Units. Recommended prior coursework: GEOG-220, HIST-120, HIST-130. The Middle East is a region many in the West today view with apprehension and hostility. This course will examine the historical, cultural and political forces from the 19th and 20th centuries that have made the region what it is today. Special emphasis will be given to understanding contemporary Islamic and Jewish politics and culture, as well as ways the West has interacted with the Middle East over the past century.
Prerequisites: HIST-140; Same as HIST-418, PS-416

Prerequisites: HIST-120, HIST-130, HIST-140; Same as HIST-450, PHIL-450, PS-450

SOCIAL INSTITUTIONS

SOC-350. Marriage and Family. 3 Units. An introduction to marriage and family as both a social institution and a system of interaction patterns. The family life cycle from marriage through death, including marital relations, divorce, parenting, abuse, mate selection and changing patterns of family life, is examined.
Prerequisites: SOC-120; Same as SW-320

SOC-355. Building Lasting Relationships. 3 Units. Offers the self-awareness, evaluation tools and communication skills to make wise choices in relationships, including lifetime marriage. Students evaluate the marriage model in the homes where they grew up or their own marriage and today's societal norms against a Biblical worldview of marriage. Early childhood experiences are assessed to discover any residual anger that may distort relationships and deny the healing grace of Christ. Students practice communication skills that exhibit the loving care necessary to sustain a lifelong best friendship in marriage. Married and single students find these principles and practices enable healthy relationships in business, at church, among friends and in the extended family.
Degree completion students only; May not be audited

SOC-360. Sociology of Religion. 3 Units. A study of the social dimension of religious experiences, movements and institutions, along with the personal and social significance of religious phenomena.
Prerequisites: SOC-120 or SOC-160; Same as REL-418

SOC-364. Christianity in the Non-Western World. 3 Units. Investigates Christianity in all its diverse forms, focusing particularly on Asia, Africa and Latin America.
Same as REL-452

SOC-366. Religions of the World. 4 Units. An introduction to the study of religion and the diverse religious traditions in the world today.
Same as REL-460

SOC-370. Media and Society. 3 Units. Recommended prior coursework: COM-120. A study of mass media (television, radio, newspaper, etc.) as a social/communication force in American culture. Attention is given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media.
Same as COM-410

SOC-371. Criminology. 4 Units. A study of types of crime, sociological, biological, psychological, cultural, economic and political explanations for crime, and various schools of criminology. Attention is also given to a biblical/restorative justice perspective on evil and causes of deviant behavior.
SOC-375. Organizational Behavior. 3 Units. Recommended prior coursework: MGT-350. A study of group dynamics, conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.

SOC-372. Juvenile Delinquency and Justice. 3 Units. A study of juvenile delinquency and the juvenile justice system. Attention is given to the portrait of delinquency, causal factors, agencies of justice, the correctional process, programs for control and prevention, and a restorative justice perspective.

SOC-400. Social Psychology. 3 Units. Recommended prior coursework: SOC-120. The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied.

SOC-410. American Ethnicity and Pluralism. 3 Units. A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation’s founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored. SOC 482 must be taken simultaneously if this course is being used to meet a Focus Series requirement.

SOC-420. Intercultural Communication. 3 Units. Recommended prior coursework: COM-110, COM-120. A study of the principles involved in communication between people of different cultures. Emphasis is placed on the practical aspect of intercultural communication through cross-cultural contacts.

SOC-430. Conflict Management and Resolution. 3 Units. Recommended prior coursework: COM-120. A study of the nature of human conflict and approaches to its management, resolution and transformation. This course focuses on the generic characteristics evident in most human conflict and surveys a variety of interdisciplinary approaches for understanding and responding constructively to conflict in interpersonal, intergroup and international settings.

SOC-440. Lifecourse Development. 3 Units. An introduction to development as a lifelong process. Changes in human behavior, personality competencies and social relations over the course of life are examined, as are historical, social-structural, demographic and contextual influences on human development.

SOC-442. Social Gerontology. 3 Units. The study of the process of aging as it occurs within American culture. The impact of an increasingly aged population will also be explored, both on a social psychological level and in terms of its impact upon the larger society. Other topics will include ageism, elderly abuse and Alzheimer’s disease.

SOC-444. Constructions of the Self. 3 Units. Explores the theological understanding of the human person in various cultures as well as our own, and from biblical texts.

SOC-446. Sociology of Gender. 3 Units. Recommended prior coursework: SOC-120. This is a survey course in the study of gender, particularly the sociology of gender. As such, the main purpose of this course is to investigate the ways in which gender is socially organized. In the process, students will continually return to three central questions: (1) what is gender?, (2) how do we know it when we see it? and (3) how does gender appear in and affect life experiences of individuals in different social locations at different points in time? Students will address these questions by focusing on different areas of social life, as well as various theoretical perspectives and levels of analysis.

SOC-450. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of major social problems that increasingly concern society. At the same time, government’s responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

SOC-451. Introduction to Sociocultural Theory. 3 Units. An introduction to qualitative and quantitative research methodologies; participant observation, survey, ethnography and secondary data analysis; organization and interpretation of data; and reading social research.

SOC-461. Introduction to Social Science Research. 3 Units. An introduction to social science research. Students learn the organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods.

SOC-462. Statistics. 4 Units. Students learn the organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods.

SOC-470. Introduction to Sociocultural Theory. 3 Units. An introduction to the major theoretical perspectives and schools of thought within the disciplines of sociology and anthropology. Theorists to be studied include Boas, Benedict, Levi-Strauss, Malinowski, Marx, Weber, Durkheim and Simmel.

SOC-480. Senior Thesis. 3 Units. The integration and synthesis of knowledge gained from major coursework. A research project is undertaken applying and demonstrating knowledge of theory and

SOC-480. Senior Thesis. 3 Units. The integration and synthesis of knowledge gained from major coursework. A research project is undertaken applying and demonstrating knowledge of theory and
research principles. The ethical ramifications of student work, as well as the implications of Christian values, are explored.

School only; Sociology majors only

SOC-482. Intercultural Practicum. 1 Unit. This practicum experience involves working as a volunteer in a local group in a group other than one's own. Orientation, on-going reflection and final debriefing are included in this experience. Living with a cultural host family or in an apartment or house within a cultural community may also be an option for some practicum experiences. Must be taken in conjunction with SOC-310 or 410 when those courses are used to meet a focus series requirement.

May not be audited; Graded CR/NC

SOC-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.; Same as COM-483, PSY-483, SW-483

SPANISH LANGUAGE STUDIES

SPAN-100. Elementary Spanish I. 4 Units. This course is designed for people with little or no knowledge of Spanish. The purpose of the course is to develop reading, writing, speaking and listening ability at a basic functional level in Spanish. The course will give special attention to topics and tasks relevant for teaching in public schools. Classes will be conducted in Spanish.

May not be audited

SPAN-105. Elementary Spanish II. 4 Units. This course is structured for students who have completed an introductory course in Spanish (or have demonstrated proficiency in elementary Spanish). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Special attention will be given to topics and tasks relevant for teaching in public schools. Classes will be conducted in Spanish.

Prerequisites: SPAN-100; May not be audited

SPAN-200. Intermediate Spanish I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Spanish, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: SPAN-105; May not be audited

SPAN-205. Intermediate Spanish II. 4 Units. This course continues to build on skills attained in SPAN-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Spanish, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: SPAN-200; May not be audited

SPAN-300. Advanced Spanish. 3 Units. This course is designed to develop competency in written and oral communication through the study of language and content. The course will give particular attention to reading Spanish-language materials relevant to student purposes. Students will increase their cultural awareness and linguistic accuracy and fluency. Classes will be conducted entirely in Spanish.

Prerequisites: SPAN-105

SPAN-305. Composition and Conversation in Spanish. 3 Units. This course is designed for students who possess the skills normally acquired from two semesters of college-level Spanish language instruction. The student should be able to communicate well in spoken and written Spanish. The student will work on writing and understanding longer and more complex texts. The development of vocabulary, colloquial expressions and comprehension will be a part of the course, as well as impromptu communication. Attention will be given to topics and tasks relevant to public school teaching. Classes will be conducted entirely in Spanish.

Prerequisites: SPAN-300

SPAN-310. Literary Spanish: Prose. 3 Units. This course is designed to familiarize the student with the works of some of the best writers in the Spanish language, such as Borges, Cortazar, Garcia Marquez, Quiroga and Fuentes. Classes will be conducted in Spanish.

Prerequisites: SPAN-300; Signature required

SPAN-315. Literary Spanish: Poetry. 3 Units. This course is designed to develop appreciation for the styles and structure, as well as the themes, of the most prominent Spanish poets, such as Paz, Alberty, Lorca, Valencia, Silva and Mistral. Classes will be conducted in Spanish.

Prerequisites: SPAN-300

SPAN-320. History of Spanish Language. 3 Units. This course emphasizes the evolution of the Spanish language from the Roman domination of the Iberian Peninsula to the Castilian linguistic structure. Literary works will be emphasized, as well as the influence of other Romance languages on modern-day Spanish. The differences and similarities between Spanish, German and other languages will be studied. Classes will be conducted in Spanish.

SPAN-325. Formal Spanish Oral Communication. 3 Units. This is a public speaking course whose design and purpose is to prepare the student to speak correctly and confidently in public on selected topics. Classes will be conducted in Spanish.

Prerequisites: SPAN-305

SPAN-330. Latin American Thought: Readings in Spanish. 3 Units. This course is a study of the summary of the most dominant philosophies and thought in the cultural development of Latin America. Extensive oral interpretative readings will be done in class. Classes will be conducted in Spanish.

Prerequisites: SPAN-300

SPAN-440. Spanish Literature. 3 Units. This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain, along with their corresponding historical periods. The goals of the class are: (1) to enable students to develop an appreciation for Spanish culture, its people, literature and literary history; (2) to enable students to be able to identify authors and their works and (3) to help students to recognize the styles of the various epochs and works. This course may be taught in the Spanish or English language.

Prerequisites: LIT-180
SPAN-445. Latin American Literature. 3 Units. Literary works of the most famous authors from Mexico and Central and South America will be studied, analyzed and critiqued. The historical setting of the works and the bibliographies of the authors will also be examined. This course may be taught in either the Spanish or English language.
Prerequisites: LIT-180

SOCIAL WORK

FOUNDATIONAL STUDY

SW-100. Perspectives in Social Work. 1 Unit. A series of site visits, videos and discussion designed to expose students to the clients, social agencies and social problems with which social workers are involved. Students visit with clients and programs related to homelessness, developmental disabilities, domestic violence, child abuse, juvenile delinquency and alcohol/drug abuse, among others. Group discussion and videos are interspersed with the site visits to help integrate learning.
May not be audited; Graded CR/NC

SW-110. Participation in Volunteer Services. 1-3 Units. A minimum of 30 hours per semester volunteering in a social agency such as Big Brothers/Sisters, OASIS, YFC, Campus Life, Neighborhood Ministry, Juvenile Hall, Fresno County’s Adult Transition Program or others. Group discussions and written journals supplement the experience.
May not be audited; Graded CR/NC

SW-120. Helping People: an Introduction. 3 Units. By means of readings, lectures, guest speakers, videos and discussion, students develop an overview of social work as a helping profession. Beginning with a definition, theory and value base of a servant model of helping, students explore a number of fields of social work, as well as micro- and macro-social work methods. Students also examine social work as a potential career.

SW-300. Human Behavior in the Social Environment. 3 Units. Recommended prior coursework: PSY-120, SOC-120. This course provides a basic understanding of the nature of human behavior from a life-span development perspective utilizing systems theory. It enables the student to explore the interrelationship of biological, psychological, social/cultural and spiritual systems to discover how they affect human growth, development and behavior throughout the life cycle. Course content is designed to help students integrate the various explanatory schemes and consider their implications for social work practice.
Same as PSY-360, SOC-440

SW-310. Social Gerontology. 3 Units. The process of aging from social, psychological, cultural, and spiritual perspectives. Examines the needs and strengths of the older generation and the resources available to serve them, the fastest growing segment of the population. Enriched by a wide variety of professional presenters, videos, field trips, and lecture format.
Prerequisites: PSY-120 or SOC-120; Same as SOC-442

SW-320. Marriage and Family. 3 Units. An introduction to marriage and family as social institutions, with particular emphasis on the American system of mate selection, marital adjustment and changing patterns of family life.
Prerequisites: SOC-120; Same as SOC-350

SOCIAL POLICY

SW-350. Urban Society and the Welfare State. 4 Units. Recommended prior coursework: ECON-105, HIST-150, PS-120, SOC-120. As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state--welcomed by some, resisted by others. This course acquaints an understanding of the political milieu that has shaped them over time, develops an awareness of the impact they have had on their recipients and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issues of social justice.
Same as PS-385

SW-360. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of the major social problems that increasingly concern our society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.
Same as PS-380, SOC-450

SOCIAL WORK PRACTICE

SW-390. Chemical Dependency Intervention. 3 Units. This course offers an introductory overview of the addictive disease progression and its effects on family members. It gives those in the helping professions (including youth and pastoral ministry) an understanding of the basics regarding addiction, which has an impact on more than one-quarter of America's families. The societal impact of alcohol/drug dependence, the addictive thinking process, the dysfunctional family and its rules and roles are explored, as are the dynamics of addictions, such as codependency, work, food, rage, sex, gambling, perfectionism and busyness. Women's treatment issues and aspects of fetal alcohol/fetal drug syndrome are also explored, along with an understanding of 12-Step recovery programs and their biblical basis. The course offers a list of community referrals for both inpatient and outpatient care, and treatment methods that target dual diagnoses clients who have both a mental illness and a chemical dependency.

SW-395. Studies in Domestic Violence. 2 Units. This course is designed to give the student insights into the problems of domestic violence in American society. The students will examine the causes, symptoms and results of domestic violence on families and the community. They will become acquainted with strategies for working with victims and abusers, and how to access community and professional resources available. The course uses videos, presentations from professionals in the field, review of literature, plus lecture and course handouts.

SW-400. Foundations of Social Work Practice. 4 Units. This course introduces the basic concepts of the generalist and ecological approaches to social work practice and familiarizes students with specific social work models, theories and techniques. Additionally, students learn the skills and knowledge upon which helping
relationships are founded. It provides advanced practice training in case management and interviewing.

Prerequisites: PSY-120, SOC-120, SW-120

**SW-410. Working with Groups. 3 Units.** Students experience the group process by forming small groups. The class then uses this experience, along with readings, experiential exercises and lecture/discussions, to understand the stages of a group, as well as leadership, planning, assessment and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading a group for at least one class session under the supervision of the instructor.

Prerequisites: PSY-120, SOC-120, SW-120

**SW-420. Becoming a Change Agent. 3 Units.** Recommended prior coursework: SW-400, SW-410. Using a task group process and the generalist social work method, students take on the role of change agents, using themselves to systematically identify, explore and plan a change project. Interspersed with the project are a series of readings, lectures and discussions aimed at facilitating the change project, as well as understanding the range of change agent practice: community development, social planning, social action, organization development, social administration, social research and social policy.

Prerequisites: PSY-120, SOC-120, SW-120

**FIELD STUDY**

**SW-480. Senior Seminar in Social Work. 4 Units.** Weekly seminars focus on the integration of social work theory and practice in conjunction with the student’s field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one’s skills in counseling, group work, diagnosis and social assessment; organize and manage one’s work; deal with one’s feelings and stress; and refine one’s career goals. Weekly journals, as well as the presentation of at least one case, are required.

Prerequisites: SW-400 and SOC-461 or SW-400 and PSY-310; Juniors or seniors only; Social work majors only; May not be audited

**SW-482. Field Instruction in Social Work. 8 Units.** Field instruction is the culmination of a student’s social work education. Each student is placed in an agency mutually agreed upon by the student, instructor and field agency. The student works in the agency as a social worker for 32 hours per week for one semester. He or she performs such tasks as individual counseling, working with groups as a co-leader, making referrals, writing social assessments and managing a small caseload under the supervision of an MSW social worker.

Prerequisites: SW-400 and SOC-461 or SW-400 and PSY-310; Juniors or seniors only; Social work majors only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

**SW-483. Mediation Practicum. 1 Unit.** An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

May not be audited; Graded CR/NC; Repeatable for credit; Students may take up to 2 semesters to complete the course.; Same as COM-483, PSY-483, SOC-483

**THEOLOGY**

**THEO-170. Introduction to Theology and Ethics. 4 Units.** The course will provide students with an introduction and general overview of the major theological and ethical affirmations in the Christian tradition.

**THEO-365. Current Perspectives on Missions. 3 Units.** Who and what are missionaries? How can one be faithful to Jesus’ call to mission in the world today? This course explores issues in the history and current practices of mission. Students discover perspectives on mission from non-Western countries, as well as those of the West. Students combine experiences in intercultural contexts related to mission with close study of theory and analysis.

**THEO-370. Expansion of the Christian Faith. 3 Units.** This course is designed to study the missionary movements through the centuries. Major emphases focus on biblical, theological, anthropological, sociological and cross-cultural principles operative in the history of the Christian expansion.

**THEO-425. Theological Ethics and the Environment. 3 Units.** The course will be a general survey of the issues and debates in ecotheology and ethics. Particular attention will be given to the values of humanity in relation to the environment, and the connection between those values and theological conviction.

**THEO-430. Contemporary Theologies. 3 Units.** A study of major theological thinkers and movements in the 20th and 21st centuries from Karl Barth to the present, including consideration of context, methodology and distinctive contributions.

**THEO-434. Theologies of Radical Discipleship. 3 Units.** How does one articulate what it means to be a Christian community? What impact do culture and history have? This course answers these questions from the perspective of one historical tradition, Anabaptism, in the context of the world today. Students explore how various communities in North America and around the world express their understanding of Christian community, discipleship and peacemaking as part of the Anabaptist tradition. Guided by people from the communities students are learning about, participants pay particular attention to the way historical and cultural contexts shape these understandings.

**THEO-445. Biblical Theologies of Mission. 3 Units.** The course investigates the crucial biblical texts forming the foundation for the missionary mandate of the Christian church. Special focus is given to an understanding of the Old Testament expectation, the great commission, the purpose of the church, the motivation for mission and one’s personal response to God’s call in the contemporary world.

**THEO-447. Theologies of the Human Person. 3 Units.** With all the diversity among individual people, groups within any one society and cultures around the world, what is it that makes one commonly human? The purpose of this course is to discover and deepen one’s theological understanding of the human person. Students begin by exploring understandings and experiences of being human in other cultures, then in their own cultures and religious subcultures and last in the biblical texts. Participants will develop awareness of the complexities of understanding what it means to be human, as well as broaden their cognizance of the variety of such theologies—historically, culturally and religiously.
THEO-465. Theological Ethics of Conflict and Peacemaking. 3 Units.  
A study of the biblical teaching on conflict, peace and justice, including questions raised on historical and theological levels. Crucial aspects of the study will include the Old Testament teachings on covenant and peace, justice, war, Jesus as exemplar of peacemaking and the church's responsibility in conflict and peacemaking.

THEO-482. Mission Practicum. 1-3 Units.  
A supervised work experience in an intercultural/multicultural setting, including, but not limited to, Christian mission. The practicum provides a place to develop cross-cultural skills in ministry and other forms of work and service. One unit of practicum is required for the Studies in Mission Focus Series.  
Repeatable for credit; Signature required; May not be audited; Graded CR/NC

VICTIMOLOGY

VICT-350. Victims, Trauma and Recovery. 4 Units.  
This course introduces the student to an overview of victimization and trauma, cycles of violence, and recovery processes. Covers victimological, restorative, coping and healing concepts used to deal with the challenges victims face in a range of settings: the criminal justice system, natural disasters, war and other kinds of violence, and situations involving the abuse of power. Includes a lab in the practical implementation of victim trauma and recovery.  
May not be audited; Students need 2 semesters to complete the course.

VICT-351. Victim Recovery. 3 Units.  
Having skill to encourage healing from trauma and victimization can be beneficial in many settings. Victims are often forgotten in the criminal justice system, as well as during disasters, war and abuse of power. This course shows how to use victimological, restorative, coping and healing concepts to deal with the challenges victims face.  
Degree completion students only; May not be audited

VICT-420. Victimology. 3 Units.  
Victimology is a study that has emerged from Criminology, Law, Sociology, Psychology, and Restorative Justice. The history and emerging directions of Victimology and victim services impact many areas in society, including the criminal justice system. This course covers concepts and definitions, essential theories and taxonomies of causation as applied to victims, victim data, trauma theory, social change theory, and coping and grief theory.  
Degree completion students only; May not be audited

FREE ELECTIVE STUDIES

FES-425. Perspectives on the World Christian Movement. 1-3 Units.  
An introduction to (1) the biblical basis and imperative for world evangelism, (2) unique problems and skills involved in communicating the Gospel cross-culturally, (3) the expansion of the Christian movement across the world from the time of Christ to the present and the task yet to be accomplished and (4) the basic components necessary for strategic and intelligent planning in the missionary task of the church.  
May not be audited
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M.L.S., San Jose State University

Robert Murray (2005)
Program Director & Faculty, Education/Psychology
B.A., California State University, Long Beach
M.S., California State University, Fresno
Ed.D., University of California and California State University, Fresno

Tim Neufeld (1999)
Program Director & Faculty, Contemporary Christian Ministries
B.A., Fresno Pacific College
M.Div., Mennonite Brethren Biblical Seminary

Eleanor Nickel (2002)
Program Director & Faculty, English
B.A., Gordon College
M.A., West Virginia University
Ph.D., University of Iowa

Fay Nielsen (1997)
Associate Dean of Retention
B.A., The College of Wooster
M.S., Indiana University
Ph.D., Oregon State University

Hope Nisly (2001)
Acquisitions and Community Relations, Hiebert Library
B.A., University of Iowa
M.A., M.L.S., University of Maryland

Alan Ours (2005)
Vice President of Institutional Technology, Chief Information Officer
B.A., The King's College
M.S., Ball State University

Cynthia Ovando-Knutson (2006)
Program Director, Spanish/Latin American Literature & Culture
Spanish Faculty
B.A., Point Loma Nazarene University
M.A., University of California, Riverside
Ph.D., University of California, Irvine

Chris Patty (2010)
Assistant Director for BSN Program: Visalia
B.S.N., Pacific Union College
M.S.N., California State University, Dominguez Hills

Steve Pauls (2003)
Chemistry Faculty
B.S., Bethel College
M.S., Indiana University
Ph.D., University of Kansas

Teacher Education Faculty
B.A., University of California, San Diego
M.A., Fresno Pacific University

Susanne Peterson (2010)
Special Education Faculty
B.A., M.A., California State University, Fresno
Jay Pope (2005)
Program Director & Faculty, Psychology
B.A., Westmont College
M.A., Ph.D., Fuller Theological Seminary

Ronald Pratt (2000)
Math and Sciences Faculty
B.Sc. Colorado School of Mines
M.Sc. Fuxin Institute of Mining and Technology, China
Ph.D. Colorado School of Mines

Registrar
B.A., Bethel College
M.A., California State University, Fresno

Arnold Prieb (1993)
Director of International Programs and Services
B.A., Fresno Pacific College
M.A., Mennonite Brethren Biblical Seminary

Meredith Pulliam (2007)
Athletics Faculty
B.A., Dartmouth University

Jaime Ramirez (1996)
Athletics Faculty
B.A., M.A., Fresno Pacific College

Denise Rea (2004)
Program Director, Multiple Subject
Education Faculty
B.A., University of California, Santa Barbara
M.A., Fresno Pacific University

Julia Reimer (2001)
Program Director & Faculty, Theater
B.A., Fresno Pacific College
M.A., Bowling Green State University
Ph.D., Southern Illinois University

Peter Richardson (2007)
Athletics Faculty
B.A., University of the Pacific

Laura Schmidt Roberts (1994)
Division Chair & Faculty, Biblical and Religious Studies
B.A., University of California, Berkeley
M.Div., Fuller Theological Seminary
Ph.D., Graduate Theological Union

Duane Ruth-Heffelbower (1996)
Program Director, Graduate Peacemaking & Conflict Studies
Business Faculty
B.A., Kansas State University
M.Div., Associated Mennonite Biblical Seminary
J.D., Golden Gate University, School of Law

James Saia (2007)
Athletics Faculty
B.A., Chapman College
M.A., California State University, Fresno

Deborah Sauer-Ferrand (1992)
Music/Voice Faculty
B.Music, Queens College
M.A., California State University, Fresno

Walter Saul (2003)
Music Faculty
A.B., Duke University
M.M., D.M.A., University of Rochester

Jill Schellenberg
Program Director, Criminology and Restorative Justice Studies
B.A., M.A., Fresno Pacific University

Brian Schultz (2007)
Biblical & Religious Studies Faculty
B.A. Briercrest Bible College
M.A. Jerusalem University College
Ph.D., Bar Ilan University

Eric Schwab (1994)
Athletics Faculty
B.A., Austin College
M.Ed., Azusa Pacific University

Henrietta Siemens (2007)
Language and Literature Faculty
B.A., M.A., Fresno Pacific University
Ph.D., University of Virginia

Cindy Steele (2005)
Executive Director, Regional Centers
B.A., Pepperdine University
M.A. M.R.C.C., Azusa Pacific University

Bryan Suhovy (2007)
Athletics Faculty
B.A., University of La Verne

Diane Talbot (1997)
Program Director & Faculty, Education/School Counseling
B.A., M.A., California State University, Fresno
Ed.D., University of California, Davis
Diana Taylor-Gillham (1998)
Division Chair: Special Education
B.A., San Diego State University
M.A., University of La Verne
Ed. Specialist, Point Loma University
Ed.D., Northern Arizona University

Alan Thompson (2001)
Biology Faculty
B.S., University of California, Davis
Ph.D., Harvard University

Paul Toews (1967)
Center for Mennonite Brethren Studies
History Faculty
B.A., Tabor College
M.A., University of Kansas
Ph.D., University of Southern California

Richard Unruh (1968)
Social Sciences Division Chair
Program Director, International Studies, Political Science, Pre-Law/Criminal Justice & Social Science Secondary Teaching
Political Science Faculty
B.A., Fresno Pacific College
M.A., University of Washington
Ph.D., University of California, Santa Barbara

Stephen Varvis (1985)
Vice President of Enrollment Management
History Faculty
B.A., California State University, Fresno
Ph.D., Claremont Graduate University

Rojelio (Roy) Vasquez (2006)
Program Director, Undergraduate Business
Business Faculty
B.A., Fresno Pacific University
M.B.A., California State University, Fresno
M.B.A., University of Phoenix

Sherry Walling (2009)
Psychology Faculty
B.A., University of California, Davis
M.A., Ph.D., Fuller Theological Seminary

Peter Wasemiller (1983)
Director of Human Resources
A.A., Fresno City College
B.A., Fresno Pacific College
J.D., San Joaquin College of Law

Pupil Personnel Services Faculty
B.A., M.A., California State University, Fresno
M.A., Fresno Pacific University

Peng Wen (1990)
Business Faculty
B.A., National Taiwan University
M.B.A., Oklahoma City University
Ph.D., University of Florida

Billie Jean Wiebe (1992)
Program Director & Faculty, Communication
English Faculty
B.A., Fresno Pacific College
M.A., Northwestern University
Ph.D., Claremont Graduate University

Richard Wiebe (1973)
Program Director & Faculty, Philosophy
B.A., Fresno Pacific College
M.A., University of Chicago

Herma Williams (2006)
Provost and Vice President of Academic Affairs
B.S., M.S., Southern Illinois University, Carbondale
Ph.D., Iowa State University, Ames

University Pastor
B.A., Fresno Pacific University
M.A., Wheaton College

Randy Worden (2008)
Dean of Students
B.A., Seattle Pacific University
M.Ed., Azusa Pacific University

Dieter Wulfhorst (2007)
Music Faculty
String Program Coordinator
University String Quartet Director
M.M., University of Maryland-College Park
D.M.A., University of Maryland-College Park

Terence Yi (2006)
Mathematics Faculty
B.S., University of California, Davis
M.B.A., National University
M.S., Claremont Graduate University
Ph.D., Northcentral University

David Youngs (1988)
Program Director & Faculty, Education/Mathematics
B.A., California State University, Fresno
M.A., Fresno Pacific College
ScEd.D, Curtin University of Technology
EMERITUS

Anita Andresen (1989)
Emeritus Administrative Services
B.A., California State University, Fresno
M.A., Fresno Pacific College
Ed.D., University of San Francisco

Donald Braun (1957)
Emeritus Chemistry
B.A., M.A., Fresno State College
Ph.D., University of the Pacific

Robert Enns (1970)
Emeritus Sociology
B.A., University of California, Santa Barbara
B.D., Fuller Theological Seminary
M.A., Ph.D., University of California, Santa Barbara

Adina Janzen (1991)
Emeritus Education
B.A., M.A., California State University, Fresno
J.D., San Joaquin College of Law

Edmund Janzen (1968)
Emeritus Biblical and Religious Studies
Diploma of Biblical Studies, Ontario M.B. Bible Institute
B.A., McMaster University
Th.B., Mennonite Brethren Bible College
B.D., Mennonite Brethren Biblical Seminary
Th.M., Golden Gate Baptist Theological Seminary
Graduate Studies, Theological Union

Ruth Toews Heinrichs (1980)
Emerita Business
B.A., Fresno Pacific College
M.Sc., California State University, Fresno
Advanced Studies, Claremont Graduate School
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

Leslie Mark (1979)
Emeritus Biblical Studies/Spanish
A.B., Berkshire Christian College
M.Div., Gordon-Conwell Theological Seminary, Universidad de Guadalajara

Dale Michael Matson (1992)
Emeritus Psychology
B.A., University of Wisconsin
M.S.E., University of Wisconsin, White Water
Ph.D., Marquette University

Wilfred Martens (1965)
Emeritus English
B.A., Tabor College
M.A., California State University, Los Angeles
Ph.D., University of Wales

Gary Nachtigall (1961)
Emeritus Geography
B.A., Tabor College
M.A., Fresno State College

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

Richard Thiessen (1987)
Emeritus Mathematics Education
B.A., Friends University
M.N.Sc., Ph.D., University of Oklahoma

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

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 Salamanca
<table>
<thead>
<tr>
<th>Glossary 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>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>appeals</td>
<td>Formal written request by a student for permission to deviate from university policy</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>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</td>
<td>Registration for a group of courses</td>
</tr>
<tr>
<td>certificate</td>
<td>Recognition given for completion of an educational program of less than four years university work</td>
</tr>
<tr>
<td>check-in</td>
<td>Final step of undergraduate registration process occurring at the beginning of each semester</td>
</tr>
<tr>
<td>co-requisite</td>
<td>A course which must be taken in the same semester as a given course</td>
</tr>
<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>
</tr>
<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>degree</td>
<td>Title bestowed as official recognition for the completion of a curriculum</td>
</tr>
<tr>
<td>degree completion</td>
<td>Accelerated programs and courses designed to give working adults the opportunity to complete a bachelors degree</td>
</tr>
<tr>
<td>diploma</td>
<td>Official document attesting to completion of a formal educational program</td>
</tr>
<tr>
<td>educational plan</td>
<td>Individualized plan to guide students in completing degree requirements</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>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>
</tr>
<tr>
<td>graduation</td>
<td>Formal recognition of completion of degree requirements by the posting of the degree to the official academic record</td>
</tr>
<tr>
<td>Internship</td>
<td>Any official or formal program to provide practical experience for beginners in an occupation or profession on or off campus; synonymous with practicum</td>
</tr>
<tr>
<td>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>minor</td>
<td>A sequence of related courses that provides a student with limited competency in the designated field of study</td>
</tr>
<tr>
<td>Moodle</td>
<td>Online instructional tool</td>
</tr>
<tr>
<td>non-baccalaureate</td>
<td>Not applicable to a bachelor's degree, e.g. preparatory courses, continuing education</td>
</tr>
<tr>
<td>nonmatriculating</td>
<td>Describes a student who does not intend to seek a degree</td>
</tr>
<tr>
<td>online course</td>
<td>A course where most or all of the content is delivered online. Typically no face-to-face meetings.</td>
</tr>
<tr>
<td>petitions</td>
<td>Formal written request by a student for permission to deviate from university policy</td>
</tr>
<tr>
<td>practicum</td>
<td>Any official or formal program to provide practical experience for beginners in an occupation or profession; synonymous with internship</td>
</tr>
<tr>
<td>prerequisite</td>
<td>A course that must be completed before a given course</td>
</tr>
<tr>
<td>regalia</td>
<td>Cap, gown &amp; tassel worn at commencement</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>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>semester</td>
<td>The undergraduate and graduate academic year is divided into three semesters: fall, spring and summer. The degree completion academic year is divided into two semesters: fall and spring.</td>
</tr>
<tr>
<td>session</td>
<td>A portion of a semester</td>
</tr>
<tr>
<td>topics courses</td>
<td>Occasional or experimental courses designed to meet student interests and needs. They are not regularly scheduled.</td>
</tr>
<tr>
<td>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>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>
</tbody>
</table>
### OFFICE PHONE DIRECTORY

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>559-453-2000</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>559-453-5585</td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
</tr>
<tr>
<td><em>Degree Completion</em></td>
<td>559-453-2016</td>
</tr>
<tr>
<td><em>Graduate</em></td>
<td>559-453-2016</td>
</tr>
<tr>
<td><em>Undergraduate</em></td>
<td>559-453-2039</td>
</tr>
<tr>
<td>Advancement</td>
<td>559-453-2080</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>559-453-2237</td>
</tr>
<tr>
<td>Athletics</td>
<td>559-453-2009</td>
</tr>
<tr>
<td>Bookshop</td>
<td>559-453-2078</td>
</tr>
<tr>
<td>Cashier's Desk</td>
<td>559-453-5586</td>
</tr>
<tr>
<td>Career Services Center</td>
<td>559-453-2220</td>
</tr>
<tr>
<td>Center for Peacemaking and Conflict Studies</td>
<td>559-453-3418</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>559-453-2015</td>
</tr>
<tr>
<td>Emergency</td>
<td>559-453-2298</td>
</tr>
<tr>
<td>Graduate/Degree Completion Office</td>
<td>559-453-2016</td>
</tr>
<tr>
<td>Health Services</td>
<td>559-453-2097</td>
</tr>
<tr>
<td>Helpdesk (computer service)</td>
<td>559-453-3410</td>
</tr>
<tr>
<td>Hiebert Library</td>
<td>559-453-2090</td>
</tr>
<tr>
<td>Housing and Residence Life</td>
<td>559-453-7115</td>
</tr>
<tr>
<td>Human Resources</td>
<td>559-453-2245</td>
</tr>
<tr>
<td>Information Services</td>
<td>559-453-3410</td>
</tr>
<tr>
<td>International Programs and Services Office</td>
<td>559-453-2069</td>
</tr>
<tr>
<td>Retention</td>
<td>559-453-2051</td>
</tr>
<tr>
<td>Office for New Educators</td>
<td>559-453-2256</td>
</tr>
<tr>
<td>Office of Spiritual Formation</td>
<td>559-453-3669</td>
</tr>
<tr>
<td>President</td>
<td>559-453-2010</td>
</tr>
<tr>
<td>Provost</td>
<td>559-453-2031</td>
</tr>
<tr>
<td>Regional Centers</td>
<td></td>
</tr>
<tr>
<td><em>Bakersfield</em></td>
<td>661-617-3217</td>
</tr>
<tr>
<td><em>North Fresno</em></td>
<td>559-453-3440</td>
</tr>
<tr>
<td><em>Visalia</em></td>
<td>559-622-9958</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>559-453-2037</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>559-453-2298</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td><em>Business</em></td>
<td>559-453-3671</td>
</tr>
<tr>
<td><em>Education</em></td>
<td>559-453-5551</td>
</tr>
<tr>
<td><em>Humanities, Religion and Social Sciences</em></td>
<td>559-453-4610</td>
</tr>
<tr>
<td><em>Natural Sciences</em></td>
<td>559-453-2211</td>
</tr>
<tr>
<td>Sports Information Hotline</td>
<td>559-453-3636</td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>559-453-2041</td>
</tr>
<tr>
<td>Student Life</td>
<td>559-453-2073</td>
</tr>
<tr>
<td>Transcript Information</td>
<td>559-453-2268</td>
</tr>
<tr>
<td>University Communications</td>
<td>559-453-5552</td>
</tr>
</tbody>
</table>
ACADEMIC CALENDARS

The undergraduate and the graduate programs operate on a two-semester plus 12-week summer academic calendar. The academic year for these schools consists of an early fall semester that ends before the Christmas holidays and a spring semester that concludes in early May. For students in the undergraduate programs, summer courses may be used to lighten the course load during the regular academic semesters, to enrich and broaden the educational experience or to accelerate the student’s progress toward graduation. Graduate students typically use the summer term as an integral part of their program.

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

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

TRADITIONAL UNDERGRADUATE CALENDAR: FALL & SPRING

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions application priority filing</td>
<td>Nov. 15, 2009 (first deadline) and March 15 (second deadline)</td>
<td>November 15, 2010</td>
</tr>
<tr>
<td>Registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online registration opens</td>
<td>March 22</td>
<td>March 22, 2010</td>
</tr>
<tr>
<td>Register with late fee</td>
<td>August 23-27</td>
<td>January 10-14</td>
</tr>
<tr>
<td>Add courses without late fee: last day</td>
<td>September 3</td>
<td>January 21</td>
</tr>
<tr>
<td>Add with late fee &amp; paper form</td>
<td>September 7-17</td>
<td>January 24-February 4</td>
</tr>
<tr>
<td>Last day to petition to register</td>
<td>September 17</td>
<td>February 4</td>
</tr>
<tr>
<td>Drop courses without grade penalty</td>
<td>October 29</td>
<td>March 25</td>
</tr>
<tr>
<td>Drop courses with partial refunds: last day</td>
<td>October 8</td>
<td>February 25</td>
</tr>
<tr>
<td>Student check-in</td>
<td>August 23-27</td>
<td>January 10-14</td>
</tr>
<tr>
<td>Classes begin</td>
<td>August 23</td>
<td>January 10</td>
</tr>
<tr>
<td>Grading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to request grading option</td>
<td>September 3</td>
<td>January 21</td>
</tr>
<tr>
<td>Grades due</td>
<td>December 14</td>
<td>May 10</td>
</tr>
<tr>
<td>Incomplete, last day to apply for</td>
<td>December 3</td>
<td>April 29</td>
</tr>
<tr>
<td>Withdrawal from university without grade penalty</td>
<td>October 29</td>
<td>March 25</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 3</td>
<td>April 29</td>
</tr>
<tr>
<td>Final exams</td>
<td>December 6-9</td>
<td>May 2-5</td>
</tr>
<tr>
<td>Commencement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to apply for participation</td>
<td>September 30</td>
<td>January 31</td>
</tr>
<tr>
<td>Clearance documentation due</td>
<td>November 1</td>
<td>March 15</td>
</tr>
<tr>
<td>Evaluation of honors eligibility</td>
<td>November 15</td>
<td>April 10</td>
</tr>
<tr>
<td>Ceremony</td>
<td>December 11</td>
<td>May 7</td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term break (no classes)</td>
<td>October 14-15</td>
<td>March 7-11</td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 6</td>
<td>January 1-2</td>
</tr>
<tr>
<td></td>
<td>November 25-26</td>
<td>January 17</td>
</tr>
<tr>
<td></td>
<td>December 24-31</td>
<td>February 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 22</td>
</tr>
</tbody>
</table>

FRESNO PACIFIC UNIVERSITY  ACADEMIC CALENDARS  263
# Traditional Undergraduate Calendar: Summer 2011

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Registration</strong></td>
<td></td>
</tr>
<tr>
<td>Online registration opens</td>
<td>March 21</td>
</tr>
<tr>
<td>Register with late fee</td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1 courses</td>
<td>May 16-20</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>June 27-July 1</td>
</tr>
<tr>
<td>Add courses without late fee: last day</td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>May 27</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 8</td>
</tr>
<tr>
<td>Add with late fee &amp; paper form</td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>May 31-June 10</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 11-22</td>
</tr>
<tr>
<td>Last day to petition to register</td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>June 10</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 22</td>
</tr>
<tr>
<td>Drop courses without grade penalty</td>
<td></td>
</tr>
<tr>
<td>Session 1 courses</td>
<td>June 10</td>
</tr>
<tr>
<td>Full-term courses</td>
<td>July 1</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>July 22</td>
</tr>
<tr>
<td>Drop courses with partial refunds: last day</td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>May 31</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 12</td>
</tr>
<tr>
<td><strong>Classes begin</strong></td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>May 16</td>
</tr>
<tr>
<td>Session 2</td>
<td>June 27</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td></td>
</tr>
<tr>
<td>Last day to request grading option</td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>May 27</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 8</td>
</tr>
<tr>
<td>Grades due</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>June 28</td>
</tr>
<tr>
<td>Full-term &amp; Session 2 courses</td>
<td>August 9</td>
</tr>
<tr>
<td>Incomplete, last day to apply for</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>June 24</td>
</tr>
<tr>
<td>Full-term &amp; Session 2</td>
<td>Aug 5</td>
</tr>
<tr>
<td><strong>Last day of classes</strong></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>June 24</td>
</tr>
<tr>
<td>Full-term &amp; Session 2</td>
<td>August 5</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td></td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 30</td>
</tr>
<tr>
<td></td>
<td>July 4</td>
</tr>
</tbody>
</table>
**DEGREE COMPLETION CALENDAR: FALL & SPRING**

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 10</td>
<td>December 10, 2010</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>July 26</td>
<td>January 25</td>
</tr>
<tr>
<td>Last day (without late fee) OL</td>
<td>Seven days prior to cohort semester</td>
<td></td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First day of class</td>
<td>First day of class</td>
</tr>
<tr>
<td>Last day to petition registration</td>
<td>Third class session</td>
<td>Third class session</td>
</tr>
<tr>
<td><strong>Short Term &amp; DSE Course Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 10</td>
<td>Seven days prior to first day of class</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>Seven days prior to first day of class</td>
<td></td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First day of class</td>
<td>First day of class</td>
</tr>
<tr>
<td>Last day to petition registration</td>
<td>Second class session</td>
<td>Second class session</td>
</tr>
<tr>
<td><strong>Weekend Course Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 10</td>
<td>December 10, 2010</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>Seven days prior to first day of class</td>
<td></td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First day of class</td>
<td>First day of class</td>
</tr>
<tr>
<td><strong>Term begins</strong></td>
<td>August 2</td>
<td>February 1</td>
</tr>
<tr>
<td><strong>Term ends</strong></td>
<td>January 31, 2011</td>
<td>July 31</td>
</tr>
<tr>
<td><strong>Short Term Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1 begins</td>
<td>August 1</td>
<td>February 1</td>
</tr>
<tr>
<td>Session 2 begins</td>
<td>mid-September</td>
<td>mid-March</td>
</tr>
<tr>
<td>Session 3 begins</td>
<td>November 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Session 4 begins</td>
<td>n/a</td>
<td>mid-June</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to apply for participation</td>
<td>September 30</td>
<td>January 31</td>
</tr>
<tr>
<td>Eligibility documentation due</td>
<td>October 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Evaluation of honors eligibility</td>
<td>November 15</td>
<td>April 10</td>
</tr>
<tr>
<td>Ceremony</td>
<td>December 11</td>
<td>May 7</td>
</tr>
<tr>
<td><strong>University holidays</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 6</td>
<td>February 21</td>
</tr>
<tr>
<td></td>
<td>November 25-26</td>
<td>April 22</td>
</tr>
<tr>
<td></td>
<td>December 24-31</td>
<td>May 30</td>
</tr>
<tr>
<td></td>
<td>January 1</td>
<td>July 4</td>
</tr>
<tr>
<td></td>
<td>January 17</td>
<td></td>
</tr>
</tbody>
</table>
GRADUATE CALENDAR: FALL, SPRING AND SUMMER

The graduate 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.

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions application priority filing</strong></td>
<td>July 15</td>
<td>November 15, 2010</td>
<td>March 15</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online registration opens</td>
<td>March 22</td>
<td>March 22, 2010</td>
<td>March 21, 2011</td>
</tr>
<tr>
<td>Register with late fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1 courses</td>
<td>August 23-27</td>
<td>January 10-14</td>
<td>May 16-20</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>October 18-22</td>
<td>March 14-18</td>
<td>June 27-July 1</td>
</tr>
<tr>
<td>Add courses without late fee: last day</td>
<td>September 3</td>
<td>January 21</td>
<td>May 27</td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>September 7-17</td>
<td>January 24-Feb. 4</td>
<td>May 30-June 10</td>
</tr>
<tr>
<td>Session 2</td>
<td>November 1-12</td>
<td>March 28- April 8</td>
<td>July 11-22</td>
</tr>
<tr>
<td>Add with late fee &amp; paper form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>September 24</td>
<td>February 11</td>
<td>June 10</td>
</tr>
<tr>
<td>Full-term courses</td>
<td>October 29</td>
<td>March 25</td>
<td>July 1</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>November 19</td>
<td>April 15</td>
<td>July 22</td>
</tr>
<tr>
<td>Drop courses with partial refunds: last day</td>
<td>September 17</td>
<td>February 4</td>
<td>June 10</td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>November 12</td>
<td>April 8</td>
<td>July 22</td>
</tr>
<tr>
<td>Session 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project/Thesis due</td>
<td>November 1</td>
<td>March 28</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Classes begin</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term &amp; Session 1</td>
<td>August 23</td>
<td>January 10</td>
<td>May 16</td>
</tr>
<tr>
<td>Session 2</td>
<td>October 18</td>
<td>March 14</td>
<td>June 27</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td></td>
<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 &amp; Session 1</td>
<td>September 3</td>
<td>January 21</td>
<td>May 27</td>
</tr>
<tr>
<td>Session 2</td>
<td>October 29</td>
<td>March 25</td>
<td>July 8</td>
</tr>
<tr>
<td>Grades due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>October 19</td>
<td>March 8</td>
<td>June 28</td>
</tr>
<tr>
<td>Full-term &amp; Session 2 courses</td>
<td>December 14</td>
<td>May 10</td>
<td>August 9</td>
</tr>
<tr>
<td>Incomplete, last day to apply for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>October 15</td>
<td>March 4</td>
<td>June 24</td>
</tr>
<tr>
<td>Full-term &amp; Session 2</td>
<td>December 10</td>
<td>May 6</td>
<td>August 5</td>
</tr>
<tr>
<td><strong>Last day of classes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>October 15</td>
<td>March 4</td>
<td>June 24</td>
</tr>
<tr>
<td>Full-term &amp; Session 2</td>
<td>December 10</td>
<td>May 6</td>
<td>August 5</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
<td>Spring 2011</td>
<td>Summer 2011</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 7</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term break (no classes)</td>
<td>n/a</td>
<td>March 7-11</td>
<td>n/a</td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 6</td>
<td>January 1-2</td>
<td>May 30</td>
</tr>
<tr>
<td></td>
<td>November 25-26</td>
<td>January 17</td>
<td>July 4</td>
</tr>
<tr>
<td></td>
<td>December 24-31</td>
<td>February 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 22</td>
<td></td>
</tr>
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