PRESIDENT’S WELCOME

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

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

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

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

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

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

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

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

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

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

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

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

- Master of Divinity (MDiv)
- Master of Arts in Christian Ministries (MA in Christian Ministries)
- Master of Arts in Marriage, Family, and Child Counseling (MA in Marriage, Family, and Child Counseling)
- Master of Arts in Urban Mission (MA in Urban Mission)

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

School of Education credentials and certificates are accredited by:
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.

STATEMENTS OF COMPLIANCE

UNIVERSITY CATALOG STUDENT RESPONSIBILITY

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

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

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

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

INFORMATION SUBJECT TO CHANGE WITHOUT NOTICE

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

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

LIMITS OF LIABILITY

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

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

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

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

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

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

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

Students in either the traditional undergraduate track or the degree completion track must apply in order to move their enrollment into the other track. Students need to meet the full admission requirements for the new track. Courses completed in one track will be evaluated to determine whether or not they transfer to the other track. Transfer credit evaluations are made by the Registrar’s Office in conjunction with the academic department heads.

TRADITIONAL UNDERGRADUATE PROGRAMS

Admissions Policies

HIGH SCHOOL APPLICANTS

High School Preparation

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.
- 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 and 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. For further information see Transfer Credits/Credit for Previous Coursework in the Academic Policies and Registration section of this catalog.

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

Undergraduate programs require a minimum of 24 transferable units. If fewer than 24 transferable units have been completed, admission will be granted in accordance with the student's total academic record in both high school and college-level work. All exceptions to the admission 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.)

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. Completion of three admissions essays.

In some circumstances, students may be required to submit a background check.

Traditional undergraduate students need to submit the following items with their application:
1. High school transcripts
   a. High school applicants—required
      Initial transcripts should reflect work through at least the junior year. A final transcript showing graduation or equivalent (e.g., GED, see below) and acceptable grades must be on file prior to enrollment to complete admission for high school applicants only. Students who have not earned a high school diploma will be considered for admission based on certificates acquired through the General Education Development Tests (GED) or the California High School Proficiency Examination.
   b. Transfer applicants—recommended to show proof of foreign language requirement.
2. Entrance examination score reports (e.g., SAT or ACT).
   a. High school applicants—required
      Scores must be on file before acceptance is complete. SAT or ACT test scores are used for decisions in placement in courses. Additional English 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.

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.

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.

Notification of Admission

Students who have applied for admission will receive a letter notifying them of their eligibility soon after all relevant information and documents—application form and fee, at least one recommendation, transcripts, test scores (traditional undergraduate students only)—are on file in the proper admissions office. Meeting admissions requirements does not guarantee admission. After the student has been notified of acceptance, the following steps should be taken:

1. Undergraduate applicants submit a $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. Students who plan to live in campus residence halls must submit a $200 room reservation deposit. This deposit also serves as a damage deposit and is
refundable at the time a student leaves, providing there is no damage requiring repair.
2. Undergraduate applicants send final transcripts of work completed subsequent to the time of application to the university Registrar’s Office.
3. Undergraduate applicants may need to take an English or a math placement test, depending on previous test scores and classes.

Readmission
Students not enrolled in the previous semester may reapply for admission by 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.

COLLEGIATE CREDIT FOR HIGH SCHOOL STUDENTS
Students interested in taking college courses while pursuing a high school diploma may apply for the Collegiate Credit for High School Students program. This program is designed for high school juniors and seniors who demonstrate preparation for college-level coursework. High school juniors and seniors who have taken advanced placement courses or hold cumulative grade point averages (GPA) of 3.5 or higher are eligible to enroll. In addition to the regular semesters, high school students are eligible for the summer session prior to their junior year and the summer session between their junior and senior years. Interested students must:
1. Submit the High School Student Application for Collegiate Credit Students to the Admissions Office, including:
   a. endorsement of high school counselor
   b. endorsement of parent or legal guardian (if below 18 years of age)
2. Provide a sealed official high school transcript
3. Submit one letter of recommendation from a non-family member (example: pastor, school counselor, instructor, etc.)

Please note:
• High school students may only enroll in 100 level courses with the exception of JCC/Bible 100, which would not be considered.
• There is a registration limit of two courses for each semester.
• All students’ credits and grades are recorded in the Office of the Registrar.
• Financial aid is not available for this program. This program will be based on reduced tuition rates determined on an annual basis.
• All tuition must be paid in full at the time of registration.
• Students must follow the regular admission procedure, pay applicable tuition and fees and meet program requirements at the time they wish to enter a degree program at Fresno Pacific University.

DEGREE COMPLETION PROGRAM
The degree completion program is an accelerated, adult bachelor’s degree program, encompassing the cohort programs, general education and elective courses (short term course series).

Admissions Policies
Acceptance for admission to the degree completion program is determined by evaluation of all required documents. To be eligible to start a cohort program, students must have completed 60 transferrable units and have a 2.4 academic GPA. In addition each program has other specific requirements.

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 business administration with organizational leadership emphasis program and the business administration with management emphasis program require four years postsecondary work experience. The liberal arts program and the Christian ministry and leadership program require 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.

Students not meeting all admissions requirements may appeal for admission.
1. Students not meeting the GPA requirement or transcript requirement may be considered for admission with requirements by the center director.
   a. Students with a GPA between 2.00 – 2.39 GPA on 6 or more transferrable baccalaureate level units will be required to take CP-150 University Success and obtain a B or better.
   b. Students with less than 6 transferrable baccalaureate level units must provide a high school transcript and will be required to take CP-150 University Success and obtain a B or better.
   c. Students without a high school diploma or equivalent (such as 6 units of college work that are applicable to a degree (page 1-6 DOE document) will need to pass an approved “ability-to-benefit” test as stated in the Department of Education handbook. Students will be required to take CP-150 University Success and obtain a B or better.
2. Students with 54-59 transferable baccalaureate units may be considered for admission by petition to the program director. Students having less than 54 transferable baccalaureate units may petition the DC Academic Committee.

3. Students with less than a 2.0 GPA, having less than 54 transferable baccalaureate units or having any other exceptions to the admissions standards may be considered for admission with requirements through appeal to the Degree Completion Admissions Selection Committee, which may require specific coursework be taken before acceptance into a program.

International applicants must meet the English proficiency requirements listed in the International Student Applicant section below.

### Transferable Units

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

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

### General Education, Elective and Prerequisite Courses

**REGULAR STUDENT ADMITANCE**
Applicants who lack units to enter a degree completion cohort may enroll in the degree completion general education and elective courses. The admission requirements include:

- The Degree Completion application documents listed below
- Four years post-secondary experience (two years if applying for the Early Childhood Development Program)

Admission into short term courses does not guarantee eligibility for a degree completion cohort.

**ADMITTANCE WITH REQUIREMENTS**
Students not meeting admission requirements may appeal as described in the previous section.

### NONMATRICULATING STUDENTS

Nondegree-seeking students are limited to 6 units per semester for two semesters and may register only seven days prior to the start of class. If students later apply and become accepted to an FPU program, they may not apply more than 9 units toward the degree. Nonmatriculating students do not need to submit transcripts or meet GPA requirements, but must have four years post secondary experience. Students on a nonmatriculated status are not eligible for federal, state or institutional financial aid.

### GRADUATE PREREQUISITE STUDENTS

Graduate applicants needing DC short term courses as prerequisites to a specific graduate program, should submit a Graduate Prerequisite Application along with the regular Graduate Application.

### Application Process

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

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

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

### DOCUMENTS

To apply to a baccalaureate program, the following documents must be submitted:

1. An application for admission with the nonrefundable application fee.
2. Official transcripts from each college or university attended. (Veterans seeking benefits must submit a DD214 and military transcript.)
3. Recommendation form.
4. Writing sample.

Documents for admission may be received at any time. New cohorts (major programs) begin every February and August, with some exceptions. General education and elective courses begin eight times during the year.

### NOTIFICATION OF ADMISSION

Students who have applied for admission will receive a letter notifying them of their admission soon after all relevant information and documents—application form and fee, at least one recommendation, transcripts—are on file in the proper admissions office. Meeting admissions requirements does not guarantee admission. After the student has been notified of acceptance, the following steps should be taken:
1. Submit a $75 nonrefundable confirmation deposit. This deposit is applied toward tuition costs.
2. Send final transcripts of work completed subsequent to the time of application to the university Registrar’s Office.

Readmission
To reenter a program with a cohort other than the cohort immediately following, the student must reapply by completing a reapplication form. The program director will determine if the student may readmit and/or any conditions for readmission. Once approved, the student may enroll in the cohort following the last course successfully completed. The student will be charged at the current tuition rate for any course repeated.

INTERNATIONAL STUDENT APPLICANTS

Traditional Undergraduate Students

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

F-1 (Student) Visa
Once the application process has been completed and the student has been accepted, Fresno Pacific University will provide the documents needed to apply for a visa.

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

TOEFL Minimum Score Requirements

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<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>
</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.

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.

Degree Completion Students

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

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

F-1 (STUDENT) VISA
Once the application process has been completed and the student has been accepted, Fresno Pacific University will provide the documents needed to apply for a visa.

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

TOEFL Minimum Score Requirements

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<td>15</td>
</tr>
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Students required to take the TOEFL must either take the paper-based test (PBT) at Fresno Pacific University or the internet-based test (iBT) and request that an official score report be sent to FPU directly from Educational Testing Service (ETS). Photocopies or score reports from other institutions are not acceptable.

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

International students meet the foreign language requirement by passing the TOEFL.

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

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 or by applying online at fresno.edu. Notification of acceptance will be sent as soon as all necessary documents are on file and have been reviewed by the admissions committee.

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

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

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

**Documents**

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

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

1. Official transcripts—verify bachelor’s degree and any post baccalaureate work from 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 reference forms—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 and 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.

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

**Baccalaureate Students Taking Graduate Courses**

Baccalaureate seniors at Fresno Pacific University who wish to enroll in a graduate class must fulfill the following requirements in addition to completing an application to unclassified standing:

1. Meet with and obtain written approval from their baccalaureate program director or mentor/advisor.
2. Be a last-semester senior in good standing, with at least a 2.75 cumulative GPA and no more than 15 units remaining to complete the bachelor’s degree. (Leadership Studies and MBA programs require a 3.0 cumulative GPA.)
3. Obtain written permission from the director of graduate admissions or the director of seminary admissions for seminary courses.

No more than 6 graduate units may be taken prior to completion of the bachelor’s degree.

Students currently enrolled in baccalaureate studies at an institution other than FPU and wishing to enroll in graduate classes at FPU must fulfill the above requirements, with the exception of meeting with their program director or mentor/advisor. They must also include a letter of good standing from their home institution.

**Nondegree Students**

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

**Admission Incentive Dates**

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

**Notification of Admission**

Students who have applied for admission will receive a letter notifying them of their eligibility soon after all relevant information and documents are received.
Readmission
Graduate and seminary students who have not enrolled for one semester or been granted an official leave of absence will need to reapply to the university. Students may reapply by meeting with their program director and 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. (A 3.0 GPA is required for the master’s in leadership studies and the global MBA).

• Personal values compatible with the university mission and philosophy.

• A commitment to professional growth, excellence and servanthood.

BIBLICAL SEMINARY
Students will be considered for admission to the seminary into the MDiv, MA-CM, MA-IM, or MA-MFCC degrees or one of the diploma/certificate programs without the equivalent of a bachelor’s degree if they have:

• A minimum of two years of post-secondary education (i.e. 60 semester units)

• Some years of work experience, preferably in a leadership role

• Evidence of life experience which has prepared them for graduate theological education

In compliance with the Association of Theological Schools, 10% of the annual enrollment in the above programs may be comprised of individuals who do not have a bachelor’s degree or its equivalent. Such students may only pursue the degree or program to which they have applied.

GLOBAL MBA
Applicants need to follow all regular admissions procedures and requirements. In addition all applicants must submit a GRE or GMAT score, a resume, and meet the prerequisite requirements. Applicants must also have a bachelor’s degree with a minimum 3.0 cumulative GPA. If an applicant earned below a 3.0 GPA, the applicant must provide an explanation regarding the GPA and complete the LASSI inventory.

LEADERSHIP STUDIES MASTER OF ARTS
Applicants need to follow all admissions procedures and requirements, such as the letter of intention and a phone interview with the Program Director. 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 provide an explanation regarding the GPA and complete the LASSI inventory.

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 and submit all application documents 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 15.
- To start program in spring semester, apply by November 15.
- 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; 3.0 in major.
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. Verification of fingerprint clearance by the Commission on Teacher Credentialing.
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. Description of 90 hours working with children and/or adolescents.
10. 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. (These policies also apply to seminary students.)

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**

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

If, while in graduate or seminary 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

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-18 units (full-time)</td>
<td>$12,480</td>
</tr>
<tr>
<td>Less than 12 units (part-time)</td>
<td>$890</td>
</tr>
<tr>
<td>*19 or more units (overload)</td>
<td>$890</td>
</tr>
<tr>
<td>Audit (no charge for full-time students)</td>
<td>$340</td>
</tr>
<tr>
<td>Summer sessions</td>
<td>$300</td>
</tr>
<tr>
<td>High school students collegiate program</td>
<td>$275</td>
</tr>
</tbody>
</table>

*If private music instruction places a student’s account into overload, over 18 units, students are responsible for the cost of both private music instruction and overload charges. No tuition is charged when a student's registration exceeds 18 units because of enrollment in one or more of these courses:

- ATH-(all)
- BUS-481
- CHR-240
- COM-130, 155, 160, 340, 365
- DRA-110, 115, 120, 310, 315, 320
- ICS-300

- LEAD-100, 120, 220, 300, 420
- MUS-109, 114-123, 125, 127, 130, 131, 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
- Room and Board Plans
  - Modules (full-access meal plan required) $3450
  - Suites (Suite only) $1730
  - 70-block meal plan required $2325
  - 140-block meal plan $2810
  - Full-access meal plan $3450
- Apartments
  - Room only $2295
  - 70-block meal plan $2890
  - 140-block meal plan $3375
  - Full-access meal plan $4005
- Houses
  - Room only $1730
  - 70-block meal plan $2325
  - 140-block meal plan $2810
  - Full-access meal plan $3450
- Willow Garden Apartments
  - Room only $1730
  - 70-block meal plan $2325
  - 140-block meal plan $2810
  - Full-access meal plan $3450
- Meal Plan Only
  - 70-block $595
  - 140-block $1080
  - Full-access $2165

FEES/DEPOSITS

- Baccalaureate admissions application $40
- Confirmation deposit for returning students (nonrefundable) $150
- Confirmation deposit for new students (nonrefundable) $175

FRESNO PACIFIC UNIVERSITY 2012-2013 23
FEES/DEPOSITS

Student body fee, per semester (6 or more units) $138
School-sponsored health insurance $1420
One-year coverage (nonrefundable and subject to change
Housing deposit $200
Parking permit, per year $45
Intercollegiate athletics, per semester $70
Private music instruction, per semester, per unit $375
Technology fee, per semester $50
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 late registration fees. New students must pay the confirmation deposit after acceptance to hold their fall enrollment. This deposit will also hold the student’s registration as they register during the summer. This deposit is applied toward the students’ accounts when they arrive for classes and is nonrefundable for students who decide not to attend FPU the next semester. Deposits are not held for future semesters without specific arrangements with the student accounts manager.

Health Insurance
Proof of health insurance coverage is required for all traditional undergraduate students. Students not wishing to purchase the school-sponsored insurance policy must go online to studentcenter.uhcsr.com/fresno and submit a completed waiver. Waivers can be submitted online through the second week of classes. Charges for health insurance are nonrefundable after the last day of the second week of classes. 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. A new waiver must be completed 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

Tuition $1,480
Student body fee $69
Mailing service fee $40
Health insurance: fall and spring semester (subject to change; optional) $1420
Health insurance: spring/summer semester (subject to change; optional) $903
Health insurance: summer session (subject to change; optional) $448

SIXTEEN-WEEK SESSION

Tuition $2,960
Student body fee $138
Mailing service fee $40
Health insurance: fall and spring semester (subject to change; optional) $1420

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 general education classes, etc.) needed to fulfill additional degree completion requirements or university service fees.

Business Administration: Management Emphasis

<table>
<thead>
<tr>
<th></th>
<th>Program Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Cohort or Semester 1</td>
<td>$1,641.00</td>
</tr>
<tr>
<td>Semester 1</td>
<td>$6,742.00</td>
</tr>
<tr>
<td>Semester 2</td>
<td>$6,514.00</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$6,606.50</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$21,503.50</strong></td>
</tr>
<tr>
<td>Business Administration: Organizational Leadership Emphasis</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Pre-Cohort or Semester 1</strong></td>
<td>$1,641.00</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>$6,880.50</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>$6,514.00</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>$6,317.00</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$21,352.50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Christian Ministry and Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Cohort or Semester 1</strong></td>
<td>$1,641.00</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>$5,700.00</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>$5,847.50</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>$5,314.00</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$18,502.50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criminology and Restorative Justice Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Cohort or Semester 1</strong></td>
<td>$1,641.00</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>$6,454.50</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>$6,448.50</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>$6,834.50</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$21,378.50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Cohort or Semester 1 or 2</strong></td>
<td>$1,641.00</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>$6,403.50</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>$8,089.00</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>$6,328.00</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$22,461.50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Cohort or Semester 1</strong></td>
<td>$1,641.00</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>$7,396.50</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>$7,809.50</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>$6,682.00</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$23,529.50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Cohort or Semester 1</strong></td>
<td>$1,641.00</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>$7,584.50</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>$7,688.00</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>$7,273.00</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>$24,186.50</strong></td>
</tr>
</tbody>
</table>

### TUITION

- **General education, elective and prerequisite courses (excluding BIB-300A, BIB-300B, and BIB-314.)** $165 per unit

### FEES/DEPOSITS

- Baccalaureate admissions application $40
- Student services fee, per semester $60
- Degree application $65

### Designated Subject Education Programs

#### TUITION

- DSE courses $160 per unit

#### FEES

- Application $20
- Preliminary credential recommendation $75
- Clear credential recommendation $75
- Subject add on $50
- Extension $50
- Outside region: extension $100
- Appeal $100
- Outside region: appeal $150

#### CTC
Contact program director

### Graduate Programs

#### TUITION

<table>
<thead>
<tr>
<th>Cost per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate (700 level)</td>
</tr>
<tr>
<td>Global MBA</td>
</tr>
<tr>
<td>Audit (700 level)</td>
</tr>
<tr>
<td>Continuous registration for project/thesis</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
- Graduate technology fee $15
- Basic credential evaluation $95
- Graduate admissions application $90
FEES
Graduate admission exams: Varied
Thesis/project binding fee: $40
Optional health insurance: $1704
One-year coverage (nonrefundable and subject to change)

Seminary Programs

TUITION

<table>
<thead>
<tr>
<th></th>
<th>Cost per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of divinity courses</td>
<td>$399</td>
</tr>
<tr>
<td>Master of arts courses, except MFCC</td>
<td>$399</td>
</tr>
<tr>
<td>Marriage, Family, and Child Counseling Courses</td>
<td>$430</td>
</tr>
<tr>
<td>Cross Cultural Encounter, normal registration or audit</td>
<td>$429</td>
</tr>
<tr>
<td>Cross Cultural Counseling, normal registration or audit</td>
<td>$460</td>
</tr>
<tr>
<td>Cross cultural trips fee (applies to CCE and CCC)</td>
<td>$200</td>
</tr>
<tr>
<td>Audit</td>
<td>$103</td>
</tr>
<tr>
<td>Lectureships</td>
<td>$100</td>
</tr>
</tbody>
</table>

TUITION DISCOUNTS

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time FPU seminary students</td>
<td>Course audits are free except cross cultural encounter/counseling</td>
</tr>
<tr>
<td>Spouses of full-time seminary students, if not receiving tuition discount</td>
<td>Course audits are free except cross cultural encounter/counseling</td>
</tr>
<tr>
<td>Spouses of full-time seminary students (max. 30 units)</td>
<td>50% tuition discount</td>
</tr>
<tr>
<td>FPU seminary graduates and FPU seminary seniors</td>
<td>50% lectureship discount</td>
</tr>
<tr>
<td>FPU seminary graduates</td>
<td>One free audit course per semester, (max. 2/year)</td>
</tr>
<tr>
<td>Adults age 62 and over</td>
<td>One free audit course per semester, (max. 2/year)</td>
</tr>
</tbody>
</table>

SEMINARY FEES

Admissions Application (nonrefundable): $50
Student services fee (per semester): $85

University Service Fees

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment plan, administrative enrollment fee</td>
<td>$50</td>
</tr>
<tr>
<td>Degree application for graduation</td>
<td>$65</td>
</tr>
<tr>
<td>Enrichment fee</td>
<td>$50</td>
</tr>
<tr>
<td>Late registration</td>
<td>$50</td>
</tr>
<tr>
<td>Transcripts (per copy, regular service)</td>
<td>$8</td>
</tr>
<tr>
<td>Late payment</td>
<td>$50</td>
</tr>
<tr>
<td>Returned check</td>
<td>$25</td>
</tr>
<tr>
<td>Special course materials fee</td>
<td>$10-$100</td>
</tr>
<tr>
<td>Credential review fee</td>
<td>$495</td>
</tr>
<tr>
<td>Challenge fee</td>
<td>$875</td>
</tr>
</tbody>
</table>

PAYMENT OF ACCOUNT

Means of Payment

1. FINANCIAL AID
A student may apply for financial aid (i.e., grants, scholarships and loans) through the Student Financial Services Office. See the Financial Aid section below.

2. OUTSIDE ASSISTANCE
Students who participate in outside assistance programs (i.e., California Department of Rehabilitation, Department of Veterans Affairs, employer reimbursement programs, etc.) should contact student account personnel in the Student Financial Services Office as soon as possible to ensure that the student’s account is correct and up-to-date.

3. PERSONAL FUNDS
Costs not covered by financial aid and/or outside assistance are the responsibility of the student.

Fresno Pacific University expenses may be paid in

Housing deposit: $200
installments throughout the course of the semester. See the Payment Plan section below. Students needing additional assistance may use educational, alternative and personal loans to cover any remaining balance.

Payment Options

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

MONTHLY PAYMENT PLANS
Monthly payments will reflect the total balance remaining after subtracting out any pending gift aid and approved loans. Because the account balance can change from month to month, it is the student’s responsibility to check the account online on a regular basis at fresno.edu/paymentplan. Contact Student Financial Services at (559) 453-2041 regarding questions on the account.

Students who have a balance remaining for the current term and have not developed a payment plan by the designated deadlines will be administratively enrolled in a payment plan for the duration of the semester. Students enrolled by the Student Accounts office are subject to a $50 administrative enrollment fee. Students are expected to make their monthly payments as detailed on their payment plan and are responsible for any late fees that may be assessed due to non-payment. Balances must be paid in full prior to the end of each semester to avoid de-registration from future semesters.

Students and authorized users will receive monthly statements to their Fresno Pacific email addresses, reflecting the current balance and any payments due.

The payment plan is a legal agreement between the university and the student (or the parent if the student is under 18 years of age).

Please note that if the balance is not paid in full by the last payment due date, any preregistered classes for the next semester will be dropped.

Specifications for Traditional Undergraduate Students
A 20-percent down payment is due by August 1 for fall and January 23 for spring. The remaining balance is due in four equal, interest free, monthly payments:

- Fall: September 1, October 1, November 1, December 1
- Spring: February 1, March 1, April 1, May 1

Students who will be covering their expenses (tuition, fees, room and board, etc.) with loans, scholarships, or grants must have all required financial aid paperwork turned in and loans approved before August 1 to avoid making the down payment.

Specifications for Graduate and Seminary 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 February through May (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.

Requirements for all Students
- The student’s account must remain in good standing.
- Payments must be made in full, due on the first of each scheduled month and considered late when received after the seventh (7th). Late fees are charged for late, missed or partial payments.
- All financial aid paperwork must be submitted prior to the first payment installment due date to avoid a late fee.
- Students will not be allowed to register or make course changes for future semesters until the previous semester balance has been paid in full.
- Monthly payments will automatically be recalculated to reflect the inclusion of any additional charges (library fines, additional units, etc).

How to Set Up a Payment Plan
You can set up your payment plan by:
- Contacting your 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/myaccount. 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.
Nonpayment of Account

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

1. If the semester balance is not paid in full by the last Friday of the semester or the student has not made appropriate payment arrangements with the student account manager, the student will be de-registered from the next semester courses. Once the balance has been paid in full, the student may re-register for courses, but will be subject to course availability and applicable processing fees (i.e.: late registration fee).

2. A hold will be placed on the account prohibiting:
   a. Registration for future courses.
   b. Participation in commencement ceremonies.
   c. Release of transcripts.
   d. Receipt of diploma.

3. 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 REFUNDS

Tuition refunds are granted for authorized course drops only and based upon the last date of attendance. Students are responsible for following the appropriate drop procedures. After the first week of the semester or the session (as applicable), students are not automatically dropped from courses if they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office. For the refund schedule, see Course Drops in the Academic Policies section of the catalog.

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

PRIVATE MUSIC LESSONS REFUND SCHEDULE

<table>
<thead>
<tr>
<th>Authorized Course Drops</th>
<th>Lesson Refund</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first lesson</td>
<td>100 percent</td>
<td>Zero</td>
</tr>
<tr>
<td>Prior to second lesson</td>
<td>90 percent</td>
<td>10 percent</td>
</tr>
<tr>
<td>Prior to third lesson</td>
<td>80 percent</td>
<td>20 percent</td>
</tr>
<tr>
<td>Prior to fourth lesson</td>
<td>70 percent</td>
<td>30 percent</td>
</tr>
<tr>
<td>Prior to fifth lesson</td>
<td>60 percent</td>
<td>40 percent</td>
</tr>
<tr>
<td>After fifth lesson</td>
<td>No refund</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

ROOM AND BOARD REFUND SCHEDULE

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

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

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

<table>
<thead>
<tr>
<th>Room/Board Cancellation</th>
<th>Room/Board Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Friday of the first week of classes</td>
<td>100 percent</td>
</tr>
<tr>
<td>By Friday of the second week</td>
<td>90 percent</td>
</tr>
</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 non-refundable. To reapply for graduation, a special processing fee is assessed.

Degree Completion Programs

TUITION REFUND
Tuition refunds are granted for authorized course drops only and based upon the last date of attendance. Students are responsible for following the appropriate drop procedures. After the first week of class, students are not automatically dropped from courses they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office. For the refund schedule, see Course Drops in the Academic Policies section of the catalog.

FEE REFUND SCHEDULE
After the second week of classes, the student services fee is not refundable. The degree application fee is nonrefundable. To reapply for graduation a special processing fee is assessed.

TEXTBOOK REFUND POLICY
Refunds for textbooks will be given if the student has withdrawn or been withdrawn from the program, and if the returned, unused textbooks are in new condition and in the current edition that is being used in the program. Textbooks are refunded if a course is being repeated, if the student already possesses the specific textbook edition and if the student requests a credit from the DC director of operations. Refunds will be processed either as a credit to the student’s account or as a refund check.

Graduate and Seminary 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. After the first week of the semester or the session (as applicable), students are not automatically dropped from courses they fail to attend. It is the responsibility of the student to follow the correct drop procedures through the Registrar’s Office. For the refund schedule, see Course Drops in the Academic Policies section of the catalog.

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:
- 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.
- The courses are approved in advance by the program advisor of the major or minor and the dean.
- The student is a full-time student at Fresno Pacific University and plans to graduate from FPU.
- The student has a major contract on file in the Registrar’s Office.
- A minimum of 18 units in the major must be taken at FPU.

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

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

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

RETURNED CHECK POLICY

A $25 fee is applied to a student’s account if a student’s check is returned for 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. Students will be notified in writing once a decision has been made.

REPAYMENT POLICY

Some student financial aid programs have specific repayment provisions for students who withdraw. If the refund is insufficient to cover the required repayment, it is the responsibility of each student to make the necessary repayment. Students owing a repayment to any federally sponsored student aid program cannot receive any type of federal student aid disbursement for future enrollment periods unless repayment arrangements have been made with the Student Financial Services Office.

FINANCIAL AID

GENERAL INFORMATION

Over 98 percent of Fresno Pacific University students receive financial aid. Last year alone FPU students were awarded over $47 million, including more than $11 million in institutional grants and scholarships, to help achieve their goals. All students are encouraged to apply for assistance. Financial aid is awarded without discrimination as to race, color, nationality, handicap or sex, in compliance with all applicable federal regulations.

Fresno Pacific University offers three basic types of financial aid:

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

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

APPLICATION PROCESS

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

2. Students who are U.S. citizens or U.S. permanent residents are encouraged to complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The FAFSA provides the information needed to determine a student’s financial need. Need is determined by calculating the difference between a student’s cost of attendance and the expected family contribution. You can find more information at our website fresno.edu/finaid. The FPU school code is 001253.

   NOTE: If a student chooses not to complete the FAFSA, they must contact the Student Financial Services Office to indicate they do not wish to do so. By waiving the FAFSA the student will not be eligible for any federal or state aid, including federal student loans. For students who waive the FAFSA or refuse any offered state and federal aid, FPU institutional aid may be reduced or denied.

Specifications for Undergraduate Students

- Cal Grant. New undergraduate students applying for a Cal Grant are responsible to request GPA verification be sent to the California Student Aid Commission from their high school or previously attended college by the March 2 Cal Grant deadline. There is a second deadline of September 2 for students enrolled in a community college in the fall semester who plan to transfer to FPU mid-year for the spring semester. High school seniors must request that their high school provide this information to CSAC. High school students who participated in a home school program or who attended an unaccredited high school should follow instructions on the Cal Grant GPA Verification Form available at www.csac.ca.gov/. Current FPU students who are California residents and who have completed 24 or more degree applicable college units will have their
GPA automatically submitted to CSAC on the last business day of October for Cal Grant consideration for the next academic year. Any requests for GPA submission after this October date should be made to the FPU Registrar’s Office using the Cal Grant GPA Verification Form found on the CSAC website csac.ca.gov.

• Degree completion students taking general education or elective classes must submit a completed general education/elective financial aid application. This can be obtained at the Student Financial Services Office or online.

3. A student may be selected by the U.S. Department of Education to verify their FAFSA information. A verification form and copies of federal tax transcripts, as well as other documentation, may be required to be submitted to the Student Financial Services Office. Upon submission of the FAFSA, the FAFSA confirmation page and the FAFSA Student Aid Report, will first tell students if they are selected for verification. If requested documents are not submitted, federal and state funds cannot be released to the student.

Deadlines

SPECIFICATIONS FOR TRADITIONAL UNDERGRADUATE STUDENTS

All documentation required to complete processing of financial aid is due by July 6 for the fall semester, November 30 for the spring semester and May 1 for the summer semester. Required documentation not submitted by these dates may result in a denial of awarded aid. Students may still apply for aid or submit documentation, however, once denied, aid may be re-awarded dependent upon availability of funding.

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

SPECIFICATIONS FOR DEGREE COMPLETION UNDERGRADUATE STUDENTS

Degree completion students must complete application process no later than the first night of their cohort. Required documentation not submitted by these dates may result in a denial of awarded aid. Students may still apply for aid or submit documentation, however, once denied, aid may be re-awarded dependent upon availability of funding.

SPECIFICATIONS FOR GRADUATE STUDENTS

Graduate students have priority deadlines for each term: July 15 for the fall, November 15 for the spring and March 15 for the summer. Required documentation not submitted by these dates may result in a denial of awarded aid. Students may still apply for aid or submit documentation, however, once denied, aid may be re-awarded dependent upon availability of funding.

Free Application for Federal Student Aid (FAFSA)

A new FAFSA form must be filed for each academic year a student attends FPU. The information contained in the FAFSA and other required documentation is confidential. Access to this information is governed by the terms of the Family Educational Rights and Privacy Act (FERPA) of 1974. The FAFSA can be completed at fafsa.ed.gov.

Selective Service Requirement

Federal regulation requires all male students from the ages of 18 to 25 to register for Selective Service as a condition for financial aid eligibility. If students have not registered for Selective Service, or are unwilling to provide documentation to verify compliance, these students are not eligible to receive financial aid from federally funded programs. If a student feels that they should be exempt from registration they must contact the Selective Service directly. Contact information can be found at sss.gov. Additional paperwork may be required if a student is over the age of 25 and was never registered with Selective Service, even though they could have been.

AWARD PROCESSING

Students will receive a financial aid offer letter after application requirements have been completed. The offer letter will list the type and amount of assistance for which the student is eligible. The offer letter is an estimate of funding and is contingent upon final notification from funding sources and verification of the information reported on the FAFSA.

<table>
<thead>
<tr>
<th>AVERAGE PROCESSING TIMELINE</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA processing</td>
<td>1-2</td>
</tr>
<tr>
<td>Award determination and notification</td>
<td>1-3</td>
</tr>
<tr>
<td>Loan processing</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Applicants need to allow the Student Financial Services Office sufficient time to properly process financial aid for each student. The student may shorten the processing time by responding to all correspondence and submitting requested documents as quickly as possible. The goal is to have all financial aid work completed prior to registration. The Student Financial Services Office is happy to help throughout the financial aid process, but it is the student's responsibility to submit requested paperwork promptly in order to have financial aid arrive in a timely manner.

Coordination of Aid

It is the responsibility of the Student Financial Services Office to coordinate all aid resources awarded to each student. When need-based funds are a component of the student’s...
financial aid award package, care must be taken to insure that total aid awarded does not exceed each student's need. When total aid exceeds need, an over-award exists. In these situations the aid package will be reviewed and appropriate reductions will be made to eliminate the over-award. Care is always taken to retain as much of the original aid package as possible.

Change in Enrollment
When students drop all or some of their classes, the Student Financial Services Office coordinates a recalculation of the financial aid a student has received from federal and state governments, outside sources and institutional aid. Students are required to contact the Student Financial Services Office to inform staff of unit changes and to see how it affects their financial aid package, which may affect their balance and payment plan at FPU.

Traditional undergraduate, graduate, and 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 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 and seminary students in Old Testament, New Testament, or Theology master of arts programs 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.

Seminary students in MFCC, MDiv, MACM, or MAUM must earn and maintain a minimum 2.5 GPA. Students who earn a term GPA of less than 2.5 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 $11 million in institutional aid during the 2010-2011 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 if they are U.S. Citizens or U.S. Permanent Residents (See point 2 under Application Process, above.)
Academic Scholarships and Grants

TRADITIONAL UNDERGRADUATE FRESHMEN

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

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

Dean’s Scholarship
Academic requirements: based on an institutional rating calculated using GPA and SAT scores. A diagram illustrating the range of scores and the current award level is available online at fresno.edu. As an illustration with an SAT of 900, a GPA of 3.7 is required; with an SAT of 1600, a GPA of 2.6 is required. Recipients must maintain a 3.0 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

TRADITIONAL UNDERGRADUATE

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.

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.

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

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

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

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

Summer Harvest Scholarship
Awarded to selected FPU students by the Office of Spiritual
Formation staff for their leadership in ministry 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
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Churches are matched two to one. Contact the Student
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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

STATE GRANTS

Cal Grant
Cal Grant is a program of the California Student Aid
Commission (CSAC). Award amounts are determined
annually by the passing of a final State of California budget;
all Cal Grant awards listed on an offer letter are to be
considered estimated until the final budget is passed into law
by the California legislature. If the amount on the offer letter
is different than the amount approved by the legislature,
financial aid staff will be required to re-award the student,
including the state-approved amount.

CSAC notifies new Cal Grant recipients whether they have been awarded an entitlement or a competitive Cal
Grant. A student can only receive one type of Cal Grant; at FPU a student may receive a Cal Grant A or a Cal Grant B, but not both. These awards by CSAC are based on the student’s first submitted FAFSA. If a student changes FAFSA information or the student is selected for verification and submits required paperwork to FPU that requires changes to their FAFSA, Cal Grant eligibility may be lost if a student no longer meets the eligibility requirements set forth by CSAC.

Cal Grant A
This state-sponsored program helps students who have financial need with tuition expenses (the tuition amount does not cover the cost of tuition at FPU). Award amounts and recipients are selected by the California Student Aid Commission (CSAC) on the basis of need and academic ability. Undergraduate students with a GPA of 3.0 or higher are encouraged to apply. Students must complete the Free Application for Federal Student Aid (FAFSA) and have their GPA verification sent to CSAC by March 2. There is a secondary deadline of September 2 for students enrolled in community college in the fall semester, planning to transfer to FPU for the spring semester.

Cal Grant B
Similar to Cal Grant A, this program is intended for students who demonstrate significant financial need. During the first year of the award, Cal Grant B provides an access/stipend amount. The stipend will automatically be applied to the recipient’s student account to assist in offsetting direct expenses. If the student prefers, the entire 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. During the second and subsequent years, Cal Grant B includes the access/stipend amount and a tuition amount (the tuition amount does not cover the cost of tuition at FPU).

Undergraduate students with a GPA of 2.0 or higher are encouraged to apply. Students must complete the Free Application for Federal Student Aid (FAFSA) and have their GPA verification sent to CSAC by March 2. There is a secondary deadline of September 2 for students enrolled in community college in the fall semester, planning to transfer to FPU for the spring semester.

Application Process for New Cal Grants
Students must have submitted a 2012-2013 FAFSA (fafsa.gov) by March 2, 2012, and a verified grade-point average (GPA) to the California Student Aid Commission (CSAC) by the same date. High school seniors must request that their high school provide this information to CSAC. High school students who participated in a home school program or who attended an unaccredited high school should follow instructions on the Cal Grant GPA Verification Form available at csac.ca.gov/. Current FPU students who are California residents and who have completed 24 or more degree applicable college units will have their GPA automatically submitted to CSAC on the last business day of October for Cal Grant consideration for the next academic year. Any requests for GPA submission after this October date should be made to the FPU Registrar’s Office using the Cal Grant GPA Verification Form found at csac.ca.gov/.

Renewal Cal Grants
Effective March 2011, all Cal Grant recipients must meet income and asset ceilings and family size limits established annually by CSAC in order to have their Cal Grant renewed. Renewal Cal Grant recipients must maintain at least $100 of need based on the information provided on the FAFSA for each subsequent academic year. Eligible students may renew a Cal Grant award for up to four academic years. Submission of a verified GPA is not required to renew a Cal Grant.

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

Chafee Grant
The California Chafee Grant program gives money to current or former foster youth who meet certain requirements set forth by the California Student Aid Commission (CSAC). The grant is a federally funded program and is subject to the availability of federal funds each year.

Child Development Grant
The Child Development Grant is a need-based grant designed to encourage students to enter the field of child care and development in a licensed children’s center. Students must sign a Service Commitment Agreement stating that they will provide one year of full-time service in a licensed children’s center for each year they receive the grant.

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

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

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

Perkins Loan

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

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

Direct Student Loan

Subsidized and unsubsidized loans are available to undergraduate students. Unsubsidized loans are available to graduate students. The loan is obtained from the Department of Education, working in cooperation with the Student Financial Services Office. Additional unsubsidized loans are available to independent undergraduate and dependent undergraduate students whose parents are unable to qualify for a PLUS loan. An origination fee and guarantee fee may be deducted from the student's loan disbursement by the lender in order to help defray the costs of the program. These are mandated by federal regulations and thus processing times may be influenced by changes initiated by the U.S. Department of Education. Please check with Student Financial Services for loan limits. The Direct loan is typically more advantageous to the student than a private/alternative loan. It is recommended that students complete a FAFSA to be considered for Direct loans before pursuing this type of loan. Various loan cancellation options through a variety of organizations are available for borrowers who enter certain occupations.

PLUS Loans

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 Direct Student Loans before pursuing this type of loan.

Alternative/Private Loans

In addition to Direct Student Loans and PLUS loans other credit-based education loans are available to assist students with the cost of education. Contact the Student Financial Services Office for more information. It is recommended that students complete a FAFSA to be considered for the Stafford loans before pursuing this type of loan.

Joylene Boren Loan Program

A low-interest loan is available through Fresno Pacific University to graduate students who are pursuing a master of arts in education with an emphasis in reading/language arts and who show financial need and high academic ability. A separate application is required. Applicants must be recommended by reading faculty and program chairperson.

OTHER AID PROGRAMS

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. 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 Direct Loan Forgiveness Program for Future Teachers

Students who teach full-time for five consecutive years in a designated low-income school may apply for loan forgiveness. For eligibility requirements and more information, contact the U.S. Department of Education at 800-433-3243 or studentaid.ed.gov or your student loan lender.

Short Term/Emergency Loans

Loans ranging between $100 and $300 are available to traditional 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.

BIBLICAL SEMINARY

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

ACADEMIC SERVICES

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) is a place where undergraduate students can develop their abilities to meet the challenges of academic life. It is the desire of the center to help raise the level of academic achievement at FPU by helping students reach new levels of excellence inside and outside the classroom. Toward this end, our consultants are professionally trained to work with each student’s unique needs and talents to help them grow academically. All of our services are free of charge for FPU students. For traditional undergraduate students we provide general education tutoring, academic coaching, an academic study hall and exam proctoring. For all of our students we provide writing tutoring. Though we have expanded our services over the years, tutoring continues to be the heart of our existence. Please read the following for further information about our tutoring services. For information about our other services, please visit our webpage at fresno.edu/asc.
Writing

• Students may work with a tutor on a paper from any subject area as many times as needed in all stages of the writing process.
• The emphasis of writing tutoring is on revision, which addresses large-scale issues such as the development of a clear controlling idea, and the fluency, organization and development of ideas. Tutors can address issues related to grammar, punctuation and spelling, but do so with the goal of teaching writers to correct their own work.
• Tutoring sessions for writing are generally 50 minutes and are available by drop-in and by appointment.
• Online writing support is provided for traditional undergraduate students in follow-up sessions after an initial face-to-face meeting.
• Online writing support is available for degree completion students through the Academic Support Center.
• Face-to-face tutoring service is provided for degree completion students at the following regional centers: North Fresno, Visalia, Bakersfield and Merced. Tutors typically work three evenings a week. Appointments, which are up to one hour, can be scheduled by calling the regional center front desk. Writing tutoring focuses on content, organization, APA style and patterns of sentence-level errors.

General Education Subjects

• We provide tutoring support for general education courses in response to student needs. Currently we provide support for math, biology, chemistry, physics, earth science, Spanish, history and political science. See an ASC supervisor for other possibilities regarding general education tutoring.
• General education subject tutoring allows students to process course content in a manner that is sensitive to each student’s learning style and through the use of alternative learning methods.
• Tutoring sessions are generally 50 minutes and are available by appointment and by drop-in, according to the times posted at the beginning of each semester.

THE C.L.A.S.S.: COLLEGE LANGUAGE AND ACADEMIC SUCCESS STRATEGIES

The C.L.A.S.S. is open to all students who want to improve academically. The curriculum includes note-taking development, academic vocabulary development in context, reading strategies, study and test-taking strategies and introduction to academic culture. The C.L.A.S.S. is offered half-days for three weeks prior to the fall term. For more information, contact the director of academic support services.

INTENSIVE ENGLISH LANGUAGE PROGRAM

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

THE LEARNING EDGE

The Learning Edge is an intensive two-week summer course designed to help students transition smoothly to the intellectual rigor of university studies. This is not a remedial course, but an innovative program that meets the needs of a wide variety of high school and beginning university students. The emphasis is on developing the ability:

1. To think analytically.
2. To read rapidly with appropriate retention of ideas.
3. To write effective papers.

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

THE STUDENT LIFE DIVISION

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

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

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

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

COMMUTER SERVICES

FPU is a diverse community and many of our students commute to campus. Commuter services provide opportunities for commuters to connect with each other and with other members of the campus community. The commuter staff helps students integrate and relate to the campus as a whole. Services include:

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 but wish to withdraw their housing request must notify the Residence Life and Housing Office in writing by August 20 for the fall semester or by December 15 for the spring semester. Failure to meet this notification deadline will result in a forfeit of the housing deposit.

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.
- Résumé critique.
- Graduate school programs and seminary information.
- Part-time and full-time jobs and internship listings.
- Summer jobs, ministry work and volunteer information.

The CSC Resource Library contains current information about college majors, careers, job listings, salaries and job search literature. Every student is encouraged to meet individually with one of the CSC counselors at least once per year. 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 promotion. Office hours for the Health Center are posted broadly around campus and available at the Student Life website at fresno.edu/studentlife. The campus nurse tends needs and provides:

- Illness/injury evaluation.
- Screening of medical concerns.
- Health and wellness information.
- Assistance finding a health care provider.
- Insurance information.
- Medical resources for students and staff.
- Interpretation of medical language and issues.
- First aid and over-the-counter medications.

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

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

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

**SERVICES FOR STUDENTS WITH DISABILITIES**

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

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

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

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

Students who choose not to self-identify when they enter FPU do not forfeit their right to request and receive services later. However, the university is not obligated to provide accommodations and services for students with disabilities until the student registers with the director of academic support services.
INTERNATIONAL PROGRAMS AND SERVICES

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

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

Global Education Programs

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

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

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

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

DOMESTIC GLOBAL EDUCATION PROGRAMS

American Studies Program—CCCU

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

Contemporary Music Center—CCCU

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

Los Angeles Film Studies Center—CCCU

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

Washington Journalism Center—CCCU

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

INTERNATIONAL GLOBAL EDUCATION PROGRAMS

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

Brethren Colleges Abroad Program

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

Australia Studies Centre—CCCU

The Australia Studies Centre (ASC) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Australia, North America or other parts of the world. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist. ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion and politics together with experiential service learning and formal instruction in the arts. The program includes a one-seminar course designed especially for ASC students and three or four electives chosen from Wesley Institute's list of courses.

China Studies Program—CCCU

The China Studies Program enables students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities for one-on-one interaction such as assisting Chinese students learning English or working in an orphanage. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester units.

Japan

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

Jerusalem University College

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

Latin American Studies Program—CCCU

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

Lithuania Christian College

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

Middle East Studies Program—CCCU

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

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, 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 meets several times per week. Students can earn 0.5 elective units for attending 14 times a semester. The College Hour policy, schedule and information can be viewed at studentlife.fresno.edu/spiritual_life/college_hour.

OUTREACH, SERVICE AND MISSIONS

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

STUDENT MINISTRIES

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

CAMPUS ORGANIZATIONS AND ASSOCIATIONS

ALUMNI ASSOCIATION

As members of the Fresno Pacific Alumni Association, alumni receive a free subscription to Pacific magazine (published 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 Sunbird Athletics has recently been accepted into the membership process of the National Collegiate Athletic Association (NCAA) Division II. Beginning in 2012, FPU joined the Pacific West Conference of the NCAA Division II, the most beautiful conference in the nation with member schools located from Hawaii, Arizona, Utah, and California. As a former charter member of the NAIA’s Golden State Athletic Conference (1986), FPU established itself as a consistent national-level performer fielding 16 sports, each with success at the national level. Sunbird sports compete in eight men’s sports: men’s basketball, baseball, men’s soccer, men’s swimming, men’s tennis, men’s water polo, men’s cross country, and men’s track and field and eight women’s sports: women’s basketball, women’s volleyball, women’s soccer, women’s swimming, women’s tennis, women’s water polo, women’s cross country, and women’s track and field with over 300 student-athletes involved. Soon FPU will be adding women’s softball.

The mission and vision for Fresno Pacific University Sunbird Athletics is to provide a highly competitive intercollegiate athletic environment which emphasizes the tenets of character, athletic achievement, personal growth in one’s Christian faith, and evangelical outreach that is based on the five core values of respect, responsibility, integrity, servant leadership, and sportsmanship. FPU student-athletes and coaches, through character and service presentations, reach out to over 5,000 people each year. National championships, U.S. Olympic Trials qualification, and other elite athletics opportunities also mark the potential Sunbird Athletics experience. Current FPU athletic facilities are regarded as some of the best in the region and/or conference and athletics scholarship opportunities serve to help Sunbird Athletics perform on the national stage.

INFORMATION TECHNOLOGY

RESOURCES

PERSONAL COMPUTING

The university strongly encourages students to have their own computer with the minimum specifications for new computers as follows:

**Hardware**

- PC or Mac
- Laptop (recommended)
- Intel i3 processor or better
- 2GB – 4GB RAM
- 160GB – 250GB hard drive
- 10/100 based Ethernet connection
- Wireless Network Adapter (optional for desktop computers)

**Software**

- Windows 7 operating system for PC’s and Snow Leopard or Lion for Mac’s
- Microsoft Office 2010 for PC’s and Microsoft Office 2011 for Mac’s (Specially priced student versions are available.)
- Anti-spyware program (optional, but highly recommended)
- Up-to-date anti-virus software required for PC’s; A free download of Microsoft Security Essentials is available online. Contact the IT Helpdesk for detailed instructions. Other anti-virus programs are allowed as long as they are up-to-date.

These specifications will run the basic software a student needs to create papers and do research. If the student has programs that are resource intensive, an upgrade is strongly recommended.

Laptops are ideal for the FPU student. They are mobile, take up less space and can be used to log on to the university’s wireless network 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, spreadsheet, database, languages and other software for their use in class work, research and writing, as well as email and the Internet.

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

**NETWORK ACCESS**

The Fresno Pacific University data network consists of 100Mb TP connections and wireless access throughout most of the campus. All on-campus residence areas have network access from every room. However, some of the access is only through wireless connections. 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**

Moodle is the university’s learning management system and is used to support the teaching of online coursework. The university has two Moodle sites. For undergraduate and graduate courses, students go to the website learning.fresno.edu or use one of the links available in CampusCruiser. For courses offered through the Center for Professional Development, students go to the website moodle.fresno.edu.

**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 community.

At present the collection includes over 137,000 print and audio-visual titles available in the library building itself, and over 142,000 full-text online titles that are available to students and faculty from computers anywhere in the world. Within that total, the library holds the following:

- Over 127,000 print books
- Over 88,000 electronic books
- Approximately 1800 print periodical titles
- Over 54,000 full-text online periodical titles and other online documents available through a variety of databases
- Over 2000 video recordings
- Over 4000 music records

The library’s search interface (encore.fresno.edu) provides a complete catalog of all holdings, including the ability to access online resources remotely.

**Research Assistance**

Research assistance is available at the reference desk or by phone at 559-453-2090.

**Instruction**

Faculty can schedule library instruction sessions by having a librarian visit their class or having the class come to the library. Call 559-453-2121 to make an appointment.

**Inter-library Loan**

Books or journal articles not available from Hiebert Library can be requested through inter-library loan. Call 559-453-2121 for details.

**Computers, Printers, Copiers**

The library has two computer labs, two podcast stations and printers available for student use. There also is a coin-operated photocopy machine for public use.
Center For Mennonite Brethren Studies
The Center for Mennonite Brethren Studies is an integral part of Hiebert Library. Its special library collection of over 19,000 volumes documents all aspects of the Anabaptist-Mennonite story. The CMBS is the official archives of Fresno Pacific University, the Pacific District Conference of Mennonite Brethren Churches and MB Missions. It also holds a wide variety of archival collections donated by individuals. Total archival holdings are almost 1000 linear feet.

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. 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 successfully or for which they received credit by virtue of other training or for which they are already qualified.

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

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

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

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

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

Evaluation of Previous Training and Experience

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

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

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

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

Standards of Attendance and Progress

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

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

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

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

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

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

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

**FPU Procedure:** 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.

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

The Fresno Pacific University community believes that all individuals have the right to study, teach, work and live free from harassment. As a Christian Community we will model and work with each other in ways that respect and encourage full acceptance of all persons, and the full exercise and development of our individual gifts and vocations.

Harassment of a student or an employee of the university by other students, employees, supervisors, or agents of Fresno Pacific University will not be tolerated. All reports of harassment will be taken seriously, promptly investigated and addressed. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or student status, 2) submission or rejection of such conduct by an individual is used as a basis for an employment decision or performance evaluation affecting an individual, 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating a hostile, intimidating, or offensive working/learning/living environment, 4) or when submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through Fresno Pacific University.

Examples of harassment include, but are not limited to:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwelcome sexual advances, invitations, flirtations, propositions, or comments whether spoken or written, verbal abuse of a sexual nature, graphic verbal commentaries about an individual’s body, suggestive or obscene comments, letters or notes;
- Display of derogatory and/or sexually-oriented objects, photography, cartoons, drawings or posters;
- Physical conduct such as sexually-oriented gestures, assault, inappropriate touching, blocking normal movement, or interfering with work;
- Threats, demands or subtle pressure to submit to sexual requests as a condition of continued employment or academic advancement, or to avoid some other loss, making or threatening reprisals after a negative response to sexual advances, and offers of preferential treatment in return for sexual favors
- Retaliation for having reported or threatened to report sexual harassment

Harassment based upon any of the characteristics described above, including sexual harassment is absolutely prohibited.
• Student—Student sexual harassment is prohibited.
• Student—Employee sexual harassment is prohibited.
• Employee—Student sexual harassment is prohibited.
• Student—Faculty sexual harassment is prohibited.
• Faculty—Student sexual harassment is prohibited.
• Employee—Employee sexual harassment is prohibited.
• Falsely accusing members of the community of sexual harassment is prohibited. Due process is available to victims of complaints that are investigated and proven to be false or unfounded.

PROCEDURES IF YOU EXPERIENCE OR OBSERVE SEXUAL HARASSMENT

Procedures for Filing A Complaint
Employees or students who believe that they have been subjected to conduct of a harassing nature are encouraged to promptly report the incident (either verbally or in writing) to one of the university officials most closely connected to the individual(s) involved. If that is not possible a report should be made to the human resources director, a dean, a vice president or the provost. Employees or students who observe sexual harassment are also encouraged to report the incident.

Confidentiality
Every effort will be made to protect the privacy of the parties involved in any complaint. However, the university reserves the right to fully investigate every complaint, and to notify a student’s parent/guardian and appropriate government officials as the circumstances warrant.

Protection against retaliation
It is against the university’s policy to discriminate or retaliate against any person who has filed a complaint concerning sexual harassment or has testified, assisted or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

SEMINARY COMMUNITY STANDARDS STATEMENTS

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

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

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

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

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

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

RESTRICTED ITEMS AND ACTIVITIES

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

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

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

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

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

GENDER EQUITY

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

1. that men and women have equal access to the education and to the degrees which the Seminary offers;
2. to provide guidance, counsel and assistance in locating positions in church ministries for which men and women have gifts and qualifications;
3. to encourage and assist Seminary student spouses to take classes whenever possible, and to be participants in the life of the Seminary community;
4. that women and men shall have equal rights, freedom and equal regard in all matters of school life, position, privileges and responsibilities.
5. to give guidance and encouragement in the discerning of gifts for ministry, and provide training and opportunity for the equipping and exercising of these gifts for men and women alike.

To fulfill this intention for a respectable and Christian community the Seminary suggests the following steps:

1. Focus on personhood rather than on femaleness and maleness in our conversations, relating to each other first and foremost as gifted and unique individuals who are preparing for more effective ministries in the church.
2. Encourage involvement of all persons on campus in various functions of the community, including chapels, seminars, pastoral candidating, orientation sessions, forums, etc.
3. Have academic advisers and counselors offer information and guidance to women in their preparation for ministry and assist them in discerning suitable ministries.
4. Urge spouses of Seminary students to take classes at the Seminary, not only in preparation for future ministries as partners, but for the purpose of bonding their marriage relationships.
5. Provide occasional forums to clarify issues and promote understandings in our community.
6. Urge student spouses to participate in library orientation sessions, to better use the library and its resources for their own enrichment.
7. Assist students to come to terms with their own identity in male and female relationships.
8. Orient speakers and lecturers, when appropriate, to recognize their audience as being both male and female.
9. Avoid jokes which are demeaning and tend to be a part of our conversation and behavior, but which have derogatory implications.
10. Commit ourselves to the use of nondiscriminatory language. For many of us this demands a new awareness; we will need each other’s help to implement change where it is needed.

Recommended further sources of information

Inclusive Language

Students are required to use inclusive language in both class discussion and assignments. This is an expression of our commitment to gender equality. It is also in keeping with generally accepted writing and communication styles in North America today. Suggested websites that provide alternatives to gender specific communication are: www.ncte.org and www.esc.edu.
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. Degree completion students will be expected to complete the general education requirements in effect at the time of their first enrollment in the Degree Completion Program and the cohort requirements in effect at the time of their first enrollment in a cohort. Once students interrupt their programs (i.e., without an approved leave of absence), it will be necessary to satisfy the degree and general education requirements as outlined in the catalog in effect at the time they re-enter as degree candidates, even if the changes in curriculum for that program are significant. Catalogs take effect on the first day of the class for the fall term of the academic year for which they are published.

It should be noted that while students are required to satisfy degree and course requirements as outlined in their matriculation catalog, university policies and procedures may change on a yearly basis and students are held to the policies and procedures as outlined in the current catalog.

COURSE NUMBERING

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

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Definition</th>
</tr>
</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 (including seminary courses) leading to professional graduate credentials or master’s degrees. Open to holders of a baccalaureate degree, subject to prerequisite or other requirements as stated in program or course descriptions. A limited number of these courses may be taken by undergraduates with prior approval.</td>
</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 and ASSIGNMENTS

The syllabi, course outlines or lesson plans for courses in the programs of study at Fresno Pacific University are subject to changes at the discretion of instructors. Students are encouraged to select courses based on degree requirements and other factors related to individual instructors, but students should not construe syllabi, et al., used in prior terms or distributed at the start of a term, as an unalterable commitment of the instructor or the university.
Variations in the learning needs of students, inherent uncertainty in predicting exactly how material for a course should be covered and an ambiguity in determining the most effective means of evaluating students dictates that a design for instruction may need to be adjusted. Therefore, in order to be pedagogically responsible, the university allows that reading assignments, written assignments, examinations, daily topics and means and weights involved in the instructor’s evaluation of students can change as needed after instruction has begun.

Instructors are encouraged to be as faithful as possible to published syllabi or lesson plans. However, if altering these is judged by instructors to be necessary and appropriate, instructors may do so but are requested to share with their students in a timely manner how the course syllabi or lesson plans have changed.

Students are required to keep a copy of all work that they submit. If an assignment that has been submitted to the instructor is lost, the student will be required to provide a replacement. If the student does not have a copy of their work, it will be presumed that the work was not completed and submitted. For traditional undergraduate students, graduate students and seminary students no work will be accepted after 5:00 p.m. on Friday of the last week of the semester.

TRANSFER CREDITS/CREDIT FOR PREVIOUS COURSEWORK

TRANSFER CREDIT LIMITS

Students may receive credit for courses taken at other institutions, subject to the limitations given below. All documents used for transcript evaluation must be official. All transfer work and FPU work is used to calculate a combined cumulative GPA for admission purposes.

Transcripts submitted for admission or credit transfer become the property of Fresno Pacific University and cannot be returned to the student or forwarded to other institutions. Under federal policy, students have the right to view the documents in their file; the university does not provide or allow the making of copies of these documents.

Transfer credit evaluations are made by the Registrar’s Office in conjunction with the academic department heads. Students who wish to appeal when credit is not granted for previous courses should complete a Substitution/Transfer Request.

Additional Criteria for Baccalaureate Programs

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

1. A maximum of 70 semester units may be transferred from regionally accredited two-year institutions.

   (There are no limits on transfers from accredited four-year institutions.)

2. A maximum of 30 semester units may be transferred from unaccredited institutions, if approved through the academic petition process.

3. All transfer work is evaluated using the current FPU transfer agreement for the transfer school at the time of evaluation.

4. The course credit is from approved higher educational institutions:

   a. The following institutions with accreditation recognized by CHEA (Council for Higher Education Accreditation), including those with accreditation by regional accreditation organizations:

      i. Middle States Association of Colleges and Schools (MSACS)
      ii. New England Association of Schools and Colleges (NEASC)
      iii. North Central Association of Colleges and Schools (NCACS)
      iv. Northwest Commission on Colleges and Universities (NCCU)
      v. Southern Association of Colleges and Schools (SACS)
      vi. Western Association of Schools and Colleges (WASC)

   b. Also included are the following national accrediting organizations:

      i. Association for Biblical Higher Education (ABHE)
      ii. Association of Theological Schools (ATS)
      iii. Transnational Association of Christian Colleges and Schools (TRACS)
      iv. Association of Advanced Rabbinical and Talmudic Schools (AARTS)

   c. FPU also transfers credit from institutions with accreditation through the international accrediting agency Euro-Asian Accrediting Association of Evangelical Schools (EAAA)

5. A grade of C- or better was earned in the course.

6. The course content does not overlap or repeat courses already completed or to be completed at Fresno Pacific University or another institution.

7. Degree completion students may not transfer coursework for any of their program courses from other institutions; however some traditional undergraduate courses do meet program requirements. Check with the program advisor for specific information.
Additional Criteria for Graduate and Seminary Programs

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

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

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

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

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

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

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

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 or a general education course be substituted for the required course. (Substitutions cannot be made from life experience, work experience and non-baccalaureate coursework.) To apply for a substitution, students should follow these steps:

- **Graduate Students** should meet with their graduate program director to complete a Graduate Substitution Transfer Request form, which must be signed by the director and returned to the Registrar’s Office. A course syllabus must be attached to the request form.

- **Traditional Undergraduate Students** should meet with their mentor to complete a Traditional Undergraduate Substitution Transfer Request form, which must be signed by the mentor and returned to the Registrar’s Office. If the recommendation for substitution is regarding a major or a minor requirement, the form will also require the signature of the appropriate program director before submission to the Registrar’s Office. A course syllabus must be attached to the request form.

- **Degree Completion Students** should meet with their DC advisor to complete a Degree Completion Substitution Transfer Request form, which must be signed by the DC advisor and returned to the Registrar’s Office. A course syllabus must be attached to the request form.

Once the Substitution Transfer Request form has been received by the Registrar’s Office, it will be reviewed. Once the approval/denial process is complete, the Registrar’s Office will notify the student and the program director/mentor/advisor via CampusCruiser email.

CHALLENGE EXAM

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

Students should consult the appropriate program administrator to learn which courses are available for waiver or challenge, and for the limits on waivers. Usually there is a specified list of courses that may be challenged or waived. (The seminary offers a Greek translation exam for persons who have taken elementary Greek at another institution and who wish to advance to second year Greek.)

In addition, a course may not be challenged when:

- The student previously has been awarded credit for duplicate coursework or for related, more advanced coursework.
- The student is enrolled in that course for credit or audit during the same term.
- The student previously has received a failing or NC grade or has unsuccessfully challenged that course.
- Generally, practicum, seminar, capstone and 600-level courses are not available for course challenge. Examinations for course challenge will cover the entire subject matter taught over a semester-long course and are intended to show mastery of the subject matter. A grade of CR will be posted when a letter grade equivalent to a C- or higher is earned. No record is posted when a student fails to earn a grade of C- or higher. Units earned via course
challenge do not count toward the determination of a student’s load status, but do count toward graduation. Requests for course challenge (challenge exams) are made during regular registration periods.

TRADITIONAL UNDERGRADUATE WAIVER
Occasionally, a specific undergraduate course requirement may be waived because of previously completed coursework. To ask for a waiver, students should complete the Waiver form and meet with their program director to present their reasoning for granting the waiver. (Waivers are most often applied in the science and mathematics disciplines.) The director will then record the waiver on the student’s major or minor contract and communicate this waiver decision to the Registrar’s Office via the Waiver form. If a course requirement is waived, other units must be substituted. A course waiver does not reduce the unit requirements for the degree program. Waivers cannot be made from life experience, work experience and non-baccalaureate coursework.

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

Advanced Placement
Students who submit advanced placement test scores of three or higher may be granted 3 semester units of credit. Students must have official transcripts from CollegeBoard sent to the Registrar’s Office.

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

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

Military or ACE Credit
ACE (American Council on Education) elective credit is awarded for documented college-level learning obtained in military and other adult learning experiences. This coursework must be baccalaureate level and will be awarded elective credit only. For military credit, a military transcript is required for any such award of credit. Students should request military transcripts from the branch of the military in which they completed service. Links to the military transcript request centers can be found at the registrar’s website. Students with non-military ACE units should request a transcript directly from the ACE website at acenet.edu. A combined maximum of 30 units for military and other ACE units will be awarded. A combined maximum of 30 units for military and other ACE 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.

A web-enhanced course makes use of web-based technologies to facilitate face-to-face instruction.

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

Before permission is granted to meet a requirement by means of a directed study, the following options must have been explored and not found to be feasible:
1. Substitution of another course for the required course.
2. Waiver of the requirement.
Directed studies must meet the following criteria:

1. The amount of work required must be equivalent to that required in the regular course.
2. The student is held to the same measures of quality as in the regular course.
3. The number of hours of consultation between professor and student for each unit of credit granted should follow established FPU standards.
4. The request must be approved by the instructor, the program director or mentor/advisor and the dean.

Special Course Registration forms for requesting permission to enroll for directed study are available in the Registrar's Office or its website.

Seminary students are limited to 15 units for MDiv students and 10 units for master of arts students. Seminary directed study courses must be letter graded.

ENRICHMENT COURSES

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

INDEPENDENT STUDY COURSES

An independent study is a means of conducting in-depth research on a subject or for studying an area not covered by, but related to, the regular curriculum.

In order to receive credit for independent study, the student must develop a written learning contract with a professor, outlining specific objectives, learning activities and criteria for evaluation. Contact hours should meet established FPU standards. All independent study courses must have prior written approval of the appropriate program director (or equivalent). Independent study is to be used only in cases in which the course content is not available in a regular course and there is clear justification for offering the option. Most courses may not be taken by independent study.

The number of units and the fulfillment of specific degree requirements students may take in an independent study capacity varies by degree program. Specific information may be obtained by contacting the relevant program director (or equivalent).

INTERCOLLEGIATE ATHLETICS

To be eligible to participate in athletics, all athletes must enroll in their ATH conditioning course in the off-season and their ATH activity course during the season of play.

LECTURESHIPS

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

UNIVERSITY SCHOLARS PROGRAM COURSES

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

ACADEMIC CALENDAR

The academic year is divided into terms. The traditional undergraduate 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. (Traditional undergraduate wait-listed students may attend for the first two weeks of the semester.) All registrations or course additions must be approved by the student’s mentor, advisor or program director as the first step of the registration process. The second step is to register online for the approved courses. Previous FPU financial responsibilities must be met before registration can occur.

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

It is the responsibility of students to make changes in registration, such as dropping courses after the first week,
withdrawing from programs, etc. within the appropriate deadlines. Failure to do so will result in a failing grade and financial indebtedness.

Students may verify registered courses by viewing their official class schedule through the MyServices tab of CampusCruiser. Problems should be reported to the Registrar’s Office. Specific registration deadlines are given in the charts that follow. Check the academic calendars for specific dates when registration opens.

TRADITIONAL UNDERGRADUATE STUDENTS

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

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

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**Standard Courses (6-16 weeks Long)**

<table>
<thead>
<tr>
<th>Prior to semester start</th>
<th>Register online with no late fees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First and second week of semester</td>
<td>Add/drop courses online without fees.</td>
</tr>
<tr>
<td>Third and fourth week of session</td>
<td>Add courses with late fees.</td>
</tr>
<tr>
<td>Fifth week of session</td>
<td>No further registration or adds. No petitions.</td>
</tr>
</tbody>
</table>

**Short Courses (2-5 Weeks Long)**

| Prior to semester start through seven days before first day of class | Register online with no late fees. |
| Six days before first day of class through first day of class | Add course with late fees. |
| Day after first class through first day of class in second week | Add course with petition and late fee |
| After first day of class in second week | No further registration or petition |

**One Week Courses (Up to 1 Week Long)**

| Prior to semester start through seven days before first day of class | Register online with no late fees. |
| Six days before first day of class through first day of class | Add course with late fees. |
| After first day of class | No further registration or petition |

**DEGREE COMPLETION STUDENTS**

Degree completion students must be registered to receive cohort textbooks, attend class and have access to the syllabi in CampusCruiser. Students must attend the first class session; otherwise they will be administratively dropped from the course. (See the Attendance section of this catalog for the complete policy.) Students who are clear to register (e.g. have no financial or academic holds), will be block registered in their cohort classes by 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 General Education and Elective Courses and 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 Elective 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 AND SEMINARY STUDENTS

Students must attend the first class session; otherwise they will be administratively dropped from the course. (See the Attendance section of this catalog for the complete policy.)

<table>
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<tr>
<td>After first day of class</td>
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</tbody>
</table>

COURSE AVAILABILITY

The university makes every reasonable effort to offer courses as announced. However, the university reserves the right to modify the class schedule or to cancel courses if necessary. Not all courses listed in this catalog are available each term at all campus locations.

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.

WAIT LISTS

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

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

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

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

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

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

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

Additional Policies for Traditional Undergraduate Students

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

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

3. The decision to add a student to the course after the second week of the semester rests entirely with the course instructor. If the instructor decides to allow additional students to enroll in the course, it is highly recommended that s/he enroll students from the wait list before considering other students who may not have been on the wait list during the first two weeks of the course. The instructor may consider a range of factors, including availability of space in the classroom; other teaching obligations; the student’s capabilities and past performance; and the student’s learning/degree-completion goals.

4. After the last day for enrolling or adding a course (see the Academic Calendar section of this catalog), a student who is not officially enrolled in the course (based on the official class roster through the My Services tab on CampusCruiser) is not allowed to participate in the course and will not have a grade recorded on his or her transcript for that course.

Additional Policies For Degree Completion Students

1. Course wait lists are maintained through the first day of class.

2. Waitlisted students may not attend class.

COURSE DROPS

Students who do not intend to complete a course should drop it online via CampusCruiser or use a Course Drop form. Refunds and grades are based on the last day of attendance. Students must turn in the form or drop the course online by the drop deadline. Students who do not attend at least one class in the first week of a course will be administratively dropped. Online students must access Moodle within seven calendar days of the start date of the course. Students who are unable to attend due to an emergency should contact the instructor and request an excused absence. After the first week, it is the students’ responsibility to drop courses they do not intend to complete. Each week the refund amount decreases (see chart.) Failure to drop courses in a timely manner will result in failed grades and financial responsibility for payment. Students may be administratively dropped for insufficient academic progress or failure to follow university rules.

Traditional Undergraduate, Graduate and Seminary Students

Students may attend courses through approximately 60 percent of the semester and then drop them. See the Academic Calendar section of this catalog for specific dates. Students who attend the first week of a course and then drop it will not receive a grade. Students who attend courses after the first week of the session but before the drop deadline will receive a grade of W. The grade of W does not affect GPA. Students who attend courses after the deadline and then drop them will be graded based on the work completed. Students must petition to drop a course after the deadline. Dropping a course may invalidate the four year graduation guarantee for traditional undergraduate students.
### COURSE DROPS FOR TRADITIONAL UNDERGRADUATE, GRADUATE AND SEMINARY STUDENTS: 2-16 Week Courses

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

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<th>Course Type</th>
<th>Week</th>
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</table>

**Chart Key:** The Week row refers to the ordinal week of the semester/session (e.g., Week 1 refers to Monday through Sunday of the first week of the semester/session.) The percent refund and grade is based on the last day of attendance. In the Grade row, F is the grade of F or the grade earned. The Process row designates the process to follow and refers to the week the form is turned in or the process completed online, not the last day of attendance.

### COURSE DROPS FOR TRADITIONAL UNDERGRADUATE, GRADUATE AND SEMINARY STUDENTS: 1-7 Day Courses

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

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<th>Course Type</th>
<th>Days</th>
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</table>

**Chart Key:** The percent refund and grade is based on the last day of attendance. In the Grade row, F is the grade of F or the grade earned. The Process row designates the process to follow and refers to the day the form is turned in or the process completed online, not the last day of attendance.
Degree Completion

Students who attend a course until approximately halfway through the course and drop it before the deadline will be given a grade of W, which does not affect the GPA. Students who attend after half the class has passed will be graded by the work completed. Students must petition to drop a course after the drop deadline. These policies apply to voluntary course drops as well as administrative withdrawals. A weekend course is considered a two-session course. Each week of an online course is considered one session.

COURSE DROPS FOR DEGREE COMPLETION STUDENTS

Refund and Grade Percent Refund for Last Day of Attendance

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Chart Key: The Week row refers to the ordinal week of the course (e.g., Week 1 refers to the first class session of the course.) In the Grade row, F is the grade of F or the grade earned. The Process row designates the process to follow and refers to the week the form is turned in or the process completed online, not the last day of attendance. A weekend course is considered two class sessions (weeks).

CHANGING SECTION OF A CONTINUING SEQUENCE

Many of the courses offered in a program’s curriculum are part of continuing sequences that extend over more than one term. When enrolling in the first term of a sequential course, students, in fact, enroll in that section for the duration of the course. Should substantial reasons exist for changing enrollment in a sequential course, students must obtain permission from the current course instructor, the proposed new instructor and the program director (or equivalent) or his/her designee. This authorization must be presented in writing to the Registrar’s Office. After such approval is obtained, students must then follow existing add/drop procedures to change the section. Some courses do not allow for changes in sections.

TRANSCRIPTS

PERMANENT RECORD

Only information of an academic nature is entered into the student academic record (transcript). The transcript bears the following entries regarding the completion of degree requirements and the awarding of degrees: area of concentration or major (as applicable), and date of completion, i.e., the last day of the last term registered or the date on which all requirements for the degree were completed (whichever is later).
OFFICIAL RECORDS

Official transcripts are issued by the Registrar’s Office. Transcripts are issued only at the written request of the student. Transcripts will not be released to students who have outstanding obligations, financial or otherwise, to the university.

Official transcripts bear the institutional seal and the signature of the university registrar.

Fresno Pacific University cannot officially verify any coursework taken at another institution even if the student has a transcript on file from that institution.

ENROLLMENT VERIFICATION CERTIFICATES

The National Student Clearinghouse provides enrollment verification certifications for FPU students through its Web-based student self-service. This service also allows students to view their loan history and is free to students. This secure site provides 24-hour-a-day enrollment verifications/information. Certificates are printed on demand. The site provides a single source for student loan information.

Current undergraduate, graduate and seminary students may login to CampusCruiser. Click on the My Services tab and select Enrollment Verification. Select Return on the National Clearinghouse link to process the request.

Degree completion students should complete the FPU Enrollment Verification form and submit it to the Registrar’s Office for processing.

CHANGES TO RECORDS/NAMES USED ON RECORDS

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

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

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

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<td>Withdrawal</td>
</tr>
</tbody>
</table>
NR  No Report  Indication (to be used only by registrar) that as of the deadline for submitting grades, none had been received. See the Grade Reporting section of this catalog.

S  Satisfactory Participation
U  Unsatisfactory Participation

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

Graduate and Seminary 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  Not acceptable for credit in a graduate degree program, except as noted below. Does not meet the minimum criteria for all course/assignment requirements expected from students studying at the graduate level. Acceptable for credit for all seminary courses except COUN courses.

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. Work must be at least a B quality. It is not used in computing grade point averages.

NC  No Credit  The student has not achieved the minimum expectations of scholarship or credit in terms of the course objectives. The NC is not to be used in situations in which a grade of F is justified. It is not used in computing grade point averages.

IP  In Progress  To be used for certain theses, practica and internships.

AU  Audit  Does not yield credit. Enrollment for audit is limited to original registration for the term or to properly approved changes within the first week. Registration and payment of fees are required for audit courses.

UA  Unsatisfactory Audit
W  Withdrawal  Grade given to those who drop classes during the scheduled drop period.

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

S  Satisfactory participation
U  Unsatisfactory participation

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.

Credit Bearing Grades

Traditional undergraduate, degree completion and seminary courses with a grade below C- will not be credited toward the completion of major or minor requirements. Graduate courses with a grade below B- will not be credited toward the completion of requirements of any graduate degree program. Stricter standards may be applied in specific programs. (See program descriptions.)
SEMINARY GRADING STANDARDS

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

1. Each faculty member shall state his/her criteria for evaluation in the course syllabus.
2. The general guidelines for written work shall be as follows (in order of importance):
   - Method of approach, e.g., goals of paper, types of questions asked, clarity about method.
   - Thoroughness, e.g., addressing the important issues, knowledge of data and scholarly literature.
   - Clarity and penetration, e.g., definition of issue/problem, style of argumentation, literary style.
   - Topic picked, e.g., appropriate, properly defined, original.
   - Originality, e.g., thesis, argumentation, expression.
   - Style of paper, e.g., appearance, spelling, grammar, mechanics, compliance with Slade (see pg 11).

The general guidelines for oral presentations shall be as follows (in order of importance):
1. Method of approach, e.g., goals of presentation, types of questions asked, clarity about method, introduction and conclusion, organization.
2. Thoroughness, e.g., addressing the important issues, knowledge of subject matter and scholarly literature.
3. Style of delivery, e.g., clarity of expression, confidence before an audience, use of voice, eye contact, use of language, use of illustrations.
4. Originality, e.g., topic, thesis or proposition, development of argument or sermon, expression.

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

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

ADDITIONAL SEMINARY GRADING STANDARDS

Class Attendance and Participation

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

Completion of all Assignments

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

Students are required to keep a copy of all work that they submit. If an assignment that has been submitted to the instructor is lost, the student will be required to provide a replacement. If the student does not have a copy of their work, it will be presumed that the work was not completed and submitted.

Course Load

The general rule for a course load is 1500-2000 pages of reading and 20 pages of writing for a three unit class, or an equivalent amount of work. One- and two-unit courses will be adjusted proportionately.

Late Assignments

Each course and syllabus will have specific policies for late assignments, indicating due dates and penalties. Exceptions related to family and professional emergencies or illness will be considered. No work will be accepted after 5:00 p.m. on Friday the last week of the semester.

Manual of Style

The official manual of style for written papers is Form and Style: Research Papers, Reports and Theses, by Carole Slade, published by Houghton Mifflin, 2000. The manual outlines three major styles: the Chicago Manual of Style, the American Psychological Association (APA) and the Modern Language Association (MLA) style. In principle the seminary accepts any of the above styles, but students should check with faculty before formatting assignments, as professors may have a particular style preference.
SEMINARY GRADES

Grades are assigned based on the following percentages of points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A -</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B -</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C -</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

GRADE REPORTING

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, graduate and seminary 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 an academic petition for a grade appeal to the Registrar’s Office within six weeks of the official posting of the grades by the Registrar’s Office. The student must include evidence pertinent to the General Principles (2) above in support of the grade appeal request.
3. The Registrar’s Office provides copies of the appeal to the program director (or the school dean if the program director is the instructor) and the instructor. Within 15 days, the instructor responds in writing to the program director (or school dean), explaining the basis for the grade. Please note that days during the faculty off-contract periods (e.g. summer) are not counted.
4. Within three weeks of the grade appeal request, the program director (or school dean) appoints a grade appeals panel consisting of three faculty members. The panel will reach a decision to either uphold the grade or change it. This decision is sent to the Registrar’s Office which then informs the program director (or school dean) the instructor, and the student. The panel’s decision is binding.

REPEATED COURSES

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

Students may repeat courses not designated as repeatable for credit 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 course substitution only when both courses are taken at FPU.

GRADING ALTERNATIVES

Auditing a Course

Students wishing to attend classes without receiving undergraduate or graduate credit may register as auditors. Enrollment as an auditor is subject to permission of the instructor. Regular class attendance is expected and the student may be required to participate in any or all classroom activities at the discretion of the instructor. Check the Program Costs section of this catalog for the audit fee. A course satisfactorily completed for audit is listed on the transcript with a grade of AU. Audit courses not satisfactorily completed will appear on the transcript with a grade of UA. The audit option is not available in all FPU courses. (See the Course Descriptions section of this catalog.) Seminary students may change their status in a course from credit to audit by the deadline indicated in the academic calendar. (The standard refund policies apply.)

Incomplete Grade

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

Requests for incompletes are not approved in cases where students have not completed work due to negligence or lack of effort, or are not satisfied with their grade. Requests for incompletes should be submitted prior to the last day of class and must be approved by the instructor and the dean. When an incomplete is granted for traditional undergraduate or graduate courses, course requirements must be completed before the end of the next sequential term (spring, summer, fall). Degree completion students have a maximum of 30 calendar days from the last day of class to finish the incomplete. The deadlines for seminary students are as follows: fall semester deadline is January 31; spring semester deadline is June 30; summer semester deadline is September 30.

In-Progress Courses

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

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

Credit/No Credit Grades

Credit/No Credit (CR/NC) units are not calculated into a student’s GPA. Check course descriptions to see if a course is graded CR/NC or if it may be graded CR/NC if a student elects to do so.

TRADITIONAL UNDERGRADUATE

To receive a Credit grade, the work must be at least a C quality. If not a grade of No Credit will be assigned. Traditional undergraduate students may elect to take letter-graded courses as credit/no credit (CR/NC). This option is intended to encourage students to undertake elective studies at advanced levels outside their major field and is therefore not available in courses being used to fulfill general education, major and/or minor requirements. Accordingly, elected CR/NC courses from other institutions may not transfer in to meet general education, major or minor requirements.

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

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

DEGREE COMPLETION

The only degree completion courses that may be taken for CR/NC are the weekend elective courses. Students who desire to be graded CR/NC should request it from the instructor at the first class session. To receive a Credit grade, the work must be at least a C quality. If not a grade of No Credit will be assigned.
GRADUATE COURSES
To receive a Credit grade, the work must be at least a B quality. If not a grade of No Credit will be assigned.

BIBLICAL SEMINARY
To receive a Credit grade, the work must be at least a B quality. If not a grade of No Credit will be assigned. CR/NC units are not calculated into a student’s GPA. A maximum of 9 units in any degree may be taken for Credit/No Credit in addition to any CR/NC units assigned through advanced standing or courses only available as CR/NC. Students should be aware that some professional organizations do not recognize courses completed on a CR/NC basis. Students are responsible to be familiar with the requirements of their profession or future education.

Application for Credit/No Credit grading must be made by the deadline indicated in the academic calendar. Once application is approved, it may not be changed back to a letter grade.

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

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

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

ACADEMIC STATUS
All units are offered on a semester basis.

DEFINITION OF A FULL-TIME STUDENT
Baccalaureate students are defined as full time when they enroll in 12 or more units per semester. Graduate students, including seminary students, are defined as full time when they enroll in 9 or more units per semester.

| Units Per Semester |  
|---------------------|------------------|
| **Type of Student** | **Full Time** | **Three-fourths Time** | **Half Time** |
| Baccalaureate      | 12+             | 9-11              | 6-8            |
| Graduate or Seminary | 9+               | 6-8               | 5              |
| International Baccalaureate | 12+       | not allowed | not allowed |
| International Graduate | 18 units per calendar year | not allowed | not allowed |

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 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.

ADMISSION ON PROBATION: SEMINARY
Seminary students admitted either on academic probation due to low GPA or on accreditation probation due to the undergraduate degree being earned at an unaccredited institution will not be evaluated for change of status until the student has completed a minimum of 12 units of coursework for credit. Probation will be lifted if a student has successfully completed the units with a minimum 2.50 GPA. The Seminary Academic Committee may recommend termination if probation is not lifted.
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 and seminary students who wish to reenter a program after being inactive need to reapply. Degree completion students who wish to reenter a program after being administratively withdrawn need to meet with their academic advisor and complete a reentry form. Graduate students who wish to reenter a program after not being continuously enrolled must meet with their program director prior to enrollment to complete a new program advisement form and submit an application for change of status with graduate admissions. Reentry students are required to meet any new program requirements in effect at the time of reentry. Students who plan to miss a semester should follow the leave of absence policy described below.

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. Graduate and seminary applicants must submit transcripts showing proof of a bachelor’s degree. Information about courses, deadlines and registration procedures is available from the Registrar’s Office. Not all courses are available to part-time, nondegree-seeking students. Permission must be granted by the program director.

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

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, 2.5 to 3.0 or higher (depending on the program) at the seminary level, and 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.

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Maximum Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree</td>
<td>6 years</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>6 years</td>
</tr>
<tr>
<td>Masters of divinity degree</td>
<td>8 years</td>
</tr>
</tbody>
</table>

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>
<tr>
<td>≤ 1.0</td>
<td></td>
<td>Mandatory Leave or Termination</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>

< 3.0 and on probation  < 2.5  Mandatory Leave or Termination

3. A seminary 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; 2.5</td>
<td>≥ 2.0 and &lt; 2.5</td>
<td>Probation</td>
</tr>
<tr>
<td>&lt; 2.0</td>
<td></td>
<td>Mandatory Leave or Termination</td>
</tr>
</tbody>
</table>

< 2.5 and on probation  < 2.5 for two consecutive terms  Mandatory Leave or Termination

4. Violation of professional or ethical conduct
5. Failure to comply with university rules or procedures
6. Evidence of personal factors (personality, interpersonal or intrapersonal functioning) that may hinder the student’s professional competence
7. Little or no progress on the master’s thesis/project
8. Failure to meet academic program standards
9. A failed course in some cohort-type programs
10. In seminary programs, students may be terminated for lack of readiness for ministry. (See below for details.)

**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.

Seminary Termination for Lack of Ministry Readiness
The seminary faculty may terminate a student for lack of readiness for ministry. Reasons may include problems in communication or patterns of behavior deemed by the faculty to preclude effectiveness in the ministry of the church.

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

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

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

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

READMISSION FOLLOWING TERMINATION FOR ACADEMIC REASONS
A student terminated for academic reasons is permitted to apply for readmission to the seminary one year after termination. The reapplication shall include:
1. A letter requesting readmission, reporting what the student has done since leaving the seminary, and giving reasons why the student thinks his or her academic performance will improve.
2. A letter of reference from someone who knows the performance of the student since leaving seminary.
3. An interview with the academic advisor and another faculty member appointed by the academic dean.

READMISSION FOLLOWING TERMINATION FOR READESS FOR MINISTRY REASONS
A student terminated for readiness for ministry reasons is permitted to apply for readmission to the seminary one year after termination on the basis of the following criteria:
1. A letter requesting readmission and reporting how the concerns leading to the termination have been addressed.
2. A letter from a therapist and/or pastor that recommends readmission because the concerns leading to termination have been resolved.
3. The completion of any psychological tests the seminary may request for readmission.
4. An interview with the former academic advisor and at least two faculty members appointed by the academic dean.
5. The acceptance of an accountability group established in consultation with the academic dean and the dean of students to monitor student progress and growth.

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, seminary 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.

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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, graduate and seminary 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, seminary 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 (seminary and 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. No tuition can be refunded without full compliance with this policy. (See the Tuition Refund Schedule section of this catalog.)

After having complied with the provisions above, a student may withdraw from the university during the stated withdrawal period (before the course-drop deadline.) A grade of W will be assigned by instructors. These grades are not used to calculate GPAs, but the hours are counted as hours for which the student was enrolled that semester for financial aid purposes.

Students wishing to withdraw from the university after the course drop deadlines listed above and who have documented extenuating circumstances beyond their control must submit an academic petition for consideration and may receive a grade of W if the petition is approved. Students unable to provide such documentation will receive the letter grades awarded by instructors based on the work submitted for the entire semester.

ATTENDANCE

The university expects regular class attendance by all students. Students who do not attend at least once during the first week of class will be administratively dropped from the course. Students desiring an excused absence should contact the instructor if there are extenuating circumstances. (Degree completion students may be excused for university purposes, but there are not for DC course or program purposes.) Each student is responsible for all academic work missed during absences. When an absence occurs, students should contact the instructor both as a courtesy and to check for missed assignments.

Each instructor will update the attendance roster provided by the Registrar’s Office through CampusCruiser, during the term in order to document attendance.

For online courses, regular attendance is defined as accessing the course website once a week at a minimum. (Faculty may adopt stricter requirements.) Online students who do not access the course during the first week will be marked absent and administratively dropped from the course.
Students who will be absent for an extended period of time should refer to the leave of absence policy stated above. After the first week, students are responsible for dropping courses they will not attend or complete. (See the Drop Policy section of this catalog.)

**Undergraduate Students**

Traditional undergraduate students must attend class during the first week of the semester/session; otherwise they will be administratively dropped. Wait-listed students will be given a chance to register for these courses through the second week of the semester. If there is no wait list, any eligible student may register for the course. Students who are unable, due to extenuating circumstances, to attend the first week of class should contact course faculty as soon as possible, but by Friday of the first week of the semester at the latest. 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. Students who do not attend the first week of class will be administratively dropped from the course, unless the instructor grants a notified absence. A notified absence at the first class session is still counted as an absence for course and program purposes.

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

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

After the student has missed five class sessions, the student must meet with the appropriate DC program director to discuss whether or not the student must withdraw from the program.

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.

**Seminary Students**

Seminary students who miss more than 25 percent of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies. All exceptions must be approved by both the faculty member and the dean of the seminary.

**DEGREE REQUIREMENTS**

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

**ASSOCIATE OF ARTS DEGREE**

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

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

**Minimums**

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

**Maximums**

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

**BACHELOR’S DEGREES**

**Requirements**

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

1. A minimum of 124 semester units, which includes
   a. General education requirements.
   b. Major requirements, chosen from one of the available programs. Minor(s) and additional
majors may also be chosen, but are not required for the degree.

2. All incompletes must be cleared.

**Minimums**

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

**Maximums**

1. A maximum of 8 total activity units in art, athletics, drama, journalism, music and physical education, with a maximum of 4 units in a single area, will be counted toward the 124 units required for the degree. Activity course units required in a major or a minor may exceed the 4 unit cap in a single area, but are limited to the number of units specified for that area in the program description.
2. A maximum of 15 units of courses taken under the CR/NC option policy may be applied towards degree requirements. (See credit/no credit option policy.)
3. A maximum of 6 units of graduate credit may be applied towards a bachelor’s degree.
4. A maximum of 9 units in ESL (English as a Second Language) per semester up to a total of 16 units may be applied towards degree requirements.

Transfer lower-division coursework will be applicable under the following conditions:

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

**Four Year Graduation Guarantee**

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

**Declaring a Major**

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

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

**Personalized Majors**

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

**Double Majors**

A student may complete up to two majors for a bachelor’s degree. A double major is defined as two majors in the same type of degree (e.g. two majors in a bachelor of arts degree or two majors in a bachelor of science degree. (Completing a bachelor of arts degree and a bachelor of science degree is considered a dual degree. See the Dual Bachelor’s Degree section below.) Double majors are usually taken concurrently and are not considered a dual bachelor’s degree. If taken concurrently, both majors are listed on one diploma.

A double major is subject to the following conditions:

1. General studies courses completed for one major may be applied to the second major. If there are unique general education requirements for the second major, they must also be met. If the general
education requirements for the second major differ from the first, both sets must be met in full.

2. The prerequisites and requirements of both majors are completed and are subject to the Course Overlap Policy, which follows.

3. At least 30 units of the second major (24 units in upper-division and at least 15 in the major area) are completed at Fresno Pacific University in addition to the residence requirement of the first major. (Degree completion exception: all courses for both majors must be taken at FPU.)

4. All other degree requirements, limitations, etc., apply to both majors (e.g., grade point average.)

A second major taken at a later time is subject to the major and general education degree requirements in effect at acceptance into the second program. If requirements are met, a second diploma will be issued, but students will not participate in a second commencement ceremony. The double major will also be noted on transcripts.

Dual Bachelor's Degree

A dual degree is defined as two majors in two different bachelor’s degrees (e.g. a bachelor of science degree and a bachelor of arts degree). A dual bachelor’s degree may be granted to a student subject to the same four conditions as a double major.

Two diplomas are issued, whether the majors are completed taken concurrently or not. If taken non-concurrently, The student is not eligible to participate in a second commencement ceremony. Both degrees are noted on transcripts.

Minors

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>REL-418</td>
</tr>
<tr>
<td>General education requirement</td>
<td>COM 420</td>
</tr>
<tr>
<td>Major #1 requirement</td>
<td>REL-460</td>
</tr>
<tr>
<td>Major #2 requirement</td>
<td></td>
</tr>
<tr>
<td>Major emphasis 1 requirement</td>
<td></td>
</tr>
<tr>
<td>Major emphasis 2 requirement</td>
<td></td>
</tr>
</tbody>
</table>

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

DEGREE COMPLETION STUDENTS

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

The following policies do not apply to the FPU Biblical Seminary. Requirements for a master’s degree are: a minimum number of 30 graduate semester units, which include:

1. Graduate program requirements.
2. Graduate-level elective courses as needed to complete the 30-unit minimum.

Minimums

1. A minimum grade point average of 3.0 in all Fresno Pacific University graduate coursework.
2. A minimum grade of B- or CR in all graduate courses used to meet degree requirements.
3. A minimum of 21 units must be taken at FPU, with the exception of individualized master's programs.

Maximums

1. A maximum of 9 transfer units may be used to meet degree requirements in most programs. See specific programs for exceptions.

Requirements for Advancement to Candidacy

All students who intend to complete a degree must apply for advancement to candidacy so that a preliminary evaluation of their readiness to work on the project/thesis or the master’s seminars may be determined.

An application for master’s candidacy should be submitted to the Registrar’s Office 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.

Culminating Experience

A culminating academic experience is required for all students. It includes a scholarly activity demonstrating that graduate students have engaged in independent learning and are able to synthesize knowledge gained into practice. Each master’s degree program requires or offers one or more options for a masters degree student’s culminating experience. The options include: 1) master’s thesis, 2) master’s project, 3) comprehensive examination, 4) capstone courses, and 5) a combination of one of more of the prior options. An explanation of how the culminating experience promotes independent learning and details of the requirements of the program can be found in each program’s curricular description.

Additional Emphasis for Master’s Degrees

Students may complete an additional emphasis in one discipline area (i.e. master of arts in education with 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 and conflict studies.) A second master’s degree may be granted a student under the following conditions:

1. At least 30 units are completed at Fresno Pacific University, following the completion of the first degree.
2. A maximum of 6 units from one master’s degree (not including thesis) may be used to meet the requirements of the second master’s degree. Where requirements for one degree overlap with those of another (above the 6-unit overlap rule), the student may, at the discretion of the program director, substitute appropriate alternative courses or, in special cases, repeat certain courses. In any case, the total number of units required for the second degree must still be met.
3. All other degree requirements, limitations, etc., apply to the second degree (e.g., grade point average, number of allowable transfer units, age of units, etc.).

SEMINARY DEGREES

Academic Requirements

Requirements for a master of arts degree include a minimum of 60 units. A master of divinity requires a minimum of 90 units, while a combination degree (MFCC and MDiv) requires 120 units. The minimum FPU Biblical Seminary grade point average is 2.5. A minimum grade of C- or CR is required in all seminary courses. MFCC students are required to earn a minimum grade of B- in all courses with a COUN prefix.
Residence Requirements

DEGREES
To receive a seminary degree from Fresno Pacific University, students must complete 30 units at the FPU Biblical Seminary. Up to 12 units of residence requirements may be fulfilled for a degree from Fresno by courses taught by the seminary faculty in other locations where the course design, resources and the pedagogical and formational environment have been determined to meet the seminary standards of residency. Residence requirements may not be fulfilled through directed studies or distance education courses. Designated courses must be taken in residence. See the program section for details.

CERTIFICATES
A candidate for a 30-unit certificate must complete 24 of the 30 units in residence. A maximum of six units may be transferred into a thirty-unit certificate.

Thesis Registration, Extensions and Completion
Students may register for 3 units of thesis in two consecutive semesters (e.g., fall and spring), or register for 6 units in the final semester. M.F.C.C. students may elect to register for 3 units of Advanced Family Studies and 3 units of Thesis. Note: theses are not defended in the summer (May-August).

After registering for 6 units (either in two consecutive semesters or in one semester), a student may request an extension of one semester by submitting a completed Petition form to the Registrar’s Office. Extensions will be granted at the discretion of the academic dean.

A fee equal to one unit of tuition will be applied to the student’s account.

A thesis must be completed before a student may participate in commencement exercises. There are no exceptions to this policy.

Additional thesis policies may be found on the university website.

Second Degree
Up to two degrees may be earned from the FPU Biblical Seminary. Credits earned in a certificate program may be transferred into the degree program. Up to 30 units used for the first degree may be applied to the second degree. Students completing a second seminary degree must complete 15 units of the second degree requirements in residence.

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

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

Due Dates to Participate in Commencement

<table>
<thead>
<tr>
<th></th>
<th>Fall Ceremony (December)</th>
<th>Spring Ceremony (May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree application</td>
<td>September 30</td>
<td>January 31</td>
</tr>
<tr>
<td>Degree completion clearance documentation</td>
<td>October 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Undergraduate, graduate and seminary 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. Transfer coursework documentation for prior semesters must be submitted by the official deadline cited above.
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.

Seminary Students

Graduate students are academically eligible to participate in commencement provided they have completed their degree OR

1. Carry a minimum 2.5 Fresno Pacific graduate course GPA, and
2. Are registered with the intent to complete their degree requirements within the semester in which they plan to participate in commencement or are registered in no more than 6 units in the summer session when applying for a spring graduation, and
3. Projects/theses are submitted six weeks prior to the end of the semester for program director approval, and
4. Have satisfactorily completed ministry discernment.

DIPLOMAS

Degrees are conferred upon satisfactory completion of all requirements following the final evaluation and transcript posting by the Registrar’s Office. Diplomas are mailed to graduates several weeks after the posting of the degree and verification that all FPU financial obligations have been met.

HONORS AND AWARDS

Alpha Chi National Honor Society

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

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

For more information, contact faculty sponsor W. Marshall Johnston.

Phi Alpha Theta History Honor Society

Established in 1921, Phi Alpha Theta is the national history honor society and is open to all undergraduate students who have earned a 3.1 GPA in 12 or more hours of history courses and have a 3.0 GPA overall in their undergraduate studies at Fresno Pacific University. The aim of Phi Alpha Theta is to foster interest in the discipline of history and promote scholarly excellence in historical study. The Alpha Xi Zeta chapter at Fresno Pacific University is one of the 870 Phi Alpha Theta chapters located at universities across the United States. For more information about Phi Alpha Theta, please contact the chapter advisor, Darin D. Lenz.

Latin Honors

Undergraduate students who have earned at least 45 graded units at Fresno Pacific University and meet the standards listed below are eligible for degree honors, which are posted to the student’s transcript and noted on the diploma. 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 traditional undergraduate graduating student(s) with the highest grade point average. The recipient must have completed 60 units at FPU and be listed as a graduate in the commencement program. This is announced at the spring commencement ceremony.

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

Seminary Dean’s List

Seminary students are recognized for outstanding academic achievement by being placed on the Dean’s List in the semester they are eligible. Students are eligible if they are:

- Full-time with an FPU semester GPA of 3.80-3.89 (high honors) or 3.90+ (highest honors)
• Part-time, having completed 15, 30, 45, 60, 75, or 90 units, with a cumulative FPU GPA of 3.80-3.89 (high honors) or 3.90+ (highest honors)

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:

Cheating. Using or attempting to use unauthorized materials, information, study aids or extended assistance in any academic activity, exercise or exam.

Plagiarism. Plagiarism is theft and can be committed intentionally or unintentionally. Plagiarism can occur by representing the writings, works or ideas of another as one's own or by copying material from a resource without proper citation. Exact copying should be correctly documented; for example, students should use footnotes or endnotes when appropriate. Paraphrasing, when the basic sentence structure, phraseology and unique language remain the same, also requires proper citation.

Sabotage. Willfully damaging or impeding the academic work of another person. This has particular application to computer files, library resources and laboratory or studio work and may include software piracy, constructing and introducing viruses into a system or copying copyrighted programs. This may also include deliberately depriving others of necessary academic sources.

Fabrication or falsification. Altering or inventing any information or study aids in any academic exercise. This includes falsification or unauthorized modification of any academic records. This may also include attempting to gain advantage over fellow students in an academic exercise through such means as lying about the need for an extension on a paper.

Aiding and abetting. Helping or attempting to help another commit an act of academic dishonesty. For example, students may not duplicate work nor allow others to conduct research or prepare work for them without advance authorization of the instructor.

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

PROCEDURES FOR DEALING WITH STUDENT ACADEMIC DISHONESTY

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

Track 1

A. FIRST OFFENSE

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

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

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

For all recognized offenses, the student(s) and faculty member(s) will attempt to collaboratively determine an appropriate response. The typical consequence for a recognized first offence is a zero on the assignment. However, depending upon the nature of the violation, the response may be:
Committee is final. The Provost will submit the matter to the disqualification, during which time they are allowed to remain in class. If they do not appeal within 5 business days, they are academically disqualified. The decision of the Academic Integrity Review Committee (see Track 2). If they do not appeal within 5 business days following their notification of disqualification, the student can appeal their ADI status to the Provost within 5 business days following their notification of disqualification, during which time they are allowed to remain in class. The Provost will submit the matter to the Academic Integrity Review Committee (see Track 2). If they do not appeal within 5 business days, they are academically disqualified. The decision of the Academic Integrity Review Committee is final.

All disqualified students will have a hold on their account and be unable to register for at least one semester (summer session not counted). After one semester, they may apply for readmission by petition to the appropriate dean. Readmission is not automatic but will be weighed relative to the severity of the violation and appropriate response by the student.

If the ADI student, who is allowed to come back, commits another integrity violation, the student will be permanently disqualified.

**Track 2**

**DISPUTED OFFENSE OR PENALTY**

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

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

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

**Track 3**

**UNWILLING TO PARTICIPATE**

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

**REPORTING**

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

EDUCATIONAL ENVIRONMENT

Fresno Pacific University endeavors to provide a safe and orderly environment, in which all students are able to pursue their academic, social and spiritual development. The university reserves the right to implement a disciplinary process, which may culminate in the suspension or dismissal of any student who does not meet behavioral standards or comply with University policies. The university also expects that the actions of any student not pose a threat to the health and/or safety of others and not unreasonably disrupt the educational environment of the university.

THREAT TO THE HEALTH AND/OR SAFETY OF OTHERS

Threat to the health and/or safety of others means, for example, any act, planned act or threatened act that places another student, member of the faculty or staff or any campus visitor at an unreasonable risk of bodily harm, exposure to illness, loss of life or destruction of property. A threatened act includes overt threats, as well threats reasonably perceived by the actions, interactions and/or conduct of a student. Further, a student may be considered to pose a direct threat to the health of others if current medical information indicates that the student’s behavior and/or medical condition could reasonably expose others to illness, disease or other bodily harm. This exposure risk must exceed that commonly found in community environments and would include a student’s possession of a presently contagious illness or disease and/or failure to maintain appropriate hygiene.

UNREASONABLE DISRUPTION TO THE EDUCATIONAL ENVIRONMENT

Unreasonable disruption to the educational environment means, for example, any disruptive act that unreasonably impedes another student's functioning within an academic or community life setting or unreasonably impedes the ability of faculty, administration or staff to fulfill their duties and obligations. A violation may include a single disruptive act or ongoing acts and may involve complaints from students, faculty or staff. In determining violations, an assessment will be made of the nature and extent of the disruption and the content and frequency of the complaint(s).

UNIVERSITY RESPONSE

Violation of these or other policies may result in disciplinary action up to and including suspension or dismissal, without refund of tuition and other amounts paid. The restorative disciplinary process of the university is set forth in FPU student handbooks. The university reserves the right to remove a student from particular settings or from all university activity pending the outcome of the disciplinary process, depending on the nature and extent of the disruption or threat as outline above.

While the university expects all students to meet the behavioral standards, it recognizes that some students possess medical or psychological conditions that may affect functioning within the behavioral rules of the university. The university will comply with all requirements imposed by law to provide reasonable accommodation and/or appropriate academic adjustment for those with disabilities. If medical or psychological intervention is needed to assist the student in meeting the behavioral standards, the university may choose to offer the student the opportunity to comply with an intervention plan as a partial or complete substitute for disciplinary action. The student may also be placed on a contract that identifies the behaviors of concern, the accompanying behavioral expectations and the length of contract. If the student does not meet the behavioral standards after assenting to an intervention plan or if the student violates the contract, the university may take disciplinary action up to, and including, suspension or dismissal.

STUDENT AND FACULTY DISPUTE RESOLUTION

Occasionally a student may find cause to question the action of a professor regarding requirements of a course, teaching effectiveness, comments made in a class that seem derogatory or inflammatory, criticism of the student, general performance or sanctions given for academic dishonesty. Students should first discuss their concerns with the instructor. If the student and faculty member cannot resolve the issue satisfactorily or if the student does not feel comfortable speaking directly with the instructor the student should consult with the chair of the division in which the course is lodged, who will attempt to resolve the issue. Decisions may be appealed to the dean of the appropriate school for a final resolution.

PETITIONS/APPEALS

A request for an exception to a published university academic policy must be made in writing and initiated through the Registrar’s Office, using the Academic Petition form unless petitioning transferability of courses. (Transferability should be petitioned using the Substitution/Transfer Request form.)
Academic petitions should only be used when the deadline has passed for registration, for adding or dropping classes, for extending an incomplete or for withdrawing from the university. Requirements for degrees and for participation in commencement are not petitionable. A complete list of non-petitionable policies is available on the university website.

All documentary evidence in support of each application for academic exception should be submitted with the written request. Each case will be decided on its own merits. All exceptions and waivers are subject to review by the appropriate academic official or committee for consideration and decision. Students are encouraged to maintain their own personal copies of all paperwork submitted.
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General Education
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 of 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, to measure and to compute food, water, fuels and other essential material substances of the universe. Sometimes we are fooled because of our ignorance. We fail to see patterns or correctly judge probabilities. Mathematics understanding is designed to equip us to reason mathematically and thus to live more wisely in this world.

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

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

PURPOSES

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

REQUIRED COURSES

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

Foreign language requirement may be met by one of the following:
1. 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-100  Principles of Biology (4)
or BIOL-111  General Biology: Cells and Physiology (4)
or BIOL-121  General Biology: Diversity and Ecology (4)
CHEM-103  General Chemistry I (4)
PHYS-106  Physical Science (4)
PHYS-120  General Physics I (4)
PHYS-130  University Physics I (4)
PHYS-150  Earth Science (3)
or PHYS-160  Space Science (3)

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

The Stewardship of the Body

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

PURPOSE

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

REQUIRED COURSES

KIN-120  Concepts of Wellness (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.

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

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

The footstones of three sequential courses, Ancient, Medieval and Early Modern, and Modern Civilizations, continue the story motif by providing the historical base for understanding the peoples and cultures of both the Western and non-Western worlds. The progressive unveiling of the story of God is continued in these courses, but now in the context of other stories of competing gods. Living, as we do, in a world that has 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 Reformation reformers called Anabaptists, who sought to live in faithful obedience to the example and teachings of Jesus and whose story represents the particular heritage and commitment of the university.

4. To discover and understand the stories that are dissimilar to our own, but that have shaped and continue to shape peoples and cultures with whom we share our communities and world.

5. To learn from those special moments in our larger human history in which the nature of the universe—including God, the individual and society—have been particularly clear.

REQUIRED COURSES

Stories from the Ancient World

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

Stories from the Modern World

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

Biblical Studies Requirement

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

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

Focus Series - The Contemporary World

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

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

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

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

A final toolstone is a foreign language. All undergraduate students are expected to have a beginning acquaintance with a second language, either through a minimum of 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-100 Principles of Biology (4)
or BIOL-111 General Biology: Cells and Physiology (4)
or BIOL-121 General Biology: Diversity and Ecology (4)
CHEM-103 General Chemistry I (4)
PHYS-106 Physical Science (4)
PHYS-120 General Physics I (4)
or PHYS-130 University Physics I (4)
PHYS-150 Earth Science (3)
or PHYS-160 Space Science (3)

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

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

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

REQUIRED COURSES
KIN-120 Concepts of Wellness (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.

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

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

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

REQUIRED COURSES
THEO-434 Theologies of Radical Discipleship (3)
Select one of the following:
HIST-321 Anabaptist/Mennonite History and Thought (3)
HIST-380 Reformation History and Theology (4)

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

Select one of the following:
COM-420/SOC-430 Conflict Management and Resolution (3)
PACS-350/VICT-350 Victims, Trauma and Recovery (4)

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

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

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

REQUIRED COURSES
MIN-357 Christian Leadership and Administration (4)

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

5. STUDIES IN POSTMODERNITY
Coordinator: Richard Wiebe, M.A.
This series examines twentieth century theology and philosophy, illuminating the context and trajectory of intellectual life in the twentieth century.

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

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

A. Domestic Option

REQUIRED COURSES
REL-418 Culture, Religion and the Church (3)
SOC-410 American Ethnicity and Pluralism (3)

B. International Option

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

Select one of the following:
GEOG-220 Cultural Geography (3)
HIST-400 Modern Africa: History, Politics and Culture (3)
HIST-406 Modern Asia: History, Politics and Culture (3)
HIST-410 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)
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
Coordinator: Darren Duerksen, Ph.D
Mission, sharing the Gospel in service and in evangelism, has been a prominent part of Christian expansion and interaction with other peoples in the world throughout the church's history. The mission focus series provides an opportunity for students to pursue the practice of mission and the study of that practice through biblical and theological understanding. A variety of options are available. Students should consult with the focus series coordinator to discuss opportunities.
REQUIRED COURSES

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

REQUIRED COURSES

THEO-400 Theologies of the Christian Imagination (3)

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

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

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

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

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

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

10. PERSONALIZED FOCUS SERIES
Coordinator: Greg Camp, Ph.D.

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

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

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

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

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

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

**ADDITIONAL NOTES:**

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.

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**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-Freshmen/Transfer Student</td>
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<tr>
<td></td>
<td>HIST-120†</td>
<td>Ancient Civilizations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HIST-130†</td>
<td>Medieval and Early Modern Civilizations</td>
<td>4</td>
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<tr>
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<td>HIST-140†</td>
<td>Modern Civilizations</td>
<td>4</td>
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<td></td>
<td>BLIT-310-349</td>
<td>Biblical literature course</td>
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<td>FOCUS SERIES</td>
<td>Select one series</td>
<td>See the General Education Program section</td>
<td>6-8</td>
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### TOOLS OF HUMAN INQUIRY AND COMMUNICATION

<table>
<thead>
<tr>
<th>CATEGORY (select 1)</th>
<th>COURSE #</th>
<th>COURSE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MATH-110 A/B</td>
<td>Principles of Mathematics I and II</td>
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<td></td>
<td>MATH-120</td>
<td>Principles of Mathematics</td>
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</tr>
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<td></td>
<td>MATH-140</td>
<td>Pre-Calculus</td>
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<tr>
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<td>MATH-210</td>
<td>Calculus I</td>
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<td>Written Communication (select 1)</td>
<td>COM-110 A/B</td>
<td>Written Communication I and II</td>
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<td>Oral Communication</td>
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<tr>
<td>Foreign Language (select 1)</td>
<td>COM-110</td>
<td>Written Communication</td>
<td>1.5</td>
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</table>

Two years of high school study in a single language with grades of C- or better

One year of college language study in a single language with a minimum GPA of 2.0

Examination (CLEP, local examination or TOEFL for non-native speakers of English)
### Modes of Human Inquiry and Thought

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COURSE #</th>
<th>COURSE</th>
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<td>Humanities (select 2)</td>
<td>ART-110</td>
<td>Art Appreciation</td>
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<td>DRA-105</td>
<td>Theater Appreciation</td>
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<td>LIT-180y</td>
<td>Introduction to Literature</td>
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<td>MUS-102</td>
<td>Music Appreciation</td>
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<td></td>
<td>or MUS 103</td>
<td>Introduction to American Popular Music</td>
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<td>PHIL-100</td>
<td>Introduction to Philosophy</td>
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<td>Natural Science (select 2)</td>
<td>BIOL-100y</td>
<td>Principles of Biology</td>
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<td></td>
<td>or BIOL-111</td>
<td>General Biology: Cells and Physiology</td>
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<td>or BIOL-121</td>
<td>General Biology: Diversity and Ecology</td>
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<td>CHEM-103</td>
<td>General Chemistry I</td>
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<td>PHYS-106y</td>
<td>Physical Science</td>
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<td>or PHYS-130</td>
<td>University Physics I</td>
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<td>PHYS-150</td>
<td>Earth Science</td>
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<td></td>
<td>or PHYS-160</td>
<td>Space Science</td>
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<td>Social Science (select 2)</td>
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<td>Principles of Economics</td>
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<td>GEOG-220</td>
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<td>HIST-150y</td>
<td>American Civilization</td>
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<td>PS-120</td>
<td>American Politics and Society</td>
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<td></td>
<td>PSY-120y</td>
<td>Introduction to Psychology</td>
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<td>SOC-120</td>
<td>Introduction to Sociology</td>
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<tr>
<td></td>
<td>SOC-205</td>
<td>Introduction to Cultural Anthropology</td>
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</table>

### Stewardship of the Body

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COURSE #</th>
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<tr>
<td></td>
<td>KIN-120</td>
<td>Concepts of Wellness</td>
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<td>PE-100-154y</td>
<td>PE activity course</td>
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</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

### General Education: 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, physical and biological sciences and biblical studies. General education transfer agreements list courses students may complete at community colleges in the San Joaquin Valley (California) to satisfy general education requirements. These transfer agreements, listed by institution, are found on the FPU website in the Registrar’s Office section. The biblical studies requirements are considered FPU distinctive general education courses and may not be transferred in from other institutions. Information and guidance is available from admissions counselors at each FPU regional center.
ENGLISH PLACEMENT TEST

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

GENERAL EDUCATION SUMMARY: DEGREE COMPLETION

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>REQUIRED COURSES</th>
<th>FPU COURSES* THAT MEET REQUIREMENT</th>
<th>UNITS REQUIRED</th>
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<tr>
<td>1  English Communication</td>
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<td>COM-111</td>
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<td>Written Communication</td>
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<td>Critical Thinking</td>
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<td>2  Mathematical Concepts and Quantitative Reasoning</td>
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<td>BUS-435**</td>
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<td>CRIM-420**</td>
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<td>LIT-181</td>
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<td>Humanities</td>
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<td>9 seminar units or 12-15 quarter units</td>
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<td>4  Social and Behavioral Sciences</td>
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<td>5  Physical and Biological Sciences</td>
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<td>ENV-151</td>
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<td>6 Distinctive FPU GE Courses</td>
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<td>Biblical Studies</td>
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<td>Biblical Perspectives</td>
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<td>BIB-446** 3</td>
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<td>BIB-451** 3</td>
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*Individual courses may not be used to meet more than one requirement.

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

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

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

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

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

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

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

SELECT ONE OF THE FOLLOWING EMPHASES

Accounting Emphasis

REQUIRED COURSES (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)
LEAD-405 Leadership Concepts and Practice (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, 19 UNITS)

Foundational Course
ACCT 220 Principles of Accounting I (4)

Advanced Courses
MGT-350 Organizational Theory (3)
or 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 (8 COURSES, 20-24 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-301 Anthropology for Christian Witness (3)

Social Relations Emphasis

REQUIRED COURSES

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

DEGREE COMPLETION PROGRAMS

BUSINESS ADMINISTRATION:
MANAGEMENT EMPHASIS

Program Director: Justin Dermon, Ph.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 (39 UNITS)

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

ELECTIVES

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

BUSINESS ADMINISTRATION:
ORGANIZATIONAL LEADERSHIP EMPHASIS

Program Director: Breck Harris, 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 courses that explain issues and ideas related to successfully working in organizations. Class sessions are facilitated to use experiential learning applicable
to the workplace. Classes meet one evening per week 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 four years postsecondary work experience.

**REQUIRED COURSES (39 UNITS)**

The following units must be earned at Fresno Pacific University:

- BIB-314 Jesus and the Christian Community (3)
- BIB-451 Biblical Perspectives on Leadership (3)
- BUS-431 Organization Behavior (3)
- BUS-432 Dynamics of Group Behavior (3)
- BUS-434 Individual in the Organization (3)
- BUS-438 Human Resources (3)
- BUS-440 Leadership and Change (3)
- BUS-442 Ethics and Values in Organizations (3)
- BUS-444 Diversity in the Workplace (3)
- BUS-446 Leadership Skills Development (3)
- BUS-471 Business Policy and Strategy (3)
- MGT-353 Organizational Communication (3)
- MGT-443 Organizational Project (3)

**ELECTIVES**

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

**GRADUATE PROGRAMS**

**MASTER OF BUSINESS ADMINISTRATION:**

**GLOBAL EMPHASIS (Blended Program)**

*Program Director: Peng Wen, Ph.D.*

In a world of increasingly interconnected global markets and economies, a degree with a global perspective gives 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**

- BUS-65 Statistics (3)
- ACCT-220 Principles of Accounting I (4)
- ECON-105 Principles of Economics (4)

**REQUIRED COURSES (41 UNITS)**

**Semester 1**

- MBA-700 Global Economics (3)
- MBA-705 Global Managerial Accounting (3)
- MBA-710 Marketing in a Global Economy (3)

**Semester 2**

- MBA-720 Management in Global Business (3)
- MBA-725 Strategic Financial Management (3)
- MBA-730 Research Methods (3)
- MBA-770A Business Plan I (1)

**Semester 3**

- MBA-735 Regional Business Field Experience: National Travel (1)
- MBA-745 Operations Management in Global Business (3)
- MBA-750 International Business Field Experience (3)
- MBA-760 Advanced Finance (3)
- MBA-770B Business Plan II (1)

**Semester 4**

- MBA-714 Entrepreneurial Immersion (3)
- MBA-755 Strategic Management in Global Business (3)
- MBA-765 Law, Ethics and Values in a Global Environment (3)
- MBA-770C Business Plan III (2)

**MASTER OF ARTS IN LEADERSHIP STUDIES**

(Blended Program)

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

This program can be completed in just less than two years, in six semesters with classes meeting once per week and online. All required courses in the leadership studies program must be taken at FPU in a cohort model.

REQUIRED COURSES (36 UNITS)

**Semester 1**
LEAD-711 Introduction to Leadership Studies (6)

**Semester 2**
LEAD-712 Leadership and Innovation (3)
LEAD-722 Renewing Human Resource Leadership (3)

**Semester 3**
LEAD-721 Conflict and Collaboration (3)
LEAD-723 Law and Ethics (3)

**Semester 4**
LEAD-732 Change and Transformation Strategies (3)
LEAD-734 Integral Inquiry (3)

**Semester 5**
LEAD-741 Globalization and Culture (3)
LEAD-752 Developing Proposals for Change (3)

**Semester 6**
LEAD-762 Generative Leadership in Different Contexts (3)
LEAD-766 Leadership Field Project (3)
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 (ECD) 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.

The ECD program desired student outcomes are based on the National Council for Accreditation of Teacher Education (NCATE) Standards For Initial Licensure/Baccalaureate Degrees combined with the National Association of the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria.

Classes meet one evening per week. 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)
MATH-121 Mathematical Problem Solving (3)

GENERAL EDUCATION REQUIREMENTS

See General Education Summary: Degree Completion

REQUIRED COURSES (42 UNITS)

The following units must be earned at Fresno Pacific University:

BIB-314 Jesus and the Christian Community (3)
BIB-436 Biblical Perspectives (3)
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 (3)
ECD-483 Child Observation Practicum (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).

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 (42 UNITS)

All of the following courses must be completed at FPU:

ART-301 Art Fundamentals (3)
BIB-314 Jesus and the Christian Community (3)
BIB-436 Biblical Perspectives (3)
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 (3)
LANG-311 Principles of Language Acquisition (3)
LANG-331 Linguistics and Modern Grammar (3)
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 subjects education program is to instill in the teacher candidate the appropriate pedagogical practices to connect to the languages, skills and abilities of career technical and adult education students to increase learning.

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

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

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

- Adult education
- Career technical education (CTE)
- Special subjects
- Supervision and coordination

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

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 subjects 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 California Commission on Teacher Credentialing
Recommendation from DSE program sponsor authorized signatory

REQUIRED COURSES

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

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

CAREER TECHNICAL EDUCATION: 400 SERIES CREDENTIAL

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 California Commission on Teacher Credentialing
- Recommendation from DSE program sponsor authorized signatory

**REQUIRED COURSES**

- DSE-400 Early Orientation for Designated Subjects 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 Learning and Instruction (3)
- DSE-430 Assessing Student Learning (2)
- DSE-435 Classroom and 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 series 400. Courses must be completed within the first two years of credential issuance. Recommended courses are DSE-400, DSE-405, DSE-410, DSE-415 and DSE-420.

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

**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**

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)

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

**Administrative Services Intern Credential (Tier 1)**

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

**REQUIRED COURSES (24 UNITS)**

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

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

**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 developed to provide an acceptable balance between theory and practice. Up to 9 units of transfer credit may apply to the master of arts degree. Transfer students must have taken a minimum of 27 units at FPU in addition to the transfer credit in order to be considered for the degree.

**REQUIRED COURSES**

ADM-740  Building Shared Vision and Leadership Capacity (2)
ADM-740A  Fieldwork: Building Shared Vision and Leadership Capacity (1)
ADM-741  Developing Student Learning in a Standards-Based System (4)
ADM-741A  Fieldwork: Developing Student Learning in a Standards-Based System (2)
ADM-742  Organizational Management in Support of Student Learning (4)
ADM-742A  Fieldwork: Organizational Management in Support of Student Learning (2)
ADM-743  Meeting Diverse Needs of Family and Community (2)
ADM-743A  Fieldwork: Meeting Diverse Needs of Family and Community (1)
ADM-744  Connecting the Broader Influences on Schools (4)
ADM-744A  Fieldwork: Connecting the Broader Influences on Schools (2)
ADM-735  Leadership and Change (3)
ADM-736  Leadership and Change—Proact (3)
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 (4-15 UNITS)

Direct Instruction
ADM-735 Leadership and Change (3)
   or 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)
   Or ADM-736 Leadership and Change – Proact (3)
ADM-793A Seminar: Induction Plan (2)
ADM-793D Seminar: Evaluation of the Induction Plan (2)

CURRICULUM AND TEACHING PROGRAM
(Online Program/Blended Program)

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

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

- The **blended strand** is an accelerated program with a focus on leadership and technology. It is specifically designed for those who live within driving distance and enjoy interactive online learning. Coursework is completed in four semesters with the project/thesis remaining. Students meet face-to-face at least once per course.
- The **online strand** is also an accelerated program with a focus on leadership and technology. This strand is fully online and designed for the out-of-state learner. 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 develop in-depth expertise in an area of interest. The **general strand: clear credential** is a set of online courses aligned with field experiences which meet state requirements for the clear credential, if the candidate is not employed in a district with an approved induction program. For teachers who are completing induction with their district, their experience transfers in at reduced cost. Contact the program director for details on this option.

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 and Practice (3)
CRI 710 Successful Online Learning Orientation (1)

Phase II and 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 (3)
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)

General Strand: Individualized (Minimum 32 Units)

REQUIRED COURSES

Phase I Foundations (6 Units)
CRI-707 Historical Foundations of Curriculum (3)
CRI-708 Curriculum Design: Theory and Practice (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 (3)
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 early childhood development, administrative services, conflict resolution, math/science education, reading certificate, etc. If a candidate is using this phase to clear their credential or bringing in district induction experience, this content focus coursework will be designated to meet those requirements. The program director will create an individualized educational plan with each candidate.

Clear Credential Requirements (5 Units Apply)
CRI-710 Successful Online Learning Orientation (1)
CRI-714A Goals, Growth and Reflective Practice I (3)
CRI-714B Goals, Growth and Reflective Practice II (3)
CRI-716 Advanced Studies in Teaching English Learners (2)
CRI-717 Advanced Studies in Teaching Special Populations (2)

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 and teaching, general strand, without completing another application.

Clear Credential Program
Program Coordinator: Angel Krause, M.A.
This three-semester program is for candidates who have completed their preliminary multiple or single subject credentials and need to fulfill the requirements for their clear credential. If the district in which the candidate is hired has an approved induction program, they must clear their credential through their district. If the district in which the candidate works cannot service them, or if they are hired by a private school, charter school, home school consortium or the prison system, they are eligible to clear their credential with the program offered at Fresno Pacific University.

REQUIRED COURSES
CRI-710 Successful Online Learning Orientation (1)
CRI-714A Goals, Growth and Reflective Practice I (3)
CRI-714B Goals, Growth and Reflective Practice II (3)
CRI-716 Advanced Studies in Teaching English Learners (2)
CRI-717 Advanced Studies in Teaching Special Populations (2)

EDUCATIONAL TECHNOLOGY PROGRAM
Program Director: Henrietta Siemens, Ph.D.

Master of Arts in Educational Technology (Online Program)
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 39 units of coursework.

REQUIRED COURSES
ET-705 Intro to Teaching With Digital Technology (4)
ET-710 Foundations 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 and Society (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
The degree typically consists of a minimum of 36 units, or their equivalent, that constitutes a coherent disciplinary or interdisciplinary focus. The course of study must include a core of at least 3 units in biblical/theological/ethics studies or a related area and 4 units of thesis or project work. The 3 units of biblical/theological/ethics study are required as part of the university's commitment to the Christian faith. At least 24 units must be taken at FPU. Six units are to be taken in a setting that provides for interaction with others—in a classroom or online.

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

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

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

1. Theoretical context for the field(s) in which the study will be undertaken.
2. Rationale and objectives for the program of study, including how they fit into professional and/or personal goals.
3. A title that reflects the field of study and a brief description of the content.
4. Key questions to be investigated and/or skills to be developed.
5. Lists of activities and experiences, including proposed courses, faculty and unit credit information. (Courses of study should typically involve at least five faculty members.) A proposed time frame for completing coursework should be part of this exposition.
6. A tentative focus for the master’s degree project or thesis.
7. The major resources to be accessed, including preliminary overview of available bibliographic and human resources.

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

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

Desired Student Outcomes

1. Demonstrate subject matter competence in a discipline-based or interdisciplinary academic field.
2. Demonstrate an understanding of basic principles of research methodology as related to the student’s chosen field of study.
3. Demonstrate an understanding of ethical decision making in the student’s chosen field of study.
4. Demonstrate written communication that informs and persuades others.
5. Demonstrate an understanding of cultural and global perspectives in order to understand complex systems.
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**

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 Learner (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/Language Arts Emphasis

Candidates may qualify for the master of arts in education with a reading/language arts emphasis by completing a minimum of 38 units of coursework.

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)
LLC-732 Adolescent Literature (3)
LLC-742 Issues in Literacy: Reading, Writing with Adolescents (2)
LLC-750 Introduction to Linguistics (3)

Master of Arts Core (15-17 units)

ED-779 Values in School and Society (3)
LLC-765 Research in Language, Literacy and Culture (3)
LLC-769 Seminar in Language and Literacy (1 + 1 + 1)

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)

Master of Arts in Education: Reading/ESL Emphasis

The master of arts in education with a reading/ESL 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 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

ED-779 Values in School and Society (3)
LLC-700 Reading Process and Practice (3)
LLC-705 Language Acquisition and Cross-Cultural Communication (3)
LLC-708 Issues in Literacy: Multi-Lingual 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-745 Cultural Diversity and Education (3)
LLC-750 Introduction to Linguistics (3)
LLC-755 Sociolinguistics (3)
LLC-762 Literacy Development for Adult English Learners (3)
LLC-765 Research in Language, Literacy and Culture (3)
LLC-798 Project/Thesis Proposal (1)
LLC-799 Project/Thesis-Language, Literacy and Culture (3)

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 (2)
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 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 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)
PSS-704 Counseling Applications in School Settings (3)
PSS-705 Family-School Collaboration and Consultation (3)
PSS-708 Counseling for Diversity (3)
PSS-710 Assessment and Measurement (3)
PSS-712 Laws and Ethics (3)
PSS-713 Safe School Environments (3)
PSS-714 Practicum in Group Process (3)
PSS-715 Leadership and Change (3)
PSS-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)
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-734 Early Intervention and Behavioral Assessment (3)
PPP-771 Behavioral Research Methods in Education (3)
PPP-793 Supervised Experience (3)
PPS-704 Counseling Applications in School Settings (3)
PPS-705 Family-School Collaboration and Consultation (3)
PPS-708 Counseling for Diversity (3)
PPS-710 Assessment and Measurement (3)
PPS-712 Laws and Ethics (3)
PPS-713 Safe School Environments (3)
PPS-714 Practicum in Group Process (3)
PPS-715 Leadership and Change (3)
PPS-717 Seminar in Behavior Pathology in Schools (3)

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

Select one of the following groups:
ED-777A Issues in Education (3)
   and ED-777B Field-Based Research (3)
OR
PPS-798 Project/Thesis Proposal (1)
   and PPS-799 Project/Thesis: School Counseling and Psychology (3)
SCHOOL COUNSELING/SCHOOL PSYCHOLOGY DUAL PROGRAM

Program Director: Diane Talbot, Ed.D,
Program Director: Robert Murray, Ed.D.
Program Director: Dave Weber, Psy.D., Visalia
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 (3-4)
PPP-716 Psychological Assessment and Prescription for Linguistically Diverse Students (3)
PPP-718 Behavioral Assessment/Intervention (3)
PPP-720 Seminar in School Psychology (3)
PPP-722 Assessment I (3)
PPP-724 Assessment II (3)
PPP-734 Early Intervention and Behavioral Assessment (3)
PPP-771 Behavioral Research Methods in Education (3)
PPP-793 Supervised Experience (2-3)
PPS-704 Counseling Applications in School Settings (3)
PPS-705 Family-School Collaboration and Consultation (3)
PPS-708 Counseling for Diversity (3)
PPS-710 Assessment and Measurement (3)
PPS-712 Laws and Ethics (3)
PPS-713 Safe School Environments (3)
PPS-714 Practicum in Group Process (3)
PPS-715 Leadership and Change (3)
PPS-717 Seminar in Behavior Pathology in Schools (3)

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

Select one of the following groups:
ED-777A Issues in Education (3) and ED-777B Field-Based Research (3)
OR
PPS-798 Project/Thesis Proposal (1) and PPS-799 Project/Thesis: School Counseling and Psychology (3)

BOARD CERTIFIED ASSOCIATE BEHAVIOR 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 BEHAVIOR 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: Julie Lane, Ed.D.
Fresno Site Director: Susanne Peterson, M.A.
Visalia Site Director: Don McHatten, M.A.
Bakersfield Site Director: Julie M. Lane, Ed.D.
Mild/Moderate Program Directors: Susanne Peterson, M.A.
Moderate/Severe Program Director: Don McHatten, M.A.
Physical and Health Impairment Program Director: Don McHatten, M.A.
Early Childhood Program Director: Ananda Aspen, M.A.
Autism Program Director: Ananda Aspen, M.A.
Credential Analyst: Edith Thiessen

The special education program offers coursework for the preliminary and Level II education specialist credentials in mild/moderate disabilities, moderate/severe disabilities, physical and health impairments and early childhood special education. The autism spectrum disorder authorization is included. Most course work is available on the Fresno, Visalia and Bakersfield campuses. Independent teaching coursework is completed at the candidate’s employment site or a directed teaching experience may be completed under a master teacher for those who are not yet employed. Multiple credentials (mild/moderate, moderate/severe, physical and health impairments, early childhood special education and multiple subjects) may easily be obtained due to the integrated design of the program. However, candidates may pursue only two credentials concurrently.

Academic research writing skills are a high priority for program candidates as well as the use of technology in all coursework. All program candidates are encouraged to have access to a laptop for all class sessions. A limited number of laptops are available for use at each of the campuses. Specific instructional supports are available and may be required of some candidates.

Special Education Preliminary 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.

All candidates must meet all admissions requirements as outlined. Each candidate must complete a personal interview with the site director. Prior to beginning the program, all candidates must have passed the CBEST and at least one of the three multiple subjects CSET subtests OR the three multiple subjects CSET subtests and the writing subtest. All candidates must pass all three of the multiple subject subtests prior to the second term of the cohort. With program 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 prior to registration for the second semester of coursework.

Eligibility for full admission to the special education program for all candidates is determined by the faculty review panel and fulfillment of the university’s admission requirements:

1. Application form and fee
2. Orientation interview
3. Three graduate reference forms
4. Submission of official transcripts verifying all baccalaureate coursework with a GPA of 3.0 overall
5. Verification of passing
   a. CBEST and at least one of the three multiple subjects CSET subtests
   b. OR at least one of the three multiple subjects CSET subtests AND the CSET writing subtest
6. Negative TB skin test or chest X-ray verified within the last 12 months

Students may also earn a master’s degree in education with a special education emphasis. Most coursework is available on the Fresno, Visalia and Bakersfield campuses.
7. Fingerprint clearance issued by The Commission on Teaching Credentials  
8. Academic writing sample  
9. Proctored writing sample  
10. U.S. Constitution course or approved exam  
11. The site 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 FOR THOSE CANDIDATES WHO POSSESS A CALIFORNIA TEACHING CREDENTIAL

REQUIRED COURSES
Coursework required for the preliminary education specialist credential for teachers who possess a basic credential:

Mild/Moderate Disabilities
SPEC-700  Education Specialist Orientation (1)  
SPEC-701  Foundations, Health and Observations (3)  
SPEC-702  Law and Ethics in Special Education (3)  
SPEC-703  Theology of Disability (1)  
SPEC-704  Education Specialist Assessment and Graduate Writing (2)  
SPEC-705  Positive Behavior Support Plans and Field Study (4)  
SPEC-706  Medical Implications (3)  
SPEC-707  Comparative Development and Field Study (4)  
SPEC-709  Special Education: Roles and Responsibilities (3)  
SPEC-710  Transition for Mild/Moderate Disabilities (3)  
SPEC-712  Curriculum and Technology for Mild/Moderate Disabilities (3)  
SPEC-781  Initial Practicum and Seminar (2)  
SPEC-791  Direct Final Practicum and Seminar (4)  
SPEC-792  Intern Final Practicum and Seminar (4)  
*SPEC-790MM Intern Support (2)  
*Students who are a school district intern are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and working as an intern unless enrolled in one of the following: SPEC-781, SPEC-791 or SPEC-792.

Moderate/Severe Disabilities
SPEC-700  Education Specialist Orientation (1)  
SPEC-701  Foundations, Health and Observations (3)  
SPEC-702  Law and Ethics in Special Education (3)  
SPEC-703  Theology of Disability (1)  
SPEC-704  Education Specialist Assessment and Graduate Writing (2)  
SPEC-705  Positive Behavior Support Plans and Field Study (4)  
SPEC-706  Medical Implications (3)  
SPEC-707  Comparative Development and Field Study (4)  
SPEC-709  Special Education: Roles and Responsibilities (3)  
SPEC-711  Transition for Moderate/Severe, Early Childhood, and Physical and Health Impairments Disabilities (3)  
SPEC-713  Curriculum and Technology for Moderate/Severe Disabilities (3)  
SPEC-714  Curriculum and Technology for Physical and Health Impairments Disabilities (3)  
SPEC-715  Curriculum and Technology for Early Childhood Disabilities (3)  
SPEC-720  Early Childhood: Program Design and Development (3)  
SPEC-781  Initial Practicum and Seminar (2)  
SPEC-791  Direct Final Practicum and Seminar (4)  
SPEC-792  Intern Final Practicum and Seminar (4)  

Early Childhood Special Education
SPEC-700  Education Specialist Orientation (1)  
SPEC-701  Foundations, Health and Observations (3)  
SPEC-702  Law and Ethics in Special Education (3)  
SPEC-703  Theology of Disability (1)  
SPEC-704  Education Specialist Assessment and Graduate Writing (2)  
SPEC-705  Positive Behavior Support Plans and Field Study (4)  
SPEC-706  Medical Implications (3)  
SPEC-707  Comparative Development and Field Study (4)  
SPEC-709  Special Education: Roles and Responsibilities (3)  
SPEC-711  Transition for Moderate/Severe, Early Childhood, and Physical and Health Impairments Disabilities (3)  
SPEC-715  Curriculum and Technology for Early Childhood Disabilities (3)  
SPEC-781  Initial Practicum and Seminar (2)  
SPEC-791  Direct Final Practicum and Seminar (4)  
SPEC-792  Intern Final Practicum and Seminar (4)
The preliminary program is designed to provide theory and practice in both general education and special education.

**REQUIRED COURSES**

Minimum units of coursework required for the preliminary credential for candidates who do not possess a basic teaching credential:

**Mild/Moderate Disabilities**
- EDUC-642 Language and Literacy: Theory and Practice I (4)
- EDUC-646 Language and Literacy: Theory and Practice II (3)
- EDUC-643 Teaching Elementary Mathematics (3)
- SPEC-600 Education Specialist Orientation (1)
- SPEC-601 Foundations, Health and Observations (3)
- SPEC-602 Law and Ethics in Special Education (3)
- SPEC-603 Theology of Disability (1)
- SPEC-604 Education Specialist Assessment and Graduate Writing (2)
- SPEC-605 Positive Behavior Support Plans and Field Study (4)
- SPEC-606 Medical Implications (3)
- SPEC-607 Comparative Development and Field Study (4)
- SPEC-609 Special Education: Roles and Responsibilities (3)
- SPEC-610 Transition for Mild/Moderate Disabilities (3)
- SPEC-612 Curriculum and Technology for Mild/Moderate Disabilities (3)
- SPEC-681 Initial Practicum and Seminar (2)
- SPEC-691 Direct Final Practicum and Seminar (4)
- *SPEC-690MM Intern Support (2)

*Students who are a school district intern are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and working as an intern unless enrolled in one of the following SPEC-681, SPEC-691 or SPEC-692.

**Moderate/Severe Disabilities**
- EDUC-642 Language and Literacy: Theory and Practice I (4)
- EDUC-646 Language and Literacy: Theory and Practice II (3)
- EDUC-643 Teaching Elementary Mathematics (3)
- SPEC-600 Education Specialist Orientation (1)
- SPEC-601 Foundations, Health and Observations (3)
- SPEC-602 Law and Ethics in Special Education (3)
- SPEC-603 Theology of Disability (1)
- SPEC-604 Education Specialist Assessment and Graduate Writing (2)
- SPEC-605 Positive Behavior Support Plans and Field Study (4)
- SPEC-606 Medical Implications (3)
- SPEC-607 Comparative Development and Field Study (4)
- SPEC-609 Special Education: Roles and Responsibilities (3)
- SPEC-611 Transition for Moderate/Severe, Early Childhood, and Physical and Health Impairment Disabilities (3)
- SPEC-613 Curriculum and Technology for Moderate/Severe Disabilities (3)
- SPEC-681 Initial Practicum and Seminar (2)
- SPEC-691 Direct Final Practicum and Seminar (4)
- *SPEC-690MS Intern Support (2)

*Students who are a school district intern are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and working as an intern unless enrolled in one of the following SPEC-681, SPEC-691 or SPEC-692.

**Physical and Health Impairments**
- EDUC-642 Language and Literacy: Theory and Practice I (4)
- EDUC-646 Language and Literacy: Theory and Practice II (3)
- EDUC-643 Teaching Elementary Mathematics (3)
- SPEC-600 Education Specialist Orientation (1)
- SPEC-601 Foundations, Health and Observations (3)
- SPEC-602 Law and Ethics in Special Education (3)
- SPEC-603 Theology of Disability (1)
- SPEC-604 Education Specialist Assessment and Graduate Writing (2)
- SPEC-605 Positive Behavior Support Plans and Field Study (4)
- SPEC-606 Medical Implications (3)
- SPEC-607 Comparative Development and Field Study (4)
- SPEC-609 Special Education: Roles and Responsibilities (3)
- SPEC-611 Transition for Moderate/Severe, Early Childhood, and Physical and Health Impairment Disabilities (3)
- SPEC-613 Curriculum and Technology for Physical and Health Impairment Disabilities (3)
- SPEC-681 Initial Practicum and Seminar (2)
- SPEC-691 Direct Final Practicum and Seminar (4)
- *SPEC-690PHI Intern Support (2)

*Students who are a school district intern are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and working as an intern unless enrolled in one of the following SPEC-681, SPEC-691 or SPEC-692.

**Early Childhood Special Education**
- EDUC-642 Language and Literacy: Theory and Practice I (4)
- EDUC-646 Language and Literacy: Theory and Practice II (3)
- EDUC-643 Teaching Elementary Mathematics (3)
- SPEC-601 Foundations, Health and Observations (3)
- SPEC-602 Law and Ethics in Special Education (3)
- SPEC-603 Theology of Disability (1)
- SPEC-604 Education Specialist Assessment and Graduate Writing (2)
- SPEC-605 Positive Behavior Support Plans and Field Study (4)
- SPEC-606 Medical Implications (3)
- SPEC-607 Comparative Development and Field Study (4)
- SPEC-609 Special Education: Roles and Responsibilities (3)
SPEC-611 Transition for Moderate/Severe, Early Childhood, and Physical and Health Impairment Disabilities (3)
SPEC-615 Curriculum and Technology for Early Childhood Disabilities (3)
SPEC-620 Early Childhood: Program Design and Development (3)
SPEC-681 Initial Practicum and Seminar (2)
SPEC-691 Direct Final Practicum and Seminar (4) or SPEC-692 Intern Final Practicum and Seminar (4)
*SPEC-690ECA and/or SPEC-690ECB Intern Support (2)
*Students who are a school district intern are required to enroll in the Intern Support course each term that they are enrolled in the FPU preliminary credential program and working as an intern unless enrolled in one of the following SPEC-681, SPEC-691 or SPEC-692.

INTERNSHIP PROGRAM
All FPU preliminary candidates who are employed as special education teachers may seek qualification for an internship credential. An application may or may not be accepted due to qualifications and/or suitability of the candidate. This credential may be applied for and obtained following the successful completion of 120 hours of specific pre-service coursework, qualifying experiences and employer agreement, all of which is at the discretion and evaluation of the site 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 preliminary candidate the opportunity to teach with the same status and benefits of a fully credentialed teacher for up to two years. The site director is able to serve both as an advocate for the candidate and an administrative partner to the employer. These advantages allow for an enhanced degree of communication between parties and permit the university faculty to monitor the mentorship structure provided by the employer.

The university is able to provide candidates with special training seminars and activities specifically designed to assist them in their new responsibilities. An internship is an expanded opportunity to augment communication with the university faculty, peers and the employer. Interns maintain an aggressive program of study. New interns are required to take the Intern Support course for each term enrolled as a preliminary credential candidate and an intern under contract with a district unless enrolled in one of the following: SPEC-681/781, or SPEC-691/791.

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

Special Education Professional Level II Education Specialist Credential
Level II is completed within the five-year Level I time period. Under current CTC standards, all level II candidates must be enrolled in a level II program by December 31, 2014 and all candidates must complete their level II program by January 31, 2019 per state mandates.

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 (23 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 (4)

Level II 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. 
  CPR training through online courses is not accepted.

SED-605/705  Health Education and the Exceptional Child (3) 
  or CRI 718 Advanced Studies in Health Education (1)
SED-714  Augmentative Communication and Technology (2)

Selected Specialty Options
SED-726  Using Music as an Effective Teaching Tool (2)
SED-775  Theory to Practice: Educating Learners with Autism  
  (3)
SED-776  Assessment to Intervention for Learners with ASD  
  (3)
SED 714 Augmentative Communication and Technology (2)
SED 734 Intellectual and Developmental Disabilities (3)
SED 736 Psychological, Sociological and Vocational  
  Implications for PHI (3)
SED 740 Early Childhood: Program Design and Development  
  (3)

Authorizations
FPU currently offers the following authorizations. It is 
  anticipated that FPU will be adding several additional 
  authorizations during the 2012-2013 school year. Please 
  contact graduate admissions for further information.

AUTISM SPECTRUM DISORDER (ASD) AUTHORIZATION
The ASD authorization 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.

REQUIRED COURSES (10 UNITS)
Prerequisites: Valid credential for LH, D/HOH, M/M, PHI, or 
  VI. Attain classified standing within the School of 
  Education FPU.
SED-775 Theory to Practice: Educating Learners with Autism  
  (3)
SED-776 Assessment to Intervention for Learners with ASD (3)
SED-791AU Directed Teaching: Autism (4) 
  or SED-792AU Independent Teaching: Autism (4)

RESOURCE SPECIALIST ADDED AUTHORIZATION
The resource specialist added authorization program is 
  designed for teachers who hold a valid learning handicapped 
  special education credential and who have taught for a total 
  of three years, in both or either 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 special education site  
  director and meet the graduate admission 
  requirements.
2. Special education learning handicapped 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)

Certificate Programs
FPU currently offers two certificate programs.

EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATE
This certificate authorizes appropriate credential holders to 
  expand their age service opportunities to include ages 
  newborn to five.
PREREQUISITES
Valid credential for LH, SH, M/M, M/S, D/HOH, OT or VI. Attain classified standing within the School of Education at FPU. Other prerequisites for language development and medical implication may be required upon advisement.

REQUIRED COURSES (13 UNITS)
SED-791ECA  Directed Teaching: Early Childhood (Birth-Age 3) (2)
SED-791ECB  Directed Teaching: Early Childhood (Age 3-5) (2)
SED-730  Child Development: Typical and Atypical (3)
SED-731  Curriculum and Assessment: Early Childhood (3)
SED-740  Early Childhood: Program Design and Development (3)

FPU INTERDISCIPLINARY PROFESSIONAL LEADERSHIP CERTIFICATE IN AUTISM
The university certificate program provides a depth and breadth in applied knowledge of Evidence Based Practices for Autism Spectrum Disorders that prepares candidates to take a leadership role in developing and sustaining programs. Assessment to intervention is covered from an interdisciplinary perspective, with research translated into appropriate practices for comprehensive programming. Candidates who possess a teaching/service credential or professional license may qualify for the Interdisciplinary Certificate.

REQUIRED COURSES (13 UNITS)
SED-775 Theory to Practice: Educating Learners with Autism (3)
SED-776 Assessment to Intervention for Learners with ASD (3)
SED-791AU Directed Teaching: Autism (4)
SED-792AU Independent Teaching: Autism (4)
SED-777 Specialty Studies and Leadership in Autism (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 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 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.

The candidate wishing to pursue only a master of arts with an emphasis in special education must complete a total of 36 units. 10 – 12 units must be completed in the Master of Arts Core listed below. The remaining units will be comprised of special education courses. Candidates will meet with their site director to design an individualized plan which is at least 26 units total.

REQUIREMENTS
A total of 36 units which may include coursework from the level 2 program.

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)
and SED-799  Project/Thesis (3)

Dual Program for a Multiple Subjects Credential
A special education candidate may also obtain a multiple subjects credential concurrently with an education specialist credential. Candidates who are interested in completing a multiple subjects credential concurrently, must seek academic advice from the site director of teacher education and special education.

ADDITIONAL REQUIRED COURSES (8 UNITS)
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 as required under the multiple subjects credential program.
TEACHER EDUCATION PROGRAM
Division Head: Linda Haff, Ph.D.
Multiple Subjects Program Director: Denise Rea, M.A.
Single Subject Program Director: Roberta Mason, Ph.D.
Visalia Program Director: Kari Bejar, M.A.
Bakersfield Program Director: Vivian Gayles, Ed.D.
Credential Analyst: Edith Thiessen

The Teacher Education Division offers teaching credential programs to candidates interested in teaching at the elementary (multiple subjects), junior high and high school (single subject) levels. FPU’s teaching programs include coursework that provides students with an understanding of the history of schools, theories of teaching and learning and methods of teaching. Coursework prepares students to apply what they learn in their university courses throughout their school-based field experiences, wherein they are mentored by expert teachers who serve as cooperating teachers and university mentors. The credential programs at FPU have been designed to provide students with thorough preparation to teach in a multilingual, diverse society.

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

In order to become a teacher in California, candidates must first earn their preliminary credential. Fresno Pacific University offers the coursework and field experiences required by the CTC to accomplish this goal. The preliminary credential authorizes holders to teach in public schools in California and is recognized as well by private schools. Preliminary credential holders are then expected to complete requirements for the California clear credential within five years after issuance of the preliminary credential. Most graduates of FPU’s preliminary credential programs are hired as new teachers in districts that offer CTC-accredited induction programs. These teachers complete requirements for the clear credential by completing the induction program offered by their district.

Graduates of FPU’s credential programs who do not become employed in a school district where they can participate in a CTC-accredited induction program can consider enrolling in FPU’s fifth-year induction program. Contact the director of the clear credential program to learn more about this option.

Program Pacing

The teacher education program recognizes that some credential students wish to pursue their credential as a full-time, non-working 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 initial student teaching assignments that are accommodated to their working schedules. Working students must discontinue their work when they are ready to complete the program by Enrolling in the semester-long final, directed student teaching course.

FULL-TIME OPTION

Typical program for non-working students: two full-time semesters (fall and spring) which include field experience and coursework. Most students enroll in selected courses during the summer term(s) as well.

PART-TIME OPTION

Typical program for working students: Two part-time semesters which include one day/week initial student teaching and evening coursework followed by one full-time semester when students complete daily student teaching. Most students enroll in selected courses during the summer term(s) as well.

Student Teaching Program/Internship Program

STUDENT TEACHING PROGRAM

The state of California requires that all credential candidates have substantial opportunities to learn to teach by working as student teachers alongside experienced teachers. Fresno Pacific provides candidates with part-time, early field experiences, which prepare them with the knowledge and skills they need to be successful as full-time student teachers. Student teachers are required to complete one semester of daily student teaching (unpaid) which culminates their credential program.

INTERNSHIP PROGRAM

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 CTC, 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. See program director for details.

**EARLY COMPLETION INTERNSHIP OPTION**

Senate Bill 57 requires that all California Commission on Teacher Credentialing (CTC) approved multiple- and single-subject internship programs offer an early completion internship option to qualified candidates. The early completion option provides people who have the requisite skills and knowledge, and have passed the Teaching Foundations Examination to work with an accredited teaching internship program to complete a performance assessment. Updated information on this option can be found on the CTC website. Interested candidates should seek counsel from an appropriate program director.

**ELECTIVES**

EDUC-620 Critical Observations in School: Multiple Subject (1) *(Designed to provide early field experience for candidates new to teaching.)*

EDUC-632 Independent Teaching Practicum (2) *(Required for intern candidates.)*

**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)

OR

EDUC-633A Extended Initial Directed Student Teaching: Multiple Subject (1) and EDUC-633B Extended Initial Directed Student Teaching (2)

AND

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 preliminary education specialist credential programs have been designed with this interest in mind. Many courses are the same in the two programs to facilitate opportunities for candidates to complete both credentials. Students in the elementary education and secondary education programs interested in special education are urged to seek advice from faculty in the Special Education Division.

**Preliminary Single Subject Credential**

**ELECTIVES**

EDUC-629 Critical Observations in School: Single Subject (1) *(Designed to provide early field experience to candidates new to teaching.)*

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)
or EDUC-635A Extended Initial Directed Student Teaching: Single Subject (1)
and EDUC-635B Extended Initial Directed Student Teaching (1)

AND
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)

Candidate Assessment Plan
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).

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

TEACHER LIBRARIAN PROGRAM (Online 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 works collaboratively with classroom teachers to develop and implement programs related to curriculum, as well as to select, organize, manage and guide the use of learning resources in all formats.

Teacher Librarian Services Credential
Teacher librarian services credential program courses are designed to ensure candidates are exposed to a rich set of experiences that prepare them for service in school libraries. 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 26-29 semester units of graduate-level coursework in the specialized area.
REQUIRED COURSES (26-29UNITS)
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-736 A Critical Look at Young Adult Literature (3)
LIB-740 Information and Communication Technologies (3)
LIB-745 Organization of Learning Resources (3)
LIB-792 Field Studies in School Librarianship (4)

Master of Arts in Education: School Library and Information Technology Emphasis
A minimum of 4239-44 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 resource-based instruction. The program provides a theoretical and practical foundation in school librarianship by developing specialized teaching skills as well as administrative and library science and information technology skills.

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-736 A Critical Look at Young Adult Literature (3)
LIB-740 Information and Communication Technologies (3)
LIB-745 Organization of Learning Resources (3)
LIB-792 Field Studies in School Librarianship (4)

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

Dean: Kevin Reimer, Ph.D.

UNDERGRADUATE PROGRAMS

ART MAJOR

Program Director: Rebecca McMillen, M.A.

Art challenges us to think outside the box, to explore alternative avenues than those normally travelled, to express ourselves creatively. Art is very much a part of our everyday lives, whether expressed in a painting on a wall, a three-dimensional sculpture, a website design, an architectural plan for a house or the design of a football team logo. All these things begin with a design and creative plan carried out by the skills which bring them into fruition. It is through artistic expression that we can face the challenges life throws at us in finding creative answers and solutions.

The art major provides the advantage of classes on campus as well as low teacher-student ratio, which allows for more focused instruction. In addition, Fresno Pacific is the only Christian University situated in California’s Central Valley offering a unique artistic, Christ-centered education. This degree is an innovative collection of courses which allows students to specialize in three different art concentrations – art administration, graphic arts and studio art. No matter what your career goal, we have a program to meet your needs.

GENERAL EDUCATION PREREQUISITE

ART-110 Art Appreciation (3)

REQUIRED COURSES (18 UNITS)

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

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

SELECT ONE OF THE FOLLOWING EMPHASES

Art Administration Emphasis

REQUIRED COURSES (30 UNITS)

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

Select three of the following:
ART-300 Art for Elementary Teachers (3)
ART-315 Digital Photography (3)
ART-475 Art Careers (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-390 Creating on the Web (3)
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-315 Digital Photography (3)
ART-435 Museum Studies (3)
ART-475 Art Careers (3)
COM-350 Visual Rhetoric (3)
COM-355 Media Aesthetics (3)
COM-360 Digital Video Production (3)
COM-380 Film Studies (3)
COM-400 Intercultural Communication (3)
COM-410 Media and Society (3)
MKT-307 Advertising and Promotion (3)
MKT-316 Sales Management (3)
Study abroad

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

### Studio Art Emphasis

#### REQUIRED COURSES (30 UNITS)

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

**Select four of the following:**

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

**Select one of the following:**

- ART-450 Project in Art (3)
- ART-482 Internship in Art (3)

### ART MINOR

#### GENERAL EDUCATION PREREQUISITE

- ART-110 Art Appreciation (3)

#### REQUIRED COURSES (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 (3)

**Select one of the following:**

- ART-120 Painting I (3)
- ART-330 Art and Religion (3)
- ART-440 Exhibition and Gallery Design (3)

### BIBLICAL AND RELIGIOUS STUDIES MAJOR

*Program Director: Greg Camp, Ph.D.*

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 (37-39 UNITS)

**CORE**

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

**SELECT ONE OF THE FOLLOWING EMPHASES**

#### Biblical Literature Emphasis

**REQUIRED COURSES (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 18 units from the following with at least one course each in BIB, PHIL and THEO:

BIB-106 Classical Greek I (3)
BIB-107 Classical Greek II (3)
BIB-115 Hebrew I (3)
BIB-116 Hebrew II (3)
BIB-304 Paul and His Teaching (3)
BIB-441 Biblical Interpretation: to 18th Century (3)
BIB-442 Biblical Interpretation: 19th-21st Centuries (3)
BLIT-310-349 Biblical Literature (OT or NT) (3)
COM-380 Film Studies (3)
HIST-321 Anabaptist/Mennonite History and Thought (3)
HIST-350 American Religious History (3)
HIST-360 Greece: Drama and Paideia in the Polis (4)
HIST-365 Rome: Politics, Pagans and Patristics (4)
HIST-370 Medieval Life, Thought and Literature (4)
HIST-380 Reformation History and Theology (4)
HIST-410 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.

Theology and Ethics Emphasis

REQUIRED COURSES (27 UNITS MINIMUM)

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

Choose a minimum of 12 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)
THEO-365 Current Perspectives on Mission (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)

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: Eleanor Nickel, Ph.D.

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

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

Latin Emphasis

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

GENERAL EDUCATION PREREQUISITES
HIST-120 Ancient Civilizations (4)

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

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

COMMUNICATION MAJOR

Program Director: Billie Jean Wiebe, Ph.D.

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)
MGT-350  Organizational Theory (3)
MGT-352  Organizational Communication (3)
MKT-307  Advertising and Promotion (3)
SOC-350  Marriage and Family (3)

Media and Film Studies Emphasis

REQUIRED COURSES  (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-410  Media and Society (3)
LIT-449  Literature and Film (3)
MGST-350  Organizational Theory (3)
MGST-352  Organizational Communication (3)
MKT-307  Advertising and Promotion (3)
SOC-350  Marriage and Family (3)

The Los Angeles Film Studies Center Program (CCCU) may be taken in place of COM-360, COM-380 and COM-410.

Multimedia Production Emphasis

REQUIRED COURSES  (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-301  Anthropology for Christian Witness (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)
COM-440 Performance and Culture (3)
DRA-360 Directing and Staging Texts (3)
LIT-395 Text and Performance (3)
LIT-449 Literature and Film (3)
MGT-352 Organizational Communication (3)

CONTEMPORARY CHRISTIAN MINISTRIES MAJOR

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

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

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

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

1. A second major. This is a popular option for students who intend to pursue a career in another field but desire to become informed participants in church ministry or to pursue seminary training and then full-time ministry.
2. A minor. This option allows the student who wants to focus on preparation for ministry to develop knowledge and skills in another area of interest.

The contemporary Christian ministries major consists of:

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

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

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

REQUIRED COURSES (8 COURSES, 23 UNITS)

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

ELECTIVES (17 UNITS)

Select a minimum of 17 units from the following:

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

CONTEMPORARY CHRISTIAN MINISTRIES MINOR
Program Director: Tim Neufeld, D.Min.
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.

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

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

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

REQUIRED COURSES (14 COURSES, 42-46 UNITS)
Core Program (8 courses, 26 units)
CRIM-352 Criminology (3)
CRIM-362 Criminal Procedure (3)
PS-371 American Law and Legal System (3)
PS-375 Criminal Justice in America (4)
*PS-380 Social Problems and Public Policy (4)
PS-476 Internship (3)
SOC-410 American Ethnicity and Pluralism (3)
SOC-430 Conflict Management and Resolution (3)
*American Studies Program (15-16 units)
The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS-476. If the Public Policy Track is taken, it also replaces PS-380.

Breadth Program (6 courses, 16-20 units)
Select a minimum of 6 courses from the following:
CRIM-382 Juvenile Delinquency and Justice (3)
CRIM-392 Corrections (3)
PS-372 Introduction to Alternative Dispute Resolution (1)
PS-374 Legal Research and Writing (3)
PSY-350 Child Development (3)
PSY-355 Adolescent Development (3)
PSY-395 Social Psychology (3)
PSY-410 Abnormal Psychology (4)
SOC-350 Marriage and Family (3)
SOC-461 Introduction to Social Science Research (3)
SOC-462 Statistics (4)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)

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-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-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: 57)**

**CORE**

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

*Select one of the following:*
- LIT-350 American Wilderness Literature and Philosophy (3)
- LIT-355 American Literature: Beginnings to 19th Century (3)
- LIT-360 American Literature: 20th Century (3)
Select one of the following:
LIT-400 Medieval Life, Thought and Literature (4)
LIT-420 English Literature: Romantic and Victorian Literature (3)
LIT-425 English Literature: 20th Century Literature (3)

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

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

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

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

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

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

CAPSTONE
LA 385 Critical Approaches to Teaching (3)

EXTENDED STUDIES
SOC-410 American Ethnicity and Pluralism (3)

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

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

Select one of the following:
COM-350 Visual Rhetoric (3)
COM-455 Philosophy of Language (3)

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program
Students must meet the following requirements in addition to the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:
- Pass the CSET Examination to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program
Students must meet the following requirements to enter the teacher education program at FPU:
- Earn a 2.75 overall grade point average in their college coursework.
- Earn a 3.0 grade point average in the secondary teaching emphasis of their major.

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

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

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

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

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL-005</td>
<td>TOEFL Preparation Course I</td>
<td>0</td>
</tr>
<tr>
<td>ESL-006</td>
<td>TOEFL Preparation Course II</td>
<td>0</td>
</tr>
<tr>
<td>ESL-007</td>
<td>Summer Intensive English</td>
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<tr>
<td>ESL-115</td>
<td>Writing and Grammar I</td>
<td>5</td>
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<tr>
<td>ESL-125</td>
<td>Writing and Grammar II</td>
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<tr>
<td>ESL-135</td>
<td>Writing and Grammar III</td>
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<td>ESL-116</td>
<td>Listening and Pronunciation Skills I</td>
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<td>ESL-126</td>
<td>Listening and Pronunciation Skills II</td>
<td>2</td>
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<td>ESL-136</td>
<td>Listening and Pronunciation Skills III</td>
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<td>ESL-117</td>
<td>Reading, Vocabulary and Critical Thinking I</td>
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<td>ESL-127</td>
<td>Reading, Vocabulary and Critical Thinking II</td>
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</tr>
<tr>
<td>ESL-137</td>
<td>Reading, Vocabulary and Critical Thinking III</td>
<td>5</td>
</tr>
</tbody>
</table>

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 three-hour per week TOEFL preparation course is optional. Three levels of instruction offered. A placement exam is given to determine which level the student should enroll in. Students may enroll for a 16-week semester course or an eight-week course.

INTERCULTURAL STUDIES MAJOR

Program Director: Darren Duerksen, Ph.D.

The intercultural studies major prepares students to engage global issues regarding poverty, injustice and lack of Christian witness. Core courses and an intercultural experience establish a broad foundation for the major, and the two emphases (mission/service and topics) provide the opportunity to focus on areas such as Christian mission, church-planting, international community development, justice and reconciliation, international business, religions or urban ministries. Upon completion of the major, students will be prepared to pursue advanced study in intercultural studies or to take up vocations that promote God’s truth and justice in the world. Majors typically find employment in fields such as international missions, international business, nonprofit and international community development, domestic Christian community development, human resources, human services and social work, intercultural consulting, education, justice and reconciliation work and refugee services.

PREREQUISITES (3 COURSES, 10 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BLIT-336</td>
<td>Biblical Literature: Acts</td>
<td>3</td>
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<tr>
<td>ECON-105</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>SOC-205</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
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</tbody>
</table>

INTERCULTURAL EXPERIENCE REQUIREMENT

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

LANGUAGE REQUIREMENT

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

REQUIRED MAJOR CORE (6 COURSES, 18 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>COM-400</td>
<td>Intercultural Communication</td>
<td>3</td>
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<tr>
<td>GEOG-220</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>PS-420</td>
<td>International Politics and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOC-301</td>
<td>Anthropology for Christian Witness</td>
<td>3</td>
</tr>
<tr>
<td>SOC-410</td>
<td>American Ethnicity and Pluralism</td>
<td>3</td>
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</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>
REL-460  Religions of the World (3)

SELECT ONE OF THE FOLLOWING EMPHASES

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

REQUIRED COURSES (4 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)
THEO-445  Biblical Theologies of Mission (3)

ELECTIVES (3 COURSES, 9-12 UNITS)
Select three courses in consultation with the program director to meet individual needs and interests. COM-420 and REL-452 are recommended.
BLIT-310-349  Choose in consultation with the program director (3)
BIOL-310L  Ecology (4)
BUS-365  Business Ethics (3)
COM-420  Conflict Management and Resolution (3)
HIST-410  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. Within the electives, students focus on subjects such as literature, church, mission, theology and Latin America.

REQUIRED COURSES (1 COURSE, 3 UNITS)
THEO-430  Contemporary Theologies (3)
or THEO-448  Theological Explorations (3)

ELECTIVES (5 COURSES, 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-410  American Ethnicity and Pluralism (3)
SPAN-310  Literary Spanish: Prose (3)
SPAN-315  Literary Spanish: Poetry (3)
SPAN-330  Latin American Thought: Readings in Spanish (3)
THEO-365  Current Perspectives on Missions (3)
THEO-425  Theological Ethics and the Environment (3)
THEO-465  Theological Ethics of Conflict and Peacemaking (3)

INTERCULTURAL STUDIES MINOR
Program Director: Darren Duerksen, Ph.D.
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, 21 UNITS)
COM-400  Intercultural Communication (3)
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-301  Anthropology for Christian Witness (3)
SOC-410  American Ethnicity and Pluralism (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-486  Theological Explorations (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.

REQUIRED COURSES (7 COURSES, 21 UNITS)
COM-400  Intercultural Communication (3)
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-301  Anthropology for Christian Witness (3)
SOC-410  American Ethnicity and Pluralism (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-486  Theological Explorations (3)
GENERAL EDUCATION PREREQUISITES

HIST-120  Ancient Civilizations (4)
HIST-130  Medieval and Early Modern Civilizations (4)
HIST-140  Modern Civilizations (4)
Soc-205  Introduction to Cultural 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-301  Anthropology for Christian Witness (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: Eleanor Nickel, 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: R. Sandie Woods, M.A..

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

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

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

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

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

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

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

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

**GENERAL EDUCATION REQUIREMENTS**

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

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

**REQUIRED COURSES (16 COURSES, 47 UNITS)**

- ART-300 Art Fundamentals (3)
- DRA-355 Creative Drama (3)
- HIST-440 American Civilization and Culture (Contemporary Focus)
- ENV-150 Introduction to Environmental Studies (4)
- KIN-320 Theory of Physical Education (3)
- LA-180 Paths to Teaching (3)
- LA-380 Learning Communities (3)
- LANG-310 First and Second Language Acquisition (3)
- LANG-340 Introduction to Linguistics (3)
- LIT-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-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)
    - 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 (3)
ART-330 Art and Religion (3)
ART-440 Exhibition and Gallery Design (3)

Biblical Studies Concentration

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

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

Biology Concentration

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

FOR A MINOR ADD
Four additional units of upper-division biology

Coaching Concentration

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

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

Select 2 units from the following:
KIN-345 Analysis of Individual and Dual Sports (2)
KIN-351 Analysis of Team Sports (2)
KIN-368 Analysis of Aquatics (1)
KIN-369 Analysis of Fitness Activities (1)
KIN-375 Analysis of Dance (2)

FOR A MINOR ADD
Two additional courses, one from each of the above categories

Communication Concentration

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

Select one of the following:
COM-155 Journalism Practicum (1)
COM-320 Creative Writing: Nonfiction (3)
*COM-330 Writing and Reading Journalism (3)

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

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

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

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

**Conflict and Peacemaking Studies Concentration**

**REQUIRED COURSES**

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

*Select two of the following:*

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

**FOR A MINOR ADD**

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

**English 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 16th Century (3)
LIT-360 American Literature: 20th Century (3)

*Select one of the following:*

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

*Select one of the following:*

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

**FOR A MINOR ADD**

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

**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-301 Anthropology for Christian Witness (3)
*Choose from these courses if planning to complete a minor.

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

FOR A MINOR ADD
PS-400 World Politics and Society (4)

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

Intercultural/International Studies Concentration

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

REQUIRED COURSES
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)

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-331 Fundamentals of Motor Behavior (4)
KIN-395 Sport and Exercise Psychology (3)

Select 2 units from the following:

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

FOR A MINOR ADD

Select two additional courses, one from each of the above categories.

Psychology Concentration

GENERAL EDUCATION REQUIREMENTS

PSY-120 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-103 General Chemistry I (4)
Replaces PHYS-106 Physical Science as liberal studies general education requirement.

REQUIRED COURSES

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

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-367  The Ancient Near East (3)
*HIST-450  History of Political Theory and Ideas (3)
PHIL-330  Ancient Philosophy and Rhetoric (4)

Western Civilization: Medieval/Early Modern

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

Western Civilization: Modern

Select one of the following:
*HIST-385  Early Modern Europe (4)
HIST-393  Twentieth Century Western Thought (3)
*HIST-395  Modern Europe (4)

LIT-420  English Literature: Romantic and Victorian Literature (3)
LIT-425  English Literature: 20th Century Literature (3)
LIT-426  English Literature: C.S. Lewis (3)
PHIL-335  Modern Philosophy (4)

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

World Civilization and Culture Concentration

GENERAL EDUCATION REQUIREMENTS
GEOG-220  Cultural Geography (3)

REQUIRED COURSES

World Civilization: A Cross-National Economic Perspective

Select one of the following:
ECON-390  Global Economics and Sustainable Development (3)
HIST-400  Modern Africa: History, Politics and Culture (3)
HIST-406  Modern Asia: History, Politics and Culture (3)
HIST-410  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-301  Anthropology for Christian Witness (3)
SOC-364  Christianity in the Non-Western World (3)
SOC-366  Religions of the World (4)
SPAN-310  Literary Spanish: Prose (3)
SPAN-315  Literary Spanish: Poetry (3)
SPAN-330  Latin American Thought: Readings in Spanish (3)

World Civilization: A Global Perspective

PS-400  World Politics and Society (4)

LIBERAL STUDIES MINOR

Program Director: R. Sandie Woods, M.A.
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-100  Principles of Biology (4)
PHYS-106  Physical Science (4)
PHYS-150  Earth Science (3)

**REQUIRED COURSES (24 MINIMUM UNITS)**

HIST-440  California History and Politics (4)
LA-380  Learning Communities (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**

SOC-410  American Ethnicity and Pluralism (3)

**MUSIC MAJOR**

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

The music major prepares students for professional careers and/or graduate study in the discipline of music. The major combines music theory and history with practical participation in a variety of musical activities, including performance ensembles. Music majors choose from three areas of emphases: 1) music performance and/or composition, 2) church music ministry and 3) music education.

Private instruction on the student’s primary instrument is required each semester. Jury examinations performed at the end of each semester serve as the final examination for private instruction. In addition to regular semester juries, students must successfully complete a specialized Level 1 jury prior to official acceptance into the major and a Level 2 jury prior to presenting a senior recital. All music majors must demonstrate basic piano skills through the successful completion of a piano proficiency exam.

Music majors are encouraged to take MUS-110L Music Theory and Ear Training during the fall semester of their freshman year. MUS-101 Elements of Musicianship, the prerequisite to MUS-110L, may be waived through examination for students who demonstrate adequate background in music.

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-410  Music Theory Since Debussy (4)
MUS-349  Music Research (1)
MUS-350  Early Music History (3)
MUS-351  Music History: 1725-1900 (3)
MUS-352  Music History and World Music Since 1900 (4)
MUS-400  Music in the Church (3)
MUS-495  Senior Project (1-3)
or MUS-497  Senior Project in Composition (1-3)

**Applied Music (Private Instruction) (8 Units)**

*Eight semester units of private instruction on one’s primary instrument (instrument or voice) are required. Jury exams at the end of each semester will serve as the final examination for private instruction.*

**Ensemble**

*Music majors are required to participate in a performing ensemble each semester of attendance. All ensemble participation units may be taken in any of these ensembles:*

MUS-115/315  Vocal Performance Workshop (2)
MUS-116/316  Concert Choir (2)
MUS-122/322  Baroque Orchestra (2)
MUS-123/323  Community Wind Ensemble (2)

*Up to 50 percent of all required ensemble units may be taken in any of these ensembles:*

MUS-114/314  Crosswind (2)
MUS-117/317  San Joaquin Chorale (2)
MUS-118/318  Vocal Ensemble (2) *(women’s chorale, men’s chorus or other approved vocal ensemble)*
MUS-119/319 Pacific Chamber Singers (2)
MUS-120/320 Instrumental Ensemble (2) (brass choir, handbell choir or other approved instrumental ensemble)
MUS-121/321 Jazz Band (2)
MUS-125/325 University String Quartet (2)
MUS-127/327 Woodwind Choir (2) (flute choir, sax quartet)

ADDITIONAL REQUIREMENTS

- Students must enroll in piano class (MUS-131) or private instruction in piano (MUS-135) each semester of attendance until the piano proficiency test has been passed.
- MUS-115/315 Vocal Performance Workshop (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)

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
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.

MUSIC MINOR

Program Director: Wayne Huber, M.A.
The music minor is designed to give students the basic skills to understand and appreciate music and participate in music performance.

GENERAL EDUCATION OR OTHER PREREQUISITES (6 UNITS)
MUS-101 Elements of Musicianship (3) (or waived by examination)
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 and successful completion of the Level 1 jury examination.

Ensemble (8 units)

Four semesters of participation in a performing ensemble. All ensemble participation units may be taken in any of these ensembles:

MUS-115/315 Vocal Performance Workshop (2)
MUS-116/316 Concert Choir (2)
MUS-122/322 Baroque Orchestra (2)
MUS-123/323 Community Wind Ensemble (2)

Up to 50% of all required ensemble units may be taken in any of these ensembles:

MUS-114/314 Crosswind (2)
MUS-117/317 San Joaquin Chorale (2)
MUS-118/318 Vocal Ensemble (2) (women's chorale, men's chorus or other approved vocal ensemble)
MUS-119/319 Pacific Chamber Singers (2)
MUS-120/320 Instrumental Ensemble (2) (brass choir, handbell choir or other approved instrumental ensemble)
MUS-121/321 Jazz Band (2)
MUS-125/325 University String Quartet (2)
MUS-127/327 Woodwind Choir (2) (flute choir, sax quartet)

PEACEMAKING AND CONFLICT STUDIES MINOR

Program Director: Larry Dunn, Ph.D.
Conflicts 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-321 Anabaptist/Mennonite History and Thought (3)
MGT-350 Organizational Theory (3)
MGT-355 Organizational Behavior (3)
MGT-360 Human Resource Management (3)
*PACS-350/VICT-350 Victims, Trauma and Recovery (4)
PS-380/SOC-450 Social Problems and Public Policy (4)
PS-390 Religion and Politics in America (3)
PS-400 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)
BUS-365 Business Ethics (3)
HIST-435 American Intellectual History (4)
LIT-460 Critical Approaches to Literature (3)
MATH-480 History of Mathematics (3)
PHIL-333 Medieval Philosophy (3)
PHIL-393 Twentieth Century Western Thought (3)
PHIL-430 American Wilderness Literature and Philosophy (3)
PHIL-455 Philosophy of Language (3)
PHIL-470 History and Philosophy of Science (4)
PHIL-481 Navajo Philosophy and Ethics (3)
PSY-450 History and Systems of Psychology (4)
THEO-430 Contemporary Theologies (3)

PHILOSOPHY MINOR

Program 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 (20-21 UNITS)

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

Select two of the following:

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

POLITICAL SCIENCE MAJOR

Program Director: Brent Kincaid, 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, 31-37 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 and the Business Environment (3)
FIN-452 Public Finance (3)
PS-300 California History and Politics (4)
PS-371 American Law and Legal System (3)
PS-373 Nature, Law and Policy (3)
PS-375 Criminal Justice in America (4)
PS-376 Law and Society (3)
PS-380 Social Problems and Public Policy (4)
PS-385 Urban Society and the Welfare State (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-476 Internship (3) (Recommended for graduate study.)
PS-450 History of Political Theory and Ideas (3)  
PS-460 Organizational Theory (3)  
PS-465 Organizational Behavior (3)  
PS-483 Project in Political Science (1-3) (Recommended for graduate study.)  
SOC-461 Introduction to Social Science Research (3) (Recommended for graduate study.)

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

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

POLITICAL SCIENCE MINOR  
Program Director: Bret Kincaid, Ph.D.  
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 and the Business Environment (3)  
FIN-452 Public Finance (3)  
PS-300 California History and Politics (4)  
PS-371 American Law and Legal System (3)  
PS-373 Nature, Law and Policy (3)  
PS-375 Criminal Justice in America (4)  
PS-376 Law and Society (3)  
PS-380 Social Problems and Public Policy (4)  
PS-385 Urban Society and the Welfare State (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-476 Internship (3)

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

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

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)

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

REQUIRED COURSES (14 COURSES, 41-43 UNITS)  
Core Program (7 Courses, 21 Units)  
PS-371 American Law and Legal System (3)  
PS-372 Introduction to Alternative Dispute Resolution (1)  
PS-375 Criminal Justice in America (4)  
*PS-380 Social Problems and Public Policy (4)  
PS-476 Internship (3)  
SOC-410 American Ethnicity and Pluralism (3)  
SOC-430 Conflict Management and Resolution (3)  

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

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

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

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

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

REQUIRED COURSES (41 – 44 UNITS)

Foundation Courses (22-23 Units)

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

Foundations of Research
PSY-300 Statistics (4)
PSY-310 Introduction to Social Science Research (3)
PSY-320 Experimental Psychology (4)

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

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

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

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

Applied Research in Psychology
PSY-340 Psychological Assessment (4)
PSY-370 Cognitive Psychology (4)
PSY-377 Sports and Exercise Psychology (3)
PSY-380 Psychology of Learning (3)
PSY-488 Advanced Statistics (3)

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

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

PSYCHOLOGY MINOR
Program Director: Elizabeth Lake, Ph.D. candidate
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: Bret Kincaid, Ph.D.**

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

**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)

**REQUIRED COURSES (11 COURSES, 37-49 UNITS)**

The Ancient, Medieval and Early Modern World

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

- HIST-325  History of Christianity (4)
- HIST-360  Greece: Drama and Paideia in the Polis (4)
- HIST-365  Rome: Politics, Pagans and Patristics (4)
- HIST-367  The Ancient Near East (3)
- HIST-370  Medieval Life, Thought and Literature (4)
- HIST-375  The Renaissance and English Literature (4)
- HIST-380  Reformation History and Theology (4)
- HIST-385  Early Modern Europe (4)
- HIST-410  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-325  History of Christianity (4)
- HIST-395  Modern Europe (4)
- HIST-400  Modern Africa: History, Politics and Culture (3)
- HIST-406  Modern Asia: History, Politics and Culture (3)
- HIST-410  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-436  Colonial America (3)
- HIST-437  19th Century America (3)
- HIST-450  History of Political Theory and Ideas (3)

*American Studies Program (15-16 units)*

The American Studies Program (CCCU) in Washington, D.C., may be taken in place of PS-390. If the Public Policy Track is...
taken, it replaces PS-380. If the Global Development Track is taken, it replaces ECON-390.

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program
Students must meet the following requirements in addition to the specific course requirements outlined above to enter a teacher education program and become credentialed to teach in a California public school:
1. Complete LA-385 Critical Approaches to Teaching (with a grade of C or better).
2. Pass the CSET Examination to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

To Enter the Fresno Pacific University Teacher Education Program
Students must meet the following requirements to enter the teacher education program at FPU:
1. Earn a 2.75 overall grade point average in their college coursework.
2. Earn a 3.0 grade point average in the social science secondary teaching major.

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

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

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

SOCIAL WORK MAJOR
Program Director: Donna Callahan, M.S.W.
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
Select at least four of the following courses:
BIOL-100 Principles of Biology (4)
ECON-105 Principles of Economics (4)
PS-120 American Politics and Society (4)
PSY-120 Introduction to Psychology (3)
SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (15 COURSES, 52 UNITS)

Foundational Courses
SW-100 Perspectives in Social Work (1)
SW-120 Helping People: An Introduction (3)

Advanced Courses
PSY-410 Abnormal Psychology (4)
SOC-410 American Ethnicity and Pluralism (3)
SOC-461 Introduction to Social Science Research (3)
SW-300 Human Behavior in the Social Environment (3)
SW-320 Marriage and Family (3)
SW-350 Urban Society and the Welfare State (4)
SW-360 Social Problems and Public Policy (4)
SW-400 Foundations of Social Work Practice (4)
SW-410 Working With Groups (3)
SW-420 Becoming a Change Agent (3)
SW-480 Senior Seminar in Social Work (3)
SW-481 Senior Thesis (3)
SW-482 Field Instruction in Social Work (8)

RECOMMENDED ELECTIVE COURSES
PS-375 Criminal Justice in America (4)
PSY-300 Statistics (4)
SOC-372 Juvenile Delinquency and Justice (3)
SOC-373 Corrections (3)
SOC-482 Intercultural Practicum (1)
SW-110 Participation in Volunteer Services (1-3)
SW-310 Social Gerontology (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
SW-483 Mediation Practicum (1)
SOCIAL WORK MINOR

Program Director: Donna Callahan, M.S.W.
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
PSY-120 Introduction to Psychology (3)
SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (7 COURSES, 17-20 UNITS)

Foundational Courses
SW-100 Perspectives in Social Work (1)
SW-110 Participation in Volunteer Services (1-3)
SW-120 Helping People: An Introduction (3)

Advanced Courses
SW-400 Foundations of Social Work Practice (4)
SW-410 Working With Groups (3)

Select two of the following:
SW-300 Human Behavior in the Social Environment (3)
SW-310 Social Gerontology (3)
SW-320 Marriage and Family (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
SW-420 Becoming a Change Agent (3)

SOCIOLOGY MAJOR

Program Director: Elizabeth Martinez, J.D., 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 groups, networks and hierarchies, as well as beliefs and practices. Sociology majors learn to analyze the influences of groups on human behavior.

The sociology program is purposefully informed by a global perspective and a Christian/Anabaptist worldview. The program builds on the foundation of the required sequence of courses at Fresno Pacific University, regarding the stories of peoples and cultures. Upon completion of the major, students will be prepared to pursue graduate study or a career for which sociology is an appropriate background. Majors typically find employment in fields such as human services, personnel, social research, law enforcement, government, Christian ministry, missions and community development.

Students interested in majoring in sociology should complete the two prerequisite courses during their freshman and sophomore years. The first two courses of the core program should be taken in the sophomore or junior year. The last two courses in the core program, an internship followed by Senior Thesis, should be taken during the senior year.

GENERAL EDUCATION PREREQUISITES (2 COURSES, 6-7 UNITS)
SOC-120 Introduction to Sociology (3)

Select one of the following courses:
SOC-205 Introduction to Cultural Anthropology (3)
PS-120 American Politics and Society (4)
PSY-120 Introduction to Psychology (3)
GEOG-220 Cultural Geography (3)

REQUIRED COURSES (10 COURSES, 31-33 UNITS)

Core Program (5 courses, 16 units)
SOC-461 Introduction to Social Science Research (3)
SOC-462 Statistics (4)
SOC-470 Introduction to Sociocultural Theory (3)
LEAD-476 Internship (3)
SOC-480 Senior Thesis (3)

Breadth Program (5 courses, 15-17 units)
Select one course from each category and one additional course from any category. Students are encouraged to take additional courses depending upon their needs or interests.

Society and Culture
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-364 Christianity in the Non-Western World (4)
SOC-410 American Ethnicity and Pluralism (3)

Social Institutions
SOC-350 Marriage and Family (3)
SOC-360 Sociology of Religion (3)
SOC-370 Media and Society (3)
SOC-374 Law and Society (3)

Social Groups and Processes
SOC-301 Anthropology for Christian Witness (3)
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-450 Social Problems and Public Policy (4)

Crime and Justice
SOC-371 Criminology (3)
SOC-372 Juvenile Delinquency and Justice (3)
SOC-373 Corrections (3)
SOCIOLOGY MINOR

Program Director: Elizabeth E. Martinez, J.D., 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)

REQUIRED COURSES (18-19 UNITS)

LEAD-476 Internship (3)
SOC-461 Introduction to Social Science Research (3)
SOC-470 Introduction to Sociocultural Theory (3)

Select one or more of the following:
SOC-400 Social Psychology (3)
SOC-410 American Ethnicity and Pluralism (3)

Select one or more of the following:
SOC-350 Marriage and Family (3)
SOC-360 Sociology of Religion (3)
SOC-370 Media and Society (3)
SOC-371 Criminology (3)
SOC-374 Law and Society (3)

Select 3-4 additional units from the courses not already selected above and/or from the courses below to meet individual needs or interests:
SOC-372 Juvenile Delinquency and Justice (3)
SOC-373 Corrections (3)
SOC-375 Organizational Behavior (3)
SOC-420 Intercultural Communication (3)
SOC-430 Conflict Management and Resolution (3)
SOC-440 Lifecourse Development (3)
SOC-442 Social Gerontology (3)
SOC-450 Social Problems and Public Policy (4)

SPANISH LANGUAGE AND CULTURE MAJOR

Program Director: Eleanor Nickel, 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: Eleanor Nickel, 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)
SPAN-445 Latin American 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.

GENERAL EDUCATION PREREQUISITE
DRA-105 Theater Appreciation (3)

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, 4 hours per night. In addition, most courses will have an online component, so some computer literacy is important. An internship is integrated into the program and provides students with hands-on experience. Additionally, students are required to take two of the three biblical integration courses for graduation. These courses will be block registered and which courses the student takes is determined by when the student enters the cohort.

Admissions requirements include a minimum 2.4 GPA and four years of postsecondary experience. New students may be added to a cohort at the beginning of each semester. In addition, it is important for those considering ministry that their character and conduct reflect principles consistent with the life and teachings of Jesus Christ as noted in Scripture and the lifestyle requirements of the university. Therefore the university reserves the right to refuse acceptance or continuance in the major of those students who do not meet those requirements.

REQUIRED COURSES (41 UNITS)
The following units must be earned at Fresno Pacific University:
BIB-314 Jesus and the Christian Community (3)
BIB-436 Biblical Perspectives (3)
*BLIT-306 Law and Ephesians (1)
*BLIT-307 Proverbs, Ecclesiastes and James (1)
*BLIT-308 Isaiah and Matthew (1)
MIN-310 Introduction to CML/Internship Orientation (1)
MIN-356 Church and the Mission of God (2)
MIN-376 Current Practices in Evangelism and Discipleship (2)
MIN-392 Biblical Interpretation and Teaching (2)
MIN-397 Spiritual Formation: Perils, Pitfalls and Potential of Ministry (2)
MIN-398 Spiritual Formation: Cultivating a Prayerful Heart (2)
MIN-399 Spiritual Formation: Taking Care of the Interior Life (2)
MIN-420 Ministry Across Cultures (2)
MIN-430 Urban Ministry (2)
PACS-440 Conflict Transformation in Ministry (3)
MIN-450 Leadership in Ministry (2)
MIN-471 Pastoral Ministries (2)
MIN-483 CML Internship (9) (three semesters at 3 units per semester)
*Two of three biblical integration courses are required for graduation. Which courses the student takes is determined by when the student enters the CML cohort and will be block registered.
ELECTIVES
Elective units as needed to meet the bachelor of arts minimums. This requirement may be met through allowable college coursework 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 (40 UNITS)
The following units must be earned at Fresno Pacific University:
BIB-314 Jesus and the Christian Community (3)
BIB-436 Biblical Perspectives (3)
CRIM-350 Theories of Criminology (4)
CRIM-360 Criminal Procedure (3)
CRIM-370 Diversity and Crime (3)
CRIM-410 Criminal Evidence (3)
CRIM-420 Criminology Statistics (3)
CRIM-440 Advanced Criminal Law (3)
CRIM-496A Criminology and Restorative Justice Studies Project I (2)
CRIM-496B Criminology and Restorative Justice Studies Project II (1)
PACS-410 Restorative Justice (3)
PACS-440 Conflict Transformation (3)
VICT-351 Victim Recovery (3)
VICT-420 Victimology (3)

ELECTIVES
Elective units as needed to meet the bachelor of arts minimum. This requirement may be met through allowable college coursework 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)
PACS-708 Conflict Analysis (3)
PACS-710 Introduction to Alternative Dispute Resolution (1)

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

Mediation (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-771 Methods in Peace Research Design (2)

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

SELECT ONE OF THE FOLLOWING CONCENTRATIONS
Concentration area courses provide more focused and in-depth study in a selected area of interest within the field. Students take a minimum of 9 units in one of six areas listed below.

Church Conflict and Peacemaking Concentration
REQUARED COURSES
PACS-752 Church Conflict Management and Leadership (3)

Select a minimum of two of the following:
COUN-724 Interpersonal Communication: Person, Family and Community (3)
PACS-716 Group Dynamics and Processes (3)
PACS-730 Historical Peacemakers (3)
PACS-748 Discipline That Restores (3)
PACS-754 Curriculum in Conflict Peacemaking (3)

Mediation Concentration
REQUARED 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
REQUARED 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
REQUARED 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
REQUARED 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)

BIB-736 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)
PACS-748 Discipline That Restores (3)
PACS-758 Advanced Mediation (3)
Other approved elective

Certificate in Mediation

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

REQUIRED COURSES (15 UNITS)

Core (13-14 units)

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

Electives (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)
PACS-764 Internship in Peacemaking (3)

Electives (5 units)

Select 5 units in consultation with the program director.

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)

PACS-736 Institute in School Peer Mediation Program Development (2-3)
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-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)
- PACS-710 Introduction to Alternative Dispute Resolution (1)
- PACS-716 Group Dynamics and Processes (3)
  *PACS-756 Introductory Practicum in Mediation (1)
- PACS-758 Advanced Mediation (3)
- PACS-760 Mediation and the Law (3)
  *May be waived if student has had previous experience in mediation.

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

Required Courses (16-17 Units)
Core
- Peacemaking and Conflict Studies Courses (4-5 Units)
  PACS-708 Conflict Analysis (3)
  PACS-710 Introduction to Alternative Dispute Resolution (1)
  *PACS-756 Introductory Practicum in Mediation (1)
  *May be waived if student has had previous experience in mediation.
- 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
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)
Biol-111 General Biology: Cells and Physiology (4)
Chem-103 General Chemistry I (4)
Math-140 Pre-Calculus (4)
or Math-210 Calculus I (4)

REQUIRED COURSES (28 UNITS)
Biol-121 General Biology: Diversity and Ecology (4)
Biol-310L Ecology (4)
Biol-332 Human Physiology (4)
Biol-370 Bioethics (3)
Biol-440L Cell and Molecular Biology (4)
or Biol-450 Genetics (4)
Biol-470 History and Philosophy of Science (3)
Biol-485 Senior Seminar in Biology (1)
Select 5 additional units of upper-division biology.

Supporting Courses (10-11 Units)
Chem-104 General Chemistry II (4)
Math-311 Statistics for the Natural Sciences (3)
Select one additional course in chemistry, mathematics, or physical science (3-4 units)

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)
Biol-111 General Biology: Cells and Physiology (4)
Chem-103 General Chemistry I (4)
Math-140 Pre-Calculus (4)
or Math-210 Calculus I (4)

REQUIRED COURSES (14 COURSES, 49 UNITS)
Biol-121 General Biology: Diversity and Ecology (4)
Biol-310L Ecology (4)
Biol-332 Human Physiology (4)
Biol-370 Bioethics (3)
Biol-440L Cell and Molecular Biology (4)
Biol-450 Genetics (4)
Biol-470 History and Philosophy of Science (3)
Biol-485 Senior Seminar in Biology (1)
Biol-496 Biological Research (1)
Chem-104 General Chemistry II (4)
Math-311 Statistics for Natural Sciences (3)
Phys-120 General Physics I (4)
Phys-121 General Physics II (4)
Phys-150 Earth Science (3)
Phys-160 Space Science (3)
ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

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

1. Complete LA-385 Critical Approaches to Teaching with a grade of C or better.
2. Pass the California Subject Examinations for Teachers (CSET) to demonstrate the subject matter competence required by the California Commission on Teacher Credentialing to be a teacher.

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

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

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

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

Recommended Courses
It is recommended that students complete one of the following courses as well:
HIST-420 American Ethnicity and Pluralism (3)
SOC-310 Cultural Communities of California (3)

B.S. in Biology

GENERAL EDUCATION PREREQUISITES (12 UNITS)
BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 General Chemistry I (4)
MATH-210 Calculus I (4)

REQUIRED COURSES

Biology Courses (29 units)
BIOL-121 General Biology: Diversity and Ecology (4)
BIOL-310L Ecology (4)
BIOL-332 Human Physiology (4)
BIOL-370 Bioethics (3)

BIOL-440L Cell and Molecular Biology (4)
BIOL-450 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-104 General Chemistry II (4)
CHEM-310 Organic Chemistry I (3)
MATH-311 Statistics for Natural Sciences (3)
PHYS-120 General Physics I (4)

SELECT ONE OF THE FOLLOWING EMPHASES (16 UNITS)

B.S. in Biology: Environmental Emphasis

REQUIRED COURSES
BIOL-311L Field Botany (4)
BIOL-320L Vertebrate Zoology (4)
BIOL-322 Invertebrate Zoology (4)
CHEM-340 Environmental Chemistry (4)
Course substitutions may be made with program director approval.

B.S. in Biology: Human Health Emphasis

REQUIRED COURSES
BIOL-331 Human Anatomy (4)
BIOL-340 Microbiology (4)
Select a minimum of 8 additional units of upper-division science. (Pre-medical students should enroll in PHYS-121 General Physics II, CHEM-311 Organic Chemistry II and BIOL-420L Biochemistry.)

B.S. in Biology: Secondary Teaching Emphasis

REQUIRED COURSES
LA-385 Critical Approaches to Teaching (3)
PHYS-121 General Physics II (4)
PHYS-150 Earth Science (3)
PHYS-160 Space Science (3)
Select 3 additional units of upper-division biology.
Please see the additional requirements for teacher education candidates listed above for the B.A. in biology, secondary teaching emphasis.
**B.S. in Biology: Individualized Emphasis**

*Electives chosen in consultation with the program director to address specific interests of the student. Courses from field institutes or other institutions may be used. Examples of possible emphases include marine biology, plant science, animal science and bio-psychology.*

**BIOLOGY MINOR**

*Program Director: Michael Kunz, Ph.D.*

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)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL-111</td>
<td>General Biology: Cells and Physiology</td>
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</tr>
<tr>
<td>BIOL-121</td>
<td>General Biology: Diversity and Ecology</td>
<td>4</td>
</tr>
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</table>

*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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>BIOL-100</td>
<td>Principles of Biology</td>
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<tr>
<td>CHEM-103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-210</td>
<td>Calculus I</td>
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**REQUIRED COURSES (12 COURSES, 46 UNITS)**

<table>
<thead>
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<tr>
<td>CHEM-104</td>
<td>General Chemistry II</td>
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<td>CHEM-310</td>
<td>Organic Chemistry I</td>
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<td>CHEM-311</td>
<td>Organic Chemistry II</td>
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<td>Organic Chemistry Laboratory I</td>
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<td>CHEM-320L</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>CHEM-351L</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-496</td>
<td>Research Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 8 additional units of upper-division chemistry.

**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-103 General Chemistry I (4)
CHEM-104 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 and Services Office and the environmental science program director for further information.

B.A. in Environmental Science

GENERAL EDUCATION PREREQUISITES (16 UNITS)

BIOL-111 General Biology: Cells and Physiology (4)
CHEM-103 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-121 General Biology: Diversity and Ecology (4)
BIOL-310L Ecology (4)
CHEM-104 General Chemistry II (4)
CHEM-340 Environmental Chemistry (4)
ENV-150 Introduction to Environmental Studies (4)
MATH-311 Statistics for Natural Sciences (3)
PHYS-150 Earth Science (3)
BIOL-485 Senior Seminar in Biology (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-322 Invertebrate Zoology (4)
BIOL-450 Genetics (4)
CHEM-311 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-111 General Biology: Cells and Physiology (4)
CHEM-103 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 (12 COURSES, 37 UNITS)

BIOL-121 General Biology: Diversity and Ecology (4)
BIOL-310L Ecology (4)
BIOL-496 Biological Research (2)
  or CHEM-496 Research Project (2)
CHEM-104 General Chemistry II (4)
CHEM-310 Organic Chemistry I (3)
CHEM-312L Organic Chemistry Laboratory I (2)
CHEM-340 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 (20 UNITS MINIMUM, 14 UNITS MINIMUM IN SCIENCE)

Select 16 units from the following:

- BIOL-311L Field Botany (4)
- BIOL-320L Vertebrate Zoology (4)
- BIOL-322 Invertebrate Zoology (4)
- BIOL-450 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-100 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 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)
- ENV-482 Environmental Studies Practicum (1-3)
- BIOL-485 Senior Seminar in Biology (1)

Select a minimum of 15 units from the following:

- BIOL-121 General Biology: Diversity and Ecology (4)
- BIOL-311 Field Botany (4)
- BIOL-320L Vertebrate Zoology (4)
- BIOL-322 Invertebrate Zoology (4)
- CHEM-340 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)

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, 18-22 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 each 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-100 Principles of Biology (4)
or BIOL-111 General Biology: Cells and Physiology (4)

REQUIRED COURSES (46-47 UNITS)

Core Courses (30 units)
BIOL-331 Human Anatomy (4)
BIOL-332 Human Physiology (4)
KIN-251 Foundations of Kinesiology (3)
KIN-331 Fundamentals of Motor Behavior (4)
KIN-390 Internship in Kinesiology (2)
KIN-395 Sport and Exercise Psychology (3)
KIN-401 Biomechanics (4)
KIN-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-368 Analysis of Aquatics (1)
KIN-369 Analysis of Fitness Activities (1)
KIN-441 Fitness Assessment and Exercise Prescription (3)
KIN-450 Exercise Programming for Fitness and Performance (3)

ELECTIVES

Choose a minimum of 2 units from the following:
KIN-316 Coaching Methods (3)
KIN-345 Analysis of Individual and Dual Sports (2)
KIN-351 Analysis of Team Sports (2)
KIN-357 Analysis of Outdoor Activities (1)
KIN-359 Analysis of Fundamental Movements (1)
KIN-370 Analysis of Non-Traditional Sports (1)
KIN-375 Analysis of Dance (2)

B.A. in Kinesiology: Fitness Management

Program Director: Don Diboll, Ph.D.

This major is designed for students who plan to enter the fitness industry and may wish to move into management and, eventually, run their own business as they gain experience.

Students will combine the benefits of an exercise-science type degree, which will prepare them for fitness certification, with a good foundation of business that can be built upon for future endeavors.

GENERAL EDUCATION PREREQUISITES (8 UNITS)

BIOL-100 Principles of Biology (4)
or BIOL-111 General Biology: Cells and Physiology (4)
ECON-105 Principles of Economics (4)

REQUIRED COURSES (56 UNITS)

Core Courses (30 units)
BIOL-331 Human Anatomy (4)
BIOL-332 Human Physiology (4)
KIN-251 Foundations of Kinesiology (3)
KIN-331 Fundamentals of Motor Behavior (4)
KIN-390 Internship in Kinesiology (2)
KIN-395 Sport and Exercise Psychology (3)
KIN-401 Biomechanics (4)
KIN-406 Physiology of Exercise I (4)
KIN-485 Senior Seminar (2)

Emphasis Courses (26 units)
ACCT-220 Principles of Accounting I (3)
KIN-270 Nutrition (3)
KIN-368 Analysis of Aquatics (1)
KIN-369 Analysis of Fitness Activities (1)
KIN-441 Fitness Assessment and Exercise Prescription (3)
MGT-350 Organizational Theory (3)
or MGT-355 Organizational Behavior (3)
MGT-360 Human Resource Management (3)
MKT-300 Principles of Marketing (3)
SOC-442 Social Gerontology (3)

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-100 Principles of Biology (4)  
or BIOL-111 General Biology: Cells and Physiology (4)

### REQUIRED COURSES (48 UNITS)

#### Core Courses (30 units)
- BIOL-331 Human Anatomy (4)
- BIOL-332 Human Physiology (4)
- KIN-251 Foundations of Kinesiology (3)
- KIN-331 Fundamentals of Motor Behavior (4)
- KIN-385 Kinesiology Practicum (2)
- KIN-395 Sport and Exercise Psychology (3)
- KIN-401 Biomechanics (4)
- KIN-406 Physiology of Exercise I (4)
- KIN-485 Senior Seminar (2)

#### Emphasis Courses (17 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-357 Analysis of Outdoor Activities (1)
- KIN-359 Analysis of Fundamental Movements (1)
- KIN-368 Analysis of Aquatics (1)
- KIN-369 Analysis of Fitness Activities (1)
- KIN-370 Analysis of Non-Traditional Sports (1)
- KIN-375 Analysis of Dance (2)

### ADDITIONAL REQUIREMENTS AND RECOMMENDATIONS

#### FOR TEACHER EDUCATION CANDIDATES

**To Enter Any Teacher Education Program**

**Recommended Course**
- LA-385 Critical Approaches to Teaching (3)

**To Enter the FPU Teacher Education Program**

Earn a 2.75 overall grade point average in college coursework.

**To Complete the FPU Teacher Education Program**

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

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

**Recommended Courses**
- HIST-420 American Ethnicity and Pluralism (3)
- SOC-310 Cultural Communities of California (3)

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**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-100 Principles of Biology (4)  
or BIOL-111 General Biology: Cells and Physiology (4)
- CHEM-103 General Chemistry I (4)
- MATH-140 Pre-Calculus (4)  
or MATH-210 Calculus I (4)

### REQUIRED COURSES (62-63 UNITS)

#### Core Courses (40 units)
- BIOL-331 Human Anatomy (4)
- BIOL-332 Human Physiology (4)
- KIN-251 Foundations in Kinesiology (3)
- KIN-275 Sport First Aid (3)
- KIN-331 Fundamentals of Motor Behavior (4)
- KIN-368 Analysis of Aquatics (1)
- KIN-369 Analysis of Fitness Activities (1)
- KIN-390 Internship in Kinesiology (3)
- KIN-401 Biomechanics (4)
- KIN-406 Physiology of Exercise I (4)
- KIN-485 Senior Seminar (2)
- MATH-311 Statistics for the Natural Sciences (3)
- PHYS-120 General Physics I (4)

#### Emphasis Courses (22-23 Units)
- KIN-270 Nutrition (3)
- KIN-395 Sport and Exercise Psychology (3)
- KIN-441 Fitness Assessment and Exercise Prescription (3)
- KIN-450 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-100 Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL-111 General Biology: Cells and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-103 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>
<td>4</td>
</tr>
</tbody>
</table>

REQUIRED COURSES (61-62 UNITS)

Core Courses (40 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-331 Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-332 Human Physiology</td>
<td>4</td>
</tr>
<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-331 Fundamentals of Motor Behavior</td>
<td>4</td>
</tr>
<tr>
<td>KIN-368 Analysis of Aquatics</td>
<td>1</td>
</tr>
<tr>
<td>KIN-369 Analysis of Fitness Activities</td>
<td>1</td>
</tr>
<tr>
<td>KIN-390 Internship in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN-401 Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KIN-406 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-120 General Physics I</td>
<td>4</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-340 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-104 General Chemistry II</td>
<td>4</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</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-441 Fitness Assessment and Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>KIN-450 Exercise Programming for Fitness and Performance</td>
<td>3</td>
</tr>
<tr>
<td>KIN-470L Physiology of Exercise II</td>
<td>3</td>
</tr>
<tr>
<td>*KIN-481 Research in Kinesiology</td>
<td>1-3</td>
</tr>
<tr>
<td>PHYS-121 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY-360 Life-Span Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-410 Abnormal Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>
| *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>
</thead>
<tbody>
<tr>
<td>KIN-120 Concepts of Wellness</td>
<td>2</td>
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</table>

REQUIRED COURSES (17-18 UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>KIN-270 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>KIN-275 Sport First Aid</td>
<td>3</td>
</tr>
<tr>
<td>KIN-316 Coaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>KIN-385 Kinesiology Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 4 units from of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN-345 Analysis of Individual and Dual Sports</td>
<td>2</td>
</tr>
<tr>
<td>KIN-351 Analysis of Team Sports</td>
<td>2</td>
</tr>
<tr>
<td>KIN-357 Analysis of Outdoor Activities</td>
<td>1</td>
</tr>
<tr>
<td>KIN-359 Analysis of Fundamental Movements</td>
<td>1</td>
</tr>
<tr>
<td>KIN-368 Analysis of Aquatics</td>
<td>1</td>
</tr>
<tr>
<td>KIN-369 Analysis of Fitness Activities</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<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-331 Fundamentals of Motor Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>
KIN-340L Measurement Evaluation (3)
KIN-395 Sport and Exercise Psychology (3)

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-331 Fundamentals of Motor Behavior (4)
KIN-340 Measurement Evaluation (3)
KIN-385 Kinesiology Practicum (1)

Select two of the following courses:
KIN-251 Foundations of Kinesiology (3)
KIN-270 Nutrition (3)
KIN-395 Sport and Exercise Psychology (3)

Select two units from the following courses:
KIN-345 Analysis of Individual and Dual Sports (2)
KIN-351 Analysis of Team Sports (2)
KIN-357 Analysis of Outdoor Activities (1)
KIN-359 Analysis of Fundamental Movements (1)
KIN-368 Analysis of Aquatics (1)
KIN-369 Analysis of Fitness Activities (1)
KIN-370 Analysis of Non-Traditional Sports (1)

MATHEMATICS MAJOR

Program Director: 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-120 General Physics I (4)
or PHYS-130 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
LANG-340 Introduction to Linguistics (3)
PS-120 American Politics and Society (4)
or HIST-150 American Civilization (4)
PSY-355 Adolescent Development (3)

Recommended Course
It is recommended that students complete one of the following courses as well:
HIST-420 American Ethnicity and Pluralism (3)
SOC-310 Cultural Communities of California (3)

B.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)
CHEM-103 General Chemistry I (4)
ECON-105 Principles of Economics (4)
MATH-140 Pre-Calculus (4)

PHYS-130 University Physics I (4)

REQUIRED COURSES (49 UNITS)

Mathematics Courses (38 units)
MATH-210 Calculus I (4)
MATH-220 Calculus II (4)
MATH-230 Calculus III (4)
MATH-335 Linear Algebra (3)
MATH-345 Numerical Analysis (3)
MATH-350 Problem Solving (3)
MATH-360 Probability and Statistical Methods (3)
MATH-365 Differential Equations (3)
MATH-370 Discrete Mathematics (3)
MATH-420 Real Analysis I (3)
MATH-454 Complex Analysis (3)
MATH-477 Independent Research (2)

Supporting Courses (11 units)
CHEM-104 General Chemistry II (4)
CS-121 Introduction to Scientific Programming (3)
PHYS-131 University Physics II (4)

ELECTIVES (6 UNITS)
Select two of the following:
MATH-325 Introduction to Topology (3)
MATH-357 Operations Research (3)
MATH-375 Introduction to Game Theory (3)
MATH-415 Advanced Applied Mathematics (3)
MATH-418 Fourier Analysis (3)
MATH-486 Topics: Partial Differential Equations (3)

MATHEMATICS 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)
MATH-120 Principles of Mathematics (4)

REQUIRED COURSES (21 UNITS)
MATH-140 Pre-Calculus (4)
MATH-210 Calculus I (4)
MATH-220 Calculus II (4)
Select 9 additional units of upper-division mathematics; cannot include MATH-311, MATH-477, MATH-482 or MATH-711.

PRE-HEALTH SCIENCES MAJOR

Program Director: Alan Thompson, Ph.D.
The pre-health sciences major is designed to provide students with a broad, interdisciplinary foundation in the sciences,
with a focus on preparing students for entry into medical and dental careers as well as into allied health career paths.

Students interested in the pre-health sciences major should contact the program director as early as possible since relevant biology, chemistry, math and physics courses are necessary for adequate preparation for entrance exams such as the Medical College Admission Test (MCAT). This is also true for students interested in medical or dental school opportunities who choose to major in a different discipline.

Students may choose from two degree programs: the bachelor of arts degree or the bachelor of science degree. The B.A. degree is appropriate for students who desire greater flexibility in their undergraduate coursework. This flexibility may be used to incorporate a minor, a second major, a study abroad program or additional elective coursework. The B.S. degree is appropriate for those who seek greater depth of foundational coursework in supporting fields, additional breadth within the major and a research capstone.

### B.A. in Pre-Health Sciences

**GENERAL EDUCATION PREREQUISITES (12 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-111</td>
<td>General Biology: Cells and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-140</td>
<td>Pre-Calculus</td>
<td>4</td>
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</tbody>
</table>

**REQUIRED COURSES (MINIMUM OF 48 UNITS TOTAL, 28 UNITS UPPER-DIVISION)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL-220</td>
<td>Healthcare in the United States</td>
<td>2</td>
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<tr>
<td>BIOL-370</td>
<td>Biostatistics</td>
<td>4</td>
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<tr>
<td>BIOL-450</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-485</td>
<td>Senior Seminar in Biology</td>
<td>1</td>
</tr>
<tr>
<td>CHEM-104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH-311</td>
<td>Statistics for the Natural Sciences</td>
<td>3</td>
</tr>
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</table>

*Select from the following in consultation with the program director:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-121</td>
<td>General Biology: Diversity and Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-320L</td>
<td>Vertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-331</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-340</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-440L</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-470</td>
<td>History and Philosophy of Science</td>
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<td>BIOL-482</td>
<td>Practicum in Biology</td>
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<tr>
<td>BIOL-496</td>
<td>Biological Research</td>
<td>1-3</td>
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<tr>
<td>CHEM-310</td>
<td>Organic Chemistry I</td>
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<td>CHEM-311</td>
<td>Organic Chemistry II</td>
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<td>CHEM-312L</td>
<td>Organic Chemistry Laboratory I</td>
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<td>CHEM-313L</td>
<td>Organic Chemistry Laboratory II</td>
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<tr>
<td>CHEM-351L</td>
<td>Quantitative Analysis</td>
<td>4</td>
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<tr>
<td>CHEM-420L</td>
<td>Biochemistry</td>
<td>4</td>
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<tr>
<td>CHEM-496</td>
<td>Research Project</td>
<td>2</td>
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<tr>
<td>CS-121</td>
<td>Introduction to Scientific Programming</td>
<td>3</td>
</tr>
<tr>
<td>KIN-401</td>
<td>Biomechanics</td>
<td>4</td>
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<td>KIN-406</td>
<td>Physiology of Exercise</td>
<td>4</td>
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<td>MATH-210</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>PHYS-120</td>
<td>General Physics I</td>
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<tr>
<td>PHYS-121</td>
<td>General Physics II</td>
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</table>

### B.S. in Pre-Health Sciences

**GENERAL EDUCATION PREREQUISITES (12 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>BIOL-111</td>
<td>General Biology: Cells and Physiology</td>
<td>4</td>
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<tr>
<td>CHEM-103</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>MATH-210</td>
<td>Calculus I</td>
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**RECOMMENDED COURSE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSY-120</td>
<td>Introduction to Psychology</td>
<td>3</td>
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**REQUIRED COURSES (41 UNITS)**

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<tr>
<th>Course</th>
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<th>Units</th>
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<td>General Biology: Diversity and Ecology</td>
<td>4</td>
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<td>BIOL-220</td>
<td>Healthcare in the United States</td>
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<tr>
<td>BIOL-332</td>
<td>Human Physiology</td>
<td>4</td>
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<tr>
<td>BIOL-340</td>
<td>Microbiology</td>
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<tr>
<td>BIOL-450</td>
<td>Genetics</td>
<td>4</td>
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<tr>
<td>BIOL-485</td>
<td>Senior Seminar in Biology</td>
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<tr>
<td>CHEM-104</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM-310</td>
<td>Organic Chemistry I</td>
<td>3</td>
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<tr>
<td>PHYS-120</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-121</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

*Select one of the following emphases*

#### Pre-M.D./D.O./D.D.S./D.Pharm. Emphasis

**REQUIRED COURSES (18-21 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-420L</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-440L</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-311</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-312L</td>
<td>Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>MATH-220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

*Select at least one additional unit from the list of electives below.*

#### Pre-M.P.T. Emphasis

**REQUIRED COURSES (14-16 UNITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN-390</td>
<td>Internship in Kinesiology</td>
<td>1-3</td>
</tr>
<tr>
<td>KIN-401</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KIN-406</td>
<td>Physiology of Exercise</td>
<td>4</td>
</tr>
</tbody>
</table>
Select 5 additional units from the list of electives below.

**Pre-M.S.N. Emphasis**

**REQUIRED COURSES (16 UNITS)**

- BIOL-420L Biochemistry (4)
- KIN-270 Nutrition (3)

Select 9 additional units from the list of electives below.

**ELECTIVES**

- BIOL-331 Human Anatomy (4)
- BIOL-440L Cell and Molecular Biology (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-460L Physical Chemistry (4)
- KIN-401 Biomechanics (4)
- KIN-406 Physiology of Exercise (4)
- MATH-220 Calculus II (4)

*Or other courses chosen in consultation with the program director.*

**DEGREE COMPLETION PROGRAMS**

**B. S. in Nursing**

*Program Director: Mariamma Mathai, RN; Ed.D.*

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.

**ADDITIONAL REQUIREMENTS**

*Recommended to be taken prior to entering the cohort:*

- COM-342 Advanced Academic Research and Composition (3)
- MATH-250 Introduction to Statistics (3)
- Chemistry course

**REQUIRED COURSES**

The following units must be earned at Fresno Pacific University:

- BIB-314 Jesus and the Christian Community (3)
- BIB-446 Biblical Perspectives for Nurses (3)
- BUS-440 Leadership in Organizations (3)
- NURS-310 Professional Role Development and Nursing Theory (2)
- NURS-320 Principles of Patho-Physiology (3)
- NURS-330 Health Assessment (3)
- NURS-340 Globalization, Cultural Diversity and Health Care Environment (2)
- NURS-410 Intermediate Pharmacology (2)
- NURS-420 Nursing Research (3)
- NURS-430 Teaching for Disease Prevention and Health Promotion (2)
- NURS-440 Community Health Nursing (2)
- NURS-442 Community Health Nursing Practicum (2)
- NURS-450 Information Technology and Health Care Economics (3)
- NURS-460 Leadership and Clinical Management (2)
- NURS-462 Leadership and Clinical Management Practicum (2)
- NURS-480 Senior Project (3)
- PACS-440 Conflict Transformation (3)

**ELECTIVES**

*Upper-division elective units as needed to meet the bachelor of science minimum. This requirement may also be met through allowable college coursework 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 (Online 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 aspect 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 in Athletic Training I (3)
KIN-792D Practicum 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 (3)

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 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 in Physical Education I (3)
KIN-792B Practicum in Physical Education II (3)

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

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)
**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-711 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)
Fresno Pacific
Biblical
Seminary
FRESNO PACIFIC UNIVERSITY 2012-2013   FPU BIBLICAL SEMINARY

FPU BIBLICAL SEMINARY

Dean: Lynn Jost, Ph.D.
The mission of the FPU Biblical Seminary is to inspire and equip men and women to live as disciples of Jesus Christ and to serve and lead in the church and in the world.

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

INTENTIONAL LEARNING PRACTICES
1. Clear and effective oral and written communication
2. Close reading of texts
3. Social analysis
4. Theological reflection
5. Collaboration
6. Integrity and originality
7. Practical application
8. Information research literacy

DESIRED STUDENT OUTCOMES
The following is a condensed version of the FPU Biblical Seminary Education Outcomes. A full version (with additional subpoints) is available upon request.

Every student will
1. Demonstrate commitment to live as a disciple of Jesus in Christian community
   1.1. Practice spiritual disciplines that promote maturing authentic discipleship
   1.2. Demonstrate self-awareness that promotes maturing, authentic humanity
   1.3. Accept coaching through mentoring relationships under the auspices of FPU Biblical Seminary
   1.4. Develop relationship with a cohort of fellow learners under the auspices of FPU Biblical Seminary
   1.5. Witness persuasively to the Gospel of Jesus Christ in a postmodern secular context
   1.6. Lead individuals and a Christian community in spiritual growth
2. Articulate commitment to a biblical theological Christian perspective
   2.1. Exegete biblical texts within a design that includes the descriptive, synthetic, hermeneutical, and pragmatic analytical tasks
   2.2. Describe personal and denominational theological position in dialogue with values of Anabaptism and the rest of Christian tradition
   2.3. Articulate and defend a biblical view of leadership and Christian ministry in the world
   2.4. Analyze, synthesize, and engage contemporary church and world issues from a biblical theological perspective
3. Interpret diverse cultural contexts of ministry using theological perspectives integrated with social scientific approaches
   3.1. Describe the Missio Dei view of church as a people called and sent to represent God’s reign as community, servant, and messenger in dialogue with personal and denominational theology/sociology of church
   3.2. Utilize theological and social scientific tools and practices to understand and interpret the culture of a ministry and the cultural context of the ministry
   3.3. Assess the significance of cultural context for interpreting Scripture within and across cultures
   3.4. Apply biblical theological perspectives in serving and leading in one’s own and other ministry contexts
   3.5. Dialogue respectfully, witness effectively, and serve and lead faithfully among diverse cultural and religious communities
4. Practice leadership skills in pastoral ministry: (MDiv and MACM)
   4.1. Proclaim the gospel message through words and deeds with the purpose of leading all people to faith in Jesus Christ and into a relationship with the church
   4.2. Summarize, interpret, and integrate biblical, historical, and theological perspectives and theories related to faithful pastoral leadership in the 21st century
   4.3. Describe how to minister among God’s people to evoke the trust, credibility, and confidence that a congregational leader requires during times of change
   4.4. Explain how to nurture the imagination and growth of God’s people through the conviction that God’s reign is among them
   4.5. Prepare and proclaim sermons that are faithful to the biblical text and relevant to God’s people in their cultural contexts
   4.6. Plan and lead services of Christian worship that are biblical as well as appropriate to one’s congregational tradition
   4.7. Provide congregational leadership with the recognition that leadership in the local church is team leadership shared by men and women whom the congregation calls to prepare, equip, and...
empower it for participation in God’s mission in the world

4.8. Attend to the pastoral care needs of the congregation

5. Practice leadership skills in marriage, family, and child counseling: (MA MFCC)
   5.1. Articulate integrative views of humanity, theology, and counseling
   5.2. Demonstrate understanding of individual and family life cycle development and intervention across the life span
   5.3. Demonstrate appropriate use of one’s personal self in response to human need
   5.4. Demonstrate practice consistent with the laws and ethics that apply to marriage, family, and child counseling
   5.5. Demonstrate understanding of a wide variety of counseling theories and techniques
   5.6. Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors
   5.7. Demonstrate proactive understanding, awareness, and relational skills across cultures, religions, and special populations
   5.8. Demonstrate proactive commitment to a community of witness, justice, and peace
   5.9. Develop ability to understand, utilize, and evaluate research and assessment tools

6. Practice leadership skills in intercultural mission: (MA IM)
   6.1. Demonstrate a commitment to intercultural ministry by developing a biblical, theological and historical foundation for mission
   6.2. Demonstrate passion for cross-cultural and urban ministry by developing biblical contextualization skills
   6.3. Demonstrate the ability to serve and lead in cultural and religious diversity by applying biblical/theological perspectives
   6.4. Demonstrate skills for intercultural ministry by utilizing contextualization tools such as anthropology, sociology and missiology principles
   6.5. Demonstrate preparedness for intercultural ministry by developing and maintaining healthy interpersonal relationships and communication links with diverse cultural groups

7. Practice leadership skills in Educational Leadership. (MA NT, OT, Theology)
   7.1. Summarize, interpret and apply the assumptions, historical perspectives, theories, and relevant literature of the academic disciplines vital to educational leadership
   7.2. Demonstrate strong research and writing skills
   7.3. Develop a solid foundation in the chosen field of study (theory, OT or NT)

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**BIBLE KNOWLEDGE REQUIREMENT**

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

**MASTER OF DIVINITY**

To prepare persons for pastoral leadership, family ministry, youth work, pastoral care and counseling, church planting, Bible teaching, community development and cross-cultural ministry, this degree combines classroom and field-based learning to produce personal growth in biblical knowledge, theological understanding, community building, and practical ministry experience. Students serve in a supervised ministry position for a minimum of four semesters. The electives provide opportunity for specialization. The MDiv is the required degree for admission to Doctor of Ministry programs. (90 Units)

**FOUNDATIONS (16 UNITS)**

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

**EXPANDING THE BASE (17 UNITS)**

Choose one set:\n
*BIB-710 Elementary Greek I (3)
*BIB-711 Elementary Greek II (3)
OR
*BIB-715 Elementary Hebrew I (3)
*BIB-716 Elementary Hebrew II (3)

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

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

**TESTING THE THEORY (13.5 UNITS)**

*BIB-712 Intermediate Greek Exegesis (3)
or *BIB-717 Intermediate Hebrew Exegesis (3)
*MIN-793A Supervised Ministry Experience I (1.5)
*MIN-793B Supervised Ministry Experience II (1.5)
MASTER OF ARTS IN CHRISTIAN MINISTRY

This degree is designed for a variety of students. Those with pastoral experience and those who are involved with ministry through Christian agencies will have the opportunity to strengthen the foundations of ministry and develop new skills. Some may wish to strengthen their volunteer ministry in their congregation. Others may want training to help them minister more effectively in the marketplace. With its emphasis on practical and personal formation, as well as its solid underpinning of biblical and theological studies, the degree gives knowledge and skills for a continuing and deepening ministry. The electives provide the opportunity for students to focus on areas of special interest. (60 Units)

FOUNDATIONS (16 UNITS)

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

MASTER OF ARTS IN URBAN MISSION

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

GENERAL THEOLOGICAL COURSES (24-26 UNITS)

BIB-720 The Church and God’s Mission (3)
BIB-725 Biblical Interpretation I (3)
BIB-750 Biblical Theology I (3)
BIB-752 Biblical Theology II (3)
BIB-790 Senior Seminar (3)
or MIN-799 Thesis (6)
COUN-724 Interpersonal Communication (3)
MIN-705 Mentoring/Connecting (1)
THEO-705 Christian Thought (3)
THEO-730 Discipleship and Ethics (3)
Biblical elective (3)

MISSION FOUNDATION COURSES (18 UNITS)

MIN-720 Personal Evangelism (3)
MIN-750A Cross-Cultural Encounter: Los Angeles (1.5)
MIN-750B Cross-Cultural Encounter: Fresno (1.5)
MIN-728 Missionary Anthropology (3)
MIN-752 Into the Neighborhood or Ministry Among Marginalized Peoples (3)
MIN-793A Supervised Ministry Experience I (1.5)
MIN-793B Supervised Ministry Experience II (1.5)
or TBA Urban Mission Practicum I & II (3)
PACS-700 Basic Institute in Conflict Management and Mediation (2)
THEO-740 Global Christian Theologies (3)

SPECIALIZED CONCENTRATIONS (20 UNITS)

Community Leadership (13.5 Units)
MIN-726 Kingdom Entrepreneurship
MIN-752 Into the Neighborhood or Ministry Among Marginalized Peoples (3)
MIN-754 Engaging the City (3)
TBA Leading Multicultural Communities (3)

Choose at least one of the following (1.5 units):
COUN-728 Family Violence (1.5)
COUN-742 HIV/AIDS (.5)
COUN-756 Grief Counseling (1)
COUN-760 Substance Abuse (1)

Global Mission (12 Units)
MIN-724 Church Planting (2)
REL-702 Religions of the World (3)
TBA Contemporary Issues in Global Mission (3)
Electives in mission or ministry (4 units)

ELECTIVES (2.5–7 units)
Choose an additional 2.5-7 units.

MARRIAGE, FAMILY AND CHILD COUNSELING PROGRAMS

The intent of the Marriage, Family and Child Counseling (MFCC) program is to prepare Christian counselors with the knowledge, skill, and insight to practice counseling in the church or clinical settings. The curriculum encourages the integration of theology, theory, personal formation, and professional practice. Students are expected to engage in their own personal counseling for their own growth. The program covers the content areas required for the California Marriage and Family Therapy licensure exams and student membership in the American Association for Marriage and Family Therapy. MFCC students are required to earn a minimum grade of B- in all courses with a COUN prefix.

Master of Arts in Marriage, Family and Child Counseling (65 Units)

BIBLICAL/THEOLOGICAL STUDIES (10 UNITS)
*BIB-720 The Church and God’s Mission in the World (3)
*BIB-725 Biblical Interpretation I (2)
*BIB-760 Theology for Integration (3)
THEO-705 Christian Thought (2)

PRACTICAL STUDIES (40.5-43.5 UNITS)

COUN-710 Introduction to Counseling (1)
COUN-720 Professional Ethics in Counseling I (2)
COUN-722 Professional Ethics in Counseling II (1)
COUN-726 Human Development (3)
COUN-728 Family Violence (1.5)
COUN-730 Clinical Assessment (2)
COUN-732 Aging and Long Term Care (1)
COUN-734 Counseling Families (3)
COUN-736 Counseling Children (2-3)
COUN-740 Psychopathology (3)
COUN-742 HIV/AIDS (1)
COUN-744 Research Testing and Family Assessment (2)
COUN-747 Counseling Individuals and Couples I (3)
COUN-748 Counseling Individuals and Couples II (1)
COUN-752 Human Sexuality (3)
COUN-754 Group Counseling (1-3)
COUN-756 Grief Counseling (1)
COUN-758 Psychobiology and Psychopharmacology (0.5)
COUN-760 Substance Abuse (1)
COUN-764 Trainee/Practicum Assessment (0)
COUN-762 Pre-Practicum (1)
COUN-793A Practicum I (3)
COUN-793B Practicum II (3)
MFCC elective course (0.5)

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

*Students who successfully completed this course as undergraduates will have the requirement waived and will need to take an additional elective unit.

PERSONAL/SOCIAL FORMATION (11 UNITS)

COUN-724 Interpersonal Communication (3)
COUN-738 Person, Family and Culture (2)
*COUN-750A Cross-Cultural Counseling: Los Angeles (1.5)
*COUN-750B Cross-Cultural Counseling: Fresno (1.5)
Master of Divinity and Master of Arts in Marriage, Family and Child Counseling (120 Units)

FOUNDATIONS (26.5 UNITS)
* BIB-720 The Church and God’s Mission in the World (3)
* BIB-725 Biblical Interpretation I (2)
* COUN-720 Professional Ethics in Counseling I (2)
* COUN-722 Professional Ethics in Counseling II (1)
* COUN-724 Interpersonal Communication (3)
* COUN-726 Human Development (3)
* COUN-728 Family Violence (1.5)
* COUN-730 Clinical Assessment (2)
* COUN-750A Cross-Cultural Counseling: Los Angeles (1.5)
* COUN-750B Cross-Cultural Counseling: Fresno (1.5)
or *COUN-750C Cross-Cultural Counseling: International (1.5)
* HIST-712 History of Christianity (3)
* MIN-705 Mentoring/Connecting (1)
* THEO-705 Christian Thought (2)

EXPANDING THE BASE (25 UNITS)
Choose one set*:
BIB-710 Elementary Greek I (3)
BIB-711 Elementary Greek II (3)
OR
BIB-715 Elementary Hebrew I (3)
BIB-716 Elementary Hebrew II (3)

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

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

*THEO-730 Discipleship and Ethics (3)

TESTING THE THEORY (23.5 UNITS)
* BIB-712 Intermediate Greek Exegesis (3)
or BIB-717 Intermediate Hebrew Exegesis (3)
* COUN-734 Counseling Families (3)
* COUN-744 Research Testing and Family Assessment (2)
* COUN-747 Counseling Individuals and Couples I (3)
* COUN-748 Counseling Individuals and Couples II (1)
* COUN-752 Human Sexuality (3)
* COUN-762 Pre-Practicum (1)
* COUN-764 Trainee/Practicum Assessment (0)
* MIN-793A Supervised Ministry Experience I (1.5)
* MIN-793B Supervised Ministry Experience II (1.5)
* MIN-793C Supervised Ministry Experience III (1.5)
* THEO-715 Anabaptist Mennonite Brethren Studies (3)
or HIST-718 North American Religious History (3)

PRACTICING THE THEORY (22 UNITS)
* COUN-728 Family Violence (1.5)
* COUN-732 Aging and Long-Term Care (1)
* COUN-742 HIV/AIDS (1)
* COUN-759 Psychobiology and Psychopharmacology (0.5)
* COUN-760 Substance Abuse (1)
* COUN-793A Practicum I (3)
* COUN-793B Practicum II (3)
* MIN-740 Preaching (3)
* MIN-744 Pastoral Care and Counseling (3)
* MIN-746 Christian Worship (3)
* PACS-700 Basic Institute in Conflict Management and Mediation (2)

CAPSTONE LEARNING (8.5-11.5 UNITS)
* BIB-760 Theology for Integration (1)
* COUN-790 Advanced Family Studies (3)
or *COUN-799 Thesis (6)
* MIN-748 Pastoral Leadership (3)
* MIN-793D Supervised Ministry Experience IV (1.5)
* MIN-750 Ministry Discernment (0)

ELECTIVES (11.5-14.5 UNITS)
New Testament or Old Testament courses (5-6 units)
MIN courses (3 units)
Free electives (2-5 units)

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

ACADEMIC MASTER OF ARTS PROGRAMS

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

**Master of Arts Old Testament (60 Units)**

**FOUNDATIONS (20.5 UNITS)**

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

**EXPANDING THE BASE (20 UNITS)**

- BIB-717 Intermediate Hebrew Exegesis (3)
- BIB-718 Advanced Hebrew Exegesis (3)
- BIB-726 Biblical Interpretation II (2)
- **BIB-752 Biblical Theology II (3)
- BIB-756 Old Testament Backgrounds (3)
- MIN-760 Practicum Assessment and Discernment (0)
- THEO-715 Anabaptist Mennonite Brethren Studies (3)
  or HIST-718 North American Religious History (3)
- *THEO-730 Discipleship and Ethics (3)

**PRACTICING THE THEORY (3 UNITS)**

Choose one:

- COUN-724 Interpersonal Communication (3)
- MIN-732 Church Educational Ministries (3)
- MIN-740 Preaching I (3)
- *MIN-793A Supervised Ministry Experience I (1.5)
  and *MIN-793B Supervised Ministry Experience II (1.5)

**CAPSTONE LEARNING (3-6 UNITS)**

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

**ELECTIVES (10.5-13.5 UNITS)**

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

*Course must be FPU Biblical Seminary course.

**Master of Arts New Testament (60 Units)**

**FOUNDATIONS (20.5 UNITS)**

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

**EXPANDING THE BASE (20 UNITS)**

- BIB-712 Intermediate Greek Exegesis (3)
- BIB-713 Advanced Greek Exegesis (3)
- BIB-726 Biblical Interpretation II (2)
- **BIB-752 Biblical Theology II (3)
- BIB-758 New Testament Backgrounds (3)
- MIN-760 Practicum Assessment and Discernment (0)
- THEO-715 Anabaptist Mennonite Brethren Studies (3)
  or HIST-718 North American Religious History (3)
- *THEO-730 Discipleship and Ethics (3)

**PRACTICING THE THEORY (3 UNITS)**

Choose one:

- COUN-724 Interpersonal Communication (3)
- MIN-732 Church Educational Ministries (3)
- MIN-740 Preaching I (3)
- *MIN-793A Supervised Ministry Experience I (1.5)
  and *MIN-793B Supervised Ministry Experience II (1.5)

**CAPSTONE LEARNING (3-6 UNITS)**

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

**ELECTIVES (10.5-13.5 UNITS)**

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

*Course must be taken at FPU Biblical Seminary.

**At least one biblical theology course must be taken at FPU Biblical Seminary.**
THEO-734  Contemporary Theology (3)

PRACTICING THE THEORY (3 UNITS)

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

CAPSTONE LEARNING (3-6 UNITS)

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

ELECTIVES (19.5-22.5 UNITS)

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

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

CERTIFICATE PROGRAMS

Certificate in Christian Studies (30 Units)

REQUIRED COURSES (9 UNITS)
BIB-720  The Church and God’s Mission in the World (3)
BIB-725  Biblical Interpretation I (2)
MIN-705  Mentoring/Connecting (1)
THEO-730  Discipleship and Ethics (3)

ELECTIVES (21 UNITS)

MIN-750A/B/C  Cross Cultural Encounter or intercultural mission course (3)
Bible courses (3-9 units)
Theology or history courses (3-9 units)
Ministry or mission courses (3-9 units)
Bible knowledge requirement

Certificate in Congregational Care (30 Units)

BIBLICAL AND THEOLOGICAL STUDIES (10 UNITS)
BIB-720  The Church and God’s Mission in the World (3)
BIB-725  Biblical Interpretation I (2)
THEO-730  Discipleship and Ethics (3)
Bible knowledge requirement
Bible elective (2)

PRACTICAL STUDIES (9.5 UNITS)
COUN-710  Introduction to Counseling (1)
COUN-720  Professional Ethics in Counseling I (2)
COUN-728  Family Violence (1.5)
COUN-720  Substance Abuse (1)
COUN-762  Pre-Practicum (1)
MIN-744  Pastoral Care and Counseling (3)
MIN-770  Ministry Discernment (0)

PERSONAL AND SOCIAL FORMATION (7.5 UNITS)
COUN-724  Interpersonal Communication (3)
MIN-705  Mentoring/Connecting (1)
MIN-710  Spiritual Formation (2)
MIN-750A  Cross-Cultural Encounter: Los Angeles (1.5)

ELECTIVES (4-5 UNITS)

Choose 4-5 units from the following courses:
COUN-722  Professional Ethics in Counseling II (1)
COUN-726  Human Development (3)
COUN-732  Aging and Long Term Care (1)
COUN-736  Counseling Children (2)
COUN-742  HIV/AIDS (1)
COUN-752  Human Sexuality (3)
COUN-747  Counseling Individuals and Couples I (3)
COUN-748  Counseling Individuals and Couples II (1)
COUN-756  Grief Counseling (1)
PACS-700  Basic Institute in Conflict Management and Mediation (2)

Certificate in Evangelism and Church Planting (30 Units)

REQUIRED COURSES (26 UNITS)
BIB-720  The Church and God’s Mission in the World (3)
BIB-725  Biblical Interpretation I (2)
MIN-705  Mentoring/Connecting (1)
MIN-710  Spiritual Formation (2)
MIN-720  Personal Evangelism (1)
MIN-724  Church Planning (2)
MIN-726  Kingdom Entrepreneurship (3)
MIN-750A, B, or C  Cross Cultural Encounter (3)
MIN-752  Urban Ministry: Into the Neighborhood (3)
MIN-754  Urban Ministry: Engaging the City (3)
MIN-793A  Supervised Ministry Experience I (1.5)
MIN-793B  Supervised Ministry Experience II (1.5)
Bible knowledge requirement

ELECTIVES (4 UNITS)
Select 4 units from the following courses:
BIB-754  Biblical Theology of Mission and Evangelism (3)
MIN-734  Christian Community Development (3)
MIN-728  Missionary Anthropology (3)
THEO-730  Discipleship and Ethics (3)
Additional supervised ministry experience
Certificate in Integration (30 Units)

REQUIRED COURSES (22-23 UNITS)

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

ELECTIVES (7-8 UNITS)

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

Other Certificate Programs (15-30 Units)

Individualized certificate programs are also available in areas such as Bible, Christian leadership, church planting, personal formation, Christian community development, intercultural mission, urban leadership or Anabaptist theology.
FPU
Centers
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.

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
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 peace.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 and group disputes
• Peace and justice projects with Mennonite Central Committee (MCC)

As a unit of Fresno Pacific University, CPACS community projects are funded by contracts, grants, endowments, cash and in-kind donations and fees for service.
CENTER FOR ANABAPTIST STUDIES

Director: Valerie G. Rempel, Ph.D.
The Center for Anabaptist Studies (CAbS) promotes research and discussion around contemporary evangelical Anabaptist thought and practice.

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

As an agency of the university, CAbS has four contributing partners:
- FPU Biblical Seminary
- FPU Division of Biblical and Religious Studies
- FPU Center for Peacemaking and Conflict Studies
- FPU Center for Mennonite Brethren Studies

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

Programs and Activities
The Center participates in
- Global Anabaptist Peacebuilders Institute (GAP Institute), a program of Mennonite Central Committee West Coast.
- Local, distributed and online theological education.
- Development of symposia for advanced study, research and engagement, as well as cooperative scholarship in academic research and curriculum at FPU.
- Collection and dissemination of theological resources.
- Research and support for the theological work of the Mennonite Brethren Church.
CENTER FOR COMMUNITY TRANSFORMATION

Executive Director: Randy White, D.Min.
Associate Director: Cory L. Seibel, Ph.D.

The Center for Community Transformation (CCT) expresses Fresno Pacific University’s mission by fostering initiatives that work toward the transformation of communities in Fresno, the Central Valley and beyond.

PURPOSE OF CCT

The center aims to speak and to act prophetically by calling the church to be faithful to its vocation of proclaiming Good News to the poor. In pursuit of this goal, CCT endeavors to work with the church to gather a community of learners, catalyze community events and marshal the research engine of the university to develop transformational initiatives rooted in a commitment to seeking the aims of the Kingdom of God. While housed within the Fresno Pacific Biblical Seminary, the center is committed to engaging with potential partners from the community beyond the FPU campus, as well as with faculty and students from across the life of the university.

PROGRAMS AND ACTIVITIES

TRAINING

• Offering in-service training opportunities for area church and community-based organization leaders working in complex contexts.

• Partnering in long-term, non-formal training initiatives to help support community development efforts.

• Cultivating supervised mentoring relationships with local churches and community organizations.

RESEARCH

• Coordinating applied, interdisciplinary, collaborative research in complex contexts from a church and faith-rooted perspective.

• Adopting research initiatives identified by faculty, local congregations, organizations, consortia or city leaders.

• Involving scholars and students from a variety of academic disciplines, as well as key stakeholders and practitioners from within multiple domains and sectors of the community.

• Developing publications, web-based resources, videos, conferences and training seminars.

CONVENING

• Bringing together pastors and other faith community leaders to communicate and collaborate.

• Providing avenues for mutual awareness and cooperation among local congregations and other ministry organizations.

• Fostering “bridging capital” within the local faith community by bringing people together to seek the peace of the city.

• Providing a platform for Christians to share their perspectives and shape common agendas for the shalom of the community.
Appendix

Course Descriptions
Board of Trustees
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Academic Calendars
Index
COURSE DESCRIPTIONS

This listing includes traditional undergraduate, degree completion, graduate and seminary courses. Not all courses listed in this catalog are available each term at all campus locations.

ACCOUNTING

ACCT-220. Principles of Accounting I. 4 Units. Accounting is an information and measurement system that identifies, records and communicates relevant information to decision makers. Accounting is the language of business. The ability to understand and use this language is essential in today’s competitive marketplace regardless of role. This course provides students with the underlying concepts, theories and procedures for recording, classifying, adjusting, summarizing and interpreting financial data for service and merchandising entities. Additional tutoring sessions are required.

Prerequisites: ACCT-220

ACCT-230. Principles of Accounting II. 4 Units. A continuation of the principles of accounting with an expansion into the issues of managerial accounting. Topics include: budgeting, cost accounting, financial analysis and the statement of cash flows. Additional tutoring sessions are required.

Prerequisites: ACCT-230

ACCT-301. Accounting for Management. 3 Units. Managers in business need information in order to make appropriate decisions. This course deals with identifying, measuring, analyzing, interpreting and communicating information in order to achieve organizational goals. Ratio analysis will be used to ascertain appropriate financial stability.

Degree completion students only; May not be audited

ACCT-400. Intermediate Accounting I. 4 Units. Financial accounting provides relevant information to users external to the business, i.e., investors and creditors. The methods of providing this information are through financial statements and related notes attached to the formal financial accounting, and are designed to prepare a student for a career in accounting.

Prerequisites: ACCT-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 taxation of individuals and business entities (corporations and flow-through entities).

Prerequisites: ACCT-230

ACCT-418. Nonprofit Accounting. 3 Units. A study of the concepts, principles and problems of accounting for governmental and nonprofit organizations. Fund accounting, budgeting, cash planning and control are presented in the context of governmental and nonprofit decision making.

Prerequisites: ACCT-230

ACCT-420. Auditing. 3 Units. Students learn the methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor. Generally accepted techniques for evaluation of internal control procedures and the auditing of computer accounting systems are included.

Prerequisites: ACCT-400


Prerequisites: ACCT-400

ACCT-451. Financial Statement Analysis. 3 Units. Focuses on the student as a financial analyst/accountant/money manager. Students learn to 1) make the numbers tell what they need to know in decision making and give them information they can act on, 2) examine how financial statements can be manipulated to control the perceptions of investors and creditors, and 3) gain knowledge to avoid such manipulation and to offer a balanced treatment of the main types of financial statements as mirrored in the real world.

Prerequisites: ACCT-220, ACCT-230

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 for the school and to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

May not be audited

ADM-743. Meeting Diverse Needs of Family and Community. 2 Units. This course is designed to provide an opportunity to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. The course content examines personal attitudes toward diverse cultures. Included in the course is the study and analysis of how an effective leader in a diverse setting values individuals from different family structures, religions, races, cultures, socioeconomic status, and ethnic backgrounds and treats them with fairness and respect.

May not be audited

ADM-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-741A. Fieldwork: Developing Student Learning in a Standards-Based System. 2 Units. This course is designed to provide an opportunity to learn how to advocate, nurture and sustain a school culture and instructional program that is conducive to student learning and staff professional growth; facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community, while providing the student opportunity to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation; and to communicate knowledge effectively about curriculum.

May not be audited

ADM-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-741. Developing Student Learning in a Standards-Based System. 4 Units. This course is designed to provide a hands-on 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

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-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-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-742A. Fieldwork: Organizational Management in Support of Student Learning. 2 Units. This course is designed to provide hands-on experience at the school site. The fieldwork activities are directly aligned with the content in the theory course ADM-742 Organizational Management in Support of Student Learning. Students must enroll in conjunction with or following enrollment in the corresponding theory course.

May not be audited; Graded CR/NC

ADM-744. 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-793A. 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

ADM-799. Project/Thesis. 3 Units. Supervised project or thesis in the field of administrative services. Instruction is tutorial and results in a completed project or thesis.

Prerequisites: ADM-798, ED-771; May not be audited; Graded CR/NC

ART

ART-110. Art Appreciation. 3 Units. Discussion of the history, vocabulary, methods and media of art through presentation of examples from various art movements and cultures.

ART-111. Art Appreciation. 3 Units. Through the examination of examples from various art movements and cultures, this course explores art through a discussion of the history, vocabulary, methods and media of art.

Degree completion students only; May not be audited

ART-115. Introduction to the Art Industry. 3 Units. Introduces students to the multifaceted art industry and allows students to explore different art fields, such as arts councils, art museums, art education, design, photography and architecture. Encourages students to better understand and to discover which area of art they will pursue and in what capacity.

ART-120. Painting I. 3 Units. An introduction to painting processes through studio problems and critiques. This class is designed to foster an understanding of color harmony and compositional balance in a painting.

May not be audited

ART-140. Drawing I. 3 Units. Serves as an introduction to the basic principles of observational drawing. Students will learn about drawing media, techniques and composition through group critiques, lectures and individual research.

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. Exlorations 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.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ART-161. Art Around the World. 3 Units. Examines visual art and architecture from diverse non-Western cultures, such as Africa, Asia, the Americas and Oceania, dating from prehistory to the present day. Art works will be studied in their historical, social, religious and stylistic contexts. Examines cultural and artistic highlights which have illuminated the past and which continue to influence contemporary culture.

Degree completion students only; May not be audited

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 for Elementary Teachers. 3 Units. This course is designed to introduce studio art, art history, art criticism and aesthetics to the future elementary school teacher. This class will provide a foundation for lifelong learning within the art discipline. Competencies pertaining to art instruction will be developed through various 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 lifelong learning within the art discipline. Competencies pertaining to art instruction will be developed through various experiences based upon art education theory and practice. A lab fee will be charged to cover various materials for hands-on demonstrations.

Degree completion students only; May not be audited; $20 materials fee

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-315. Digital Photography. 3 Units. Instruction in basic digital photographic practices and methods. Emphasis on creative use of
the camera for communication and expression. Introduction to Photoshop CS3 for photo correction and manipulation.

**ART-320. Painting II. 3 Units.** An extension of what has been learned in Painting I. The student will be encouraged to rely on intuition for creative ideas and directions.
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; $25 materials fee

**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 that have illuminated the past and that continue to fuel contemporary culture.

**ART-475. Art Industry Entrepreneurship. 3 Units.** Develops entrepreneurial knowledge and practical skills for those wanting to work in the art industry. Covers the important principles required to start a business or obtain a job in the competitive art industry.

**ART-482. Internship in Art. 1-3 Units.** A project of study planned out by the student and the art program director. The study project could involve working as an assistant for the Fresno Art Museum, various other agencies or doing an apprenticeship with a Fresno artist.
Signature required; Repeatable for credit; May not be audited; Graded CR/NC

**INTERCOLLEGIATE ATHLETICS**

**ATH-105. Varsity Men's Swimming. 2 Units.**
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

**ATH-105A. Strength and Conditioning for Varsity Men's Swimming. 1 Unit.**
Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

**ATH-106. Varsity Men's Water Polo. 2 Units.**
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

**ATH-106A. Strength and Conditioning for Varsity Men's Water Polo. 1 Unit.**
Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

**ATH-110. Varsity Women's Volleyball. 2 Units.**
Repeatable for credit; May not be audited; Graded CR/NC; Activity course
ATH-110A. Strength and Conditioning for Varsity Women's Volleyball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-115. Varsity Women's Swimming. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-115A. Strength and Conditioning for Varsity Women's Swimming. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-116. Varsity Women's Water Polo. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-116A. Strength and Conditioning for Varsity Women's Waterpolo. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-120. Varsity Men's Soccer. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-120A. Strength and Conditioning for Varsity Men's Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-130. Varsity Women's Cross Country. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-130A. Strength and Conditioning for Varsity Women's Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-135. Varsity Men's Cross Country. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-135A. Strength and Conditioning for Varsity Men's Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-140. Varsity Women's Basketball. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-140A. Strength and Conditioning for Varsity Women's Basketball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course
ATH-180A. Strength and Conditioning for Varsity Women's Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning--principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-170. Varsity Women's Soccer. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-170A. Strength and Conditioning for Varsity Women's Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-180. Varsity Women's Tennis. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-180A. Strength and Conditioning for Varsity Women's Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-155A. Strength and Conditioning for Varsity Men's Track. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning--principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-155. Varsity Men's Track. 2 Units.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-150A. Strength and Conditioning for Varsity Women's Track. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning--principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-150. Varsity Women's Track. 1 Unit.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-175A. Strength and Conditioning for Varsity Men's Basketball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning--principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course
ATH-306. Varsity Men’s Water Polo. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-306A. Strength and Conditioning for Varsity Men’s Water Polo. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-310. Varsity Women’s Volleyball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-310A. Strength and Conditioning for Varsity Women’s Volleyball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-315. Varsity Women’s Swimming. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-315A. Strength and Conditioning for Varsity Women’s Swimming. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-316. Varsity Women’s Water Polo. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-316A. Strength and Conditioning for Varsity Women’s Waterpolo. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-320. Varsity Men’s Soccer. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-320A. Strength and Conditioning for Varsity Men's Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-330. Varsity Women’s Cross Country. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-330A. Strength and Conditioning for Varsity Women’s Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-335. Varsity Men’s Cross Country. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-335A. Strength and Conditioning for Varsity Men's Cross Country. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-340. Varsity Women’s Basketball. 2 Units.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-340A. Strength and Conditioning for Varsity Women’s Basketball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.
Repeatable for credit; May not be audited; Graded CR/NC; Activity course
ATH-355A. Strength and Conditioning for Varsity Men's Track. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-350. Varsity Women's Track. 2 Units.
Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-345A. Strength and Conditioning for Varsity Men's Basketball. 2 Units.
Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-345. Varsity Men's Basketball. 2 Units.
Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-370. Varsity Women's Soccer. 2 Units.
Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-370A. Strength and Conditioning for Varsity Women's Soccer. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-380. Varsity Women's Tennis. 2 Units.
Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-380A. Strength and Conditioning for Varsity Women's Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-385. Varsity Men's Tennis. 2 Units.
Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-385A. Strength and Conditioning for Varsity Men's Tennis. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-395. Varsity Baseball. 2 Units.
Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course

ATH-395A. Strength and Conditioning for Varsity Baseball. 1 Unit. Introduces key principles of resistance training and conditioning required for successful participation at a highly competitive intercollegiate athletic level. Combines practical strength and conditioning procedures with techniques based on anatomy, physiology, biomechanics, motor control and motor learning principles necessary for student athletes to perform to their optimum athletic ability. Practical applications for athletic performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatability: Repeatable for credit; May not be audited; Graded CR/NC; Activity course
performance training and fitness training are emphasized. Students must be a member of an FPU intercollegiate team.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

BIBLICAL STUDIES

BIB-100. Jesus and the Christian Community. 4 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values and practices that contribute to a successful university experience. The course includes both large group and small group experiences and is led by an interdisciplinary team of university faculty.

Freshmen only

BIB-100A. Jesus and the Christian Community I. 2 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. The first semester focuses on the life and teachings of Jesus. Students must complete BIB-100A and BIB-100B to meet the general education requirement. Enrollment in the year long sequence is limited to students in the Natural Science STEM program.

May not be audited

BIB-100B. Jesus and the Christian Community II. 2 Units. A continuation of BIB-100A. The second semester focuses on the life and teachings of Jesus, including ways these shaped the early Christian movement and continue to shape contemporary Christian communities. Students must complete BIB-100A and BIB-100B to meet the general education requirement. Enrollment in the year long sequence is limited to students in the Natural Science STEM program.

May not be audited

BIB-106. Classical Greek I. 3 Units. An introductory study in Classical Greek from which New Testament or Koine Greek developed. The course emphasizes the acquisition of vocabulary, mastery of forms, fundamentals of Greek grammar and practice in reading portions of the New Testament and passages about Greek life.

May not be audited

BIB-107. Classical Greek II. 3 Units. Classical Greek II is a continuation of BIB-106 Classical Greek I. It is an introductory classical language course that provides a systematic introduction to the Classical Greek grammar and Greek literature of fifth century BC Athens. It offers some exposure to Greek history and culture through readings and discussions. The course is intended to meet the needs of students interested in Ancient Greek of the Hellenistic period as well, especially the Koine of the New Testament.

Prerequisites: BIB-106; May not be audited

BIB-115. Hebrew I. 3 Units. This course is designed to introduce the student to beginning biblical Hebrew. Issues of interpretation, canonization, redaction, forms of biblical criticism and history will also be discussed as relevant. The course will cover the following basics: nouns, prepositions, adjectives, pronouns, pronounal suffixes, construct chains, and Qal perfect and imperfect verbs.

May not be audited

BIB-116. Hebrew II. 3 Units. This course is the second part of beginning biblical Hebrew. Besides focusing in particular on the derived verbs, we will continue discussion issues of interpretation, canonization, redaction, forms of biblical criticism and history as relevant. This course is designed to understand the following basics: vav conversive contructions, narrative sequences, Qal imperative, jussive and cohortative, verbal pronominal suffixes, Qal infinitives: construct and absolute, Qal participle and the derived stems.

May not be audited

BIB-215. Hebrew III. 3 Units. The first part of intermediate biblical Hebrew. Emphasis is on further internalization of the language and development of verb forms.

Prerequisites: BIB-116; May not be audited

BIB-216. Hebrew IV. 3 Units. Recommended prior coursework: BIB-215. This fourth semester exegetical course helps students internalize as much Hebrew as possible through production. The production of language is key for its assimilation, and as such most of the class is run in biblical Hebrew, so as to allow students maximum opportunity for production. Students develop sensitivity to exegetical matters that arise from reading the Hebrew Bible.

May not be audited

BIB-300. Jesus and the Christian Community - Transfer Students. 3 Units. Jesus and the Christian Community is the foundational biblical studies course. Jesus, his teachings, the community he founded and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values from the particular tradition that has shaped the identity of FPU.

BIB-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, BIB-436 or BIB-446 or BIB-451; Degree completion students only; May not be audited

BIB-301. Biblical Studies in Israel. 1-12 Units. Summer School study abroad in Jerusalem - Meets the theology or Biblical portion of the Off-Campus Focus Series.

BIB-304. Paul and His Teaching. 3 Units. A study of the place of Paul in the development of the primitive church. The great apostle is studied as a person, writer and thinker. Attention is focused on the ways in which Paul has been understood in both ancient and modern times.
BIB-314. Jesus and the Christian Community. 3 Units. A foundational course for all undergraduate students at FPU. An integral and essential part of the Degree Completion program. Central themes include Jesus, his teachings, the community he founded and the early years of the Christian movement. More than simply a traditional Bible class, it provides students with both academic and practical opportunities for learning and growth within the broader community of the Degree Completion program. The interactive approach to learning moves students beyond knowledge and understanding to doing, living and being.

Degree completion students only; May not be audited

BIB-428. Biblical Theology. 3 Units. 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. 3 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.

Prerequisites: BIB-300A; 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 healthcare are also explored. Selected passages promote improvement of skills for reading and understanding the Bible. Covers a range of literature, styles and time periods that are representative of other larger blocks of biblical material. Texts correspond to topics considered key to understanding the dynamics of community living. Seeks to broaden vocational understanding of the biblical ideas of health, wholeness, illness, suffering and death.

Prerequisites: BIB-300A; Degree completion students only; May not be audited

BIB-451. Biblical Perspectives on Leadership. 3 Units. A look at leadership from a biblical perspective.

Prerequisites: BIB-300A; 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 concludes the biblical and religious studies major and includes submission of a portfolio, seminar-style presentation and discussion of a major research project.

Biblical and religious studies majors only; Junior or senior class standing only; ; May not be audited

BIB-709 Bible Knowledge Requirement Seminar. 0 Units. Seminar students must meet a Bible knowledge requirement within the first 15 units of their seminar studies. The seminar is a one-day workshop offered in the first month of the fall and spring terms. Alternative means of meeting the requirement are available upon inquiry with the seminary dean.

Seminary students only; Graded C/NC.

BIB-710. Elementary Greek I. 3 Units. This is a course in Koine Greek, emphasizing the acquisition of a working vocabulary, the mastery of forms and fundamental principles of Greek grammar and gaining skill in reading New Testament texts.

Seminary students only

BIB-711. Elementary Greek II. 3 Units. Elementary Greek II is a continuation of Elementary Greek I. This is a course in Koine Greek emphasizing the acquisition of a working vocabulary, the mastery of forms and fundamental principles of Greek grammar and gaining skill in reading New Testament texts.

Prerequisites: BIB-710; Seminary students only

BIB-712. Intermediate Greek Exegesis. 3 Units. This course is designed to advance the student's knowledge of New Testament Greek and to apply that knowledge to the task of reading and understanding the New Testament. This course involves careful analysis of Greek grammatical concepts. Students are expected to understand the range of options open in interpreting words, phrases and sentences in Greek and gain the ability to make wise decisions about which of these options best captures the meaning intended by the New Testament author.

Prerequisites: BIB-711

BIB-713. Advanced Greek Exegesis. 3 Units. This course is designed as a directed study. Introduces the theory and practice of textual criticism. Selected texts from the New Testament are read paying attention to text critical issues while continuing to master both the Greek language and the techniques of grammatical exegesis. Through a variety of activities (readings, exercises, assignments), students will build on the foundation of Elementary Greek (morphology) and of Intermediate Greek (syntax), in order to gain greater confidence and competence in exegeting the Greek New Testament.

Prerequisites: BIB-712; Seminary students only

BIB-716. Elementary Hebrew II. 3 Units. The beginner's facility with Hebrew grammar and vocabulary will be developed through readings in prose texts. Attention is given to the syntax of the sentence and to the development of the tools necessary to make the language functional in exegesis.

Prerequisites: BIB-715; Seminary students only
BIB-718. Advanced Hebrew Exegesis. 3 Units. Reading and exegesis of selected passages from Hosea, Isaiah, wisdom literature, and more difficult Psalms and poems. Attention will be given to textual variants and their significance. One extra-biblical text will be read and explored.
   Seminary students only

BIB-720. The Church and God’s Mission in the World. 3 Units. Examines selected Scriptures from Genesis through Revelation, gathering insights into a biblical view of the church and its mission. Explores how the creation mandate, Israel as God’s covenant people, Jesus’ teaching about God’s reign, the disciple community around Jesus and the nature and development of the early church all contribute to understanding what the church is and should be. Also explores implications of our view of church for questions of leadership, mission and ethical living.
   Seminary students only

BIB-722. Biblical Language Tools. 3 Units. Introduces the student to the original languages of the Bible with English as the language of comparison and contrast. Designed for the non-specialist who would like to get maximum benefit from Hebrew and Greek language tools for the study of the biblical text applicable to a wide variety of settings: personal study, worship coordinating, sermon preparation and lesson planning.
   Seminary students only

BIB-725. Biblical Interpretation I. 2-3 Units. Introduces the student to the inductive method of reading, studying and teaching the Bible. Special attention is given to the following exegetical topics: context, grammar, semantics, genre, contextualization and appropriation. Students do a series of exegetical and hermeneutical exercises, applying a literary-historical-canonical method to the study of selected biblical texts. The pedagogical factors involved in leading a Bible study is discussed and practiced. The course is offered in a 2-unit format, fulfilling MFCC program requirements, and a 3-unit format for most other degree programs.
   Seminary students only

BIB-726. Biblical Interpretation II. 2 Units. Recommended prior coursework: BIB 725. Designed primarily to expose the students to the panoply of methods used to interpret the biblical text in contemporary scholarly circles today and to introduce the students to the major hermeneutical issues currently debated. Students will be required to assess each method in terms of its usefulness in the interpretive process, particularly as it relates to the use of the biblical text in the Christian community.
   Seminary students only

BIB-736. Violence/Non-Violence. 3 Units. A study of the ways in which violence, nonviolence and justice are understood in the Bible and the church: the changing shape of recent Christian responses and the implications of those changes for how we respond to violence in various areas of life.
   Seminary students only

BIB-745. Preaching and Teaching Historical Books Of the Old Testament. 3 Units. Introduction to Old Testament history, with focus on the period represented by the books of Joshua, Judges, Samuel, and Kings. The study will evaluate recent research on the history and archaeology of Israel.
   Prerequisites: BIB-725; Seminary students only

BIB-750. Biblical Theology I. 3 Units. Students are challenged to come to grips with the central message of the Old Testament. The class explores the viability of one particular synthesis of the Old Testament as presented in God’s design and compare it to other approaches taken. The course presents an introduction to the history of the discipline and to current trends in theological research.
   Prerequisites: BIB-725; Seminary students only

BIB-752. Biblical Theology II. 3 Units. A study of the major theologies and themes of the New Testament. The goal is not primarily to master a theological system. It is rather to learn how to think biblically and theologically about crucial issues addressed within the New Testament and relevant for the church in mission today.
   Seminary students only

BIB-754. Biblical Theology of Mission and Evangelism. 3 Units. Provides a missional reading of the Old and New Testaments to highlight the centrality of the theme of God’s mission to the Bible’s grand narrative and to develop a biblical theology of mission that emphasizes the proclamation of the whole gospel to the whole world. Includes analysis of current issues in mission from a theological perspective.
   Seminary students only

BIB-756. Old Testament Backgrounds. 3 Units. The course traces the biblical story of the older testament in social, cultural, and geographical contexts. Special attention is given to archaeological data and comparative literature and their bearing on the interpretation of the Bible.
   Seminary students only

BIB-758. New Testament Backgrounds. 3 Units. Seminar-style study of the historical, political, cultural and theological context in which the New Testament and other early Christian writings were written. Through a variety of activities (e.g. readings from primary sources, readings from secondary sources, discussions, presentations, research papers and interpretative assignments) students will explore the world of the early Christian writings.
   Prerequisites: BIB-725; Seminary students only

BIB-760. Theology for Integration. 1-3 Units. A survey of Old Testament theology and New Testament theology to provide the biblical theological basis for the integration of psychology, counseling and theology.
   Prerequisites: BIB-725; Seminary students only

BIB-762. The Miracles of Jesus. 3 Units. Seeks to understand the meaning and the function of the miracles of Jesus and of the miracle reports in the Gospels. Also discusses the theological implications of belief in the miraculous and intellectual objections that have been raised against the possibility or reality of miracles. Students work inductively on various texts in the Gospels that report miraculous events, seeking to learn what the historical Jesus and the Gospel writers aimed to accomplish and to teach by means of the miracles and miracle reports.
   Seminary students only

BIB-764. The Parables of Jesus. 3 Units. Seeks to understand the meaning and the function of the parables of Jesus, in the context of Jesus’ preaching/teaching, in the contexts of the evangelists who recorded them and in their present applications. Attention will be
paid to the variety of methods of parable interpretation being used today.

Seminary students only

BIB-790. Senior Seminar. 3 Units. Designed to afford the advanced student the opportunity to integrate key themes of learning around a topic of interest. The major project of the course is to write and present one senior paper. Additional assignments include attendance at other presentations, reading and critiquing seminar papers written by fellow students. The size of the senior seminar paper requires careful planning and consultation with the instructors, who serve as chairs for presentation sessions.

Prerequisites: BIB-725; Seminary students only; May not be audited

BIOLOGY

BIOL-100. Principles of Biology. 4 Units. An examination of the cell, inheritance, ecology, human biology, the diversity of life and evolutionary theory. Emphasis is given to understanding central concepts and to the process of science. Attention is also given to the relationships between biology and Christian faith and practice. It provides foundational understandings for general education and liberal studies. Science majors should take BIOL-111 and BIOL-121.

Corequisites: BIOL-100L

BIOL-100L. Principles of Biology Lab. 0 Units.

Corequisites: BIOL-100; Graded CR/NC

BIOL-111. General Biology: Cells and Physiology. 4 Units. Introduction and general study of biochemistry, cell biology, genetics, biotechnology and animal physiology and anatomy, with an emphasis on human applications and bioethics. Intended for majors or minors in the natural sciences.

Corequisites: BIOL-111L

BIOL-111H. General Biology: Cells and Physiology. 4 Units. Introduction and general study of biochemistry, cell biology, genetics, biotechnology and animal physiology and anatomy, with an emphasis on human applications and bioethics. Lecture equivalent to BIOL-111, with honors lab and discussion section. Includes analysis of primary scientific literature, introduction to hypothesis testing and individual research project.

Corequisites: BIOL-111LH; May not be audited

BIOL-111L. General Biology: Cells and Physiology Lab. 0 Units.

Corequisites: BIOL-111; Graded CR/NC

BIOL-111H. 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.

Corequisites: BIOL-111H; May not be audited; Graded CR/NC

BIOL-120. Healthcare in the United States. 2 Units. Explores the structure of healthcare delivery in the United States. Organizational, economic, political, and social perspectives are developed. Issues such as quality of care, roles of public health, contrasts between national and global health systems and indicators are explored. In addition, course participants self-assess personal characteristics and interests to develop and explore a career plan associated with a specific professional path in the health sciences.

Corequisites: BIOL-120L; 2 hours lecture, 6 hours lab or fieldwork

BIOL-120L. Healthcare in the United States Lab. 0 Units.

Corequisites: BIOL-120; 3 hours fieldwork

BIOL-121. General Biology: Diversity and Ecology. 4 Units. Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Lecture equivalent to BIOL-120L, with honors lab and discussion section. Includes analysis of primary scientific literature, introduction to hypothesis testing and an individual research project.

Corequisites: BIOL-121LH; May not be audited

BIOL-121L. General Biology: Diversity and Ecology Lab. 0 Units. Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Intended for majors or minors in the natural sciences.

Corequisites: BIOL-121; Graded CR/NC

BIOL-121H. General Biology: Diversity and Ecology Lab. 0 Units.

Corequisites: BIOL-121LH; May not be audited; Graded CR/NC

BIOL-125. Introduction to Biology. 3 Units. A foundational course that examines the central concepts of cellular biology, human biology, genetics, evolution, taxonomy and ecology.

Degree completion students only; May not be audited

BIOL-220. Vertebrate Zoology. 4 Units. Vertebrate taxonomy, anatomy, ecology and field study. Emphasis given to field identification, methods of study of plant communities and experimental analysis. Three weekend field trips required.

Corequisites: BIOL-322L

BIOL-322. Invertebrate Zoology. 4 Units. Vertebrate taxonomy, anatomy, ecology and field study. Emphasis given to field identification, methods of study of plant communities and experimental analysis. Three weekend field trips required.

Corequisites: BIOL-322

BIOL-322L. Invertebrate Zoology Lab. 0 Units.

Corequisites: BIOL-322; Graded CR/NC
BIOL-331. Human Anatomy. 4 Units. An introductory systems approach to gross and microscopic structure of the human body.
Prerequisites: BIOL-101L or BIOL-110L or BIOL-110LH or BIOL-120L; Corequisites: BIOL-331L

BIOL-331L. Human Anatomy Lab. 0 Units.
Corequisites: BIOL-331; Graded CR/NC

BIOL-332. Human Physiology. 4 Units. Homeostasis in the human body; a course for study of principles, integrated function and fine structure of the human body.
Prerequisites: (BIOL-100 and BIOL-100L) or (BIOL-111 and BIOL-111L) or (BIOL-121 and BIOL-121L); Corequisites: BIOL-332L

BIOL-332L. Human Physiology Lab. 0 Units.
Corequisites: BIOL-332; Graded CR/NC

BIOL-340. Microbiology. 4 Units. Study of microorganisms, particularly bacteria and viruses. Attention is given to the morphology, physiology, taxonomy and disease interactions of microbes. Laboratory procedures emphasize aseptic techniques, cultivation and identification of bacteria.
Prerequisites: BIOL-111, BIOL-111L, CHEM-104, CHEM-104L; Corequisites: BIOL-340L

BIOL-340L. Microbiology Lab. 0 Units.
Corequisites: BIOL-340; Graded CR/NC

BIOL-370. Bioethics. 3 Units. Study of the ethical aspects of biology and medicine. Topics addressed include issues associated with biotechnology, experimentation, medical practice, and the ethical and social justice aspects of health care.
Prerequisites: BIOL-110L or BIOL-101L, COM-110 or COM-110A and COM-110B

BIOL-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 CHEM-420L

BIOL-440L. Cell and Molecular Biology. 4 Units. Study of the structure and function of life at the cellular, subcellular and molecular levels. Special attention is given to the flow of energy and information in the cell.
Prerequisites: BIOL-110L, CHEM-102L; 3 hours lecture, 3 hours lab

BIOL-450. 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.
Prerequisites: BIOL-111, BIOL-111L, CHEM-103, CHEM-103L; Corequisites: BIOL-450L

BIOL-450L. Genetics Lab. 0 Units.
Corequisites: BIOL-450; Graded CR/NC

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 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.
Biology, pre-health, environmental science and environmental studies 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.
Juniors or seniors only; Signature required; Repeatable for credit; May not be audited

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 for its place in the ongoing life of the church.
Degree completion students only; May not be audited

BLIT-305. Biblical Literature: Job and Ecclesiastes. 1 Unit. An 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 are considered in light of analogous issues in contemporary life in the effort to understand both the writings and the contemporary world.
Degree completion students only; May not be audited
EXPOSITIONAL STUDIES

An expository study of selected writings from the Old Testament and New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. Biblical literature courses are taught on a four-year cycle covering the entire biblical canon. Students may contact the biblical and religious studies faculty for more specific information about the cycle of courses as planned.

BLIT-309. Law and Ephesians. 1 Unit. A biblical integration course, this biblical literature course investigates the connection between the Old Testament Torah (Law) and its use by Paul in Ephesians as a means to consider implications for the church's external witness to the world.

Degree completion students only; May not be audited

BLIT-310. Biblical Literature: Hebrews. 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-318. Biblical Literature: I and II Kings. 3 Units.
BLIT-319. Biblical Literature: Wisdom. 3 Units.
BLIT-320. Biblical Literature: Psalms. 3 Units.
BLIT-321. Biblical Literature: Proverbs, Ecclesiastes and James. 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 Judaisms of the late Second Temple Period and their contributions to the study of Early Christianity.

University scholars program students only

BLIT-729. Esther/Ruth/Daniel. 3 Units. Introduction to the Old Testament books of Esther, Ruth and Daniel. The course will address the question of genre by examining apocalyptic and novelistic literature and the way these contribute to our understanding of Esther, Ruth, and Daniel.

Seminary students only

BLIT-753. Gospel of Mark. 3 Units. An exegetical study of Mark as a source for the historical Jesus and as a theological interpretation of Jesus' life and ministry with a unique message for the first century and for today.

Seminary students only


Seminary students only

BLIT-758. Corinthian Letters. 1 Unit. The focus is a study of the structure, background, themes, and theology of First Corinthians. Special attention is given to the significance of Paul's Corinthian correspondence for the life of the church today.

Seminary students only

BLIT-760. Galatians. 1-3 Units. Through an in-depth study of the text and context of Paul's most passionate letter, this course reflects on how to build Christian communities of grace and freedom. Special emphasis will be placed on the practical implications of Paul's concern for unity within the churches of Galatia and the community-based ethics of this letter.

Seminary students only

BLIT-773. Book of Revelation. 3 Units. A careful exposition of the book is made with special attention to the different methods of interpretation. The goal of the course is to discover the significance of the book for the life of a witnessing and suffering church in light of the triumph of God through Jesus Christ.

Seminary students only

BUS-365. Business Ethics. 3 Units. Business Ethics is an interdisciplinary course that encompasses questions in business practices with issues in politics, sociology and organizational theory. Although anchored in philosophy, business ethics takes abstract questions in normative ethics and political philosophy and mingles them with an analysis of practical problems and concrete moral dilemmas found in the workplace. Business ethics is the study of what constitutes right and wrong, or good and bad, in human conduct in a business context.
BUS-375. Introduction to Business in Japanese Society. 3 Units. Students will supplement introductory readings and presentations on the history of Japanese culture and society with directed readings and a research report on an approved topic.

BUS-427. Business Perspectives on Adult Development. 3 Units. Emphasis is on the experiential nature of nontraditional education and what that means to business and to organizations. Students become familiar with the theories that apply and with instruments that are useful for analysis and for understanding. The objectives of this course are to discover and to examine one’s strengths and subsequent adjustments that would be of benefit in organizations.

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 toward more effective interaction. The instructional style is very hands-on, providing opportunities to put into practice the techniques presented.

Degree completion students only; May not be audited

BUS-431. Organization Behavior. 3 Units. This course focuses on organizational structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to use a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

Degree completion students only; May not be audited

BUS-432. Dynamics of Group Behavior. 3 Units. This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

Degree completion students only; May not be audited

BUS-434. Individual in the Organization. 3 Units. This course focuses on organizational behavior as it relates to individual motivation, productivity and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop an understanding of theories of motivation and organizational behavior and develop skills in effective interpersonal relationships.

Degree completion students only; May not be audited

BUS-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. 3 Units. Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

Degree completion students only; May not be audited

BUS-440. Leadership and Change. 4 Units. Students examine motivational theory and its application to individual and group functioning at work and home. Leadership styles related to particular circumstances are analyzed. Employee development is covered through reading and class practice with an analysis of the effect on current practices.

Degree completion students only; May not be audited

BUS-441. Ethics and Values. 3 Units. This class studies business using various means of looking at organizational goals, how decisions are made and the people that make them.

Degree completion students only; May not be audited

BUS-442. Ethics and Values in Organizations. 4 Units. This is a capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights and a responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace and classroom discussion.

Degree completion students only; May not be audited

BUS-444. Diversity in the Workplace. 3 Units. Assists the student in developing increased sensitivity, appreciation and understanding when leading employees in organizational settings of diverse ethnic, cultural, gender and multigenerational backgrounds.

Degree completion students only; May not be audited

BUS-446. Leadership Skills Development. 3 Units. Application of principles learned from a variety of leadership theories and practices, including self assessment of leadership style through 360 degree feedback, personal written introspection of strengths and opportunities for improvement and small and large group class discussion.

Degree completion students only; May not be audited

BUS-465. Statistics. 3 Units. The course trains students in the understanding of the statistical techniques required to achieve business objectives. In order to make successful business decisions, one must understand how to collect, organize, present, analyze and interpret data. Hence, students learn the organization of data, measures of central tendency and dispersion, sampling, normal distribution, probability concepts, estimation, hypothesis testing, chi-square, analysis of variance and regression and correlation.

Degree completion students only; May not be audited

BUS-466. Statistics for Management. 3 Units. Helps students understand statistical methods and techniques used in business. Students learn how to collect, organize, present and analyze data. Students learn descriptive and inferential statistics, including measures of central tendency and dispersion, sampling, normal probability distributions, hypothesis testing, analysis of variance, regression and correlation. Chi-square applications.

Degree completion students only; May not be audited

BUS-471. Business Policy and Strategy. 3 Units. This course studies the effects of policy decisions in keeping with strategic decisions.
Models will be used to gain understanding of useful propositions for business organizations.

Degree completion students only; May not be audited

BUS-475. Law and the Business Environment. 3 Units. Explores the principles and structures of law that affect individuals, communities, society and the marketplace. Reviews the history, philosophies, structures and procedures of legal systems and dispute resolution. Strong emphasis on examining legal relationships and principles through case analysis of substantive areas of law, including torts, contracts, agency and business organizations.

Degree completion students only; May not be audited

BUS-476. Business Law. 3 Units. This course studies law as it applies to business through the examination of selected relevant areas of substantive law. Students are introduced to dispute resolution through the structures, procedures and philosophies of legal systems. Focuses on the analysis of selected legal principles through case studies of substantive areas of law, including torts, contracts and agency.

Degree completion students only; May not be audited

BUS-480. Strategic Management. 3 Units. This course provides a comprehensive model for analyzing business strategy applicable to large, small, for-profit and nonprofit organizations. The class materials cover how firms formulate, implement and evaluate strategies using a case analysis approach. Students will learn to use new case analysis tools, coupled with knowledge acquired from other courses, to chart the future direction of different organizations. Firms from different industries are analyzed, objective strategic decisions for companies are made and these decisions are justified through oral or written communication.

Prerequisites: ACCT-220, ACCT-230, BUS-365, BUS-465, BUS-475, ECON-140, FIN-450, INTB-370, MGT-350, MKT-300; Seniors only; Business majors only;

BUS-481. SIFE - Practicum. 1-3 Units. SIFE is a service learning experience where the participants have the opportunity to apply the knowledge gained in the classroom. The course is available to all undergraduates and is repeatable up to 6 units.

Signature required; Repeatable for credit; Graded CR/NC

BUS-482. Seminar in Business Strategy. 4 Units. Students learn about the problems of management, including the development of appropriate strategy and implementations. This course provides students with the opportunity to apply principles acquired at the undergraduate level to actual decision-making situations. Students present a written strategic plan and make an oral report.

Prerequisites: BUS-480; Business majors only

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 solving. 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-103. General Chemistry I. 4 Units. Recommended prior coursework: High school algebra and/or chemistry. Basic principles of chemistry, including structure, bonding, reactions and properties of matter.

Corequisites: CHEM-103L

CHEM-103A. General Chemistry IA. 2 Units. A slower-paced version of CHEM-103, spread out in two semesters. Available to students who do not meet CHEM-103 prerequisites. Identical to the first half of CHEM-103. Topics include atoms, stoichiometry, aqueous reactions, gas laws and thermochemistry.

Corequisites: CHEM-103AL; May not be audited

CHEM-103B. General Chemistry IB. 2 Units. A slower-paced version of CHEM-103 spread out over two semesters. Available to students who do not meet CHEM-103 prerequisites. Identical to the second half of CHEM-103. Topics include thermochemistry, quantum chemistry, periodicity bonding and intermolecular forces.

Corequisites: CHEM-103BL; May not be audited

CHEM-103C. General Chemistry IA Lab. 0 Units.

Corequisites: CHEM-103A; May not be audited; Graded CR/NC

CHEM-103D. General Chemistry IB Lab. 0 Units.

Corequisites: CHEM-103B; May not be audited; Graded CR/NC

CHEM-103L. General Chemistry I Lab. 0 Units.

Corequisites: CHEM-103; Graded CR/NC

CHEM-104. General Chemistry II. 4 Units. A study of chemical equilibria with emphasis on an acid/base chemistry and electrochemistry. Principles of thermodynamics including enthalpy, entropy and free energy are also emphasized. Chemical kinetics are also included.

Prerequisites: CHEM-103, CHEM-103L; Corequisites: CHEM-104L

CHEM-104L. General Chemistry II Lab. 0 Units.

Corequisites: CHEM-104; Graded CR/NC
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHEM-310</td>
<td>Organic Chemistry I. 3 Units.</td>
<td></td>
<td>A study of aliphatic and aromatic organic compounds with emphases on chemical nomenclature, reaction theory and kinetic mechanisms.</td>
<td>Prerequisites: CHEM-102L and Minimum grade C</td>
</tr>
<tr>
<td>CHEM-311</td>
<td>Organic Chemistry II. 3 Units.</td>
<td></td>
<td>A continuation of CHEM-310 including spectroscopic methods.</td>
<td>Prerequisites: CHEM-310</td>
</tr>
<tr>
<td>CHEM-312L</td>
<td>Organic Chemistry Laboratory I. 2 Units.</td>
<td></td>
<td>A study of organic laboratory techniques. Emphasis is placed on separation/purification techniques such as distillation, crystallization and multi-phase extraction.</td>
<td>3 hours lab, 1 hour lecture; May not be audited</td>
</tr>
<tr>
<td>CHEM-313L</td>
<td>Organic Chemistry Laboratory II. 1 Unit.</td>
<td></td>
<td>A continuation of CHEM-312L. Emphasis is placed on instrumental analysis and using kinetic and thermodynamic factors to control organic reactions.</td>
<td>Prerequisites: CHEM-312L; May not be audited</td>
</tr>
<tr>
<td>CHEM-320L</td>
<td>Inorganic Chemistry. 4 Units.</td>
<td></td>
<td>A study of main-group and transition metal compounds with emphasis on bioinorganic chemistry, coordination chemistry, organometallic chemistry and solid state chemistry.</td>
<td>Prerequisites: CHEM-101L; 3 hours lecture, 3 hours lab</td>
</tr>
<tr>
<td>CHEM-340</td>
<td>Environmental Chemistry. 4 Units.</td>
<td></td>
<td>A study of the chemistry of the environment. The environmental distribution and fate of both organic and heavy metal pollutants are studied. Particular emphasis is placed on the thermodynamic and kinetic factors that determine the distribution and fate of pollutants.</td>
<td>Prerequisites: CHEM-104, CHEM-104L; Corequisites: CHEM-340L</td>
</tr>
<tr>
<td>CHEM-340L</td>
<td>Environmental Chemistry Lab. 0 Units.</td>
<td></td>
<td>Corequisites: CHEM-340; Graded CR/NC</td>
<td></td>
</tr>
<tr>
<td>CHEM-351L</td>
<td>Quantitative Analysis. 4 Units.</td>
<td></td>
<td>A study of chemical equilibria as applied to the analysis and quantitation of chemical species. Statistical and sampling methodologies are also discussed.</td>
<td>Prerequisites: CHEM-102L; 2 hours lecture, 6 hours lab</td>
</tr>
<tr>
<td>CHEM-420L</td>
<td>Biochemistry. 4 Units.</td>
<td></td>
<td>Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions.</td>
<td>Prerequisites: CHEM-102L, CHEM-310L; 3 hours lecture, 3 hours lab; Same as BIOL-420L</td>
</tr>
<tr>
<td>CHEM-451L</td>
<td>Instrumental Analysis. 4 Units.</td>
<td></td>
<td>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.</td>
<td>Prerequisites: CHEM-351L; 3 hours lecture, 4 hours lab</td>
</tr>
<tr>
<td>CHEM-460</td>
<td>Physical Chemistry. 4 Units.</td>
<td></td>
<td>A study of the physical principles underlying chemistry, including quantum mechanics and spectroscopy, thermodynamics and kinetics.</td>
<td>Prerequisites: CHEM-104, CHEM-104L, PHYS-121, PHYS-121L; Corequisites: CHEM-460L</td>
</tr>
<tr>
<td>CHEM-460L</td>
<td>Physical Chemistry Lab. 0 Units.</td>
<td></td>
<td>Corequisites: CHEM-460; May not be audited; Graded CR/NC</td>
<td></td>
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<tr>
<td>CHEM-470</td>
<td>History and Philosophy of Science. 4 Units.</td>
<td></td>
<td>A study of the major developments in the history of science, such as the scientific revolution, evolutionary theory and the historical relationships of science and religious thought. A philosophical inquiry into the nature of science forms the basis for historical study.</td>
<td>Juniors or seniors only; Same as BIOL-470, PHIL-470</td>
</tr>
<tr>
<td>CHEM-482</td>
<td>Practicum in Chemistry. 1-2 Units.</td>
<td></td>
<td>An experience designed for those students majoring in the natural sciences program. Students will work as tutors and/or instructional or lab aides.</td>
<td>Signature required; May not be audited; Graded CR/NC</td>
</tr>
<tr>
<td>CHEM-496</td>
<td>Research Project. 2 Units.</td>
<td></td>
<td>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.</td>
<td>Chemistry or biology majors only; Signature required; May not be audited; Students may take up to 3 semesters to complete the course.</td>
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</table>

**COLLEGE HOUR**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHR-240</td>
<td>College Hour. 0.5 Units.</td>
<td></td>
<td>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.</td>
<td>Repeatable for credit; May not be audited; Graded CR/NC</td>
</tr>
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</table>

**COMMUNICATION**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>COM-018</td>
<td>The C.L.A.S.S. 0 Units.</td>
<td></td>
<td>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.</td>
<td>May not be audited</td>
</tr>
<tr>
<td>COM-030</td>
<td>The Learning Edge. 0 Units.</td>
<td></td>
<td>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.</td>
<td>May not be audited</td>
</tr>
<tr>
<td>COM-100</td>
<td>Reading/Writing/Thinking Strategies. 3 Units.</td>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

Repeatable for credit; May not be audited; Graded CR/NC

COM-109. Critical Thinking and Composition. 3 Units. Development of skills in logical persuasion, inductive and deductive reasoning, and recognizing logical errors and fallacies through the writing of short argumentative papers. Recommended prior to COM-111.

Degree completion students only; May not be audited

COM-110. Written Communication. 3 Units. The course focuses on the writing process, helping students learn how to generate ideas, organize their thoughts and communicate effectively. A wide variety of writing assignments are used, including personal, expository, descriptive and persuasive writing. The course provides exposure to and experience with academic writing and research.

COM-110A. Written Communication I. 1.5 Units. This course examines the process of writing. Students are challenged to become flexible writers using the writing process for multiple purposes and with diverse audiences. The students are asked to apply their understanding of the writing process to their own experiences as developing writers. Expository, descriptive and narrative modes of writing are examined. Students must complete COM-110A and COM-110B to meet the general education requirement. Students must enroll in COM-103L Writing Lab in conjunction with this class.

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 only; May not be audited

COM-120. Oral Communication. 3 Units. An introduction to communication in its oral form. The course deals with communication theories and principles. Application of communication theory occurs in a variety of activities including dyadic encounter, oral performance and public speaking.

COM-121. Fundamental Communication Skills. 3 Units. Analysis of the verbal and nonverbal elements of communication, and development of communication skills, including critical listening, audience analysis, language use, reasoning, persuading and informing through formal and informal oral presentations.

Degree completion students only; May not be audited

COM-130. Tutor Training Practicum. 1 Unit. This course will examine the theoretical bases of tutoring and provide discussion of and practical experience in tutoring. Break-out sessions will allow tutors to discuss theories and practices unique to their fields of study.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

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; Activity course

COM-160. Publications Practicum. 1-2 Units. Practical experience in all aspects of yearbook production with special emphasis on interviews, writing, layout and word processing.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

COM-300. Creative Writing: Fiction. 3 Units. Recommended prior coursework: COM-110, LIT-180. Emphasis on writing short fiction, including the short story and sketch. Open to beginning writers.


COM-330. Writing and Reading Journalism. 3 Units. The course will include the reading of literary journalists and contemporary nonfiction writers in conjunction with journalistic writing. Course content investigates the reporting, writing, responsibilities and ethics of writing for the print media.

COM-335. Legal Research and Writing. 3 Units. This course introduces students interested in a law-related career to legal research and writing. It includes an introduction to the law library, including federal and state statutory law, administrative law and case law. Computer-assisted legal research is covered, and students learn to read court decisions in order to extract the holding, summarize the court's analysis and identify any dicta. The writing component of the course introduces students to fact-based, logic-based legal writing through the use of case briefs and other writing assignments. The focus is on a writing style that identifies the facts supporting a legal analysis and leads the reader to a logical legal conclusion.

COM-338. Editing for Communication. 1 Unit. Whether students are writing memos, research papers, letters, sales pitches or 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 TV commercials, PSAs, corporate training, TV drama/sitcom and interactive media. Students pitch ideas in class, write for every class and turn in weekly or more frequent written assignments.

*May not be audited*

**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.

*May not be audited*

**COM-355. Media Aesthetics. 3 Units.** This course is designed to enhance audio/visual literacy and communication by promoting a deeper understanding of the primary structural elements of multimedia production. Students will learn how to perceive and manage these elements to clarify, intensify and interpret their mediated communication.

*May not be audited*

**COM-360. Digital Video Production. 3 Units.** A study of the key theoretical, organizational, technical and management elements in the craft of producing and directing a short video story. Through instruction and application students will gain a fundamental understanding of what is required to organize and successfully execute the production of a short digital video.

**COM-365. Video Practicum. 1-2 Units.** Adopting the role of director/producer, students in this course devote the entire semester to the production of a short video 10-20 minutes in length. Each student is responsible for directing his or her production through all stages of the production process. Guidance, consultation and production assistance are provided by the Multimedia Arts Center.

*Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course*

**COM-368. Ancient and Medieval Rhetoric. 3 Units.** A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.

*Same as HIST-368, PHIL-330*

**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. Cinematrography: Visual Story Telling. 3 Units.** This course is designed to develop students' visualization abilities, their capacity to translate the complexities of life from script to screen in an effective and meaningful manner. Students will learn how to articulate their visualization goals in well developed storyboards and then explore methods of achieving these goals through operation and manipulation of the video camera and supporting tools.

*Prerequisites: COM-346, COM-355; May not be audited*

**COM-390. Creating on the Web. 3 Units.** This course critically examines the nature of communication on the World Wide Web. Students explore websites and forms of discourse found in new technologies for creative, theoretical and 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 West Coast Mennonite Sale and Auction for World Relief (MCC Sale) in April provides students the opportunity to practice performance ethnography as do in-class experiences.

May not be audited

COM-450. Communication Theory. 3 Units. This course examines current theories and models of communication in the history of the discipline. Students will read critical theory in the field of communication and consider the philosophical and theoretical perspectives in communication studies.

COM-455. Philosophy of Language. 3 Units. A study of significant 20th century schools of thought concerning language. Disciplines encountered include philosophy, cognitive science, literary theory, sociolinguistics and etymological studies. Readings include Carroll, Lycan, Pinker, Wittgenstein, Barthes and Borges.

Same as PHIL-455

COM-460. Projects in Communication. 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.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.; Same as PSY-483, SOC-483, SW-483

COM-496. Communication Internship. 1-3 Units. A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class or lab responsibilities, as well as instruction or other directed studies.

Repeatable for credit; May not be audited

COUNSELING

COUN-710. Introduction to Counseling. 1 Unit. Provides an introduction to counseling theories and techniques with an emphasis on acquiring basic counseling skills. Designed to meet the MFCC program entrance requirement of an undergraduate course in counseling.

Seminary students only

COUN-720. Professional Ethics in Counseling I. 2 Units. Designed to examine the ethical principles of counseling and their application in a variety of settings. There will also be an examination of current statutory regulations and requirements that impact counseling practice.

Seminary students only

COUN-722. Professional Ethics in Counseling II. 1 Unit. Focuses on identifying and resolving ethical dilemmas, the relationship of religious and personal values with ethical practice, and the philosophical and theological foundations of ethical practice.

Seminary students only

COUN-724. Interpersonal Communication. 2-3 Units. Emphasizes a systems approach to understanding self, family and community. Students are expected to work seriously on their own communication styles and interpersonal skills so they can become more effective in modeling for and ministering to others.

Seminary students only

COUN-726. Human Development. 3 Units. Covers the biological, psychological and social development from conception to death, with particular emphasis on children and older adults. Changes in the family life cycle will be examined, focusing on developmental issues often encountered in counseling and pastoral ministry. Faith development and individual religious experiences across the life span will be reviewed.

Seminary students only
COUN-728. Family Violence. 1.5 Units. Explores the nature and scope of violating behavior in the home and in faith communities. The course is designed to meet the California Board of Behavioral Sciences seven hour MFT requirement of child abuse assessment training as well as the board’s requirement of 15 hours of domestic violence education. Emphasizes identification and assessment of the spectrum of abusive behaviors, mandated reporting responsibilities and procedures for clinicians and clergy, safety planning and prevention. The impact of abuse on the developing child, the family unit and the community is addressed.

Seminary students only

COUN-730. Clinical Assessment. 2 Units. Designed to provide the student with an understanding of basic assessment information for clinical populations. Enhancing clinical interviewing skills will be emphasized. This will include learning how to conduct an intake interview, a mental status exam and an assessment of client lethality. Students will also learn how to assess client prognosis, create a written formulation of initial treatment plans and conduct a case presentation. Demonstrated mastery of the material presented in this course is fundamental to all further therapeutic work with clinical populations.

Seminary students only

COUN-732. Aging and Long-Term Care. 1 Unit. Acquaints students with the developmental stages of aging and the resources available to elders and those who work with them in any context. Special attention is given to the spirituality of aging, mental health concerns, diverse aging populations and the issues of caregiving and long-term care.

Seminary students only

COUN-734. Counseling Families. 3 Units. Focusing on both theoretical and practical approaches to understanding and counseling families, the course is foundational for both therapeutic and pastoral practice. Students are expected to explore their own family of origin and to develop skills in counseling families. Both theory and practice are interpreted from a systems and pastoral perspective.

Seminary students only

COUN-736. Counseling Children. 2-3 Units. Introduces theories and techniques of counseling children and adolescents as well as assessment and treatment of child and adolescent disorders. A number of modalities will be considered, with an emphasis on using play therapy from an ecosystemic orientation (O’Connor, 2000) and a neurobiological perspective of how the interaction of early relationship and brain development shape a person’s internal representation (Siegal, 2001). Spiritual issues as well as counseling contexts in the church and the community will be addressed.

Prerequisites: COUN-726; Seminary students only

COUN-738. Person, Family and Culture. 2-3 Units. Person, family and culture are fundamental constructs in counseling and ministry. Postmodern counseling theorists as well as missional church theologians begin with an understanding of these constructs. Using systems theory, social science, art, philosophy and theology, students in this course will examine these fundamental constructs in the context of changing forces in society.

Seminary students only

COUN-740. Psychopathology. 3 Units. Provides a basic understanding of clinical psychopathology. Examines the essential nature of mental disease, character pathology and emotional disorder. This includes an in-depth scrutiny of structural and functional changes within the individual, and clinically significant manifestations of various mental illnesses. Emphasis is placed on students being able to accurately assess and categorize individuals utilizing the diagnostic framework of the DSM system. Spiritual and religious explanations of symptomatic behaviors, and the role of the church in the treatment process, is presented.

Prerequisites: COUN-730; Seminary students only

COUN-742. HIV/AIDS. 1 Unit. Introductory course on HIV/AIDS and counseling covering epidemiological and physiological aspects of the disease, assessment, psychosocial and ethical issues, and treatment strategies for at-risk populations and surviving significant others both within the United States and internationally.

Seminary students only

COUN-744. Research, Testing and Family Assessment. 2 Units. Designed to provide a basic understanding of psychometrics, psychological assessment and family assessment.

Seminary students only

COUN-747. Counseling Individuals and Couples I. 3 Units. In the context of recovery and wellness-oriented care and systems theory, this course is a survey of modern theoretical models of psychotherapy for individuals and couples. Basic skills in responding to trauma and increasing resilience will be reviewed and enhanced. The various models presented will also be examined from religious, psychological and multicultural perspectives. Empirical support for each theory will be reviewed as well as the appropriateness of each theory for use in various cultural contexts. The course will include a lab component.

Prerequisites: COUN-710, COUN-720; Seminary students only

COUN-748. Counseling Individuals and Couples II. 1 Unit. In the context of recovery and wellness-oriented care and systems theory, the course is a survey of postmodern theoretical models of psychotherapy for individuals and couples. The various models presented will also be examined from religious, psychological and multicultural perspectives. Empirical support for each theory will be reviewed, as well as the appropriateness of each theory for use in various cultural contexts.

Prerequisites: COUN-747; Seminary students only

COUN-750A. Cross Cultural Counseling - Los Angeles. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Los Angeles and Fresno. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. This course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. It provides a rich context for self-examination and ministry preparation.

Seminary students only

COUN-750B. Cross Cultural Counseling - Fresno. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Los Angeles and Fresno. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. This course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling...
Seminary students only. It provides a rich context for self-examination and ministry preparation.

COUN-750C. Cross-Cultural Counseling: International. 1.5 Units.
Signature required; Seminary students only

COUN-752. Human Sexuality. 3 Units. Explores personal and professional aspects of human sexuality relevant to counseling and pastoral ministry. Love, intimacy, gender, sexual identity, roles and disorders are discussed. Counseling, prevention, education and referral skills are developed.
Seminary students only

COUN-754. Group Counseling. 1-3 Units. Familiarizes students with the theory and practice of group counseling, in both congregational and clinical settings. Various types of groups and levels of intervention are surveyed and students are expected to participate in a group counseling experience.
Seminary students only

COUN-755. Grief Counseling. 1 Unit. This course covers models of grief processing and describes how grief is experienced differently by children and adults; it also promotes the importance of self-care and identifies basic forms of grief intervention.
Seminary students only

COUN-758. Psychopharmacology. 2 Units. Designed for non-medical mental health and counseling professionals. Emphasizes the clinical use of psychopharmacologic agents, including their indications, expected benefits and adverse effects. Also considers their use in conjunction with, and in light of, the known efficacy of nonpharmacologic interventions in the treatment of mental disorders. The broader social context in which medications are prescribed will also be considered.
Seminary students only

COUN-759. Psychobiology and Psychopharmacology. 0.5 Units. This course is intended for non-medical and counseling professionals. It provides a basic introduction to psychobiology and it explores the clinical use of psychopharmacologic agents, including their indications, expected benefits and adverse effects. It also reviews their use in conjunction with, and in light of, known efficacy of nonpharmacologic interventions in the treatment of mental disorders. The broader social context in which medications are prescribed as well as skills involved in working in multidisciplinary teams that include medical personnel are also explored.
Seminary students only

COUN-760. Substance Abuse. 1 Unit. The role of family therapy in the treatment of substance abuse will be considered along with the behavioral, cognitive and biological characteristics of substance abusers. Basic treatment issues and techniques will be discussed. Course meets California BBS licensure requirements.
Seminary students only

COUN-762. Pre-Practicum. 1 Unit. Provides an opportunity for MFCC and pastoral counseling students to practice basic counseling skills in a supervised mentoring setting with pre-screened mentees. Consists of a minimum of two hours per week onsite mentoring plus one hour per week of group supervision over a period of approximately 10 weeks. Students are expected to be available to their assigned sites for a minimum of 10 weeks, regardless of their semester schedules.
Seminary students only; May not be audited

COUN-764. Trainee/Practicum Assessment. 0 Units. This assessment is a prerequisite to enter the practicum. It is intended to determine a student’s academic, professional and personal readiness to begin counseling clients in a supervised setting. The potential trainees will meet with MFCC faculty and onsite clinical supervisor(s) after successfully completing at least 18 hours in the program. The process is outlined in the MFCC Student Handbook.
Seminary students only

COUN-765. Counseling Sexual Addictions. 0.5-1 Unit. This course will acquaint students with a basic understanding of addiction, with the primary focus on sex addiction. Areas to be highlighted are: the brain, attachment trauma, co/contradependence/addiction interaction, Carnes Addiction System and the theology of the 12-steps as the program for recovery.
Seminary students only

COUN-767. Speaking the Unspeakable: Psychological And Theological Approaches to Trauma. 2-3 Units. This course examines the psychological and theological factors involved in the human response to trauma. The course will cover a range of potentially traumatic events (natural disasters, terrorism, interpersonal violence, combat, etc.) Course participants will engage a range of psychological and spiritual approaches to trauma, including resources for treating individuals with post traumatic stress disorder and other trauma-related difficulties, strategies for helping churches respond to individual and cooperate disasters and strategies for fostering resilience in individuals and families.
Seminary students only

COUN-790. Advanced Family Studies. 3 Units. Designed to afford the advanced student the opportunity to integrate key themes of learning around a topic of interest. The main project of the course is to write and present one senior paper. Additional assignments include attendance at other presentations, reading seminar papers written by fellow students and critiquing papers written by fellow students. The size of the senior seminar paper requires careful planning and consultation with the instructors, who will also serve as chairs for presentation sessions.
Prerequisites: BIB-725; Seminary students only; May not be audited

COUN-793A. Practicum I. 1-3 Units.
Seminary students only

COUN-793B. Practicum II. 3 Units.
Seminary students only

COUN-793C. Practicum III. 3 Units.
Seminary students only

COUN-799. Thesis. 3-6 Units. An in-depth study of a specifically defined topic. A thesis proposal must be approved by a faculty adviser and by the Academic Committee.
Seminary students only
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 lifelong learning. Biblical principles are explored, along with academic strategies. Emphasizes personal reflection as a tool to develop greater self-awareness, helping students create effective study habits and habits that lead to success in all areas of life.

_Repeateable 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.

_May not be audited; $55 materials fee_

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 and Practice. 3 Units. This course focuses on the theory and practice of curriculum design and implementation, aligning with appropriate state-adopted content standards. It examines principles of human learning, identifies effective strategies for teaching to the diversity in the classroom (English learners, special populations) and incorporates strategic methods of differentiating for the success of all learners. It will review methods of assessment, analyzing how they inform the teaching/learning experience and continually reflecting on each candidate’s on-going practice.

_May not be audited_

CRI-709. Using Technology in Differentiating Curriculum. 2 Units. Provides an advanced look at the theory, design and implementation of differentiated curriculum using technology. Strategies and tools for responsive teaching are researched, used and reflected upon. Technology is used as a major vehicle to differentiate both content and process.

_May not be audited_

CRI-710. Successful Online Learning 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 TaskStream, a web-based assessment tool. Principles of information literacy will be covered along with the use of relevant software applications.

_May not be audited; Graded CR/NC_

CRI-710CL. Successful Online Learning Orientation: Clear Credential. 1 Unit. Prepares potential or beginning online learners with the knowledge and tools to successfully navigate the virtual learning environment. Specifically orients FPU online students with the tools and resources needed for their online clear credential program. Participants learn to access and interact with course materials and through Moodle, the learning management system used by FPU, including TaskStream, a web-based assessment tool. Principles of information literacy will be covered along with the use of relevant software applications.

_May not be audited; Graded CR/NC_

CRI-714A. Goals, Growth and Reflective Practice I. 3 Units. Students complete a series of situated learning activities, building upon their preliminary credential experience. University support providers and site mentors assist the implementation and evaluation of course activities. Formative Assessment for California Teachers (FACT) is used throughout the course.

_May not be audited; Graded CR/NC; Students need 2 semesters to complete the course._

CRI-714B. Goals, Growth and Reflective Practice II. 3 Units. Students complete a series of situated learning activities, building upon their preliminary credential experience. University support providers and site mentors assist the implementation and evaluation of course activities. Formative Assessment for California Teachers (FACT) is used throughout the course.

_May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course._

CRI-716. Advanced Studies in Teaching English Learners. 2 Units. As part of the induction program all new teachers are expected to build on the knowledge, skills and abilities acquired during their preliminary preparation program. In regard to English learners, this course endeavors to help new teachers understand the following: the types of language assessment measures; demographics, instructional programs and resources; how to strengthen the foundations of academic success for English learners; English language development (ELD) methods, strategies and differentiated
lesson planning; Specially Designed Academic Instruction in English (SDAIE) and content area instruction; how to use the knowledge of students’ backgrounds, experiences and family structures in planning instruction and supporting individual student learning; and how to enable all students to meet academic content standards and performance levels.  
May not be audited

CRI-717. Advanced Studies in Teaching Special Populations. 2 Units.  
As part of the induction program, all new teachers are expected to build on the knowledge, skills and abilities acquired during their preliminary preparation program. In this advanced course, candidates extend their knowledge, further develop their skills and expand their repertoire of strategies to insure that all students learn successfully. Candidates learn to monitor the educational process and advocate for each student, as required by the statutory requirements from IDEA and the state regulation guidelines. The candidates learn new instructional strategies for both special needs populations and the gifted and talented populations. These strategies are designed to enhance and expand the students’ academic and social performance. The candidate establishes cooperative and collaborative relationships with the related family, school and community members to ensure a successful learning environment for all students.  
May not be audited

CRI-718. Advanced Studies in Health Education. 1 Unit.  
In this advanced course, each student builds upon the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well-being. Each student understands and promotes personal, classroom and school safety through appropriate prevention and intervention strategies. Each student demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each student demonstrates knowledge and implements appropriate elements of adopted health curriculum and instructional materials for the teaching assignment. Each student knows major state and federal laws related to student health and safety, including reporting requirements and parents’ rights.  
May not be audited

CRI-725. Essentials of Qualitative Assessment. 2 Units.  
This course is an introduction to the theory and practice of qualitative assessment. It promotes an interactive look at classroom-based assessment tasks ranging from short and specific to lengthy and substantive. It examines and incorporates examples of student projects as well as an array of effective assessment tools.  
May not be audited

CRI-726. Curriculum Mapping. 2 Units.  
This course introduces the process for creating and working with curriculum maps, using them as an effective tool for improving teaching and learning. A central focus will be on “essential questions” and making the connections between content.  
May not be audited

CRI-727. Leadership: A Personal Perspective. 3 Units.  
This course provides individuals with tools to analyze and reflect on their personal and professional lives. Specific, values-oriented assessments are used to raise self-awareness, understand leadership styles and enhance professional development. Connections to how personal style informs abilities for leading organizational change are highlighted.  
May not be audited

CRI-728A. Curricular Leadership. 3 Units.  
This course takes a look at the big picture of education and considers the role of each of the players involved. It examines the process of change and the elements needed for effective leadership. Current trends in curriculum development are identified and learning as inquiry is examined.  
May not be audited

CRI-728B. Leadership Practicum. 1 Unit.  
This practicum is an application of the principles and concepts gleaned in Curricular Leadership.  
May not be audited; Graded CR/NC

Introduces students to research. Fundamental questions raised are: What is research? What are the functions of research? What is the meaning of research? How does one ethically carry out research? These questions are addressed by examining an array of orientations and approaches to research. Students have the opportunity for professional development in knowledge and in skills related to research, including the opportunity to design a research project. The signature assignment of this course is a research proposal, a first draft of the student’s proposal for the project/thesis in the curriculum and teaching program.  
Graduate curriculum and 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 and teaching program students only; May not be audited

CRI-799. Project/Thesis-Curriculum and Teaching. 3 Units.  
Supervised project/thesis in the field of curriculum and teaching. Instruction is tutorial and will result in a completed project/thesis.  
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 stucture 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,
CRIM-352. Criminology. 3 Units. A study of types of crime, sociological, biological, psychological, cultural, economic and political explanations for crime, and various schools of criminology. Attention is also given to a biblical/restorative justice perspective on evil and causes of deviant behavior.

Prerequisites: PSY-120, SOC-120; Same as SOC-371

Degree completion students only; May not be audited

CRIM-360. Criminal Procedure. 3 Units. This course focuses on the interplay between the Bill of Rights and the criminal justice system, with particular emphasis on the application of fundamental rights of arrest, search and seizure, interrogation and confession, as well as, procedures and limitations prior to trial, during trial and post-conviction.

Degree completion students only; May not be audited

CRIM-362. Criminal Procedure. 3 Units. Recommended prior course work: PS-120. Acquaints students with laws of arrest, search and seizure, interrogation and confession, procedure prior to and during trial, postconviction procedures, and limitations on criminal prosecutions and juvenile proceedings. Rules of evidence as they apply to the admissibility of behavioral, forensic and other types of evidence are examined, as well. Throughout the course specific attention is given to how the Bill of Rights endeavors to guarantee justice through the procedures of the criminal justice system and the extent to which it does so. The impact of the restorative justice movement on criminal procedures is also explored.

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. Recommended prior coursework: PSY-120 and SOC-120. A study of juvenile delinquency and the juvenile justice system. Attention is given to the portrait of delinquency, causal factors, agencies of justice, the correctional process, programs for control and prevention and a restorative justice perspective.

Same as SOC-372

Degree completion students only; May not be audited

CRIM-392. Corrections. 3 Units. Recommended prior course work: PS-120, PSY-120, SOC-120. Provides the student with an overview of the history and the trends of adult and juvenile corrections, including probation and parole. Focuses on legal issues, specific laws, general operations of corrections and relationship between corrections and other components of the judicial system. Correctional philosophies, theories and practices, including restorative justice, are discussed. Introduces various employment opportunities available within the correctional system to students in social work, psychology, criminology, education and health majors.

Same as SOC-373

CRIM-410. Criminal Evidence. 3 Units. This course provides a general overview of the origin, philosophy and constitutional basis for the law of evidence, with particular attention to discovery, chain of evidence, preservation and spoliation, rules governing admissibility, relevancy, hearsay rule and its exceptions, opinion, privilege and scientific evidence.

Degree completion students only; May not be audited

CRIM-420. Criminology Statistics. 3 Units. Research and statistics are important in criminology. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and interpreting crime statistics.

Degree completion students only; May not be audited

CRIM-440. Advanced Criminal Law. 3 Units. This course is a follow-up to Criminal Procedure. It explores additional problems with arrest, search and seizure, as well as the role of the law of evidence on disposition of cases in the juvenile and adult justice systems.

Prerequisites: CRIM-220; Degree completion students only; Signature required; May not be audited

CRIM-496A. Criminology and Restorative Justice Studies Project I. 2 Units. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

CRIM-496B. Criminology and Restorative Justice Studies Project II. 1 Unit. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

CRIM-496C. Criminology and Restorative Justice Studies Project III. 1 Unit. This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation.

Degree completion students only; May not be audited

COMPUTER SCIENCE

CS-105. Computer Literacy. 3 Units. Prepares students for success in the challenging, educational and workplace technological environment. This foundational study assists students in mastering fundamental computer hardware and software skills, including the Microsoft Office productivity suite. Students access and utilize common Internet-based technologies and applications found in the workplace and in higher education. Students become familiar with
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

DRAMA

DRA-105. Theater Appreciation. 3 Units. An introduction to the art and the craft of theater, focusing on production elements, literature and history of the stage. Attention is given to the roles that theater artists and audiences play in the theatrical experience. The purpose of the course is to increase appreciation of theater as an imaginative art form through which we tell stories about ourselves.

May not be audited

DRA-110. Drama Practicum. 1 Unit. Students may receive drama practicum credit for participating in a specific production either in a specific production either in an acting or production support capacity. Students register for the practicum only after they have been cast in a role or have arranged with the instructor to fulfill a production role. Credit may be received in all areas of production.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-115. Drama Practicum: The Company. 2 Units. As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturges) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company is based on an audition or interview with the theater program director.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-120. Religious Drama Practicum. 1-2 Units. Credit is given for involvement in Parable, the touring religious drama troupe, or College Hour dramas.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-315. Drama Practicum: The Company. 2 Units. As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturges) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company is based on an audition or interview with the theater program director.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-320. Religious Drama Practicum. 1-2 Units. Credit is given for involvement in Parable, the touring religious drama troupe, or College Hour dramas.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

DRA-350. Acting. 3 Units. A study of basic acting theory with practical application in scene work. Particular attention is drawn to the connections between acting for the stage and the roles played in everyday life.

DRA-355. Creative Drama. 3 Units. This course equips people to lead others in process-oriented creative drama activities, including theater games, group improvisation, storytelling and related performance forms.

DRA-357. Creative Drama. 3 Units. This course equips people to lead others in process-oriented creative drama activities, including theater games, group improvisation, storytelling and related performance forms.

Degree completion students only; May not be audited

DRA-360. Directing and Staging Texts. 3 Units. A study of directing: basic organization, script analysis, directing theory and working with other theater artists. Focuses on directing for the stage, both dramatic and non-dramatic texts. Useful for students interested in teaching drama; film production; or participating in educational, community or professional theater. Practical in-class directing experience involved.

DRA-365. Stage Technology. 2 Units. An introduction to technology for the stage. Students learn the basics of light and sound set-up and operation through practical experiences in class, during lab hours and by working as a technician on an event. Theory and skills gained are useful to individuals interested in technology as it relates to theater productions, musical events and worship services.

May not be audited; Activity course

DRA-370. Auditioning. 1 Unit. Class lessons in auditioning technique including the presentation of several monologues.

May not be audited

DRA-380. Stage Make-Up. 1 Unit. The study and execution of various theatrical make-up techniques.

May not be audited
DRA-470. Senior Thesis Performance. 2 Units. The production and acting of a short play or series of scenes planned under the direct supervision of a faculty member.

*May not be audited*

DRA-496. Drama Internship. 1-3 Units. A work experience for students wishing to gain professional/career experience by working with local theater or opera companies or organizations with theater programs. In addition to the work experience, the intern meets regularly with the faculty advisor.

*Signature required; Repeatable for credit; May not be audited*

**DESIGNATED SUBJECTS EDUCATION**

DSE-310. Classroom and Lab Management Vocational Education. 1 Unit. This course examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design and the motivational component are explored. General classroom safety is introduced and safety requirements related to specific subjects are discussed. Ethics-based class standards are introduced. This course consists of a traditional classroom presentation on creating a safe, ethical and motivational classroom and a laboratory using hands-on activities to develop workable classroom management tools.

*May not be audited*

DSE-311. Computer Technology in the Classroom. 1 Unit. This course is a comprehensive overview of the use of computer technology in the educational environment and the integration of software applications into classrooms instruction. It includes study and hands-on experience in such topics as Internet research, the benefits of computer learning, hands-on activities in developing a PowerPoint presentation and computerized grade keeping.

*May not be audited*

DSE-312. Curriculum, Instructional Technology, Community Legislation and Occupational Relationships. 3 Units. This course provides elements in design, development, and delivery of effective adult education classes with an emphasis on the use of current and advanced technology in the classroom. Topics also include other issues impacting adult education such as legislative process, governing boards, adult education funding sources, delivery systems, diversity in communities and occupational trends.

*Prerequisites: DSE-325, DSE-335; May not be audited*

DSE-315. Curriculum Development. 2 Units. This course explores lesson plan development according to the 4 step instructional plan, including Daggett’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 leaners and child learners. Participants will be introduced to the Career Technical Education (CTE) Standards adopted by CDE May 2005.

*May not be audited*

DSE-320. Evaluation. 2 Units. This course explores evaluation of student performance and identifies how to determine student baselines, write instructional objectives, develop evaluation assessment instruments and evaluate overall effectiveness of the class. Participants demonstrate test-question construction and construction of tests reaching all levels of learning complexity according to Bloom’s Cognitive Domain. Participants access their respective CTE Standards according to industry sectors and integrate the standards into key assignments as noted on course outlines.descriptions and/or lesson plans.

*May not be audited*

DSE-325. Instructional Strategies and Evaluation. 2 Units. The focus of this course is on practical application of adult learning theories. Participants integrate lesson plans and present them to the class.

*May not be audited*

DSE-330. Learning and Instruction. 2 Units. This course explores individual learning traits of the way students learn. Participants apply a variety of instructional techniques, strategies, activities and materials that are appropriate for students with diverse needs and learning styles to higher learning. Activities include developing critical thinking skills. Participants use Internet research to support their higher learning activities.

*May not be audited*

DSE-335. Perspectives on the Adult Learner. 2 Units. This course provides an overview of the diversity in the adult population, the adult learning process and the interpersonal realtions. It examines learning theories (i.e., M. Knowles Andragogy), techniques, strategies (i.e., Bloom’s Taxonomies) to enhance adult learning.

*May not be audited*

DSE-340. Adult Learning Through Interpersonal Relations, Counseling and Guidance. 2 Units. This course assists with targeting the needs of adult learners as a diverse population and recognizes personal and academic problems. Topics include identifying appropriate school or community services available to assist students. It presents conflict resolution, techniques and group facilitation skills.

*May not be audited*

DSE-345. Curriculum Development and Evaluation. 2 Units. This course reviews the relationship among the instructional elements curriculum, course outline/description, syllabus and lesson plans. It presents the process for developing a course, its relationship to the curriculum, its substantiation within the labor market and its effectiveness through rigorous evaluation. A proposed new course will be developed and submitted as part of the grading requirements.

*May not be audited*

DSE-350. Foundations of Vocational Education. 1 Unit. Teacher candidates will understand the concepts of vocational education and how it relates to other subject areas. History, traditions, current delivery system and current initiatives will be addressed. Other topics to be discussed are: current policies, funding practices and issues concerning vocational education and development importance of advisory committees.

*May not be audited*

DSE-355. Learning, Instruction and Classroom Management Education. 2 Units. This course emphasizes cooperative learning. Participants will apply a variety of instructional techniques, strategies, activities and materials that are appropriate for students with diverse needs and learning styles to reach higher learning levels. Lessons are developed and presented to reach the higher
levels of learning. Participants learn how to create small groups and are introduced to meet specific objectives. Participants apply decision-making, problem-solving and conflict-resolution techniques to small group activities.

May not be audited

DSE-360. Special Needs. 1 Unit. This course specifically addresses the identification of special needs populations and the learning strategies, activities and materials that may be used to be successful with a very diverse student population. Information is provided on services and agencies available for assistance.

May not be audited

DSE-365. Supervisor's Role in Administration of Vocational Education Programs. 3 Units. Focuses on responsibilities and authority of supervisors. Presents an overview of personnel selection procedures, orientation, training, evaluation and development. Addresses laws and guidelines of fair hiring practices and employee rights. Provides contemporary supervising techniques for optimum productivity and high moral among employees. Instructs on development of departmental policies and procedures for the respective supervisory departments in parallel with the mission and management style of the organization. Presents budgeting process for the supervisor in creating new program budgets and for tracking program operation. Provides discussion on legislation affecting vocational and/or adult educational programs. Explores intra- and inter-agency relations and program funding sources, as well as cultivating relationships for obtaining funds.

May not be audited

DSE-370. Leadership and Program Development. 3 Units. Introduce, define and discuss leadership concepts as they relate to the functions of planning, organization and management. Importance of leadership as a quality characteristic for employability, success and advancement in a career. Techniques for identifying, initiating and implementing vocational educational programs with an emphasis on the designated subjects teaching credential program.

May not be audited

DSE-400. Early Orientation for Designated Subject Teachers. 2 Units. Designed to help beginning designated subject teachers navigate the school system, including the local school district, the county office of education, the California Commission on Teacher Credentialing and the California State Department of Education. Focuses on state curriculum adoption and builds foundational knowledge and skills for the beginning teacher. Introduces learning diversities among students, lesson planning and instructional methodologies.

Signature required; May not be audited; Graded CR/NC

DSE-405. Educational Technology. 1 Unit. Instruction on how to select and use computer-based technology to facilitate the teaching and learning process in the career technical education classroom. Teacher candidates demonstrate understanding of legal and ethical issues concerned with the use of education technology, including copyright and fair use, and of the appropriate use of computer-based technology for information collection, analysis and management of the instructional setting.

Prerequisites: DSE-400; May not be audited

DSE-410. Foundations of Career Technical Education. 1 Unit. An overview of the evolution of vocational education and how it relates to high school and adult programs. History, tradition, terms, various delivery systems and current legislative and regulatory initiatives and practices are addressed. Participants acquire an understanding of current policies, funding practices and issues, as well as a working knowledge of state, regional and local policy makers. The evolution of Career Technical Education (CTE) Standards and Frameworks and its significance to and integration in the CTE courses is explored.

Prerequisites: DSE-400; May not be audited

DSE-415. Curriculum Development. 3 Units. Teacher candidates determine curriculum for student learning, create course outlines and descriptions for Career Technical Education, substantiate need with local labor market, prepare a proposal, present substantiation for new course conduct unit planning and learn to integrate and identify essential standards from the California Career Technical Education, as well as the California Standards for the Teaching Profession. Effective lesson presentations are required, emphasizing engaging a wide variety of learners, including English language learners and assisting instruction with technology.

Prerequisites: DSE-400; May not be audited

DSE-420. Special Needs. 2 Units. Assists teacher candidates in developing basic knowledge, skills and strategies for teaching special populations in CTE classrooms, including students with exceptional needs, students on behavior plans and gifted and talented students. Candidates will understand the role of the CTE teacher in the special education process.

Prerequisites: DSE-400; May not be audited

DSE-425. Learning and Instruction. 3 Units. Examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design, technology and social organization for an effective learning environment is explored. General classroom safety and OSHA are introduced, and safety requirements related to specific subjects are discussed. Ethics-based classroom standards are created and models for their development and implementation are addressed. Professional, legal and ethical responsibilities of the teaching profession are defined.

Prerequisites: DSE-400; May not be audited

DSE-430. Assessing Student Learning. 2 Units. Teacher candidates identify students prior knowledge in the subject area and determine knowledge and skill, explore course objectives (learning objectives) as the core for assessment, experience creativity by developing questions and understand the relevance of questions as they relate to critical thinking and various learning levels of complexity of Bloom's Cognitive Domain and Psychomotor Domain and develop rubrics to score higher learning assessments.

Prerequisites: DSE-400; May not be audited

DSE-435. Classroom and Laboratory Management. 1 Unit. Examines efficiency, effectiveness and safety in setting up a classroom environment. Classroom physical design, technology and social organization for effective learning environment are covered. General classroom safety in specific subjects and OSHA requirements are discussed. Ethics-based classroom standards are created and models for their development and implementation are introduced. The professional, legal and ethical responsibilities of the teaching profession are defined.

Prerequisites: DSE-400; May not be audited
EARLY CHILDHOOD DEVELOPMENT

ECD-300. Child, Family and Community. 3 Units. Students will examine the systems and relationships among family, school and community and their impact on a child's development. Included are a study of ethnic diversity, social class, customs/heritage and gender roles on family behavior, values, morals, attitudes and the development of children.

Degree completion students only; May not be audited

ECD-310. Human Diversity and Relations. 3 Units. The purpose of this course is to expand the student's understanding of the influences of gender, culture, economic situation, learning styles and language on the socialization of children, and then how to use this new understanding to inform the way to program for and interact with children.

Degree completion students only; May not be audited

ECD-320. Parenting for Early Childhood Educators. 3 Units. This course explores the issues of educating parents through the study of specific developmental assets that integrate factors such as family dynamics, support from community adults, values development and social skills. Parenting is a process and has a variety of rights, responsibilities and roles that change across the life span. Needs of parents, the resources available and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture and ethnicity are also reviewed.

Degree completion students only; May not be audited

ECD-400. Children's Play and Learning Theory. 3 Units. This course examines child development theories as they relate to play and learning in young children. The course considers cultural and developmental perspectives, emphasizes theories in practice and provides a theoretical framework for structuring, observing, analyzing and evaluating play. Students will explore how children learn to play and the effect that play has on the child's development.

Degree completion students only; May not be audited

ECD-420. Guidance in Social and Emotional Behaviors. 3 Units. In this course, students examine how to promote an encouraging classroom environment through the study of specific developmental assets that integrate factors such as peer influence, values development and social skills. The short and long term effects of logical and natural consequences for pro-social development are reviewed.

Degree completion students only; May not be audited

ECD-430. Early Childhood Physical Education Methods. 3 Units. 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. This course will introduce the student to a diverse selection of children's literature. Students will explore methods and strategies for using children's literature to engage the young learner in multiple learning experiences. A full integration across the curriculum will be a focus as children's literature is directly tied to math, science, social studies and the arts.

Degree completion students only; May not be audited

ECD-460. Math and Science for Young Children. 3 Units. Designed from a constructivist focus, this course will integrate math and science learning experiences for the young child. Moving young learners from real-world/concrete experiences to organizing, recording and discovering what they know and understand and what they still wonder about.

Degree completion students only; May not be audited

ECD-470. Curriculum Development for Early Childhood Education. 3-4 Units. General overview of curriculum design for early childhood programs to include planning, preparation, implementation, evaluation of curricular activities, designing a classroom, lesson planning and the use of observation to guide curriculum and assessment. Developmentally appropriate practices will be a focus through exploration of content across the curriculum. Preparation of a professional portfolio will cap the learning experience.

Degree completion students only; May not be audited

ECD-483. Child Observation Practicum. 3 Units. This is the second section of this course in which students reflect and apply learning from multiple courses in the child development program. Through readings, reflection on observations and practice, students will synthesize the information presented during this second semester of course offerings.

Degree completion students only; May not be audited

ECONOMICS

ECON-105. Principles of Economics. 4 Units. A study of macro- and micro-economics. The course acquaints students with fundamental economic concepts, gives an understanding of the operations and institutions of economic systems and explores various economic issues and problems.

ECON-105H. Principles of Economics. 4 Units. A study of the economy, the course acquaints students with fundamental economic concepts, gives an understanding of the operations and institutions of economic systems and explores various economic issues and problems. Emphasis on the quantitative models of problem-solving skills. Students are required to identify an economic issue that they will explore as their research topic, and present their findings and possible policy changes to resolve the issues to an evaluation committee. MATH-140 recommended as prior coursework.

University scholars program students only; Repeatable for credit; May not be audited

ECON-140. Managerial Economics. 3 Units. Recommended prior coursework: ECON-105. Students learn how to apply economic theory to real business problems. Market forecasting, business decision making, cost analysis, government regulations and quantitative models for capital investment are explored.
ECON-301. Economics in Business. 3 Units. This class is a study in allocating scarce resources in order to achieve managerial objectives.

Degree completion students only; May not be audited

ECON-390. Global Economics and Sustainable Development. 3 Units. Recommended prior coursework: GEOG-220. The increasing interconnectedness of the global economy affects people more profoundly today than ever before. This course helps students better profoundly understand and wrestle with some significant positive and negative aspects of the globalization process, as well as examine social, political and economic aspects of development and the varied impact of the development process on the world today.

Prerequisites: ECON-105; Same as PS-425

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 students are encouraged to focus on practical classroom applications.

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 Educational Specialist Credential program. Students complete an initial student teaching assignment in a general education classroom. Students in this course are required to attend weekly seminars where issues pertaining to curriculum development, lesson planning, state content and teaching standards, classroom management, and SDAIE strategies are explored. Students enrolled in this course during the summer term complete four weeks of daily student teaching in a public school. Students enrolled in this course during the fall or spring term complete four half days/week for 12 weeks of student teaching in a public school. All students are supported by a master teacher and a university mentor.

Special education program students only; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-608A. Extended Directed Initial Student Teaching: Multiple Subjects/Special Education. 1 Unit. Special education students enrolled in EDUC-608A and EDUC-608B complete two semesters of early field experience in a general education setting. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher. Toward the end of the semester, students demonstrate their teaching competence by completing no less than two consecutive days of student teaching. Seminar topics include investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Student teachers are supported by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-608A is prerequisite to enrollment in EDUC-608B.

Special education program students only; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-608B. Extended Directed Initial Student Teaching: Multiple Subjects/Special Education. 1 Unit. Completes special education students’ early field experience requirement in a general-education setting. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher. Toward the end of the semester, students demonstrate their teaching competence by completing no less than three consecutive days of student teaching. Seminar topics include classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Student teachers are supported by university mentors who coach and evaluate them throughout the semester. Same as EDUC-608 when taken with EDUC-608A.

Prerequisites: EDUC-608A; Special education program students only; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.
EDUC-609. Final Student Teaching: Multiple Subject Special Education. 2 Units. 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. Seminar topics include classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. This experience prepares students for Directed Final Student Teaching.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-633A and EDUC-633B

EDUC-619. Directed Initial Student Teaching: Single Subject. 2 Units. This is a field-experience course where students are placed in a classroom five mornings a week, for 12-14 weeks, supported by a university mentor and a weekly seminar course. In the seminar, students process their experience by writing reflective journals, completing school context assignments and creating the first draft of their teaching portfolio. Initial student teaching provides an arena for student teachers to apply what they are learning in foundations, curriculum and methods courses in the classroom and to process the challenges they encounter in the field in a supportive context. This experience prepares students for Directed Final Student Teaching.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-633A and EDUC-633B

EDUC-620. Critical Observations in School: Multiple Subject. 2 Units. This course provides early field experience for candidates who are considering a career in teaching. This course is designed to give students the opportunity to do critical observations: see the realities of a classroom, observe a master teacher at work, classroom management strategies, curriculum development and student assessment. This course is taken upon the advice of the program director.

May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-629. Critical Observations in School: Single Subject. 2 Units. This course provides early field experience for candidates who are considering a career in teaching. This course is designed to give students the opportunity to do critical observations: see the realities of a classroom, observe a master teacher at work, classroom management strategies, curriculum development and student assessment. This course is taken upon the advice of the program director.

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-CSETMS, EDUC-610 or (EDUC-633A and EDUC-633B); 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; Students may take up to 3 semesters to complete the course.

EDUC-632. Independent Teaching Practicum: Multiple Subjects. 2 Units. This course provides intensive one-on-one mentoring for the professional encountering his/her first teaching position as an independent teacher. It provides a mentor who works alongside the new professional, planning for the challenges of a new teacher. Hour-long seminars every other week provide opportunities to dialogue with other part-time education students and reflect on the California Standards for the Teaching Profession, as well as Fresno Pacific University’s conceptual framework for teaching.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-633A. Extended Initial Directed Student Teaching I: Multiple Subjects. 1 Unit. EDUC-633A and EDUC-633B are equivalent to EDUC-610. Students enrolled in EDUC-633A attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. Toward the end of the semester, students demonstrate their teaching competence by completing no less than two consecutive days of student teaching. Seminar topics include investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Student teachers are supported by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-633A is prerequisite to enrollment in EDUC-633B. Same as EDUC-610 when taken with EDUC-633B.

6 hours fieldwork, 1 hour lecture; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-610 when taken with EDUC-633B

EDUC-633B. Extended Initial Directed Student Teaching II: Multiple Subjects. 2 Units. Completes part-time students’ early field
experience requirement and prepares students to qualify for enrollment in EDUC-630, Final Directed Student Teaching. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. Toward the end of the semester, students must demonstrate their teaching competence by completing no less than three consecutive days of student teaching. Seminar topics include classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Student teachers are supported by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-638B is prerequisite to enrollment in EDUC-630. Same as EDUC-610 when taken with EDUC-633A.

1 hour lecture, 6 hours fieldwork; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-610 when taken with EDUC-633A, EDUC-610

EDUC-634. Independent Teaching Practicum: Single Subject. 2 Units. This course provides intensive one-on-one mentoring for the professional encountering his/her first teaching position as an independent teacher. It provides a mentor who works alongside the new professional, planning for the challenges of a new teacher. Hour-long seminars every other week provide opportunities to dialogue with other part-time education students and reflect on the California Standards for the Teaching Profession, as well as Fresno Pacific University's conceptual framework for teaching.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-635A. Extended Initial Directed Student Teaching: Single Subject. 1 Unit. EDUC-635A and EDUC-635B are equivalent to EDUC-619. Students enrolled in EDUC-635A attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. (Alternative schedules for completing this requirement may be arranged with program director's guidance.) Toward the end of the semester, students must demonstrate their teaching competence by completing no less than two consecutive days of student teaching. Successful completion of the requirements of EDUC-635A is prerequisite to enrollment in EDUC-635B.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.; Same as EDUC-619 when taken with EDUC-635B

EDUC-635B. Extended Initial Directed Student Teaching II: Single Subject. 1 Unit. Completes part-time students' early field experience requirement and prepares students to qualify for enrolling in EDUC-639, Final Directed Student Teaching: Single Subject. Students attend seminars every other week and concurrently complete 12 days of initial student teaching (one day/week), working alongside a veteran master teacher in a general-education classroom. (Alternative schedules for completing this requirement may be arranged with program director's guidance.) Toward the end of the semester, students must demonstrate their teaching competence by completing no less than three consecutive days of student teaching. Seminar topics include classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Student teachers are supported by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-635A is prerequisite to enrollment in EDUC-639. Same as EDUC-619 when taken with EDUC-635A.

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-640. Independent Teaching I: Multiple Subjects. 3 Units. This seminar course is the first of three courses that provide support for candidates enrolled in the intern program. Students participate in an every-other week seminar alongside part-time students completing their early field experience. Seminar topics include: investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Interns are supported by site-based teachers, who serve as support providers, as well as by university mentors, who coach and evaluate them throughout the semester. Successful completion of the requirements of EDUC-640A is prerequisite to enrollment in EDUC-640B.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

EDUC-640A. Independent Teaching II: Multiple Subjects. 3 Units. This seminar course is the second of three courses that provide support for candidates enrolled in the intern program. Students participate in an every-other week seminar alongside part-time students completing their early field experience. Interns are supported by site-based teachers, who serve as support providers, as well as by university mentors, who coach and evaluate them throughout the semester. Seminar topics include: classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Successful completion of the requirements of EDUC-640B is prerequisite to enrollment in EDUC-640C.

Prerequisites: EDUC-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 seminar course completes the series of three intern seminars required for candidates completing the independent teaching practicum in lieu of the student teaching practicum. Intern candidates join students enrolled in daily final student teaching: multiple subjects for seminars that meet every other week during the semester. Seminar topics include assessment strategies, short-term lesson planning and portfolio development. Provides support...
for students to prepare for three summative assessments: TPA, the
teaching portfolio and the exit interview. Interns are supported by
site-based teachers who serve as support providers, as well as by
university mentors who coach and evaluate them throughout the
semester. Successful completion of the requirements of EDUC-649B
is prerequisite to enrollment in EDUC-649C.

Prerequisites: EDUC-640B, EDUC-649B, EDUC-CSETMS; May not
be audited; Graded CR/NC; Students may take up to 3 semesters to
complete the course.

EDUC-641. Foundations of Education: Multiple Subject. 4 Units.
This course will study influential philosophies, theories and
perspectives regarding the nature of learning, the impact of various
societal forces on that learning and the aims of education in a
diverse society. Together, as members of a community of inquiry,
participants will consider their visions of what education should be
and how these visions can influence their practices as teachers.

May not be audited

EDUC-642. Language and Literacy: Theory and Practice I. 4 Units.
This course examines language both oral and written and children
using language. In learning to closely observe students, students
learn to analyze the strategies students use as they read and write
and to use their observations as a guide for instructional decisions.
These 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; Graded CR/NC

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
seminar course is the first of three courses that provide support for
candidates enrolled in the intern program. Students participate in an
every-other-week seminar alongside part-time students completing
their early field experience. Seminar topics include: investigation of
the school and neighborhood, the impact of social class on
educational achievement and lesson planning. Interns are supported
by site-based teachers, who serve as support providers, as well as by
university mentors, who coach and evaluate them throughout the
semester. Successful completion of the requirements of EDUC-649A
is prerequisite to enrollment in EDUC-649B.

May not be audited; Graded CR/NC; Students may take up to 3
semesters to complete the course.

EDUC-649B. Independent Teaching II: Single Subject. 3 Units. This
seminar course is the second of three courses that provide support
for candidates enrolled in the intern program. Students participate in an
every-other-week seminar alongside part-time students completing
their early field experience. Seminar topics include: classroom discipline,
differentiating instruction for English learners and students with
special needs, and lesson planning. Successful completion of the
requirements of EDUC-649B is prerequisite to enrollment in EDUC-
649C.

Prerequisites: EDUC-649B; May not be audited; Graded CR/NC;
Students may take up to 3 semesters to complete the course.

EDUC-649C. Independent Teaching C: Single Subject. 3 Units. This
seminar course completes the series of three intern seminars
required for candidates completing the independent teaching
practicum in lieu of the student teaching practicum. Intern
candidates join students enrolled in daily final student teaching:
practicum in lieu of the student teaching practicum. Intern
students participate in an every-other-week seminar alongside part-time students completing their early field experience. Seminar topics include: investigation of the school and neighborhood, the impact of social class on educational achievement and lesson planning. Interns are supported by site-based teachers, who serve as support providers, as well as by university mentors, who coach and evaluate them throughout the semester. Seminar topics include: classroom discipline, differentiating instruction for English learners and students with special needs, and lesson planning. Successful completion of the requirements of EDUC-649B is prerequisite to enrollment in EDUC-649C.

Prerequisites: EDUC-649B; May not be audited; Graded CR/NC;
Students may take up to 3 semesters to complete the course.
teaching portfolio and the exit interview. Interns are supported by site-based teachers who serve as support providers, as well as by university mentors who coach and evaluate them throughout the semester.

Prerequisites: EDUC-640B, EDUC-649B, EDUC-CSETMS; 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. 

May not be audited

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. 

May not be audited

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. 

May not be audited

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. 

Signature required; May not be audited

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. 

May not be audited

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. 

May not be audited

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). 

May not be audited

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. 

May not be audited

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. 

May not be audited

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. 

May not be audited

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. 

May not be audited

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. 

May not be audited

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 used in the School of Education for managing the TPA and other graduate assessments. 

May not be audited; Graded CR/NC

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.

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
ENV-151. The Environment and Humanity. 3 Units. This course explores the interaction between humans and the natural environment from an interdisciplinary perspective involving ecological, social and religious issues. Use of natural resources and environmental damage are central themes.
   Degree completion students only; May not be audited

   Signature required; Repeatable for credit; May not be audited

ENV-482. Environmental Studies Practicum. 1-3 Units. Supervised work in an approved organization, such as a planning agency or nonprofit group involved with environmental issues.
   Signature required; Repeatable for credit; May not be audited; Graded CR/NC

ENGLISH AS A SECOND LANGUAGE

ESL-005. TOEFL Preparation Course I. 0 Units. Graded Satisfactory/Unsatisfactory. This non-credit course meets three hours per week and focuses on each skill area tested in the TOEFL (Test of English as a Foreign Language) for students with 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 a six-week, non-credit course beginning during the second session of the summer semester. Students meet together in one level for 20 hours per week to develop their English language proficiency. The course content and focus is determined by the instructor in consultation with the students to meet their specific language learning needs and goals.
   Repeatable for credit; May not be audited

ESL-015. Writing and Grammar I. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with beginning English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-016. Listening and Pronunciation Skills I. 0 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking and pronunciation-related skills. Meets for four hours each week. Designed for students with beginning English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-017. Reading, Vocabulary and Critical Thinking I. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with beginning English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-025. Writing and Grammar II. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-026. Listening and Pronunciation Skills II. 0 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking and pronunciation-related skills. Meets for four hours each week. Designed for students with intermediate English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-027. Reading, Vocabulary and Critical Thinking II. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-035. Writing and Grammar III. 0 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-036. Listening and Pronunciation Skills III. 0 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking and pronunciation-related skills. Meets for four hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-037. Reading, Vocabulary and Critical Thinking III. 0 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time.
   Signature required; May not be audited

ESL-115. Writing and Grammar I. 5 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral
and written language. Meets for eight hours each week. Designed for students with beginning English language proficiency. May be repeated one time for credit.

ESL-116. Listening and Pronunciation Skills I. 2 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking and pronunciation-related skills. Meets for four hours each week. Designed for students with beginning English language proficiency. May be repeated one time for credit.

ESL-117. Reading, Vocabulary and Critical Thinking I. 5 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time for credit.

ESL-125. Writing and Grammar II. 5 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time for credit.

ESL-126. Listening and Pronunciation Skills II. 2 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking and pronunciation-related skills. Meets for four hours each week. Designed for students with intermediate English language proficiency. May be repeated one time for credit.

ESL-127. Reading, Vocabulary and Critical Thinking II. 5 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets for eight hours each week. Designed for students with intermediate English language proficiency. May be repeated one time for credit.

ESL-135. Writing and Grammar III. 5 Units. Graded Satisfactory/Unsatisfactory. Using a communicative approach, this integrated writing and grammar course uses a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class meets for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

ESL-136. Listening and Pronunciation Skills III. 2 Units. Graded Satisfactory/Unsatisfactory. Focuses on the development of listening, speaking and pronunciation-related skills. Meets for four hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated once for credit.

ESL-137. Reading, Vocabulary and Critical Thinking III. 5 Units. Graded Satisfactory/Unsatisfactory. Through content area study, English language learners develop proficiency in reading, vocabulary and critical thinking skills, with increased emphasis on reading related skills for pre-academic students. Meets eight hours each week. Designed for students with high-intermediate to advanced English language proficiency. May be repeated one time for credit.

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.

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.

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 candidates 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.”

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.

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.
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

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.

Degree completion students only; 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 or ECON-105H

FIN-453. Capital Markets and Money. 3 Units. Provides a thorough and comprehensive view of the whole financial system. All major types of financial institutions and financial instruments present today are discussed, along with how and why the system of money and capital markets is changing. Provides a descriptive explanation of how interest rates and security values are determined. Discusses the current and future trends of the globalization of financial markets, the ongoing consolidation of the financial institutions sector and recent efforts to protect consumer privacy in the financial services field.

FIN-455. Personal Finance. 3 Units. A study of the framework for consumer decisions in our economic environment. Topics include budgeting, investments, risk management, purchasing, estate planning and tax planning.

FIN-456. Personal Finance: Budget, Credit, Career. 1 Unit. Deals with budgeting, credit and work life. The course is an introduction to the area of personal finance. Topics including goal setting, budgeting, major purchases, insurance and career decisions are touched on. Use of legal resources, wills, probate and other factors surrounding these issues are covered in a way that puts them in a context. A portion of class will be used to clarify and deal with whatever issues and questions are of interest to a particular group.

Degree completion students only; May not be audited

FIN-457. Personal Finance: Investment and Retirement. 1 Unit. Students work through primary investment possibilities to gain an understanding of what is appropriate given a particular stage of life, income and the objectives that are desired. Preparation for retirement (how to maintain a lifestyle) and beyond (distribution of assets through one’s will).

Degree completion students only; May not be audited

FIN-458. Personal Finance: Cash Flow Management. 1 Unit. Focuses on determining personal assets by preparing balance sheets and income statements. There is some work with budgeting, along with major purchases and insurance. Internet stock investing and other topics of interest are discussed.

Degree completion students only; May not be audited

FIN-460. Business Finance. 3 Units. A study of the principles and theories of business finance to use cash flow, tax considerations, working capital and leverage along with capital budgeting and cost of capital analysis.

Prerequisites: MATH-120 or MATH-121 or MATH-140; Degree completion students only; May not be audited

FIN-470. Investment. 3 Units. An advanced course analyzing the comparative advantage of available investments. Topics include various types of financial instruments, stock markets, securities and portfolio analysis, mutual funds, interest rates and bond markets, derivative markets, portfolio management and asset allocation.

FRENCH LANGUAGE STUDIES

FREN-100. Elementary French I. 4 Units. This course is designed for people with little or no knowledge of French. The purpose of the course is to develop reading, writing, speaking and listening ability, but it will emphasize oral communication at a basic functional level in French. Classes will be conducted primarily in French.

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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

GER-100. Elementary German I. 4 Units. This course is designed for people with little or no knowledge of German. The purpose of the course is to develop reading, writing, speaking and listening ability, but it will emphasize oral communication at a basic functional level in German. Classes will be conducted primarily in German.

May not be audited

GER-105. Elementary German II. 4 Units. This course is structured for students who have completed an introductory course in German (or have demonstrated proficiency in elementary German). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in German.

Prerequisites: GER-100; May not be audited

GER-200. Intermediate German I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It proves a comprehensive review of the basic grammatical structures of German, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: GER-105; May not be audited

GER-205. Intermediate German II. 4 Units. This course continues to build on skills attained in GER-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of German, emphasizes vocabulary building and reading comprehension, and promotes written and oral expression in all time frames.

Prerequisites: GER-200; May not be audited

HISTORY

FOUNDATIONAL STUDY

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.

Prerequisites: GER-105; May not be audited

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.

Prerequisites: GER-200; May not be audited

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.

Degree completion students only; May not be audited

HIST-120H. Ancient Civilizations. 4 Units. Recommended prior coursework: BIB-100 or BIB-300. A study of the beginnings of major Western and non-Western civilizations. Included are the early societies of the Near East, India and Africa, and the Ancient Hebrew, Greek and Roman civilizations. This course convenes in a seminar style for highly motivated students, and involves a great deal of close work with primary and interpretive material. Students are the leaders of discussions and delve deeply into a special area in a culminating experience.

University scholars program students only

HIST-122. Western Civilization I. 3 Units. History of Western civilization from its prehistoric antecedents in the Middle East to the rise of modern European nations in the 17th century and their world-wide political, cultural and economic influence. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report.

Degree completion students only; May not be audited
HIST-130. Medieval and Early Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120. A study of major Western and non-Western civilizations from A.D. 500-1650. Included is the emergence of Islam; the development of civilizations in Africa, the Americas and Asia; and Europe during the Middle Ages, Renaissance, Reformation and Age of Exploration. Attention is given to the central place of the Renaissance and Reformation in the emergence of the modern world; the rise and spread of Islam; the important role of religion in early modern civilizations; the continued development of social, economic and political structures; the geography of the early modern world; and the ideas whose effects continue to influence politics, science, religion, culture and the arts of the present day.

HIST-130H. Medieval and Early Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120. Major Western and non-Western civilizations from A.D. 500-1650. Includes the emergence of Islam; the development of civilizations in Africa, the Americas and Asia; and Europe during the Middle Ages, Renaissance, Reformation, and Age of Exploration. Seminar style course for highly motivated students, involving a great deal of close work with primary and 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 are the rise of democratic ideas, the Industrial Revolution, the rise of imperialism and colonialism, World Wars I and II and their consequences and the emergence of nationalism and totalitarianism. Attention is given to the major turning points that have shaped the modern world: the role of science and its cultural hegemony, technology and its relationship to economic and social development, political ideology and its consequences for how people are governed, the global expansion of Western influence, the geography of the modern world and the growing interdependence of peoples and cultures throughout the world.

HIST-140H. Modern Civilizations. 4 Units. Recommended prior coursework: HIST-120, HIST-130. Examines the rise and dominance of the West as a political, economic and cultural force, beginning in the 17th century. Begins by studying major non-Western civilizations present in the 1600s and then traces the expansion of the West as a consequence of the Enlightenment's new world view. Revolutions in politics, industry, economics and culture are examined, with a special focus on how the West's new ideas impact the globe. World War's I and II are examined as well as the global expansion of Western influence in the 19th and 20th centuries. Concludes by examining the growing interdependence of peoples and cultures in the world today. Taught seminar style and meant for highly motivated students who enjoy working with primary and interpretative material. Students lead discussions and delve deeply into the subject matter.

University scholars program students only

HIST-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-150H. American Civilization. 4 Units. Honors version of the American Civilization course that examines the development of American culture and society from the colonial period to the present. Major themes and events are examined within the context of America's geography, religious and immigrant heritage and sociopolitical development. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

University scholars program students only; May not be audited

HIST-151. American History I. 3 Units. History of the United States from the beginning of colonization through the Civil War, including political, social, economic and cultural aspects. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

Degree completion students only; May not be audited

HIST-152. American History II. 3 Units. History of the United States from the end of the Civil War to the present, including political, social, economic and cultural aspects. The format will be a short-term (six-week) course with methodologies that include lecture, discussion, video and assigned readings along with an oral report.

Degree completion students only; May not be audited

HIST-310. Advanced Latin: Grammar. 3 Units. Recommended prior coursework: HIST-120. This course will finish the basics of Latin grammar, vocabulary and syntax and reinforce the material with readings and prose composition. While the objective is a comprehensive understanding of the Latin language, this goal is considerably augmented by readings and understanding of the Roman context. As a result, students will spend substantial time contextualizing passages from important Latin authors and attempting to gain insight into Roman culture and ideas.

Prerequisites: HIST-115

HIST-315. Advanced Latin: Prose and Poetry. 3 Units. Recommended prior coursework: HIST-120. This course engages authors from any of three epochs of Latin: Golden and Silver Age and the Vulgate, depending on the student's interest. Students will primarily read material from annotated selections as they cement their knowledge of Latin grammar, vocabulary and syntax. Cicero, Caesar, Catullus and Vergil will be the most common authors considered.

Prerequisites: HIST-310

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.

HIST-325. History of Christianity. 4 Units. Survey of the history of Christianity from the post-apostolic fathers to the present day. Examines the development of Eastern and Western Christian traditions, the rise of the papacy, the many forms of medieval religious life, the impact of the Reformations of the sixteenth century, the advent of Pietism and the Evangelical tradition, the modern missions movement and the development of World Christianity in Africa, Asia and Latin America.
Prerequisites: one HIST course; May not be audited

HIST-350. American Religious History. 3 Units. A survey of the way the American religious tradition has contributed to the shaping of American political, social and cultural life, and the way the American experience has in turn shaped the religious tradition.
Prerequisites: HIST-150

HIST-352. The Second Great Awakening. 1 Unit. A study of the religious revivalism of the early 19th century and the wide-ranging impact of this movement on American society and the reform impulse, with implications to the present.
Degree completion students only; May not be audited

HIST-356. Evangelical/Anabaptist Movement in Russia. 3 Units. A study of evangelical/Anabaptist movement in Russia in the context of historical development of religion in the country.
May not be audited

ANCIENT HISTORY

HIST-360. Greece: Drama and Paideia in the Polis. 4 Units. Investigate the cultural, intellectual, political and social history of Greece from Homer to Alexander through the analysis of numerous literary sources, including mythologies, poetry, drama, history and philosophy. The class will engage in a number of projects from papers to dramatic assignments, to help achieve course objectives.
Prerequisites: HIST-120 or HIST-120H; Same as LIT-382

HIST-365. Rome: Politics, Pagans and Patricians. 4 Units. Explores the history of Rome from the legendary Monarchy, through the development of the Republic, to the fall of the Empire in 476 and beyond. Of particular interest is the development of Roman historiographic thought, the Christianization of the Empire and pagan/Christian interaction.
Prerequisites: HIST-120 or HIST-120H

HIST-367. The Ancient Near East. 3 Units. Recommended prior coursework: HIST-120. The inhabitants of the Near East developed the earliest known cities, monumental architecture, metalworking, writing systems, wheeled vehicles, kingdoms and empires. Civilization arose almost simultaneously in Mesopotamia and Egypt, with important later achievements taking place in Anatolia, Palestine and Persia. The peoples of the Near East produced literature and ideas now embedded in great religions, thus contributing to contemporary beliefs. Primary documents and an assessment of surviving evidence are used to understand these fascinating peoples. Provides an Old Testament background for biblical studies majors and other interested students.
Prerequisites: HIST-120 or HIST-120H

HIST-368. Ancient and Medieval Rhetoric. 3 Units. A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.
Same as COM-368, PHIL-330

MEDIEVAL, RENAISSANCE AND REFORMATION HISTORY

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.

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 ethics. Readings include Shelley, Conrad, Ayer, Wittgenstein, Levinas, Kuhn, Rorty and Nussbaum.
Same as PHIL-393

HIST-395. Modern Europe. 4 Units. The past 200 years of European history can be seen as a tragic cycle of revolution and reaction. Unhinged from the traditions of monarchy and church, European societies sought their replacement in total solutions, whether political, cultural or religious. At the same time, prosperity and domination of the earth's resources (both human and material) were never greater. This course will treat both the apex and the depths of this civilization.
Prerequisites: HIST-140

HIST-396. The European Union. 3 Units. This course will reveal the historical development and current status of the new, united
Europe. The impact of the European Union on the United States will be analyzed as the EU seeks to be both a partner and competitor with America. The EU's strategy to challenge and surpass American economic and cultural hegemony while relying heavily on American military dominance will also be explored, as well as the EU's social agenda. As on-site visits to major European cities will be a part of this course, the course is limited to students participating in the university's European summer study tour for degree completion students.

Degree completion students only; Signature required; May not be audited

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-408. History and Culture of Vietnam. 3 Units. An examination of Vietnam's history and culture through the lens of an intercultural experience. The course examines forces that have shaped Vietnam, including its relations to China, the United States and other Southeast Asian states. Vietnam's history, culture, economics, and religious life are explored in order to better understand contemporary influences on its rapidly changing culture. The course will take place in connection with the short term study abroad trip to Vietnam.

Signature required

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.

Same as SOC-410

HIST-421. American Ethnicity and Pluralism. 3 Units. A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation's founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored.

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 gaining a fuller 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 and shaping early America. The ideas, institutions and values, positive and negative, of colonial American Puritans have played a very significant role in defining American civilization. While their influence is yet felt in American life today, our Puritan ancestors are largely misunderstood and maligned. This course helps set the historical record straight, and shows how Puritan ideas continue to impact our culture. Students are asked to write a summary essay dealing with Puritan strengths, weaknesses and influence on American civilization.

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
HIST-426. The 1920s in America. 1 Unit. The history of the 1920s is explored through the political, social, economic, intellectual and religious events of this exciting and influential decade. When it was over, the decade brought the nation into the modern era. Lecture, film, discussion and small group interaction are used to bring the decade to life, resulting in a summary paper required of each student.

\textit{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.

\textit{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.

\textit{Degree completion students only; May not be audited}

HIST-429. Introduction to U.S.-Mexico Relations. 1 Unit. Recommended prior coursework: One semester of U.S. history. Historical survey of relations between the United States and Mexico from the time of Mexican independence to the present, including the struggle for Texas, the Mexican-American War, late 19th century diplomacy and investment, the Mexican Revolution and American reaction, and issues of trade, economic development, immigration and drug enforcement.

\textit{Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.}

HIST-430. American Wilderness Literature and Philosophy. 3 Units. Exploration of American ideas about wilderness, the natural world and human relationships to them. Includes a four-day field trip to the eastern side of the Sierra Nevada. Readings include Thoreau, Muir, Austin, Abbey, Snyder and Williams.

\textit{Same as LIT-350, PHIL-430}

HIST-436. Colonial America. 3 Units. Recommended prior coursework: HIST-150. Traces the American experience from the beginning of colonization through the revolution and the development of the Constitution. Examines the social, religious, political and economic development of the colonies. Pays particular attention to the establishment of the colonies, the interaction with Native Americans, Puritan New England, the Great Awakening, the consumer revolution, the American Revolution, the establishment of the new nation and the writing of the Constitution.

\textit{Prerequisites: one HIST course}

HIST-437. Nineteenth Century America. 3 Units. Recommended prior coursework: HIST-150. Examines the social, cultural, religious, political and economic changes in the history of the United States of America during the nineteenth century. Covers the rise of American democracy, political parties, the frontier in American life, the experience of First Nations peoples, religious innovations, reform movements, slavery, the Civil War, Reconstruction, immigration, urbanization, the Gilded Age and Populism.

\textit{Prerequisites: one HIST course}

HIST-440. California History and Politics. 4 Units. Recommended prior coursework: HIST-150, PS-120. California is often viewed as the trendsetter for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time, it familiarizes them with the state's current political system and the politics that surround it. (Meets the California history and government requirement for teaching credential candidates.)

\textit{Same as PS-300}

HIST-441. California History and Politics. 4 Units. California is often viewed as the trendsetter for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic and political development of California from early settlement to the present. At the same time, it familiarizes them with the state's current political system and the politics that surround it.

\textit{Degree completion students only; May not be audited}

HIST-446. The Pacific Northwest. 1 Unit. History of American interest in and acquisition of the Pacific Northwest, including the explorations of Lewis and Clark, the Manifest Destiny doctrine, and the westward migration to the Oregon Country. Also covers the 1846 treaty with Great Britain establishing the current western U.S.-Canadian border and the creation of new states in the region. Includes modern growth.

\textit{Degree completion students only; May not be audited}

TOPICAL HISTORY


\textit{Prerequisites: HIST-120, HIST-130, HIST-140; Same as PHIL-450, PS-450}

HIST-455. Historical Peacemakers. 3 Units. A study of the thought and practice of key peacemakers of the late nineteenth and twentieth centuries. This course surveys some of the important people and social movements that have used peaceful methods to achieve substantial historical change. Figures include those people identified as pioneers in peacemaking, those addressing an historical case study in responding to great evil (WWII) and those concerned with activism in the United States.

HIST-460. Philosophy of History. 3 Units. Designed to consider from a metadisciplinary perspective the logic and method of historical
discourse. Includes examination of pattern and meaning in history and a historiographic study of a period of the student’s choice. Readings include Augustine, Hegel, Marx, Nietzsche and Martin.

Same as PHIL-460

HIST-462. Historiography. 3 Units. This course undertakes a study of the development of historical perspectives, theories and writings that have shaped our understanding of the historical discipline from earliest times to the present. It includes critical analysis of the definition, purposes and methods of the historical profession. The course involves primary source research and writing, analysis of a logic of historical thought, the impact of Christianity on historical thinking, examination of the current state of the historical profession and the formation of a personal philosophy of history. Prerequisite: one upper division history course.

Prerequisites: one 300- or 400-level HIST course; Signature required

THEORETICAL STUDY

HIST-483. Projects in History. 1-3 Units. This course is usually taken in two consecutive semesters of 2 units each. A research of historical projects, designed for the student in consultation with a faculty member, results in the production of a historical project. Examples are a traditional research paper interpreting a particular event, person, society or text; a public history project (in conjunction with archival or museum work); the production of a documentary or other performance; and a curriculum development project for archival or museum work); the production of a documentary or other performance; and a curriculum development project for archival or museum work; the production of a documentary or other performance; and a curriculum development project for archival or museum work; the production of a documentary or other performance; and a curriculum development project for archival or museum work.

Senior only; History majors only; Repeatable for credit; May not be audited; Students need 2 semesters to complete the course.

GRADUATE STUDY

HIST-712. History of Christianity. 3 Units. Study of the beginning and development of Christianity from apostolic times to the present. The aim of the course is to acquaint students with the church’s history, confessions and heritage including key individuals and events in the development of Western Christianity.

Seminary students only

HIST-718. North American Religious History. 3 Units. A study of the major developments and thought in North American church life from colonial times to the present. Special attention is given to the development of evangelicalism as an identifiable movement within North American religious life. Students are encouraged to pay special attention to their own denominational traditions as they function within the context of North American church life.

Seminary students only

HIST-722. Women in the Christian Tradition. 2-3 Units. Explores some of the ways that women have lived out their Christian faith. Using the arc of Christian history, students examine how women have served the church, expressed their faith and witnessed to the good news of Jesus. In doing that, students inevitably examine issues of power and authority, calling and giftedness, spirituality and theological perspective. The course is structured as a seminar and relies on a series of books, films and student presentations to explore these and related issues.

Seminary students only

HMONG LANGUAGE STUDIES

HMNG-100. Elementary Hmong I. 4 Units. This course is designed for people with little or no knowledge of Hmong. The purpose of the course is to develop reading, writing, speaking and listening ability, but it will emphasize oral communication at a basic functional level in Hmong. Classes will be conducted primarily in Hmong.

May not be audited

HMNG-105. Elementary Hmong II. 4 Units. This course is structured for students who have completed an introductory course in Hmong (or have demonstrated proficiency in elementary Hmong). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in Hmong.

Prerequisites: HMNG-100; May not be audited

HMNG-300. Advanced Hmong. 3 Units. This course is designed to develop competency in written and oral communication through the study of language and content. The course will give particular attention to reading, producing and accessing Hmong language materials relevant to student purposes. Students will increase their cultural awareness and linguistic accuracy and fluency. Classes will be conducted mainly in Hmong.

Prerequisites: HMNG-100, HMNG-105

HMNG-305. Composition and Conversation in Hmong. 3 Units. This course is designed for students who possess the skills normally acquired from two semesters of college-level foreign language instruction. The student should be able to communicate in spoken Hmong, as well as read and write Hmong for basic communication purposes. The student will work on reading and writing more complex texts. The development of vocabulary, colloquial expressions and comprehension will be a part of the course, as well as impromptu communication. Attention will be given to topics and tasks relevant to public school teaching. Classes will be conducted in Hmong.

Prerequisites: HMNG-300

INTERCULTURAL STUDIES

ICS-300. Orientation to Short Term Study Abroad. 1 Unit. This course will prepare students for short-term study abroad by investigating cross-cultural issues through such activities as readings, conversations with experts and self-reflection. It will also help students navigate the logistical issues of life abroad for an extended period of time. The particulars of this course will be determined by the particular location in which the short-term program will take place.

Signature required; Repeatable for credit; Graded CR/NC

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-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 business structures and strategy. Explores international trade, finance and global business strategies. Examines the dynamics and methods of analyzing different types of economic systems for business expansion and entry modes of competitive activities. 

Prerequisites: ECON-105 or ECON-105H

INTB-460. International Finance and Economics. 3 Units. A study of the importance of the international banking system and its interrelationship with economics; the role of major financial institutions, such as the International Monetary Fund and the World Bank; banking operations, multinational finance and capital budgeting.

Prerequisites: ECON-105 or ECON-105H

KINESIOLOGY

KIN-120. Concepts of Wellness. 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, application and strategies that can be applied to positively affect each of these areas. A portion of the course is activity based in which students learn to apply various exercise techniques.

Degree completion students only; May not be audited

KIN-251. Foundations of Kinesiology. 3 Units. An introductory study of philosophical, historical, social, and ethical foundations of certain key disciplines within kinesiology. Emphasis also placed on initial discussion of professionalism, including development of personal professional philosophy and service through one's profession. The division of kinesiology, including details of programs are introduced.

May not be audited

KIN-270. Nutrition. 3 Units. This is an introductory course that studies the fundamentals of proper nutrition for lifelong health. The focus is on understanding the components of proper nutrition and their incorporation into daily life. Nutritional practices for certain populations, such as children and athletes, will be addressed.

Applications, including analysis of one's own diet and developing a sound diet to meet personal goals, will also be addressed. 

May not be audited

KIN-275. Sport First Aid. 3 Units. Prevention and care of injuries in athletic activities designed for prospective coaches, trainers, health and physical educators to aid in the recognition, evaluation and care of athletic injuries. Techniques in taping, prevention and rehabilitation of injuries will be studied. The textbook is from the American Sport Education Program and students will have the option of purchasing the ASEP certification course.

KIN-300. Principles of Health. 3 Units. This course is designed to give a comprehensive exposure to health education theory and school health programs. Included will be specific health content including nutrition, substance abuse, human sexuality, family living topics, mental and emotional health, growth and development and injury prevention and safety. Teaching strategies will also be included.

KIN-316. Coaching Methods. 3 Units. This course is based on the American Sports Education Program and espouses the philosophy of Athletes First, Winning Second. Based on knowledge from the sport sciences and integrated with the wisdom of master coaches, students learn how to help young people become better athletes and, more importantly, better human beings. Students have the option of completing the American Sport Education Program coaching certification, which is the certification desired by the state of California for all coaches in school settings.

KIN-320. Theory of Physical Education. 3 Units. Examines physical education curriculum from grades K-12, including concepts of teaching basic movement skills. Students experience a variety of games, sports and dance activities. Covers the significance of cultural and historical influences on games and sports, as well as the importance of promoting lifelong participation in physical activity. Growth patterns of boys and girls are also covered, along with implications for physical activity at the various ages.

KIN-321. Theory of Physical Education. 3 Units. Involves the planning of physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, is examined. Emphasis is also given to trends in movement education.

Degree completion students only; May not be audited

KIN-331. Fundamentals of Motor Behavior. 4 Units. An introductory study of motor learning and control theory, principles and concepts as they relate to the acquisition of motor skills. Emphasis is placed on the practical application of this information in effectively instructing and developing a variety of motor skills across the lifespan.

Corequisites: KIN-331L; May not be audited

KIN-331L. Fundamentals of Motor Behavior Lab. 0 Units. 

Corequisites: KIN-331; May not be audited; Graded CR/NC

KIN-340. Measurement Evaluation. 3 Units. The course begins with a basic introduction to statistics. It continues with lectures, labs and field experience pertinent to the evaluation in cognitive, psychological and affective domains of physical education. Application of elementary statistical techniques and computers to aid in health and physical education research is stressed.
KIN-357. Analysis of Outdoor Activities. 1 Unit. A study of outdoor activities that are typically taught in a school setting. Activities include orienteering, backpacking, wall climbing, bicycling, survival skills and canoeing. Elemental competencies will be required.

KIN-351. Analysis of Team Sports. 2 Units. A study of team sports commonly taught in middle school and high school physical education curriculums. Emphasis will be placed on teaching strategies for offensive and defensive systems for each sport and teaching cues that make it easier for learners to be successful. Methods to progressions, application of motor learning principles and teaching education curriculums. Emphasis will be placed on teaching cryptographic activities that are typically taught in a school setting.

KIN-345. Analysis of Individual and Dual Sports. 2 Units. Study of individual and dual sports commonly taught in middle school and high school physical education curriculums. Emphasis will be placed on teaching strategies for offensive and defensive systems for each sport will be covered. Elemental competencies will be required.

KIN-359. Analysis of Fundamental Movements. 1 Unit. Focuses on basic locomotor and non-locomotor skills, movement patterns and manipulative skills, as well as knowledge of elements and qualities of movement.

KIN-368. Analysis of Aquatics. 1 Unit. Focuses on water safety and being able to demonstrate and teach both buoyancy and specific swimming strokes. Students will be able to understand and teach the dynamics of working with people with various disabilities within aquatic facilities. Elemental competencies will be required.

KIN-369. Analysis of Fitness Activities. 1 Unit. A study of various fitness activities appropriate for the development and/or maintenance of the health-related fitness components (cardiorespiratory capacity; muscular strength, endurance and flexibility) across the lifespan. Understanding and basic proficiency is emphasized through activity participation.

KIN-370. Analysis of Non-Traditional Sports. 1 Unit. A study of games and activities that may be very popular in other parts of the country or world. Students are exposed to a variety of activities, which will allow them to develop a knowledge of methods to promote critical thinking, decision making, problem solving, collaboration, leadership and communication as they learn and participate.

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.

KIN-385. Kinesiology Practicum. 1-3 Units. Students do observations in two different contexts. Students use each unit of credit to gain experience in areas in which they hope to work. Practica usually involve observing and providing assistance to a professional. Forty-five hours make up each unit and students are allowed to register for 1, 2 or 3 units in a semester.

KIN-390. Internship in Kinesiology. 1-3 Units. Provides supervised intern experience within a physical therapy, occupational therapy or related clinical or fitness setting for the purpose of acquiring additional knowledge and skills desirable for professional development. Emphasis is placed on applying knowledge gained through the academic program courses as well as learning new related principles and concepts through the intern experience. This course is offered on a credit, no-credit basis only and is repeatable for a maximum of three units. Each unit of internship requires a minimum of 50 hours of supervised experiences.

KIN-395. Sport and Exercise Psychology. 3 Units. Recommended prior coursework: PSY-120. An overview of fundamental psychological theory and its application to physical activity and sport. Topics covered focus on the interrelationships between physical activity and psychological variables, including personality, motivation, competitiveness, arousal, stress, anxiety, competition, reinforcement, intrinsic motivation, group and team dynamics, group cohesion, imagery, self-confidence, morality goal-setting and concentration. In addition, the relationship between exercise and psychological well-being will be addressed.

KIN-401. Biomechanics. 4 Units. An introductory study of selected mechanical principles as well as musculoskeletal structure and function as they relate to human movement. Emphasis is placed on concepts and applications relevant to understanding, developing, and refining common movement patterns.

KIN-401L. Biomechanics Lab. 0 Units. Corequisites: KIN-401; May not be audited

KIN-406. Physiology of Exercise I. 4 Units. An introductory study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on concepts and applications relevant to the prevention of chronic diseases associated with a lack of regular exercise and to the development of fitness in public health, physical education and athletic performance settings.
KIN-406L. Physiology of Exercise I Lab. 0 Units.  
Corequisites: KIN-406; May not be audited; Graded CR/NC

KIN-410. First Aid/CPR Instructor’s Class. 2 Units.  
The purpose of this course is to: 1) introduce students to the history, structure and activities of the American Red Cross, 2) prepare and authorize students to teach American Red Cross first aid and 3) give CPR courses to diverse populations and teach students the policies and procedures of the American Red Cross to ensure course consistency, quality and appropriate reporting.

KIN-441. Fitness Assessment and Exercise Prescription. 3 Units.  
Advanced study of fitness assessment and exercise prescription guidelines, principles and procedures. Emphasis placed on health-related fitness assessment and exercise prescription for the healthy (low-risk) adult population; some aspects of performance assessment will also be addressed.  
Prerequisites: KIN-401, KIN-401L; Corequisites: KIN-441L; May not be audited

KIN-441L. Fitness Assessment and Exercise Prescription Lab. 0 Units.  
Corequisites: KIN-441; May not be audited; Graded CR/NC

KIN-451. Exercise Programming for Fitness and Performance. 3 Units.  
Study of exercise techniques used for resistance training, speed and agility, and muscular flexibility. Additionally, exercise program design principles and guidelines for health and performance-fitness applications are addressed, including exercise adherence, safety, facilities and administration.  
Prerequisites: KIN-401, KIN-401L; Corequisites: KIN-451L; May not be audited

KIN-451L. Exercise Programming for Fitness and Performance. 0 Units.  
Corequisites: KIN-451; May not be audited; Graded CR/NC

KIN-470L. Physiology of Exercise II. 3 Units.  
An advanced study, including exercise metabolism, cardiovascular function, the electrocardiogram and interpretation, muscle physiology and various laboratory techniques commonly used in exercise physiology. Also includes discussion of the scientific method and requires formation of a research topic, collection and analysis of data, and presentation of findings.  
Prerequisites: KIN-406, KIN-406L; May not be audited

KIN-481. Research in Kinesiology. 1-3 Units.  
Provides supervised research experience on an approved topic within the disciplines of kinesiology. Emphasis on data collection, analysis and presentation of the work in written form (e.g., research manuscript) and/or oral presentation (e.g., professional meeting; FPU Undergraduate Research Day). Specific requirements determined on an individual basis and reflect the number of registered course units.  
Signature required; Repeatable for credit; May not be audited

KIN-485. Senior Seminar. 2 Units.  
Culminating experience course that primarily focuses on final preparation and presentation of a senior portfolio. Professionalism is more formally visited with an emphasis on reviewing and revision of the personal professional philosophy. Students write 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.  
An introduction to technology literacy, focusing on the effective use of technology in teaching and educational management. Students will investigate ways technology can enhance instruction and management for the setting in which they are interested and/or involved.  
May not be audited

KIN-715. Legal Aspects of Kinesiology and Sport. 3 Units.  
Explores the law and how it impacts the field of kinesiology and sport. Examination of topics includes the American legal system, individual courses of action, legal issues commonly found within kinesiology and sport and fundamental risk-management strategies to reduce legal liability.  
May not be audited

KIN-720. Psychology of Sport. 3 Units.  
Recommended prior coursework: Any previous psychology course. This course offers the athletic coach, scholar and athletic trainer the opportunity to learn and apply correct, sound psychological dimensions of motivation, leadership, team unity, age-related issues and psychological skills training relative to the enhancement of athletic performance. The psychological aspect of injury and rehabilitation are also discussed.  
May not be audited

KIN-725. Program Design in Physical Education. 3 Units.  
Fundamental principles and bases of curriculum construction for physical education programs in schools and non-school instructional settings.  
May not be audited

KIN-730. History and Philosophy in Kinesiology. 3 Units.  
Historical and philosophical issues within physical education, athletic training, sport administration and other emerging professions.  
May not be audited

KIN-735. Trends in Kinesiology. 2 Units.  
Trends and current issues surrounding the development of the sub-disciplines within physical education, athletic training and other emerging professions.  
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.  
May not be audited

KIN-745. Assessment in Physical Education. 3 Units.  
Advanced study of local, state and national standards-based assessment theories and practices. Reviews methods of collecting, analyzing and interpreting data. Develops an understanding of measurement and evaluation as it relates to physical education.

KIN-750. Athletic Training Pedagogical Studies. 3 Units.  
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.
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. A study of the nature of systematic inquiry, a survey of methods employed in research and an explanation of evaluation methodology, as well as the use of research and evaluation methods in physical education, athletic training, sport administration and other discipline settings.

KIN-775. Sport Sales and Sponsorship. 3 Units. Examination of the principles related to sales, sponsorship, promotion and licensing as they apply to the sport industry.
   Graduate kinesiology students only; May not be audited

KIN-777A. Issues in Kinesiology. 3 Units. Trends and current issues surrounding kinesiology disciplines of physical education, athletic training, sport administration and other professions are discussed.
   Graduate kinesiology students only; Repeatable for credit; May not be audited

KIN-777B. Field-Based Research. 3 Units. This course brings the master of arts in kinesiology experience to a conclusion. Building on previous coursework, students will be expected to conduct a short research study at their work site or in their community. The student's work will include designing the study, collecting and analyzing data and writing up the results.
   Graduate kinesiology students only; Repeatable for credit; 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 administration, sport and other kinesiology disciplines' philosophical definitions, values clarification, moral reasoning and moral actions that relate to physical education teachers, coaches, athletic trainers, sport administrators and spectators. The university's philosophy and values as expressed in the Fresno Pacific Idea and their implications for physical education, athletic training, sport administration and sport provides one perspective for such analysis.

KIN-792A. Practicum in Physical Education I. 3 Units. The student assembles a portfolio to demonstrate competency in Standards 1-3 for the National Association for Sport and Physical Education (NASPE) National Standards for Physical Education or Domains 1-4 for the NASPE Standards for Athletic Coaches.
   May not be audited; Graded CR/NC

KIN-792B. Practicum in Physical Education II. 3 Units. The student assembles a portfolio to demonstrate competency in Standards 4-6 for the National Association for Sport and Physical Education (NASPE) National Standards for Physical Education or Domains 5-8 for the NASPE Standards for Athletic Coaches.
   Prerequisites: KIN-792A; May not be audited; Graded CR/NC

KIN-792C. Practicum in Athletic Training I. 3 Units. The student assembles a portfolio to demonstrate competency in the following Board of Certification Standards of Professional Practice: Practice Standards 1 to 3 and Code of Professional Responsibility 1 to 3.
   Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-792D. Practicum in Athletic Training II. 3 Units. The student assembles a portfolio to demonstrate competency in the following Board of Certification Standards of Professional Practice: Practice Standards 4 to 7 and Code of Professional Responsibility 4 to 6.
   Prerequisites: KIN-792C; 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; Repeatable for credit; 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; Repeatable for credit; May not be audited; Graded CR/NC

KIN-796. Comprehensive Examination. 0 Units. This course brings the master of arts in kinesiology experience to a conclusion. Building on previous coursework, a comprehensive examination is administered to students to test their knowledge, comprehension, application and synthesis of the concepts and theories taught. This Comprehensive Examination may only be retaken one time.
   Graduate kinesiology students only; May not be audited; Graded CR/NC

KIN-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.
   Prerequisites: KIN-710; Repeatable for credit; May not be audited; Graded CR/NC
KIN-799. Project/Thesis-Physical Education. 3 Units. Supervised project or thesis work in the field of physical education. Instruction is tutorial and will result in a completed project or thesis.

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. 3 Units. Provides an orientation to the role of a teacher in an urban, multilingual, general education classroom. Includes an introduction to requirements for teacher credentialing. Examines other school settings, including private, home, charter, suburban and rural schools, as well as bilingual and special education classrooms.

May not be audited

LA-322. Discovery Learning in the Mind, Brain and Body. 3 Units. 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-120 or PSY-121; Degree completion students only; May not be audited

LA-324. Memory Tools: Mind Maps. 1 Unit. Helping the memory recall and retrieve information is the goal of this course, using pictorial arrangements known as mind maps (a form of graphic organizer"). Mind maps form a powerful visual picture of information and allow the mind to see undiscovered patterns and relationships. Students will learn how to use mind maps as a learning tool for any subject area.

Degree completion students only; May not be audited

LA-325. Emotional Intelligence. 3 Units. Introduces issues related to the study of emotions, including reviews of theories that concern functions, mechanisms and meaning of emotions, as well as the role of emotions in human development, thinking, memory and social interactions. How individuals regulate moods and deal with overwhelming emotions will be considered, along with the nature of specific emotions such as love, hostility, fear and disgust. A personalized emotional intelligence profile and application to leadership and teamwork will be analyzed.

Degree completion students only; May not be audited

LA-380. Learning Communities. 3 Units. A seminar course with two hours per week of field experience that will focus on learning communities of elementary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject programs.

Prerequisites: LA-180; May not be audited

LA-381. Introduction to Teaching. 2 Units. A seminar course with appropriate field experiences that will focus on learning communities for which the multiple subject credential is required of its teachers. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject program.

Degree completion students only; May not be audited

LA-383. Power of Optimism. 1 Unit. Based on the premise that optimism is a skill that can be learned, students acquire background knowledge in the psychology of optimism, understand their own optimist/pessimist tendencies in light of those definitions and leave with specific, practical skills for engaging the strategies of successful optimists. Final study is highly application-oriented and focuses on harnessing the power of optimism, with particular emphasis on how to do so in the workplace and on the role of faith in maintaining hope.

Degree completion students only; May not be audited

LA-384. The Art of Motivation. 1 Unit. An overview of motivational research in psychology, management and education. Explores how social environments shape and influence individual motivation. Students develop effective leadership strategies that promote motivation, learn verbal encouragement techniques that motivate by reinforcing participant’s effort and reducing risk and discover how purposeful work and goal achievement can support all types of learners and employees.

Degree completion students only; May not be audited

LA-385. Critical Approaches to Teaching. 3 Units. A seminar course with two hours per week of field experience that will focus on learning communities of secondary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the subject matter waiver programs.

May not be audited

LA-386. Increasing Personal Effectiveness. 1 Unit. Habits are powerful factors in our lives. Because they are consistent

Degree completion students only; May not be audited

LA-415. Senior Research Seminar. 3 Units. A capstone course focusing on an interdisciplinary analysis of issues and topics relevant to future educators in California’s Central Valley. The culminating activity will be an integrative research project presented orally and in writing.

Degree completion students only; May not be audited

LANGUAGE STUDIES

LANG-170. English for Academic Purposes. 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. May be repeated up to three times for credit.

Degree completion students only; Repeatable for credit; May not be audited

LANG-171. English for Academic Purposes. 3 Units. At an advanced level, develops the process of writing, revising and editing compositions, a process which includes logical development and organization of ideas; analytical and critical thinking skills by reading and responding to student’s own writing; grammar skills through self-editing instruction in complex linguistic structures.

May not be audited

LANG-310. First and Second Language Acquisition. 3 Units. An introduction to the ways human beings acquire a first and second language and the conditions that support acquisition.

Prerequisites: LANG-340
LANG-311. Principles of Language Acquisition. 3 Units. Overview of first and second language acquisition theories, learning styles, sociocultural factors and communicative competence, with an emphasis on second language acquisition.

Degree completion students only; May not be audited

LANG-320. Teaching English Language Learners. 3 Units. This course will provide insights into how a second language is learned and demonstrate the kind of classroom approaches that best facilitate second language acquisition. An emphasis on integrating English through a whole language approach will give students an understanding of how to promote learning in multicultural classrooms. Models and methods of bilingual education will be discussed, as well as methods of language assessment and evaluation. Students who anticipate teaching non-native speakers of English at home or abroad will find this course reviews the theoretical and practical aspects of teaching a second language.

LANG-330. Linguistics and Modern Grammar. 4 Units. Recommended prior coursework: COM-110, COM-120. A study of the structure of the English language through an analysis of phonology, morphology and syntax. Emphasis is placed on the sentence as a primary structure and the application of grammar to writing.

Juniors or seniors only

LANG-331. Linguistics and Modern Grammar. 3 Units. A study of the structure of the English language through an analysis of phonology, morphology and syntax. Emphasis is placed on the sentence as a primary structure and the application of grammar to writing.

Degree completion students only; May not be audited

LANG-340. Introduction to Linguistics. 3 Units. Recommended prior coursework: COM-110, COM-120. Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.

LANG-350. Modern English Grammar. 3 Units. A structural examination of modern English using both pregenerative treatments of English grammar and transformational models, with an emphasis on their pedagogical application in the teaching of English, particularly in relation to writing development.

May not be audited

LANG-420. Teaching English as an Additional Language. 3 Units. This course will acquaint those interested in teaching English to adults in foreign (EFL) or domestic (ESL) settings with current theories and models of second language acquisition, as well as assist them in developing an approach to teaching adult language learners that is sensitive to the learning context. Attention will be paid to the role of individual learning differences, culture, teaching purposes, teaching setting and values in the teaching and learning of English in EFL and ESL settings. Case studies will help students connect theory and practice. This course is particularly useful for those who may find themselves in domestic or foreign settings in which as native or near-native speakers of English they will be invited to teach English as a foreign or second language.

LANG-462. Literacy Development for Adult English Learners. 3 Units. This course explores methodology designed to help adult English learners develop literacy. Course topics include the use of effective reading strategies and materials, a process approach to writing and appropriate grammar mini-lessons.

Prerequisites: LANG-310, LANG-340

LANG-770. English for Graduate Academic Purposes. 1 Unit. Recommendation: Take with another graduate or seminary course. At an advanced level, develops the process of graduate-level writing, revising and editing compositions, including 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.

Seminary students only; Repeatable for credit; May not be audited; Graded CR/NC

LEADERSHIP STUDIES

LEAD-100. Leadership Team Retreat. 1 Unit. This activity is an invitation-only event for selected student leaders and president's scholars. Emphasis is on team building and exploring theological and character issues that form the foundation of servant-leadership. Program includes both on- and off-campus locations.

Repeatable for credit; May not be audited; Graded CR/NC; Activity course

LEAD-120. Perspectives in Leadership. 1 Unit. Survey of disciplinary perspectives on leadership. Focus is on issues and contributions of diverse fields of study regarding leadership.

May not be audited

LEAD-120H. Perspectives in Leadership. 1 Unit. Exploration and application of principles of Christian leadership, using selected readings from secular, Christian and biblical sources with lectures, self-assessment, discussion and short writing assignments.

University scholars program students only; May not be audited

LEAD-200. Theories of Leadership. 3 Units. In-depth review and analysis of dominant leadership theories and themes. Emphasizes the historical development of leadership as a field of study, as well as the contribution of theory to the practice of leadership.

Prerequisites: LEAD-120

LEAD-300. Leadership Conflict Resolution. 1 Unit. This course is designed to build conflict resolution and supportive skills in resident assistants and other student leaders. The format will be 10 hours of training sessions, with additional reading such as the Little Book of Restorative Justice and PACS CR Training Manual and two five-page papers. Students will learn options for handling conflict, how to recognize and break unmanaged conflict cycles, listening and basic mediation skills.

Signature required; May not be audited; Graded CR/NC; Students may 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-405. Leadership Concepts and Practice. 3 Units. Recommended prior coursework: MGT-350. Prepares students for leadership roles in their organizations, community and chosen professions. Provides students with the knowledge, skills and
practical tools necessary to be a modern leader. Students study values-based leadership, as well as servant-based leadership and learn how to become an effective leader, how to motivate staff, implement mission and how to manage change.

Prerequisites: MGT-355; May not be audited

**LEAD-476. Internship. 1-3 Units.** In-depth, integrative field-service experience. In addition to a valuable service to constituents, provides a focused, consistent context for service and reflection. Requires evidence of learning through portfolio compilation and a presentation of program impact.

*Signature required; Repeatable for credit; May not be audited; 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.

*LEAD program students only; Signature required; May not be audited*

**LEAD-712. Leadership and Innovation. 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.

*LEAD program students only; Signature required; May not be audited*

**LEAD-721. Conflict and Collaboration. 3 Units.** An introduction to conflict and collaboration. 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.

*LEAD program students only; Signature required; May not be audited*

**LEAD-722. Renewing Human Resource Leadership. 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 and values, ethics, conflict, diversity and change.

*LEAD program students only; Signature required; May not be audited*

**LEAD-723. Laws and Ethics. 3 Units.** Explores what matters for leaders when legal issues arise. The ability to identify issues and properly apply organizational resources to them and translate into 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.

*LEAD program students only; Signature required; May not be audited*

**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.

*LEAD program students only; Signature required; May not be audited*

**LEAD-732. Change and Transformation Strategies. 3 Units.** Presents approaches for leaders to facilitate change and transformation in organizations and communities with a focus on learning dialogue, appreciative inquiry and participatory action research. New avenues for strategic planning are examined.

*LEAD program students only; 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.

*LEAD program students only; Signature required; May not be audited*

**LEAD-734. Integral Inquiry. 3 Units.** Recommended prerequisites: satisfactory completion of prior courses. Bridging the gap between theoretical and practical understandings, this course brings research methods into dialogue. Students will understand various components of research, the nature of leadership that employs an integral approach with mixed methods.

*LEAD program students only; Signature required; May not be audited*

**LEAD-741. Globalization and Culture. 3 Units.** Investigates the importance of building organizational and community-based cultures that honor and foster diversity and are capable of serving worldwide communities. Multicultural and multilingual attitudes and skills are emphasized as the keys to organizational and community-based success.

*LEAD program students only; 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 expert knowledge: a shift from apprentice to master.

*LEAD program students only; Signature required; May not be audited*

**LEAD-751. Master's Research Thesis. 4 Units.** To complete the graduation requirements for master of arts in leadership studies, students must complete and defend a substantial research thesis that applies academic and professional experiences. Development of the thesis is done with the supervision of a LEAD faculty advisor and committee members in a class setting with students as co-learners. The thesis consists of an approved proposal and introduction, literature review, research methods, results and discussion, and
conclusions and recommendations. A final defense is made as a presentation to a faculty committee.

LEAD program students only; Signature required; May not be audited; Students need 2 semesters to complete the course.

LEAD-752. Developing Proposals for Change. 3 Units. Recommended prerequisites: satisfactory completion of prior courses. This course serves as a significant course for the program. Models, ideas, theories and practice are integral to the proposal for systems change. This course moves students to share knowledge: a shift from apprentice to master. Students develop a proposal for systems improvement for approval by organizational and community-based leaders.

LEAD program students only; Signature required; May not be audited

LEAD-762. Generative Leadership in Contexts. 3 Units. Recommended prerequisites: satisfactory completion of prior courses. Explores the newest dimensions and challenges of leadership that strengthen and extend leadership skills through practice in rapidly changing and complex, diverse, multi-generational, multi-cultural and multi-dimensional systems, such as health care, government, education, non-governmental organizations and multi-national for-profit organizations. LEAD program students only; Signature required; May not be audited

LEAD-766. Leadership Field Project. 3 Units. Recommended prerequisites: satisfactory completion of prior courses. To complete graduation requirements for master of arts in leadership studies, students must complete the requirements for this culminating experience of the program that applies academic and professional experiences. Based out of the proposal, the development of a field project is done with the supervision of faculty and in collaboration with other students as co-learners.

LEAD program students only; Signature required; 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.

LIB-710. Library Media Center Programs. 3 Units. This course will provide candidates with a theoretical foundation, as well as a practical foundation, affording them the opportunity to apply cooperative program planning and teaching techniques to either the elementary or secondary school situation. Other specific services of either the elementary or secondary school media center will also be explored.

LIB-715. Administration of the School Media Center. 3 Units. Concentrates on the attitudes and skills essential to effective communication with management and supervision of personnel. Emphasis will be placed on the role of the teacher librarian as an administrator, including planning and organization, advising and accountability.

LIB-720. Analysis, Evaluation and Selection of Learning Resources. 3 Units. Analysis and evaluation of learning resources includes the ability to apply basic principles of analysis, appraisal, review and evaluation to book and non-book materials. The characteristics of different media and their appropriateness for specific instructional situations are covered.

LIB-725. Information Services in School Library Media Programs. 3 Units. Information services include the ability to use reference materials in seeking answers to questions, acting as a liaison between the library, school and outside agencies, offering information services and resources and facilitating students' independent access to sources of information through selection and instruction.

LIB-732. A Critical Look At Children's and Young Adults' Literature. 3 Units. Concentrates on literature in the context of the school library program. Candidates develop comprehensive and discriminating knowledge of literature for children and young adults. Provides candidates with the skills to develop and implement programs and activities that promote reading, listening, viewing and critical thinking skills for all students, including those with diverse needs. Each candidate demonstrates an understanding of the value literature plays in promoting social consciousness by producing thematic literary units that foster an awareness and appreciation of social, ethnic, racial, socioeconomic, gender and age differences.

LIB-736. A Critical Look At Young Adult Literature. 3 Units. Provides resources and thought-provoking discussions that enable candidates to consider the types of reading experiences they will provide to students. Assignments typify actual skills and practices necessary in a K-12 library setting.

LIB-740. Information and Communication Technologies. 3 Units. Candidates explore digital, Internet and online databases as integral pieces of a successful school library program. Teaching, searching and selecting relevant digital databases, online databases and World Wide Web sites are practiced. Management, instructional uses, evaluation and curriculum integration of the Internet and online databases are discussed. Daily access to the Internet by course participants is required.

LIB-745. Organization of Learning Resources. 3 Units. The acquisition, organization and circulation of learning resources will be covered, along with the professional tasks of classifying and cataloging information and of organizing procedures for, and the supervision of, efficient and systematic technical and clerical support services.

LIB-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 providing guidance to readers; circulation procedures; selection procedures; technical processing; weeding; inventory and a district level overview.

Repeatable for credit; May not be audited; Graded CR/NC

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. Prerequisites: LIB-798; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

LITERATURE

FOUNDATIONAL STUDY

LIT-180. Introduction to Literature. 3 Units. A study of outstanding examples of the short story, novel, poetry and drama genres. Designed to introduce the student to the world of literature, to create an appreciation for it and to provide analytical tools for further study.

LIT-181. Exploring Literature. 3 Units. Examination of literary concepts, conventions and genres through close reading and written analyses of novels, drama and poetry. Degree completion students only; May not be audited

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. Same as HIST-430, PHIL-430

LIT-355. American Literature: Beginnings to 19th Century. 3 Units. A study of poetry, fiction and nonfiction during this period of literature, including such authors as Louisa May Alcott, Emily Dickinson, Henry David Thoreau and Walt Whitman. Texts will be studied in relation to their cultural and historical contexts. Prerequisites: LIT-180

LIT-360. American Literature: 20th Century. 3 Units. Study and analysis of American writers from diverse ethnic, cultural and racial backgrounds who challenge traditional definitions of American identity. Authors may include Ernest Hemingway, Langston Hughes, Sylvia Plath and Gloria Anzaldua.

LIT-370. The Novel. 3 Units. The course explores the history and development of the novel as a distinct genre in literary studies. Significant works that have had an impact on the understanding of the genre will be read and explored. Selection of novels represents multiple literatures, including world literature and non-canonical texts. Prerequisites: LIT-180

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...
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.

Prerequisites: LIT-180

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: LIT-180, one other LIT course

LIT-465. Literature for Children and Young Adults. 3 Units. This course is a survey course in the literature for children from preschool through junior high school. The course is particularly designed to assist teachers and teacher candidates in the selection and use of literature in the classroom.

Prerequisites: LIT-180

LIT-467. Literature for Children and Young Adults. 3 Units. This course surveys literature for children from preschool through junior high school. The course is particularly designed to assist teachers and teacher candidates in the selection and use of literature in the classroom.

Degree completion students only; May not be audited

LIT-480. Narrative. 3 Units. Narrative is a way of knowing. The stories we hear and tell shape the trajectory of our lives. This course examines narrative knowing and story from the perspectives of biblical narrative, history and culture, storytelling, the construction of a personal narrative, narrative structures and response to others' stories. Narrative research methodologies will be employed to apprehend stories of faith and experience. The course meets capstone requirement for English, communication and drama majors.

Prerequisites: LIT-180

LIT-496. Literature Internship. 1-3 Units. Provides students in the English major with an opportunity to apply knowledge gained in the classroom to a real world setting such as a library, high school or publishing company.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

LANGUAGE, LITERATURE AND CULTURE

LLC-700. Reading Process and Practice. 3 Units. This course is designed to help elementary and secondary teachers better understand the reading process. Topics include contrasting models of reading, acquisition of literacy, how to help struggling readers and current trends regarding reading in California.

LLC-705. Language Acquisition and Cross-Cultural Communication. 3 Units. This course examines the development of oracy and literacy of first and second language learners, as well as the effects of social and cultural influences on language acquisition.

LLC-708. Issues in Literacy: Multilingual Learners. 3 Units. Consideration of factors such as culture and language acquisition that affect the literacy development of English language learners.

LLC-710. Current Theories, Methods and Materials for Teaching a Second Language. 3 Units. This course examines current theories of teaching English language learners in ELD and SDAIE classes. Traditional methods for teaching second and foreign languages will also be reviewed.

LLC-715. Writing Process and Practice. 3 Units. Exploration between reading and writing in primary, intermediate and secondary classrooms. Writing as a process is a major focus of the course. Teaching techniques that support early literacy development are discussed, as are practical strategies for developing a viable K-12 writing program.

LLC-720. Language Assessment and Evaluation. 3 Units. This course is designed to help teachers develop skills in assessment of reading and make instructional decisions based on such assessment.

LLC-726. Practicum in TESOL. 3 Units. Students observe and assist in adult ESL classes or other settings. Students also conduct case studies of adult second-language learners.

May not be audited; Graded CR/NC

LLC-726A. Practicum in TESOL. 1 Unit. Students observe in adult ESL classes and conduct case studies of adult second-language learners.

May not be audited; Graded CR/NC
LCC-726B. Advanced Practicum in Tesol. 2 Units. Students observe, plan lessons and participate in instruction in an adult ESL setting.
Prerequisites: LCC-726A; May not be audited; Graded CR/NC

LCC-728. Language/Literacy Practicum. 1-3 Units. Instruction of an individual or small group, either in the Fresno Pacific University reading/writing/language practicum or in an FPU supervising teacher's classroom.
Prerequisites: LCC-700, LCC-720; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

LCC-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.

LCC-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.

LCC-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.

LCC-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.

LCC-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.

LCC-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.

LCC-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.

LCC-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.

LCC-755. Sociolinguistics. 3 Units. This course examines discourse analysis and considers how cross-cultural factors influence communication. Students examine both differences between ways men and women use language and difference in classroom discourse between teachers and second-language students.

LCC-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: LCC-700, LCC-720, LCC-728; May not be audited; Graded CR/NC

LCC-761. Seminar in Literacy Leadership. 3 Units. Candidates examine current research and theoretical research, evaluate reading and language arts programs and prepare presentations.

LCC-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.

LCC-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.

LCC-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

LCC-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

LCC-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

LCC-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: LCC-798; May not be audited; Graded CR/NC; Students may take up to 3 semesters to complete the course.

MATHEMATICS

MATH-106. College Algebra. 3 Units. Designed to enhance student competency with algebra. Topics include order of operations, linear relationships, graphing, solving systems of equations (linear and non-linear systems), quadratic equations, functions, exponential growth and decay, proportional reasoning to include variation, problem solving with algebra, dimensional analysis and others as appropriate.

MATH-110A. Principles of Mathematics I. 2 Units. MATH-110A and MATH-110B constitute a year-long slower paced version of Principles of Mathematics. Both MATH-110A and 110B must be taken to satisfy the general education requirement. MATH-110A provides exposure to a wide spectrum of mathematics. Rigorous problem-solving techniques using inductive and deductive reasoning
will be studied. Topics include finite difference, Pascal's triangle, permutations and combinations.

MATH-110B. Principles of Mathematics II. 2 Units. A continuation of MATH-110A. Topics include probability, statistics, number theory and topology. Includes problem solving experiences using computers. Both MATH-110A and 110B must be taken to satisfy the general education requirement.
Prerequisites: MATH-110A

MATH-120. Principles of Mathematics. 4 Units. Exposure to a wide spectrum of mathematics. Rigorous problem-solving techniques using inductive and deductive reasoning will be studied. Topics include finite difference, Pascal's triangle, permutations, combinations, probability, statistics, number theory and topology.

MATH-121. Mathematical Problem Solving. 3 Units. This course provides a broad survey of mathematical techniques and topics, including problem solving from inductive and deductive perspectives. Topics include finite differences, Pascal's triangle, permutations, combinations, probability, statistics, number theory and topology.
; Degree completion students only; May not be audited

MATH-132. Arithmetic and Data Analysis. 3 Units. This course is one of the two courses required for liberal studies majors intending to be elementary school teachers. The purpose of the course is to strengthen the students' conceptual understanding of the mathematics taught in the K-7 settings. Topics will include: Numeration systems, a variety of algorithmic structures in arithmetic, simple set theory, probability, descriptive statistics, graphical interpretations of data, construction of appropriate graphical structures.

MATH-134. Algebraic Thinking and Geometry. 3 Units. This course is one of the two courses required for liberal studies majors intending to be elementary school teachers. The purpose of the course is to strengthen the students' conceptual understanding of mathematics taught in the K-7 settings. Topics will include: The interplay of algebra and arithmetic, generalization of algorithms from arithmetic to algebra, functions and equations, the hierarchical ordering of operations, basic analytic geometry, elementary geometric ideas of area, perimeter, classification, and spatial relationships.

MATH-136. Mathematics Concepts I. 3 Units. Designed to prepare liberal arts majors for teaching at the elementary level. Topics include problem-solving strategies, number theory, algorithms for operations with numbers, prime numbers, rational numbers, proportions and probability.
Degree completion students only; May not be audited

MATH-137. Mathematics Concepts II. 3 Units. Designed to prepare Liberal Arts majors for teaching at the elementary level. Focus is on various applications of the mathematical concepts introduced in part I as they are used in graphing linear equations, algebraic problem solving and geometric measurements.
Degree completion students only; May not be audited

MATH-140. Pre-Calculus. 4 Units. Introduction to qualitative and quantitative analytic reasoning skills used in college science and math, particularly in calculus, algebraic relations, functions, graphs, interpreting graphical information, elementary problem solving, abstract modeling and exponential, logarithmic and trigonometric functions.

MATH-210. Calculus I. 4 Units. Recommended prior coursework: MATH-110A and 110B; or MATH-120. Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation.
Prerequisites: MATH-140

MATH-220. Calculus II. 4 Units. Integration, applications of integration, logarithmic and exponential functions, trigonometric functions, techniques of integration.
Prerequisites: MATH-210

Prerequisites: MATH-220

MATH-250. Introduction to Statistics. 3 Units. Introduces basic concepts of analysis and interpretation of data collected in a statistical frame work. Primary course objectives are to develop mastery of basic statistical concepts, to develop the ability to apply these concepts correctly, to communicate effectively in writing the results of a statistical analysis and to gain exposure to modern statistical computing software. Topics include but are not limited to summarizing and graphing data, central tendency, measures of variations, measures of position, binomial distribution, normal distribution, estimation, hypothesis testing, correlation and regression, and one-factor analysis of variance (ANOVA).
Prerequisites: MATH-106; Degree completion students only; May not be taken by criminology and restorative justice studies students; May not be audited

MATH-311. Statistics for the Natural Sciences. 3 Units. Recommended prior coursework: MATH-140. Introduces basic and advanced concepts of analysis and interpretation of data collected in a statistical framework. Primary course objectives include mastery of basic and advanced statistical concepts, ability to apply these concepts correctly to natural science fields, communicating results of statistical analysis effectively in writing and exposure to modern statistical computing software such as SPSS. Topics include summarizing and graphing data; measures of central tendency; probability; discrete, binomial, normal, t, and chi-square distributions; central limit theorem; hypothesis testing; estimation; and one- and two-way ANOVA, correlation, regression, and nonparametric statistics. Applications of each topic to biology, chemistry and health-related fields.
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

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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. Introduction to mathematical optimization with applications to business and finance. Graphical and numerical solutions, using the simplex method and linear programming. Duality, transportation and assignment problems, network optimization, dynamic programming, integer programming, nonlinear programming, simulated annealing, introduction to game theory and decision analysis. A brief introduction to queueing and inventory theory.
Prerequisites: MATH-210; May not be audited

MATH-360. Probability and Statistical Methods. 3 Units. Recommended prior coursework: MATH-220. Brief overview of descriptive statistics, basic probability theory, counting methods, Bayes' theorem and applications. Discrete and continuous random variables and their respective distributions, expected values, variance, the central limit theorem. Joint probability distributions, covariance and correlation. Inferential statistics, confidence intervals and hypothesis testing, introduction to analysis of variance. Linear regression and correlation, nonlinear and multiple regression.
Prerequisites: MATH-210

MATH-365. Differential Equations. 3 Units. Solving first-order and second-order linear differential equations, numerical solutions, introduction to the existence-uniqueness theorem and applications to the physical and life sciences. An emphasis on qualitative, as well as quantitative solutions.
Prerequisites: MATH-230

Prerequisites: MATH-210

MATH-375. Introduction to Game Theory. 3 Units. Recommended prior course: MATH-210. Game theory is a collection of mathematical models used to study situations involving conflict and/or cooperation. This contemporary mathematical subject is concerned with human interactions, competitive encounters, notions of value, bargaining and negotiations and fairness. It has application throughout social, systems, behavior, managerial and decision sciences. The course covers two person zero sum non-cooperative games, two person general sum non-cooperative games, two person general sum cooperative games, games in extensive form and games in n-person colatitional form.
Prerequisites: MATH-210; May not be audited

MATH-415. Advanced Applied Mathematics. 3 Units. Recommended prior course MATH-365. This two-part class covers the basics of vector calculus in part I, and an introduction to calculus of variations in part II. Part I will include line integrals, the fundamental theorem of line integrals, forms of Green’s Theorem, surface area and surface integrals, and the theorems of Gauss and Stokes. Part II will cover the concepts of functionals, various representations of the Euler-Lagrange Equation, numerical techniques including weighted residuals, optimizing functional expressions with constraints, and applications to dynamics, structure of materials, geodesics and quantum mechanics.
Prerequisites: MATH-230

MATH-418. Fourier Analysis. 3 Units. An introduction to principles and applications of Fourier series and Fourier transforms. Includes Fourier sine and cosine series, complex form of Fourier series, Parseval's theorem, Fourier integral, Fourier transform and its properties, convolutions, application to partial differential equations, windowed Fourier transforms, Shannon's sampling theorem, discrete Fourier transform, sampled Fourier series, the n-point DFT and filtering, fast Fourier transform, amplitude and frequency modulation, application to music composition and a brief introduction to wavelets.
Prerequisites: MATH-230; May not be audited

MATH-420. Real Analysis. 3 Units. 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, trigonometric and logarithmic
functions, the Contour Integral, independence of path, and Cauchy's integral theorem. A focus is placed on the application of complex valued functions.

Prerequisites: MATH-230

MATH-477. Independent Research. 2 Units. Working with faculty, the student selects a mathematical topic of interest. By midterm the student prepares a concise and clear abstract, a review of relevant published literature and a brief research proposal. By the end of the semester the student presents his or her independent work, some of which may consist of duplicating published results. The student is expected to present results in a semi-formal venue such as Undergraduate Research Day, oral presentations to faculty and/or a brief written report. Students are encouraged to select a topic for possible future graduate-level research.

Seniors only; Signature required; May not be audited; Students may take up to 2 semesters to complete the course.

MATH-480. History of Mathematics. 3 Units. A historical survey of mathematical development from earliest times to the 20th century.

Prerequisites: MATH-210

MATH-482. Practicum in Mathematics. 1-2 Units. An experience designed for those students working towards a single subject teaching credential in mathematics. Students will work as tutors and/or instructional aides. Also open to selected non-math majors who would like the experience of serving as math tutors.

Seniors only; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

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

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 used 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-714. Entrepreneurial Immersion. 3 Units. An intensive course designed to immerse MBA students into the entrepreneurial process. Student teams engage in a workshop-like environment, challenged to create a viable social enterprise over the eight-week program. Culminates in a business pitch presentation to a community panel. Major phases of the start-up process is covered, including business plan development, design-based innovation, legal formation consideration, potential management structures, human resource considerations, startup financing, culture building and social media marketing.

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.

Global MBA students only; May not be audited

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: BUS-465; Global MBA students only; May not be audited

MBA-735. Regional Business Field Experience: National Travel. 1 Unit. Short term travel to a regional destination to gain understanding of some aspect of the global economy and its effects on the Central Valley of California.

Global MBA students only; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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; Students may take up to 2 semesters to complete the course.

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 reputation with customers, regulators, governments, employees and other stakeholders.

Global MBA students only; May not be audited

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-770A. Business Plan I. 1 Unit. Provides students with the knowledge, skills and tools to be business managers and modern entrepreneurs. Students form a business start-up or an interesting investor group to apply what they learn in the global MBA program core courses to form or invest in a business. Involves completion and promotion of a detailed business plan for the project. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a business plan.

Global MBA students only; May not be audited

MBA-770B. Business Plan II. 1 Unit. Provides students with the knowledge, skills and tools to be business managers and modern entrepreneurs. Students form a business start-up or an interesting investor group to apply what they learn in the global MBA program core courses to form or invest in a business. Involves completion and promotion of a detailed business plan for the project. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a business plan.

Global MBA students only; May not be audited

MBA-770C. Business Plan III. 2 Units. Provides students with the knowledge, skills and tools to be business managers and modern entrepreneurs. Students form a business start-up or an interesting investor group to apply what they learn in the global MBA program core courses to form or invest in a business. Involves completion and promotion of a detailed business plan for the project. Instruction is tutorial and reviews procedures, along with development of a conceptual overview of the process of formulating and completing a business plan.

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 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. 2 Units. 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; Students may take up to 3 semesters to complete the course.

MATHMATICS EDUCATION

MED-710. Integration of Mathematics and Science: Science Connections. 2 Units. Participants will become thoroughly acquainted with AIMS (Activities Integrating Mathematics and Science) materials through hands-on activities; gain an understanding of the underlying approach, philosophy, learning theory, content and methodology of AIMS; study numerous scientific principles and concepts; engage in science processes; and make applications of mathematical concepts and skills. Cooperative learning will be stressed and experienced in the context of hands-on explorations. The content and emphasis of the course will vary significantly to allow students to repeat the course in successive semesters.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MED-712. Integration of Mathematics and Science: Math Connections. 2 Units. This course focuses on the integration of mathematics and science primarily from the content of mathematics. In it the big ideas of mathematics shape the content and science investigations provide the arena for application. Five major themes are emphasized in this series: number sense and operations, geometry and spatial sense, patterns and function, data sense and probability and rational numbers and proportions. The course supports building competence in basic skills and discovering patterns in mathematics in a problem solving, investigative environment. Opportunities to construct knowledge, to solve motivating and instructive puzzles and to explore meaningful, real-world applications are many and varied.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MED-742. Current Issues and Research in Mathematics Education. 2-4 Units. Using appropriate documents and journal articles as sources, the course will examine current issues in the design and implementation of mathematics curriculum. The focus of the course will be on changes in the teaching and learning of mathematics currently called for in national, state and local reform documents.
Attention will be directed to the factors and themes that influence the successful implementation of new curricula and the teacher as a change facilitator.

Signature required; May not be audited; Graded CR/NC

MED-752. Leadership Seminar in Mathematics/Science Education. 2 Units. The seminar is designed to prepare teachers for leadership roles in the area of mathematics and science. Content of the seminar includes a theoretical and philosophical framework. A particular focus is on facilitating integrated mathematics/science workshops in school districts. The content and emphasis of the seminar will be intentionally varied so that students may repeat the course in successive semesters.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

MED-798. Project/The 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/The 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-315. Principles of Management. 3 Units. Introduces management as a science and develops some of the major themes.

Degree completion students only; May not be audited

MGT-350. Organizational Theory. 3 Units. A study of organizational structure and design. Topics include the external environment, the role of technology, types of organizational and task structures and management practices.

Same as PS-460

MGT-352. Organizational Communication. 3 Units. Recommended prior coursework: MGT-350. A study of organizational communication from three perspectives: 1) written forms of organizational communication; 2) personal forms of communication, such as oral, interpersonal and personal; and 3) technological communication. Students are exposed to both the theoretical and applied issues as they relate to these forms of communication.

MGT-353. Organizational Communication. 3 Units. A study of organizational communication from the perspectives of oral forms of business communication, technology-enabled communication, fundamentals of business writing, values and ethics, communication behaviors and communicating for effectiveness when dealing with organizational conflict.

Degree completion students only; May not be audited

MGT-355. Organizational Behavior. 3 Units. Recommended prior coursework: MGT-350. A study of group dynamics, conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.

Same as PS-465, SOC-375

MGT-360. Human Resource Management. 3 Units. Recommended prior coursework: MGT-350. A study of recruitment, selection and employment procedures; performance appraisals; and labor relations.

MGT-362. Nonprofit Management. 3 Units. Recommended prior coursework: MGT-350. This course provides an understanding of nonprofit management. During the course, the following topics are highlighted: board of trustees, volunteerism, grant writing and general nonprofit management.

MGT-368. Operations Research. 3 Units. Recommended prior coursework: BUS-465. A study of the quantitative decision-making process, as well as the research methods that enable the prospective manager to handle operations systems and problems, including facility location, materials handling, operation planning and control, inventory control and work measurement. Students learn how to apply quantitative methods to the solution of national and international operations problems.

MGT-430. Business Information Systems. 3 Units. A study of the role information technology possesses in strategic business decision making. Topics include the role of information technology in decision making, issues in electronic commerce and networked computing and the impact of information technology on existing internal systems, namely business process reengineering. The impact of advancing information technology on humanity and organizations is explored.

MGT-441. Community Project Proposal. 2 Units. Completion of a proposal for the community project.

Degree completion students only; May not be audited

MGT-442. Community Project. 3 Units. This is the major project directed to business organizations and the community.

Prerequisites: MGT-441; Degree completion students only; May not be audited

MGT-443. Organizational Project. 3 Units. Students create an in-depth written project designed to systematically improve an organization.

Degree completion students only; May not be audited

MGT-450. Management and Organizational Behavior. 3 Units. This course examines the role of management, servant-leadership and people within organizations. The course also looks at structure and culture related to productivity and change.

Degree completion students only; May not be audited

MGT-457. Risk Management. 3 Units. Students learn to identify and analyze all types of organizational risk and manage 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 CMI/Internship. 1 Unit. An introductory look at the various ministries and opportunities for students pursuing a Christian ministry and leadership major. Students are oriented to their program-long internship in this course, culminating in the selection of a ministry internship and field supervisor.

Degree completion students only; May not be audited

MIN-340. Theology, Culture and U2. 2 Units. The rock band U2 has delivered a consistent message of Christian faith and social justice since its 1980 debut album. The band members, heavily influenced in their early years by living in war-torn Ireland and belonging to a Christian community called Shalom, fill their music with rich biblical imagery. Lead singer Bono has become a political activist, addressing global issues of poverty, inequity, fair trade, AIDS and debt relief. In this course students explore how U2’s message and theology interact with culture to create a unique expression of Christian faith. The course critically examines the works of U2 and challenges students to think theologically about current cultural issues.

MIN-356. Church and the Mission of God. 2 Units. Investigates the nature of the church (ecclesiology) in light of historical theological and sociological perspectives. Emphasis is given to the church’s role in the Missio Dei as it relates to local and global contexts.

Degree completion students only; May not be audited

MIN-357. Christian Leadership and Administration. 4 Units. A study of the biblical concept of leadership for those within the church, Christian community and/or secular world. The life of Jesus Christ will be the primary model for this examination, focusing on the principles and values found in the Kingdom of God. Each student will integrate the course content with a small practicum experience.

MIN-358. Creative Communication in Ministry. 2 Units. An examination of how to creatively communicate the Bible to different age groups in a variety of settings. Basic learning theory, teaching methods of Christ and a variety of contemporary methodologies will be covered.

MIN-360. The Church in an Urban World. 3 Units. This course attempts an analysis of the nature and function of the church from a theological and sociological perspective. How can the church faithfully minister to broken and hurting people in an urban culture? When is change warranted and what contemporary methods of ministry are appropriate and effective for the church facing an urban future? How can the church penetrate its urban community with the good news of the Gospel? These and other questions will be studied.

MIN-375. Discipleship and Evangelism. 2 Units. This course will study the biblical basis for evangelism and discipleship. Through a series of reflective and practical assignments, students will examine the responsibility of church and individual for this topic in a postmodern, unchurched culture.

MIN-376. Current Practices in Evangelism and Discipleship. 2 Units. Study of the biblical basis for evangelism and discipleship. Students examine the responsibility of the church and the individual for these areas in a postmodern, unchurched culture.

Degree completion students only; May not be audited

MIN-378. Introduction to Worship Ministries. 3 Units. For those choosing to pursue a ministry in church worship. The course will examine the nature and principles of Christian worship; liturgical, traditional and contemporary forms of worship will be examined. The emphasis will be on leading and coordinating corporate worship in the local church.

MIN-379. Spiritual Formation. 2 Units. The emphasis in this course is on developing and maintaining the personal spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Spiritual formation and character development are the goals of this course.

MIN-382. Introduction to Children’s Ministries. 3 Units. For those choosing to pursue a ministry to children, this course will focus on the design, planning and implementation of programs of ministry for children. A study of the developmental needs of children and an overview of current children’s ministry options are offered.

MIN-383. Introduction to Youth Ministries. 3 Units. This course will examine some basic theological, cultural and philosophical understandings of ministry to adolescents. Students will develop their own personal philosophies of youth ministry through reflection and investigation of course content.

MIN-386. Youth Ministries Methods. 3 Units. This course will examine some basic building blocks and 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. 2 Units. An examination of how to accurately interpret the Bible and communicate it appropriately, according to context. Basic learning theory, teaching methods of Christ, investigation of sermon preparation and styles and a variety of methodologies are considered.

Degree completion students only; May not be audited

MIN-396. Ministry Discernment. 1 Unit. All students majoring in contemporary Christian ministries will be required to take this discernment course in the spring semester of their sophomore or junior year. The course will use a number of practical assessment tools and small-group encounters to help clarify giftedness, ability and call to ministry.

Contemporary Christian ministries majors or minors only

MIN-397. Spiritual Formation: Perils, Pitfalls and Potential of Ministry. 2 Units. Promotes discernment for ministry and spiritual formation of the pastoral leader by encouraging students to
consider the various dangers and opportunities of ministry. Emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

Degree completion students only; May not be audited

MIN-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-398. Spiritual Formation: Cultivating a Prayerful Heart. 2 Units. Promotes discernment for ministry and spiritual formation of the pastoral leader by engaging students in the development of a life of prayerfulness and sensitivity to God’s direction. Emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

Degree completion students only; May not be audited

MIN-399. Spiritual Formation: Taking Care of the Inner Life. 2 Units. Promotes discernment for ministry and spiritual formation of the pastoral leader by developing important areas of spiritual self-care as part of a long-term view toward lifelong ministry. It emphasizes developing and maintaining the spiritual disciplines vital for effective ministry. Prayer, meditation, interaction with Scripture and the journey inward are explored. Also explores questions related to calling and ministry giftedness through the use of practical assessment tools, group discussion and conversation with field supervisors.

Degree completion students only; May not be audited

MIN-420. Ministry Across Cultures. 2 Units. This course aims to equip students to understand the role of culture in human life and faith and to understand cultures different from their own. Students will investigate major world religious traditions, learn how Christians live and believe in other parts of the world and develop an understanding of how to minister in cross-cultural settings.

Degree completion students only; May not be audited

MIN-430. Urban Ministry. 2 Units. Students are introduced to the issues and problems of ministering in urban settings. Special attention is paid to critically examining the biblical text for developing models and strategies for caregiving and ministry.

Degree completion students only; May not be audited

MIN-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-450. Leadership in Ministry. 2 Units. This course will explore a theology of Christian leadership, using Jesus as a primary model. A developmental approach to leadership will be studied in an attempt to understand the relationship between leadership and community and between personal characteristics, roles and organizational structures.

Degree completion students only; May not be audited

MIN-470. Pastoral Ministries. 3 Units. This course will help students interested in working within the church to understand the numerous roles a pastor must fill. Topics to be covered include weddings, funerals, baptisms, boards, finances, visitation, counseling and others. Students will explore a wide variety of perspectives in examining the responsibilities of a pastor.

Degree completion students only; May not be audited

MIN-471. Pastoral Ministries. 2 Units. Helps students interested in the various pastoral ministries to understand the numerous roles a pastoral minister must fill. Topics include weddings, funerals, baptisms, boards, finances, visitation, counseling, ministerial ethics and others.

Degree completion students only; May not be audited

MIN-475. Urban Los Angeles Immersion. 1 Unit. This is a field experience that takes students into the urban Los Angeles environment for a weekend. While living in the city students will be challenged to see it from spiritual, cultural, political and social perspectives and will observe and participate in ministries to the poor.

Contemporary Christian ministries majors or minors only

MIN-480. Contemporary Christian Ministries Seminars. 1-2 Units. A rotating series of special seminars designed to enrich the elective menu of the contemporary Christian ministries major will be offered. Some of these will be the product of a specific agency (Youth Specialties, Walk Through the Bible), and others will be regular (Cults and Sects, Preaching).

MIN-482. Contemporary Ministries Practicum. 1-3 Units. A supervised work experience in Christian ministry, either in a church or parachurch organization. Practica provide students a place to develop ministry skills, to grow in their understanding of ministry, to grow in self-awareness and to discern their readiness for ministry. Contemporary Christian ministries majors are required to take a total of 6 units of practica.
Contemporary Christian ministries majors or minors only; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

MIN-483. CML Internship. 3 Units. A supervised ministry experience where students practice ministry under the guidance of a field supervisor and the course instructor. Classroom experiences focus on professional and personal development through the use of case study methodology. This course must be repeated for all three semesters of the CML program for a total of nine units of credit.

Prerequisites: MIN-310; Degree completion students only; May not be audited

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-702. Perspectives on the World Christian Movement. 3 Units. Survey of the expansion of the Christian movement across the world from the time of Christ to the present. The Christian mission mandate is developed from the Old Testament and the New Testament, the history of mission, and world Christian movements. Students are introduced to the great missionaries and mission agencies that carried the gospel of Christ around the world. The course explores the unique problems of communicating the gospel and planting churches cross-culturally. Students are challenged to examine potential involvement in the World Christian Movement locally and globally.

Seminary students only

MIN-705. Mentoring/Connecting. 1 Unit. All incoming, degree-seeking, seminary students are expected to enroll in this course in their first semester. Through group and one-on-one meetings with the mentor and peer contacts, the student is introduced to seminary life. Important issues addressed include a basic understanding of Anabaptism, introduction to the core values of the seminary, an experience of community life and personal concerns raised by the student. Intended to help students grow personally through developing strong interpersonal relationships and fostering reflection on issues related to personal, spiritual and academic growth.

Seminary students only

MIN-710. Spiritual Formation. 2 Units. Introduces practices and perspectives for helping students to grow in their attentiveness to God's presence in order to be continually formed into Christlikeness by the Holy Spirit. Students are helped to cultivate spiritual habits that can sustain them in their future ministries within and beyond the local congregations. Both individual and communal aspects of spiritual formation are explored.

Seminary students only

MIN-715. Church, Ministry and Sacraments - Anglican Studies. 3 Units. Traces the biblical and theological roots of the church, and the role of the sacraments. The course will consider issues of church identity, government, discipline, canon law, the history and theology of the sacraments of baptism and the Eucharist, and the orders of ministry.

Seminary students only

MIN-720. Personal Evangelism. 1 Unit. Students are invited into an exploration of the practice of evangelism grounded in biblical, historical, ecclesiastical and missional perspectives. Opportunities are provided to experiment with relationally and incarnationally based approaches to evangelism appropriate to the postmodern, post-Christendom context in which we live and serve. Students are challenged to cultivate the sort of missional spirituality from which a life of evangelistic engagement can flow naturally and authentically.

MIN-722. Life of the Pastor. 3 Units. A look at the personal life of a minister in today’s ever-changing world. Topics considered include the minister and his/her calling, family, finances, private life, boundaries and friendships.

Seminary students only

MIN-724. Church Planting. 2 Units. Begins by examining the biblical roots of church planting, some theological principles that are applicable to this practice and the historical context within which the contemporary church planting movement is set. Further topics include an introduction to strategic reasons for church planting, contemporary models and assessing the suitability of the local context. Attention is given to the characteristics and role of church planters. Examines many practical issues involved in the process of church planting and concludes by drawing on lessons from recent church planting experience, reflecting on missiological and ecclesiological issues and assessing the emergence of different kinds of churches. Recommended to take MIN-720 concurrently.

Seminary students only

MIN-726. Kingdom Entrepreneurship. 3 Units. Recommended prior coursework: BIB 720. Designed to aid students in developing and leading innovative holistic ministry initiatives in an urban context. Founded upon a theology of hope that invites Christ's followers to creative participation in God's redemptive work. From that foundation, approaches to envisioning, developing, structuring, financing, staffing, and networking entrepreneurial non-profit ministries are explored. A number of organizations from the Fresno area are explored as case studies. Student have opportunity to interact extensively with practitioners from these organizations.

Seminary students only

MIN-728. Missionary Anthropology. 3 Units. Focuses on how missionaries can learn from anthropologists and why it is crucial for them to do so. Students are exposed to basic insights and tools and then apply them, observing various cultures by reading, video, lectures and on-site ethnographic work. The potential missional importance of these activities is always at the forefront.

Seminary students only
MIN-732. Church Educational Ministries. 3 Units. This is a course on leading the teaching and training ministries of the church and Christian educational institutions. The course examines various models of Christian education for churches and schools of different sizes in a variety of settings. The course includes issues such as pedagogy, reflective practice, experiential learning, discipleship, methodology and media.

Seminary students only

MIN-734. Christian Community Development. 3 Units. Designed to expose the participant to urban ministry and community development in the context of the city with the nation's highest concentrated poverty—Fresno, California. The course contains many experiential features, as well as more traditional academic pedagogies to help participant application in their own context.

Seminary students only

MIN-740. Preaching I. 3 Units. An introduction to the field of homiletics, including the study of its oral, rhetorical and hermeneutical traditions with a brief exploration of future directions in homiletics. Students explore the biblical basis for preaching, including the motivation and content of communication to the people of God in the church and outside the church. Student sermons are videotaped, evaluated by peers and analyzed by the instructor.

Prerequisites: BIB-725; Seminary students only

MIN-743. Preaching/Teaching Minor Prophets. 3 Units. Study of selected books included among the Minor Prophets of the Old Testament. Attention will be given to both the content/message of these prophetic books as well as to developing a sound interpretive method with which to read them and preach from them.

Seminary students only

MIN-744. Pastoral Care and Counseling. 3 Units. A study of the church as a caregiving community, focusing on the giving of pastoral care and counseling through the lifespan and at key passages and crises such as: birth, baptism, marriage, career transition, accident, illness or death.

Seminary students only

MIN-745. Preaching and Teaching Historical Books Of the Old Testament. 3 Units. Introduction to Old Testament history, with focus on the period represented by the books of Joshua, Judges, Samuel and Kings. The study will evaluate recent research on the history and archaeology of Israel.

Prerequisites: BIB-725; Seminary students only

MIN-746. Christian Worship. 1-3 Units. A study of the biblical, historical and theological foundations of contemporary Christian worship, including a consideration of the changing face of worship, the key elements of corporate worship, selected worship traditions, special services of worship, the planning and leading of corporate worship and practical strategies for connecting corporate worship with daily life.

Seminary students only

MIN-748. Pastoral Leadership. 3 Units. Introduces principles of leadership and administration, church organization, mobilizing and motivating laity and staff, decision making and planning ministry projects.

Prerequisites: BIB-720; Seminary students only

MIN-750A. Cross-Cultural Encounter: Los Angeles. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Los Angeles. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. An intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. Provides a rich context for self-examination and ministry preparation. Auditors must pay travel costs.

Seminary students only

MIN-750B. Cross-Cultural Encounter: Fresno. 1.5 Units. This course involves a three-stage process. First, the encounter of diverse cultures, social classes and models of Christian ministries in Fresno. Second, the exchange of ideas, stereotypes and perceptions. Third, the embrace of cultures and ministries. An intensive experience combining site visits, community living, interviews, debriefing, group discussion, reading, journaling and integrative writing. Provides a rich context for self-examination and ministry preparation. Auditors must pay travel costs.

Seminary students only

MIN-750C. Cross-Cultural Encounter: International. 1.5 Units. Involves an encounter with a foreign culture and context. The course includes site visits, community living, presentations, conversations as well as times for processing and debriefing with other students. Provides a rich context for self-examination and ministry preparation. Special fees apply.

Seminary students only

MIN-752. Urban Ministry: Into the Neighborhood. 3 Units. Many of the greatest challenges and opportunities of urban ministry are experienced at the neighborhood level. This course invites students to follow in the way of Jesus within the neighborhoods in which they and their churches have been called to live and serve. Students are invited to develop an understanding of how to foster relationships with their neighbors, deepen their understanding of their neighborhood and participate in God's redemptive work within the neighborhood.

Seminary students only

MIN-754. Urban Ministry: Engaging the City. 3 Units. Provides an essential foundation for understanding God's heart for the city, as well as the particular character and dynamics of the cities in which students serve. Students are challenged to consider the interlocking system of institutions and networks that impact the life of their cities, as well as various models for faithful Christian engagement with these urban structures. Recent strategies for city-wide prayer and collaboration are evaluated through constructively critical lenses.

Seminary students only

MIN-760. Practicum Assessment and Discernment. 0 Units. After 15 units of course work, students in the educational leadership program (MA theology, MA Old Testament or MA New Testament) are required to meet with their academic advisor and one other faculty member of their choice. The aim of the meeting is to assess their academic progress, to discern suitable practical placements, to decide on thesis or senior seminar path and to discuss possible vocational outcomes.

Seminary students only; Graded CR/NC
MIN-770. Ministry Discernment. 0 Units. Ministry Discernment is a process designed to assist students with vocational direction, affirm ministry gifts, process his or her readiness for ministry and to discuss issues on which the student may desire guidance. The process includes preparation of a self-assessment document and a discernment meeting. It is normally held in the student's last year of study.

Seminary students only; May not be audited; Graded CR/NC

MIN-792A. Supervised Teaching Experience I. 1.5 Units. Practicum experience that parallels Supervised Ministry Experience, but is oriented towards teaching in an academic setting. Students have a mentor/supervisor at their practicum site. Students reflect on their practicum experience and on the feedback they receive from their practicum supervisor.

Seminary students only; Signature required; Repeatable for credit; May not be audited

MIN-792B. Supervised Teaching Experience II. 1.5 Units. Practicum experience that parallels Supervised Ministry Experience, but is oriented towards teaching in an academic setting. Students have a mentor/supervisor at their practicum site. Students reflect on their practicum experience and on the feedback they receive from their practicum supervisor.

Seminary students only; May not be audited

MIN-793A. Supervised Ministry Experience I. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

Prerequisites: MIN-705; Seminary students only; Repeatable for credit; May not be audited

MIN-793B. Supervised Ministry Experience II. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

Prerequisites: MIN-793A; Seminary students only; Repeatable for credit; May not be audited

MIN-793C. Supervised Ministry Experience III. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

Prerequisites: MIN-793A, MIN-793B; Seminary students only; May not be audited

MIN-793D. Supervised Ministry Experience IV. 1.5 Units. Provides participants with an opportunity for learning through experience in a congregation or agency, alongside a qualified supervisor. Individually tailored for each participant in order to provide a supervised ministry experience in the many dimensions of Christian ministry, using supervisors, lay mentoring teams, theological reflection groups, case study conferences, experience in ministry reports and a variety of evaluative and assessment tools.

Prerequisites: MIN-793A, MIN-793B, MIN-793C; Seminary students only; May not be audited

MIN-799. Thesis. 3-6 Units. An in-depth study of a specifically defined topic. A thesis proposal must be approved by a faculty adviser and by the Academic Committee.

Seminary students only;

MARKETING

MKT-300. Principles of Marketing. 3 Units. Trains students in the understanding of concepts in marketing. In order to be successful in business, one must understand how to market to the needs and wants of a consumer target group. Hence, students learn the marketing process by developing the marketing mix, understanding the adoption process, managing marketing services and formulating marketing strategies.

MKT-303. Market Research. 3 Units. Market research is the systematic and objective planning, gathering, recording and analyzing of information communicated to marketing managers to enhance decision making. To effectively perform marketing research, students must have a solid grasp of its fundamentals. Therefore, the students learn the theoretical aspects of marketing research and how to apply marketing research to aid marketing managers.

Prerequisites: MKT-300

MKT-305. Consumer Behavior. 3 Units. The course focuses on the nature and determinants of consumer behaviors. Based on a market-segmentation process, this course introduces various influences on the consumers' decision-making process.

Prerequisites: MKT-300

MKT-307. Advertising and Promotion. 3 Units. A study of advertising and promotions from a marketing communications perspective. The course focuses on decision making in the management of the elements of the firm's promotional mix, such as advertising, sales promotion, packaging and publicity.

Prerequisites: MKT-300

MKT-311. Nonprofit Marketing. 3 Units. A study of the distinctive aspects of services offered/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

MSI-730. Processes and Concepts in Science (Science Festival). 2 Units. An in-depth study of the biological, physical and earth sciences through hands-on activities, well designed lectures and demonstrations by nationally recognized leaders in science education.

Repeatable for credit; May not be audited; Graded CR/NC

MSI-762. Earth Science Concepts. 3 Units. Gives teachers a comprehensive understanding of basic principles of geology, meteorology and astronomy. Includes the nature of minerals/rocks, geological processes, geological maps, weather, climates and stars and planets. Lectures, labs and field trips are included.

May not be audited

MSI-763. Physical Science Concepts. 3 Units. Designed for K-8 teachers who are not science majors, this course explores in depth the key concepts and big ideas of physics and chemistry: mechanics, properties of matter and energy. Includes lectures and labs.

May not be audited

MSI-764. Life Science Concepts. 3 Units. Designed for K-8 teachers who are non-science majors. Provides an overview of important concepts in biology, zoology and ecology. Includes both lectures and labs.

May not be audited

MATHEMATICS EDUCATION

MTH-721. Puzzles and Problem Solving. 2 Units. Introduces K-8 teachers to the field of recreational mathematics through a variety of mathematical problems and puzzles and helps them become better problem solvers. In addition, the course highlights some of the mathematics inherent in puzzles and shows teachers ways to integrate various puzzles and interesting math problems into their mathematics classrooms.

May not be audited

MTH-724. Problem Solving in Mathematics. 2 Units. A study of the nature of problem solving, with applications to secondary school mathematics. Problems of both historical and contemporary significance will be examined. Applications that integrate algebra, geometry, trigonometry, analysis, number theory and probability and statistics will be explored.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MTH-726. Math Perspectives. 2 Units. Focuses on the growth of mathematical ideas in the areas of geometry, number and data sense. Overarching these three content areas is a strong emphasis on problem solving.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MTH-727. Calculus I. 4 Units. This course is especially designed for teachers and will focus on attaining a deep conceptual understanding of the important ideas of calculus. Course content will include calculus topics, integrating pre-calculus skills when appropriate. Topics will include the Cartesian plane, functions, limits and continuity, differentiation and applications of differentiation.

MTH-728. Calculus II. 4 Units. This course is especially designed for teachers and will focus on attaining a deep conceptual understanding of the important ideas of calculus. Course content will include integration, applications of integration, exponential and logarithmic functions, trigonometric functions and inverse trigonometric functions.

MTH-729. Calculus III. 4 Units. This course is especially designed for teachers and will focus on attaining a deep conceptual understanding of the important ideas of calculus. Course content will include integration techniques, improper integrals, infinite series, parametric equations, polar coordinates and vectors in the plane and in space.

MTH-730. Linear Algebra. 3 Units. Techniques for solving systems of equations, examination of existence and uniqueness of solutions, matrix operations, matrix inverses, eigenvalues and eigenvectors, diagonalization, vector spaces, linear transformations, Gram-Schmidt orthogonalization and applications of linear algebra to calculus, least squares solutions and differential equations.

Signature required; May not be audited

MTH-743. Arithmetic of Rational Number Systems. 3 Units. Focuses on the growth of mathematical ideas in the areas of geometry, number and data sense. Overarching these three content areas is a strong emphasis on problem solving.

Repeatable for credit; May not be audited; Graded CR/NC; May be taken for participation

MTH-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 a multiple subject credential. Approaches probability and statistics from an experiential, informal, activity-based point of view. Hands-on activities and experiments relate empirical and theoretical probability. The statistics are focused on descriptive statistics that include some intuitive ideas from inferential statistics.

May not be audited

MTH-757. Contemporary Mathematics. 3 Units. The focus of this course will be on the mathematical ideas emerging from the initial reports brought back by contemporary explorers. Each idea will be developed mathematically and then explored using commercial and public domain computer software and the hand-held graphing calculator. Participants will be taught the mathematical methods used to translate these new ideas into the syntax of the computer and graphing calculator. Activities suitable for use in the middle grade through secondary classroom will be presented.

May not be audited

MTH-761. Advanced Geometry. 3 Units. Euclidean and other geometries are developed to provide one of the basic points of view for the study of mathematics. Topics will include informal approaches to explore concepts and relationships; other geometries, such as spherical and hyperbolic; and algebraic methods involving coordinates in two or three dimensions. Vectors and transformations will be used in discussions of relations among figures and the proofs of theorems; and a study and comparison of Euclidean and hyperbolic geometries as mathematical systems.

May not be audited

MTH-762. Advanced Algebra. 3 Units. The course focuses on various facets of algebra that are typically taught from junior high through college. A major emphasis is on foundations and on looking at elementary algebra from an advanced standpoint. Additionally, the course focuses on the impact of advanced technology on approaches to the content of school algebra.

May not be audited

MTH-763. Probability and Statistics. 3 Units. Content of the course includes laws of probability, organization of data, measures of central tendency and dispersion, sampling, normal distributions, the central limit theorem, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods. The course assumes the mathematical background required for a single subject credential in mathematics.

May not be audited

MTH-764. Discrete Mathematics. 2 Units. Those mathematical topics defined discretely are topics of particular interest to computer scientists. These topics include logic, Boolean algebra, digital logic, discrete functions and relations, mathematical induction, probability, graphs and trees and algorithms. This course introduces and explores these and related topics.

May not be audited

MTH-765. History of Mathematics. 2 Units. The course will cover the important ideas in the development of mathematics from ancient times to the present. The study will include the life stories of some of the great mathematicians who created much of the mathematics taught today. Participants will become familiar with the history of mathematics and will develop materials to facilitate the integration of this knowledge into their courses.

May not be audited

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-018. Vocal Ensemble. 0 Units. Course to be taken for enrichment purposes. May include Men’s Chorus, Women’s Chorale, Jazz Choir or a selected group of vocalists who perform, such as a trio or quartet, under the direction of music faculty. By audition or permission of instructor.
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. 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-025. University String Quartet. 0 Units. Course to be taken for enrichment purposes. 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-022 Baroque Orchestra. By audition or permission of instructor.

MUS-027. Woodwind Choir. 0 Units. Course to be taken for enrichment purposes. Performance of standard and contemporary woodwind literature in an ensemble setting. By audition or permission of instructor.

MUS-101. Elements of Musicianship. 3 Units. Essential knowledge and skills in music reading and performing are emphasized. Prospective elementary school teachers will find the material useful in preparation for classroom experience. Students with an interest in a music major, but with limited musical experience, will find it to be a valuable introduction to the major. Students with demonstrable skills equal to this course will enroll directly in Music 110L. This course fulfills the requirements for the liberal studies major music concentration.

MUS-102. Music Appreciation. 3 Units. An introductory study of music history and literature in reference to other art forms. Designed to create an understanding and appreciation of human artistic expression.

MUS-103. Introduction to American Popular Music. 3 Units. A survey of the various types of music that have evolved into today's popular music styles, including influences from African, European, Latino, Brazilian and Caribbean cultures.

MUS-104. Music Appreciation. 3 Units. A survey of past, present, classical and popular musical styles to develop aesthetic appreciation for music of different cultures. Degree completion students only; May not be audited

MUS-107. Elements of Musicianship. 3 Units. Elements of Musicianship will provide an introduction to the elements of music, including beat, rhythm, dynamics, tempo and written notation. The class will loosely follow a lecture format: lecture will be used to introduce concepts, but various practice activities will be used in class to reinforce said concepts in whole class, individual, and group performance settings. Practice activities will include singing, dancing, clapping, playing instruments, writing, notating music, reading, listening to music and viewing video examples. Lecture and practice activities will be presented in a way that has shown to be effective in an elementary classroom setting, and special attention will be given to applications of these techniques in the classroom. Degree completion students only; May not be audited

MUS-109. Pep Band. 2 Units. The university Pep Band plays for the athletic department's home volleyball and basketball games. By audition or permission of instructor. Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-110L. Music Theory and 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 concentration in contemporary Christian music. A minimum of four hours of rehearsal each week, including off-campus performances and a year-end tour. By audition or permission of instructor. Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-115. Vocal Performance Workshop. 2 Units. Students participate in performances that will vary, but will be chosen largely from musical theater and opera. Entire productions, scenes or even a revue-type program will be selected and cast according to the personnel for any given semester. By audition or permission of instructor. Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-116. Concert Choir. 2 Units. A selected group of vocalists representing the university in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year and periodically travels to Europe. By audition or permission of instructor. Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-117. San Joaquin Chorale. 2 Units. Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. Audition required. Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-118. Vocal Ensemble. 2 Units. May include Men's Chorus, Women's Chorale, Jazz Choir or a selected group of vocalists who perform, such as a trio or quartet, under the direction of music faculty. By audition or permission of instructor. Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-119. Pacific Chamber Singers. 2 Units. Performance of religious, jazz, ethnic and secular choral literature. Singers also participate in MUS-116/316 Concert Choir. By audition or permission of instructor.
MUS-120. Instrumental Ensemble-Brass, Woodwinds, Strings, Handbells, Flutes. 2 Units. Performance of instrumental music in an ensemble setting. By audition or permission of instructor. 
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-121. Jazz Band. 2 Units. Study and performance of compositions for jazz band or combo. By audition or permission of instructor. 
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-122. Baroque Orchestra. 2 Units. Performance of music of the Baroque to the Modern Era. By audition or permission of instructor. 
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-123. Community Wind Ensemble. 2 Units. Performance of wind band music in a large, symphonic setting. Open to university students, faculty, staff and the community. By audition or permission of instructor. 
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-125. University String Quartet. 2 Units. Study and performance of string quartet repertoire from the Classic Era to the Modern Era. Extensive rehearsal schedule (minimum of five hours weekly) is required in addition to weekly class meetings. Includes extensive on- and off-campus performance commitment. Quartet members also participate in MUS-122/322 Baroque Orchestra. By audition or permission of instructor. 
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-127. Woodwind Choir. 2 Units. Performance of standard and contemporary woodwind literature in an ensemble setting. By audition or permission of instructor. 
Freshmen or sophomores only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-130. Class Voice. 1-2 Units. Prerequisite to private voice instruction. Voice instructors may make an exception to this requirement if situation warrants. Instruction offered in a small group for the purpose of establishing the basics of correct vocal technique: breathing, support and vocal apparatus. 
May not be audited

MUS-131. Piano Class. 2 Units. This class offers group instruction for students with little or no keyboard experience. The class may be repeated at no extra fee. 
May not be audited

MUS-132. Piano Proficiency Class. 2 Units. This course is for music majors only and incorporates all elements of the required piano proficiency examination. 
Music majors only; Repeatable for credit; May not be audited

MUS-133. Beginning Worship Guitar. 2 Units. This class offers instruction in a group setting for students with little or no guitar experience.

MUS-135. Private Instruction in Piano. 1-2 Units. 
MUS-136. Private Instruction in Percussion. 1-2 Units. 
MUS-137. Private Instruction in Organ. 1-2 Units. 
MUS-138. Private Instruction in Guitar. 1-2 Units. 
MUS-139. Private Instruction in Harpsichord. 1-2 Units. 
MUS-141. Private Instruction in Voice. 1-2 Units. 
Prerequisites: MUS-130; Signature required; Repeatable for credit; May not be audited; Activity course; Additional fee

MUS-143. Private Instruction in Brass. 1-2 Units. 
MUS-145. Private Instruction in Strings. 1-2 Units. 
MUS-146. Private Instruction in Harp. 1-2 Units. 
MUS-147. Private Instruction in Woodwinds. 1-2 Units. 
MUS-148. Private Instruction in Conducting. 1-2 Units. 
MUS-149. Private Instruction in Composition. 1-2 Units.

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. 1. 2 Units. Required for all voice majors and highly recommended for all students involved in vocal music, including music education and conducting majors, and as a corollary to vocal teaching skills. The basis for the course is the International Phonetic Alphabet, used for pronunciation guides in all languages. This course addresses enunciation, pronunciation of the English, Latin, Italian and Spanish as commonly used in voice study and understanding how the sounds are formed and applied to the singer’s art. Recommended for students in their second year of vocal study.

MUS-231. Lyric Diction II. 2 Units. Required for all voice majors and highly recommended for all students involved in vocal music, including music education and conducting majors, and as a corollary to vocal teaching skills. This course assumes a working knowledge of International Phonetic Alphabet and addresses enunciation, pronunciation of German, French and Slavic languages as commonly used in voice study and understanding how the sounds are formed and applied to the singer’s art. Recommended for students in their second year of vocal study.

MUS-233. Intermediate Worship Guitar. 2 Units. For students who understand basic guitar methods and/or who have satisfactorily completed MUS-133 Beginning Worship Guitar. 
1 hour lecture, 1 hour lab; Repeatable for credit; May not be audited

MUS-305. Music in the Classroom. 3 Units. Music skills and effective means of teaching them are the subject of this class. A variety of approaches to teaching music, including the Kodaly method, will be explored. Students will learn the basics of reading
and performing music. This course fulfills the requirement of the liberal studies major.

MUS-309. Pep Band. 2 Units. The university Pep Band plays for the athletic department's home volleyball and basketball games. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-310. Music Theory and Analysis. 4 Units. The course will be equally divided between advanced harmonic theory and musical analysis.
   Prerequisites: MUS-210L

MUS-314. Crosswind. 2 Units. A choral and instrumental group designed to study and perform various styles of music with a concentration in contemporary Christian music. A minimum of four hours of rehearsal each week, including off-campus performances and a year-end tour. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-315. Vocal Performance Workshop. 2 Units. Students participate in performances that will vary, but will be chosen largely from musical theatre and opera. Entire productions, scenes or even a revue-type program will be selected and cast according to the personnel for any given semester. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-316. Concert Choir. 2 Units. A selected group of vocalists representing the university in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year and periodically travels to Europe. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-317. San Joaquin Chorale. 2 Units. Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-318. Vocal Ensemble. 2 Units. May include Men's Chorus, Women's Chorale, Jazz Choir or a selected group of vocalists, such as a trio or quartet. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-319. Pacific Chamber Singers. 2 Units. Performance of religious, jazz, ethnic and secular choral literature. Singers also participate in MUS-116/316 Concert Choir. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-320. Instrumental Ensemble: Brass, Woodwinds, Strings, Handbells, Flutes. 2 Units. Performance of instrumental music in an ensemble setting. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-321. Jazz Band. 2 Units. Study and performance, including improvisation, of compositions for jazz band or combo. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-322. Baroque Orchestra. 2 Units. Performance of music of the Baroque to the Modern Era. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-323. Community Wind Ensemble. 2 Units. Performance of wind band music in a large symphonic setting. Open to university students, faculty, staff and the community. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-325. University String Quartet. 2 Units. Study and performance of string quartet repertoire from the Classic Era to the Modern Era. Extensive rehearsal schedule (minimum of five hours weekly) is required in addition to weekly class meetings. Includes extensive on- and off-campus performance commitment. Quartet members also participate in MUS-122/322 Baroque Orchestra. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-327. Woodwind Choir. 2 Units. Performance of standard and contemporary woodwind literature in an ensemble setting. By audition or permission of instructor.
   Juniors or seniors only; Repeatable for credit; May not be audited; Graded CR/NC; Activity course

MUS-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.

PRIVATE INSTRUCTION

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.
   
   Repeatably for credit; May not be audited; Activity course; Additional fee

MUS-435. Private Instruction in Advanced Piano. 1-2 Units.
MUS-436. Private Instruction in Advanced Percussion. 1-2 Units.
MUS-437. Private Instruction in Advanced Organ. 1-2 Units.
MUS-438. Private Instruction in Advanced Guitar. 1-2 Units.
MUS-439. Private Instruction in Advanced Harpsichord. 1-2 Units.
MUS-441. Private Instruction in Advanced Voice. 1-2 Units.
MUS-443. Private Instruction in Advanced Brass. 1-2 Units.
MUS-445. Private Instruction in Advanced Strings. 1-2 Units.
MUS-446. Private Instruction in Advanced Harp. 1-2 Units.
MUS-447. Private Instruction in Advanced Woodwinds. 1-2 Units.
MUS-448. Private Instruction in Advanced Conducting. 1-2 Units.
MUS-449. Private Instruction in Advanced Composition. 1-2 Units.

MUS-450. Conducting I. 3 Units. This course assumes the basic skills a student has acquired in Music Theory and Counterpoint (MUS-210L). In addition to conducting skills, the student will be instructed in rehearsal techniques and music literature selection.

MUS-451. Conducting II. 3 Units. This course is a continuation of material covered in MUS-450. Particular attention will be given to more complex conducting problems in the vocal and instrumental genres.

MUS-460. Vocal Pedagogy. 2 Units. Methods of vocal instruction and solutions to various vocal problems are explored. The class is designed for those who plan to teach singing or work with choirs. Each class member will work with a private voice student as part of the course subject matter.

MUS-461. Piano Pedagogy. 2 Units. Methods of piano instruction for beginners, as well as more advanced students, will be reviewed. Selection of teaching material and the practical aspects of operating a teaching studio will be discussed. Each class member will work with a private piano student as part of the course subject matter.

MUS-493. Church Music Internship. 1-3 Units. Students will work from 10 to 20 hours each week in a church music program for at least one semester. They will be observed and guided in this experience by members of the music faculty and by on-site music leaders.

MUS-495. Senior Project. 1-3 Units. All music majors are required to complete a project in their senior year. This project is usually a solo recital in the area of their primary instrument. In some cases alternative projects are arranged, such as research or conducting recitals. Students should make arrangements with the program director.
   
   Senior standing only; Music majors only; May not be audited

MUS-497. Senior Project in Music Composition. 1-3 Units. Recommend prior coursework: 2 units of MUS-449. The capstone project for music majors in composition. Preparation and recital performance of works by the student.
   
   Seniors only; Music majors only; May not be audited

NURSING

NURS-310. Professional Role Development and Nursing Theory. 2 Units. Examines what it means to be a nursing professional from a Christian perspective. Provides a solid foundation and a desire to learn and grow as a professional nurse throughout his or her career. Selected nursing theories examined and evaluated with emphasis on integration of faith, health and health care practices, from a holistic base of biological, psychological, sociological, cultural and spiritual aspects of health across the human life span.
   
   Degree completion students only; May not be audited

NURS-320. Principles of Patho-Physiology. 3 Units. Presents principles of patho-physiology, using a system approach, as applied to current health care practices with an examination of human body systems and disease processes. Current research related to selected major health problems is discussed and evaluated to emphasize evidence based practice across the human life span. General chemistry needed as a prerequisite.
   
   Prerequisites: CHEM-101L; Degree completion students only; May not be audited

NURS-330. Health Assessment. 3 Units. History of psychological, sociological, cultural and spiritual aspects of clients across the human life span. Head-to-toe assessment of individuals to obtain knowledge of normal findings. Common deviations and disease processes of chronic conditions such as diabetes, asthma and high risk pregnancy to give patient-centered care by collaborating with other members of the health care team.
   
   Degree completion students only; May not be audited

  Degree completion students only; May not be audited

NURS-410. Intermediate Pharmacology. 2 Units. Provides clinical pharmacological theories and concepts needed to provide safe nursing practice. Knowledge of physiological and pathological bodily response. Legal and ethical considerations related to pharmaceutical agents and products.

  Degree completion students only; May not be audited

NURS-420. Nursing Research. 3 Units. Explores the historical, ethical, legal and philosophical aspects of nursing and research. Emphasis on research process, critical analysis of clinical and legal issues and application of research to improve nursing practice.

  Degree completion students only; May not be audited

NURS-430. Teaching for Disease Prevention and Health Promotion. 2 Units. Demonstrates the nurse's role as educator of health promotion and disease prevention with emphasis on self-care. Principles of teaching and learning theories applied to teach individuals, groups or communities. Opportunities for micro-teaching are provided. Fosters knowledge and understanding of integration of faith and learning of self-care for healthy living.

  Degree completion students only; May not be audited

NURS-440. Community Health Nursing. 2 Units. Understanding health promotion and disease prevention at the individual and population level necessary to improve the health of the community. Develop competency in best practices, encompassing holistic aspects of community assessment for providing access to preventive and medical care, and developing policies that promote population health.

  Degree completion students only; May not be audited

NURS-442. Community Health Nursing Practicum. 2 Units. Experience in community settings, helping students develop knowledge, skill and a positive attitude by collaborating with other health professionals to provide population-based assessment, interventions and evaluation to address populations at risk. Using epidemiological models, students identify levels of prevention and apply health prevention strategies to community health problems. Students develop beginning competencies in case management, infection control and a range of public health interventions. (Includes 90 hours of supervised clinical practicum needed to receive a Public Health Certificate from the California Board of Public Health Nursing.)

  Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.

NURS-450. Information Technology and Health Care Economics. 3 Units. Addresses the impact of technology on the transformation of health care delivery to a more cost-effective as well as safer quality system. Discusses steps and issues of protection of privacy and confidentiality. Students develop basic competence in the use of information technology in gathering evidence to guide clinical decision making and in providing patient centered holistic care.

  Degree completion students only; May not be audited

NURS-460. Leadership and Clinical Management. 2 Units. Examines theories of leadership and management, concepts of power, motivation, decision making, budgeting and management skills of delegation, supervision, negotiation and critical decision making related to professional nursing.

  Degree completion students only; May not be audited

NURS-462. Leadership and Clinical Management Practicum. 2 Units. Practical application of leadership and management theories, working with leaders/managers in an area of interest in health care.

  Degree completion students only; May not be audited; Students may take up to 2 semesters to complete the course.

NURS-480. Senior Project. 3 Units. This culminating experience provides students with the opportunity to integrate, apply and evaluate learning based on all work done in the program. After the experience students will do a poster presentation with abstract.

  Degree completion students only; May not be audited; Students need 2 semesters to complete the course.

PEACEMAKING AND CONFLICT STUDIES

PACS-350. Victims, Trauma and Recovery. 4 Units. This course introduces the student to an overview of victimization and trauma, cycles of violence, and recovery processes. Covers victimological, restorative, coping and healing concepts used to deal with the challenges victims face in a range of settings: the criminal justice system, natural disasters, war and other kinds of violence, and situations involving the abuse of power. Includes a lab in the practical implementation of victim trauma and recovery.

  May not be audited; Students may take up to 2 semesters to complete the course.

PACS-410. Restorative Justice. 3 Units. Participants examine assumptions about crime and justice. Retributive and restorative paradigms of justice are compared and contrasted. Programs and crime prevention and intervention strategies are evaluated to discern retributive and restorative positioning and outcome effectiveness.

  Degree completion students only; May not be audited

PACS-437. Conflict Management. 1 Unit. Conflicts in the workplace, in school and at home are everyday occurrences. Although surrounded by conflict, people are often unsure of what causes conflict. This course introduces the student to examples and practices of conflict management, engaging a variety of interdisciplinary models for understanding conflict dynamics. Emphasis is placed on the development of theoretical and practical responses to conflicts faced by those in business and the classroom.

  Degree completion students only; May not be audited

PACS-440. Conflict Transformation. 3 Units. This course introduces students to biblical and contemporary perspectives that help them to understand and interpret behaviors of people in conflict. Models for constructive conflict management are proposed and training is provided in effective conflict management and mediation.

  Degree completion students only; May not be audited

PACS-700. Basic Institute in Conflict Management And Mediation. 2-3 Units. An introduction to conflict management and mediation. Includes basic theory and methodologies, as well as the opportunity...
to develop skills in such areas as listening and mediation, through role playing. Offered as a one-week intensive institute.

**Graded CR/NC; Students may take up to 2 semesters to complete the course.; $40 materials fee**

**PACS-702. Theological Ethics of Conflict and Peacemaking. 3 Units.** A study of the biblical teaching on conflict, peace and justice, including questions raised on historical and theological levels. Crucial aspects of the study will include the Old Testament teachings on covenant and peace, justice and war; Jesus as exemplar of peacemaking; and the church’s responsibility in conflict and peacemaking arenas.

**PACS-708. Conflict Analysis. 3 Units.** A foundational course focusing on the basic concepts and dynamics present in conflict. Topics include strategies, cycles and the history, theory and practice of approaches to conflict.

**PACS-710. Introduction to Alternative Dispute Resolution. 1 Unit.** A review of the continuum of dispute resolution practices from negotiation to litigation. Evaluative and coercive practices will be compared to facilitating and cooperative methods. Provides an overview of the complete range of dispute resolution options.

**PACS-716. Group Dynamics and Processes. 3 Units.** An examination of such themes as group cohesiveness, goals, norms, pressures, structures, power, leadership and problem-solving processes. Includes analysis and reflections on actual cases.

**Students may take up to 2 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 2 semesters to complete the course.**

**PACS-736. Institute in School Peer Mediation Program Development. 2-3 Units.** Provides basic conflict management and mediation instruction, skill development strategies and practice, student training program plan and materials, and implementation and/or ongoing program strategies. Designed for teachers and administrators.

**Graded CR/NC; Students may take up to 2 semesters to complete the course.; $55 materials fee**

**PACS-737. Institute in Victim Offender Reconciliation Program (VORP) Development. 2 Units.** Provides introduction to vision, mission, VORP peacemaking model and process, case management, volunteer training and management, restitution follow-up management, organizational development and funding strategies. Instruction based on the Church Based VORP Organizing/Program Manual. Includes a step-by-step plan for moving from idea to first case.

**Graded CR/NC; Students may take up to 2 semesters to complete the course.; $60 materials fee**

**PACS-738. Institute in Discipline That Restores Program Development. 2 Units.** Introduction to principles of Discipline That Restores™ and strategies and materials to implement a school-wide discipline that restores program. Includes teacher-training strategies and materials

**Graded CR/NC; Students may take up to 2 semesters to complete the course.**

**PACS-739. Institute in Establishing a Mediation Practice. 1 Unit.** Participants work individually with the instructor to develop a complete business plan for their practice or organization.

**Prerequisites: PACS-700; Signature required; May not be audited; Students may take up to 2 semesters to complete the course.**

**PACS-740. Victims, Trauma and Recovery. 3 Units.** This course introduces the student to an overview of victimization and trauma, cycles of violence, and recovery processes. Covers victimological, restorative, coping and healing concepts used to deal with the challenges victims face in a range of settings: the criminal justice system, natural disasters, war and other kinds of violence, and situations involving the abuse of power. 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-746. Restorative Justice. 3 Units.** Participants examine assumptions about crime and justice. Retributive and restorative paradigms of justice are compared and contrasted. Historical and theological perspectives are studied. The roles of offender, victim, church, state and community are examined. Programs and crime prevention/intervention strategies are evaluated to discern retributive/restorative positioning and outcome effectiveness.

**May not be audited;**

**PACS-748. Discipline That Restores. 3 Units.** Participants examine punitive and restorative paradigms for discipline in classrooms, schools and families. Participants identify and analyze the thought and behavior changes required as a discipline system changes its paradigm. Special attention is given to working with difficult situations. Changes in roles and expectations of students, parents, teachers and administrators are clarified. A range of implementation strategies are studied.

**Prerequisites: PACS-700 or CRI-704; May not be audited; Students may take up to 2 semesters to complete the course.**

**PACS-750. International Conflict and Peacemaking. 3 Units.** An exploration of regional and international conflicts, including conflicts between cultural, religious and ethnic groups. Attention is given to the analysis of these conflicts, as well as alternative approaches to the management and resolution of these conflicts.

**PACS-751. Conflict and Peacemaking Across Cultures. 3 Units.** A study of the complex dynamics of culture in relation to conflict. Examines a variety of theoretical and practical approaches for building analytical and intervention skills for understanding and transforming conflicts across cultures. Themes include communication, symbolism and ritual, gender, identity and third-party roles and strategies.

**PACS-752. Church Conflict Management and Leadership. 3 Units.** This course will focus on the special complexity of conflict in churches and the options for responding constructively. Special attention will be given to the role of structures and leadership in managing and resolving conflict. Reading will include a wide survey of approaches and models that have been developed for churches. Primary attention will be directed to comparing and contrasting options with biblical material.
PACS-754. Curriculum in Conflict Peacemaking. 3 Units. This course includes an examination/evaluation of conflict management and peacemaking approaches used throughout the curriculum in areas such as history, social studies, literature and Christian and religious education. It also includes an examination/evaluation of current curriculums relating to conflict management, peacemaking and justice issues.

PACS-756. Introductory Practicum in Mediation. 1 Unit. This practicum includes intensive training and a supervised practical experience in mediating actual conflicts. The practical component may be arranged through the Victim Offender Reconciliation Program (VORP), other approved mediation program or the student may arrange to mediate a conflict situation approved by the instructor.

Prerequisites: PACS-756; Signature required; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

PACS-757. Restorative Justice Clinic. 1 Unit. Recommended prior coursework: PACS-700. Students facilitate community justice conference cases referred by the juvenile court. The class gathers to discuss cases for the purposes of building skills and integrating theory and practice.

Prerequisites: PACS-756; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

PACS-758. Advanced Mediation. 3 Units. This course includes a careful analysis of the role of a mediator, the options regarding a mediation process and each phase of mediation process in actual cases with a range of complexity and intensity. Theoretical perspectives and models are compared and contrasted with actual case histories to understand the opportunities, options, ethics and limitations of mediation in a variety of settings: serious victim/offender cases, public policy, racial and 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 2 semesters to complete the course.

PACS-760. Mediation and the Law. 3 Units. Mediation has been used to settle differences for as long as people have been disputing. The modern legal system affects the practice of mediation in many ways and is in turn affected by mediation. This course studies these effects and prepares a mediator to function both inside and outside the legal system. Statutory and case law will be reviewed. Students individually select and focus on a substantive law area.

Prerequisites: PACS-700; May not be audited; Students may take up to 2 semesters to complete the course.

PACS-762. Family Mediation. 3 Units. Marriage is a complex relationship with legal, spiritual, sociological and psychological dynamics. People can work through intense conflicts and emerge more committed to each other, or go their separate ways. This course covers all aspects of mediation within family relationships, it includes divorce mediation and the legal ramifications of property division and child custody, as well as processes designed to preserve family relationships.

PACS-764. Internship in Peacemaking. 2-6 Units. Field instruction and practice is an integral part of the overall educational program. The internship will include a combination of observation and leadership experiences in real conflict situations. Observations will preferably cover a range of types of conflicts, whereas the leadership experiences will most likely be in the area of specialty. Journals and seminars will provide occasions for questions, reflections and integration.

Prerequisites: PACS-710, PACS-700 or PACS-702; Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

PACS-765. Restorative Justice Conference. 1 Unit. The annual restorative justice conference organized by the Center for Peacemaking and Conflict Studies brings together academics and practitioners to discuss current topics in restorative justice. The student will attend the pre-conference training and the conference and reflect on it with the instructor. The student will also read selected material on the theme of the conference.

Prerequisites: PACS-700; Signature required; Repeatable for credit; May not be audited

PACS-766. Mediator Certification Course. 1 Unit. This course completes the supervised mediation experience (observation or mock), evaluated solo mediation leadership and other requirements for state certification in California. As of this writing, legislation has not been passed. The course will not be offered until California legislation passes.

Prerequisites: PACS-700; Signature required; May not be audited; Students may take up to 2 semesters to complete the course.

PACS-771. Methods in Peace Research Design. 2 Units. A study in the nature of inquiry, this course surveys the research methods employed in peacemaking and conflict studies. Students go through the process of developing a proposal, learning the significance of doing literature reviews, developing research questions, selecting an appropriate research approach, collecting data and conducting data analysis, and evaluating different methodologies. Application is made in relation to real conflict situations and relevant disciplinary topics.

Signature required; May not be audited

PACS-790. Integrative Seminar. 3 Units. This course serves as an alternate culminating experience to the thesis. Models, ideas, theories and practices are synthesized and applied to practitioner challenges. Offered in a seminar format, this advanced capstone course moves students to the next level in applying expert knowledge--a shift from apprentice to master.

Prerequisites: PACS-700, PACS-708, PACS-710, PACS-758, PACS-771; Signature required; 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; Signature required

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.
PHYSICAL EDUCATION
Repeatable for credit; May not be audited; Graded CR/NC; Activity course

PE-100. Beginning Tennis. 1 Unit.
PE-101. Intermediate Tennis. 1 Unit.
PE-102. Beginning Badminton. 1 Unit.
PE-103. Intermediate Badminton. 1 Unit.
PE-104. Baseball. 1 Unit.
PE-105. Softball. 1 Unit.
PE-106. Racquetball. 1 Unit.
PE-107. Tennis. 1 Unit.
PE-108. Intermediate Tennis. 1 Unit.
PE-109. Advanced Tennis. 1 Unit.

PE-110. Volleyball. 1 Unit.
PE-112. Flag Football. 1 Unit.
PE-113. Soccer. 1 Unit.
PE-114. Basketball. 1 Unit.
PE-115. Frisbee Games. 1 Unit.
PE-116. Softball. 1 Unit.
PE-118. Soccer. 1 Unit.
PE-120. Dance Movement. 1 Unit.
PE-121. Ballroom Dancing. 1 Unit.
PE-122. Aerobic Rhythmic Exercise. 1 Unit.
PE-123. Self Defense. 1 Unit.
PE-124. Latin Dance. 1 Unit.
PE-125. Aerobic and Weight Training for Women. 1 Unit.
PE-126. Power Walking. 1 Unit.
PE-127. Jogging. 1 Unit.
PE-130. Beginning Swimming. 1 Unit.
PE-132. Intermediate Swimming. 1 Unit.
PE-134. Golf. 1 Unit.
PE-135. Strength Program. 1 Unit.
PE-136. Strength Program. 1 Unit.
PE-138. Weight Training. 1 Unit.
PE-139. American Wilderness Literature and Philosophy. 3 Units.
PE-140. Archery. 1 Unit.
PE-142. Bowling. 1 Unit.
PE-144. Bicycling. 1 Unit.
PE-146. Backpacking. 1 Unit.
PE-148. Rock Climbing. 1 Unit.

Students may take up to 2 semesters to complete the course.
Additional fee

PHILOSOPHY

PHIL-100. Introduction to Philosophy. 3 Units. Problems and methods of philosophy. Metaphysics, ontology, ethics, logic, political theory, language and methodology are discussed through reading classic philosophical texts, east and west, ancient and modern. Readings include Socrates, Chuang-tzu, James and Navajo philosophy.

PHIL-103. Logic and Critical Thinking. 3 Units. Introduction to 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.
Same as COM-368, HIST-368

PHIL-333. Medieval Philosophy. 3 Units. Study of the tradition of thought, characterized by the goal of faith seeking understanding.

PHIL-335. Modern Philosophy. 4 Units. History of Western philosophy from 1600 to 1900. Readings include Descartes, Hume, Kant, Hegel, Marx and Nietzsche.

PHIL-340. Eastern Philosophy, Ancient and Modern. 3 Units. Acquaints students with the central philosophical traditions of Eastern civilization, ancient and modern. Readings include Hesse, Laozi, Confucious, Dogen, Mao and contemporary Chinese philosophy.

PHIL-393. Twentieth Century Western Thought. 3 Units. Recommended prior coursework: HIST-140. Western philosophy and intellectual history of the 20th century. Topics include logical positivism, philosophy of language, post-Newtonian philosophy of science, status of the Other, neo-pragmatism and global ethics. Readings include Shelley, Conrad, Ayer, Wittgenstein, Levinas, Kuhn, Rorty and Nussbaum.
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

PHIL-450. History of Political Theory and Ideas. 3 Units. Recommended prior coursework: PHIL-100. Survey of political theorizing and the development of ideas on political order from ancient Greece, Rome, China, as well as Jewish and Christian theology, Medieval thinkers and the development of early-modern and modern political philosophy. Readings include Plato, Aristotle, Han Fei Tzu, biblical authors, medieval philosophers, Locke, Hobbes, Marx and American political philosophers.
Prerequisites: HIST-120, HIST-130, HIST-140; Same as HIST-450, PS-450

PHIL-455. Philosophy of Language. 3 Units. A study of significant 20th century schools of thought concerning language. Disciplines encountered include philosophy, cognitive science, literary theory, sociolinguistics and etymological studies. Readings include Carroll, Lycan, Pinker, Wittgenstein, Barthes and Borges.
Same as COM-455
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 BIOL-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-106. 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.
   
   Corequisites: PHYS-106L; Repeatable for credit

PHYS-106L. Physical Science Lab. 0 Units.
   
   Corequisites: PHYS-106; Graded CR/NC

PHYS-120. General Physics I. 4 Units. Recommended prior coursework: MATH-140. Fundamental principles of classical physics, including statics, kinematics, rigid body motions, conservation laws, simple harmonic motion, mechanics of solids and fluids, waves, sound, heat and thermodynamics.
   
   Corequisites: PHYS-120L

PHYS-120L. General Physics I Lab. 0 Units.
   
   Corequisites: PHYS-120; Graded CR/NC

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-120, PHYS-120L; Corequisites: PHYS-121L

PHYS-121L. General Physics II Lab. 0 Units.
   
   Corequisites: PHYS-121

   
   Prerequisites: MATH-210; Corequisites: PHYS-130L; Graded CR/NC

PHYS-130L. University Physics I. 0 Units.
   
   Corequisites: PHYS-130; Graded CR/NC

   
   Prerequisites: PHYS-130, PHYS-130L; Corequisites: PHYS-131L

PHYS-131L. University Physics II Lab. 0 Units.
   
   Corequisites: PHYS-131; Graded CR/NC

PHYS-150. Earth Science. 3 Units. This course presents the concepts of the major geological processes affecting the physical earth and helps students appreciate the earth and understand environmental concerns. Exercises in mineral identification are also included.
   
   Degree completion students only

PHYS-151L. Field Geology. 1 Unit. Four Saturday or weekend field trips. Field study of geologic features and processes. Field trips may include destinations such as the Sierra Nevada, coast ranges, Death Valley and the central California coast.
   
   Prerequisites: PHYS-150; May not be audited

PHYS-160. Space Science. 3 Units. Introduction to the fundamental principles of space science, including the solar system, its components and its origins, and stellar evolution and cosmology. Emphasis will be placed on prominent themes such as Newton's laws of motion and gravitation, conservation of energy, conservation of angular momentum, Doppler shifts, the fundamental nature of matter, fusion reactions and nucleosynthesis and general relativity.

PUPIL PERSONNEL SERVICES

PPC-700. Comprehensive School Counseling and Guidance. 3 Units. This course is an introductory study of the role of the professional school counselor and the principles and components of the school counseling program as an integral part of the entire school program. The course also provides an awareness and practice of such counseling interventions as facilitation skills and the development and delivery of guidance curriculum.
   
   Classified standing required; May not be audited

PPC-702. Academic and Career Planning. 3 Units. This course introduces students to principles and practices that contribute to pupils' academic success and to theories and applications of career development. Equal emphasis is given to both areas with hands-on activities to integrate theory and practice.
   
   Classified standing required; May not be audited

PPC-703. Prevention and Intervention for Achievement. 3 Units. A study of counseling and guidance accountability practices that contribute to student achievement. Data-based decision making and its application to prevention education, intervention identification and evaluation is a major focus. Students are exposed to and given opportunity to apply strategies school counselors use to anticipate and address student and school problems through evidence-based practice.
   
   Classified standing required; May not be audited

PPC-707. Organizational Systems and Program Development. 3 Units. This course examines the development of comprehensive counseling and guidance programs. Students will experience the
process of planning, organizing, implementing and evaluating school guidance programs. The course provides a practical and hands-on approach to creating programs for various educational settings. Effective leadership styles and approaches related to implementing guidance programs with educational teams will be explored. Students will also investigate the use of technology as a tool in the research aspect of guidance program development.

**Classified standing required; May not be audited**

**PPC-791. Practicum in School Counseling. 1 Unit.** This course consists of 100 hours of supervised experiences that occur in classroom and/or field-based settings. Practicum experiences provide for the application of knowledge and the development of skills and training applicable to the domains, themes and functions of the school counselor. Students will also be introduced to the professional portfolio model that may be used in the development of a personal professional portfolio that will be presented upon exiting the school counseling credential program.

**Classified standing required; May not be audited; Graded CR/NC**

**PPC-792. Field Experience. 1-4 Units.** This course consists of fieldwork experience in California public schools under the supervision of a credentialed school counselor or school psychologist, a licensed marriage family child counselor, a licensed clinical social worker or licensed educational psychologist. Fieldwork experiences will integrate theoretical training with practical experience by providing an opportunity for candidates to perform, under supervision, the function of school counselors in school counseling domains. Field experience shall consist of 600 hours of field experience.

**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.

**Prerequisites: PPP-771; Classified standing required; School counseling/school psychology students only; May not be audited**

**PPP-720. Seminar in School Psychology. 3 Units.** The seminar in school psychology is designed to provide an introduction to the basic tenants and elements of school psychology. Emphases will include the ethical, legal and philosophical foundations of school psychology, as well as the pragmatic issues surrounding provision of effective psychological services to both students and staff.

**Classified standing required; May not be audited**

**PPP-722. Assessment I. 3 Units.** This course is designed to acquaint students with the knowledge of human assessment and train students in assessment methods and theories particularly related to intellectual and cognitive characteristics of typical and atypical pupils, including limited English proficient pupils, as these factors affect learning performance.

**Classified standing required; May not be audited; $50 materials fee**

**PPP-724. Assessment II. 3 Units.** The student will be trained to administer, score and interpret a variety of assessment instruments frequently used with children. Assessment measures to be covered include nonverbal cognition, perceptual/motor skills and adaptive behavior. Each student will acquire acceptable administration, scoring and interpretive skills within each of the aforementioned domains.

**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; School counseling/school psychology students only; May not be audited**

**PPP-739. Advanced Behavior Assessment: Application to Autism Spectrum Disorder. 3 Units.** Recommended prior coursework: PPP-771, PPP-718, PPP-734. This course addresses behavioral principles as applied to children diagnosed within the spectrum of disorders that make up autism. This course will provide students with an overview of the research related to the identification of children with autism, touching on information about the causes of the disorder as well as historical and philosophical views. A major emphasis will be to tie together the biological and psychological research with systematic behavioral efforts to help these individuals live more productive and independent lives. Recent controversies will be discussed and an integrative approach to treatment methods will be emphasized.

**School counseling/school psychology students only; Students in BCBA programs only; May not be audited**

**PPP-740. Advanced Procedures for Behavior Change And Support. 3 Units.** This course addresses behavioral principles that focus more intensively on proven behavior change techniques, the environmental support needed to maintain and establish new behavior and the various methods of gaining support from caregivers, educators and others to implement behavior change methods.

**School counseling/school psychology students only; Students in BCBA programs only; May not be audited**

**PPP-771. Behavioral Research Methods in Education. 3 Units.** This course addresses behavioral principles as applied in educational settings. It covers the design and analysis of both qualitative and quantitative methods with particular emphasis placed upon single subject design. Behavior manifested by school age children is examined as part of the natural world and behavior change is explained by principles derived from scientific research. Course content includes principles and procedures of reinforcement, extinction, differential reinforcement punishment, discrimination and generalization training, shaping, fading and programming.

**Classified standing required; May not be audited**
Classical conditioning, conditioned reinforcement, schedules of reinforcement, behavioral definitions, reliability and validity and direct observation are also addressed.

School counseling/school psychology students only

PPP-787. Praxis Exam Tutorial. 1 Unit. A tutorial for students who have not attained a passing score on the NASP Praxis Exam after multiple attempts. Focus varies according to the topic areas requiring remediation.

Classified standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPP-793. Supervised Experience. 1-3 Units. This course consists of fieldwork experience in California public schools under the supervision of a credentialed PPS school psychologist or an educational psychologist. Field practice shall be 450 hours. Emphasis is placed on attainment and completion of professional competencies, interpersonal skills, professional conduct and continuing development of theory, skills and knowledge related to the responsibilities of a school psychologist. Proof of liability insurance required.

Classified standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPP-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 use theory, skills and knowledge related to the responsibilities of a Board Certified Behavior Analyst. An integrated approach to matching practical, related experiences with theoretical training.

Repeatable for credit; May not be audited; Graded CR/NC

PPP-794. Internship. 2-4 Units. Intended to allow the student to demonstrate proficiencies acquired during formal training on campus and to acquire additional knowledge and skills most appropriately gained through field placement. Intended to partially satisfy NASP certification criteria. Internship is generally offered in schools and agencies serving children from infancy to late adolescence. Principal supervision is provided by the off-campus agency, although the university provides indirect supervision. The experience occurs on a full-time basis over a period of one academic year or on a half-time basis over a period of no more than two consecutive years. In consultation with program director, students will register for appropriate number of units corresponding to the internship experiences anticipated to be completed during that term.

Classified standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPP-794R. Praxis Exam Tutorial. 1 Unit. A tutorial for students who have not attained a passing score on the NASP Praxis Exam after multiple attempts. Focus varies according to the topic areas requiring remediation.

Classified standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPP-794S. PPS Field Experience. 1-2 Units. Fieldwork experience in California public schools under the supervision of a credentialed PPS school psychologist or an educational psychologist. Field practice shall be 450 hours. Emphasis is placed on attainment and completion of professional competencies, interpersonal skills, professional conduct and continuing development of theory, skills and knowledge related to the responsibilities of a school psychologist. Proof of liability insurance required.

Classified standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPP-794T. Practicum in Schools. 1-3 Units. This course provides candidates with opportunities and experiences to display knowledge and apply consultation skills to enhance family-school-community agency collaboration to promote student success.

Classified standing required; May not be audited

PPP-795. Counseling for Diversity. 3 Units. This course is designed to allow students to gain knowledge and skills regarding the use of tests by both school counselors and school psychologists, including the who, what, when, where, why and how of assessment; the test selection process; administration procedures and communication of test results in both orally and in writing to a variety of audiences.

Classified standing required; May not be audited

PPP-795A. Counseling Applications in School Settings. 3 Units. This course is designed to allow students to gain knowledge and skills regarding the use of tests by both school counselors and school psychologists, including the who, what, when, where, why and how of assessment; the test selection process; administration procedures and communication of test results in both orally and in writing to a variety of audiences.

Classified standing required; May not be audited

PPP-795B. 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 use theory, skills and knowledge related to the responsibilities of a Board Certified Behavior Analyst. An integrated approach to matching practical, related experiences with theoretical training.

Repeatable for credit; May not be audited; Graded CR/NC

PPP-795C. Supervised Experience. 1-2 Units. Fieldwork experience in California public schools under the supervision of a credentialed PPS school psychologist or an educational psychologist. Field practice shall be 450 hours. Emphasis is placed on attainment and completion of professional competencies, interpersonal skills, professional conduct and continuing development of theory, skills and knowledge related to the responsibilities of a school psychologist. Proof of liability insurance required.

Classified standing required; Repeatable for credit; May not be audited; Graded CR/NC

PPP-795D. School Counseling Seminars. 1-3 Units. This course provides candidates with a review of the etiological roots of violence that occur within and outside the school community. Candidates will have opportunities and experiences to research and develop school safety strategies that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment, culminating in the development of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhance teaching and learning.

Classified standing required; May not be audited

PPP-795E. 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

PPP-795F. 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.

**PPS-717. Seminar in Behavior Pathology in Schools. 3 Units.** Behavior Pathology in the Schools is an overview course addressing emotional and behavioral 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.

**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.

**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.

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.

**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.)

**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.

**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 writing style that identifies the facts supporting a legal analysis and leads the reader to a logical legal conclusion.

**PS-375. Criminal Justice in America. 4 Units.** Recommended prior coursework: PS-120, PS-380, PSY-120 and SOC-120. A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to 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-376. Law and Society. 3 Units.** A study of how law shapes and is shaped by the social world. The course examines how laws influence social relationships (law as an independent variable) and conversely how social forces influence legal change (law as a dependent variable or outcome). Special emphasis is given to sociological analysis of gaps between the letter of the law as “the spirit of the law.” Major sociological perspectives on law.
PS-380. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of major social problems that increasingly concern society. At the same time, government’s responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

Prerequisites: SOC-120; Same as SOC-450, SW-360

PS-385. Urban Society and the Welfare State. 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 nation-states

PS-425. Global Economics and Sustainable Development. 3 Units. Recommended prior coursework: GEOG-220, INTB-370, PS-400. The increasing interconnectedness of the global economy affects people more profoundly today than ever before. This course will help students better understand and wrestle with some significant positive and negative aspects of the globalization process, as well as examine social, political and economic aspects of development and the varied impact of the development process on the world today.

Prerequisites: ECON-105; Same as ECON-390

PS-430. America in a Global Community. 4 Units. Recommended prior coursework: ECON-105, GEOG-220, HIST-425, PS-120. The world is increasingly becoming a global community, and America finds itself faced with the challenges and opportunities of living in such a world. But what does it mean to live in a global community? Does America see itself and behave as a member of a global community? This course will explore answers to these questions by examining the nature of American foreign policy since World War II, analyzing various international issues and problems of contemporary concern and exploring what America’s response to them should be.

POLITICAL THOUGHT

PS-450. History of Political Theory and Ideas. 3 Units. Recommended prior coursework: PHIL-100. Survey of political theorizing and the development of ideas on political order from ancient Greece, Rome and China, as well as Jewish and Christian theology, Medieval thinkers and the development of early-modern and modern political philosophy. Readings include Plato, Aristotle,
Han Fei Tzu, biblical authors, medieval philosophers, Locke, Hobbes, Marx and American political philosophers.

Prerequisites: HIST-120, HIST-130, HIST-140; Same as HIST-450, PHIL-450

**ADMINISTRATION**

**PSY-120H. Introduction to Psychology. 4 Units.** An in-depth introduction to the discipline of psychology. Topics include psychology's major theories and theorists, influential experiments, current trends, future directions, major subfields and historical and contextual factors associated with the development of each. Special attention is given to philosophical and scientific implications of major movements within the discipline, integration of psychology with everyday life and other fields of study, and development of research skills associated with critical thinking. Students are assessed through exams, presentations, homework and a culminating formal research project. Class formats include seminar, lecture, multimedia presentations, group discussions and review of readings.

*May not be audited*

**PSY-121. Human Learning. 3 Units.** Introduction to theories of learning as related to cognition and language, behavior and environments.

*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 or PSY-120H; Same as SOC-462*

**PSY-301. Educational Statistics. 3 Units.** This course will provide students with a working knowledge of quantitative research design and educational statistics. Recent theories, advanced methods and statistical techniques will be discussed.

*Degree completion students only; May not be audited*

**PSY-310. Research Methods. 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 that explores the theory and practice of psychological experiments.

*Prerequisites: PSY-120 or PSY-120H, PSY-300*

**PSY-330. Psychological Assessment. 4 Units.** A study of theory and practice of psychological assessment methods as used primarily by the psychologist and educator. The course will include practice in the construction, giving, scoring and interpreting of tests and evaluation devices.

*Prerequisites: PSY-120 or PSY-120H, PSY-300*

**PSY-350. Child Development. 3 Units.** A study of the development of the child from conception to adolescence. Topics of development, such as physical, intellectual, social, emotional and moral are studied.

*Prerequisites: PSY-120 or PSY-120H*

**PSY-351. Child Growth and Development. 3 Units.** This course will focus on child growth and development from both classic and current theory and the effect that research has on our understanding of this complex field of study. The joint contributions of biology and environment to the developing child (birth through age eight) and his/her family will be examined throughout the
course. Real-world situations will be studied and discussed as they pertain to the developing child and those who provide services including care, support and education. Illustrations and distinctions will be made as they address commonalities and differences between ethnic groups, cultures and traditions, with particular attention to our Central Valley and policy/programming issues that are crucial for safeguarding children and their families.

Degree completion students only; May not be audited

PSY-352. Advanced Child Growth and Development. 3 Units. This course is an advanced study of human development through a study of diverse cultural backgrounds. Professionals are provided a culturally sensitive account of developmental processes that will assist their young students to develop the skills, understanding and sensitivity needed in a pluralistic society. Included are advanced studies in the cognitive, physical, social, cultural and emotional development of children from conception to age eight from a multicultural perspective and a focus on typical and atypical child growth and development. Research, historical data, theories and recent trends are studied and applied through real-world case studies and applications.

Degree completion students only; May not be audited

PSY-355. Adolescent Development. 3 Units. The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied.

Prerequisites: PSY-120 or PSY-120H

PSY-360. Life-Span Development. 3 Units. This course uses the life-span developmental perspective to integrate theory and research related to adult development and aging. Its emphasis is on life transitions and life events and the psychosocial functioning of the adult.

Prerequisites: PSY-120 or PSY-120H; Same as SOC-440, SW-300

PSY-365. Gerontology. 3 Units. Recommend taking PSY-360 prior to this course. The process of aging from social, psychological, cultural and spiritual perspectives. Examines the needs and strengths of the older generation and the resources available to serve them, the fastest growing segment of the population. Enriched by a wide variety of professional presenters, videos, field trips and lecture format.

Prerequisites: PSY-120 or PSY-120H or SOC-120; Same as SOC-442 and SW-310.

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, judgment and decision-making, pattern recognition, categorization, attitudes and consciousness.

Prerequisites: PSY-120 or PSY-120H

PSY-375. Physiological Psychology. 4 Units. The study of human behavior from a physiological point of view. Topics studied include the brain and nervous system, right-left brain functions, neurological disorders, biofeedback therapy, drugs, sleep, sexuality, psychophysiological measurements (EEG, EMG, skin temperature, etc.) and holistic health. Class demonstrations and experiments are emphasized.

Prerequisites: PSY-120 or PSY-120H

PSY-377. Sport and Exercise Psychology. 3 Units. Recommended prior coursework: PSY-120. An overview of fundamental psychological theory and its application to physical activity and sport. Topics covered focus on the interrelationships between physical activity and psychological variables, including personality, motivation, competitiveness, arousal, stress, anxiety, competition, reinforcement, intrinsic motivation, group and team dynamics, group cohesion, imagery, self-confidence, morality, goal-setting and concentration. In addition, the relationship between exercise and psychological well-being will be addressed.

PSY-380. 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 or PSY-120H

PSY-381. Psychology of Learning. 3 Units. This course will introduce students to the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification and psychotherapy will be studied.

Degree completion students only; May not be audited

PSY-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 or PSY-120H; Same as SOC-400

PSY-397. Community Psychology. 4 Units. Explores the relationship between social systems and individual well-being in a community context. Students consider an array of social and mental health problems through the lenses of prevention, community-based intervention and community-based research.

Prerequisites: PSY-120 or PSY-120H; May not be audited

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 or PSY-120H

PSY-410. Abnormal Psychology. 4 Units. This upper-division psychology course is among the most controversial, fascinating and important in the field of psychology. Focuses extensively on the
etiology, assessment, diagnosis and treatment of mental disorders, as well as on the latest findings in this complex and rapidly changing field. Students are introduced to how scientists define abnormality, cultural aspects of mental illness and what disorders are most common in our society. Ideal for students interested in preparing for a more clinically oriented studies or professions. Also ideal for students entering helping professions, for which awareness of issues affecting troubled people is helpful.

Prerequisites: PSY-120 or PSY-120H

PSY-420. Childhood Disabilities and Psychopathology. 4 Units. The nature and treatment of common emotional and behavioral problems of children and adolescents. Topics such as psychosomatic disorders, autism, childhood schizophrenia, mental retardation, brain damage in children and learning disabilities will be studied. Child rearing approaches, family therapy and methods of assessment of problems will also be studied.

Prerequisites: PSY-350 or PSY-355 or PSY-410

PSY-430. Adult Development and Life Planning. 4 Units. The emphasis in module one is on the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

Degree completion students only; May not be audited

PSY-440. Counseling. 4 Units. This course is a study of the principles and practices of counseling individuals and of guiding them toward life's goals. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem solving. Laboratory components include role playing, case studies and other simulation experiences.

Prerequisites: PSY-120 or PSY-120H

PSY-441. Introduction to Counseling Theories. 3 Units. This course is designed to introduce students to the various theoretical components of counseling. Contemporary psychological theories are presented. The course will provide an introduction to interviewing and to individual and group counseling skills. Laboratory components include experiential activities, role playing, case studies and other simulation experiences.

Degree completion students only; May not be audited

PSY-450. History and Systems of Psychology. 4 Units. Two foci will organize the material covered in this course: First, the intellectual history of contemporary psychological perspectives is reviewed, then the various systems of psychology (behaviorism, psychoanalysis, existentialism and positivism) are examined.

Prerequisites: PSY-120 or PSY-120H

PSY-460. Psychology of Religion. 3 Units. The study of religious experiences from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry.

Prerequisites: PSY-120 or PSY-120H, SOC-120

PSY-471. Cross-Cultural Psychology. 4 Units. Recommended prior coursework: PSY-397 and PSY-410. Provides students with the opportunity to view psychology from a cross-cultural lens. Psychological research and practice is examined and critiqued from a non-Western socio-cultural perspective. Includes a one-week immersion experience in Central America, as well as lecture, discussion, and writing components. Additional cost for travel expenses.

Prerequisites: PSY-120; Juniors or seniors only; May not be audited

PSY-482. Psychological Practicum. 2-4 Units. Supervised work in an approved organization such as juvenile detention homes, mental hospitals, schools, youth work, etc. Limited to juniors and seniors who are psychology majors.Thirty hours of service required for 1 unit of course credit. A minimum of 3 units must be taken to count as a full psychology course.

Prerequisites: PSY-120 or PSY-120H; Juniors or seniors only; Psychology majors only; ; May not be audited; Graded CR/NC

PSY-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.; Same as COM-483, SOC-483, SW-483

PSY-485. Integration Symposium. 3 Units. Addresses topics relevant to the integration of psychology and theology. Participants attend Fuller Theological Seminary's annual Integration Symposium and hear several speakers whose presentations revolve around a specific theme. Students increase their awareness of the latest research into integrative studies, have opportunities to meet and dialogue with conference speakers and meet regularly with the instructor(s) to expand upon themes presented at the conference. Students write a culminating paper, reviewing and sharing the implications of the research presented at the conference.

Prerequisites: PSY-120 or PSY-120H; Psychology majors only; Signature required; Repeatable for credit

PSY-495. Psychology Research Project. 1-4 Units. Psychology majors engage in specialized research under the supervision of a psychology faculty member. Minimum 30-120 hours research, including literature review, feedback/discussion with faculty member and submission of a final summary report. Time requirement depends on the number of registered units.

Prerequisites: PSY-300 or SOC-462; Signature required; Repeatable for credit; May not be audited; Graded CR/NC

PSY-496. Psychological Research Practicum. 1-4 Units. Involves student participation in a research project headed by the instructor. Students develop their knowledge concerning how to conduct various aspects of a research study. Students are selected through an application process and must apply for the practicum with the psychology program director. A minimum of 3 units must be taken to count as a full psychology course.

Prerequisites: PSY-300; Signature required; Repeatable for credit; May not be audited; Graded CR/NC
REL-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.

Repeatable for credit; Graded CR/NC

REL-405. Philosophy of Religion. 3 Units. Study in the nature and validity of religious ideas.

REL-418. Culture, Religion and the Church. 3 Units. This course will explore the religious history, traditions and thought of major cultural groups in Central California, with particular attention to the history, teachings and practices of the Christian church in these cultures.

Same as SOC-360

REL-452. Christianity in the Non-Western World. 3 Units. How do Christians in other parts of the world live? Who do they understand themselves to be? How do they follow Christ? In this course, we will discover and investigate Christianity in its diverse forms in Asia, Africa and Latin America. We focus on ethnographic elements of Christian communities such as the ways they live as families, their organizational structure, boundaries around their communities, their rituals, their festivals and how they relate to the broader cultures around them.

Same as SOC-364

REL-460. Religions of the World. 3 Units. This course introduces students to the study of religion and to many of the diverse religious traditions in the world today. The course begins with a broad overview, investigating sacred texts, as well as regional, historical, cultural and social elements of various religious traditions, and then explores a few particular religions more deeply, using themes in religious studies.

Same as SOC-366

REL-702. Religions of the World. 3 Units. Introduces students to the study of religion and to many of the diverse religious traditions in the world today. Begins with a broad overview, investigating sacred texts, as well as regional, historical, cultural and social elements of various religious traditions. Also explores a few particular religions more deeply, using themes in religious studies.

Seminary students only

RUSSIAN LANGUAGE STUDIES

RUS-100. Elementary Russian I. 4 Units. This course is designed for people with little or no knowledge of Russian. The purpose of the course is to develop reading, writing, speaking and listening ability at a basic functional level in Russian. Classes will be conducted primarily in Russian.

May not be audited

RUS-105. Elementary Russian II. 4 Units. This course is structured for students who have completed an introductory course in Russian (or have demonstrated proficiency in elementary Russian). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in Russian.

Prerequisites: RUS-100; May not be audited

RUS-200. Intermediate Russian I. 4 Units. This course is designed to develop intermediate levels of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Russian, emphasizes vocabulary building and reading comprehension and promotes written and oral expression in all time frames.

Prerequisites: RUS-105; May not be audited

RUS-205. Intermediate Russian II. 4 Units. This course continues to build on skills attained in RUS-200 to solidify a high level of proficiency in communicative skills. It provides a comprehensive review of the basic grammatical structures of Russian, emphasizes vocabulary building and reading comprehension and promotes written and oral expression in all time frames.

Prerequisites: RUS-200; May not be audited

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 tobacco 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: a time of 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 children 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-691AU. Directed Teaching: Autism. 4 Units. Candidates who are not currently employed complete their practicum on a fulltime
basis, as they serve under a master teacher in their selected discipline within educational, social or medical service areas, for one semester. A university supervisor serves as facilitator and evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards for individuals who experience autism.

Prerequisites: SED-775, SED-776; 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-691ECA. Directed Teaching: Early Childhood (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.

May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Signature required; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Prerequisites: EDUC-CSETMS; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-692AU. 4 Units. Candidates who are employed complete their practicum while they serve individuals who experience autism in an educational, social or medical environment, for one semester. A university supervisor serves as the evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards for individuals who experience autism.

Prerequisites: SED-775, SED-776; Autism certificate students only; Signature required; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SED-692MM. Independent Teaching: Mild/Moderate Disabilities. 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.

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-692MS. Independent Teaching: Moderate/Severe Disabilities. 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. 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.
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. 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: EDJC-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. 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: EDJC-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. 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: EDJC-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.

Repeatable for credit; 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.

Repeatable for credit; May not be audited; Graded CR/NC; 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: EDJC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; 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: EDJC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; 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: EDJC-CSETMS; Repeatable for credit; May not be audited; Graded CR/NC; 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 multifaceted class will fulfill the state requirements for the clear Credential for Health and Designed to meet the requirements for the California Clear Credential, for Mainstreaming. This course will provide the general educator with a knowledge of resources, techniques, strategies, and applications of mainstreaming, integration or inclusive education for the special needs student and the mandates governing that education. This course will include presentations in specila education terminology and law, disability overviews. Assessment, Section 504, participating in the IEP team meeting, curriculum adaptations/modifications, behavior management, communication and myths. Participants will review the health framework and education codes related to health, become aware of problems of student health and well-being, and learn about applicable, available community resources.

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 using 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 use 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: a time of 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 visitations, 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 course 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.

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.

SED-761. Advanced Collaboration, Consultation and Inclusion: Fieldwork. 1 Unit. This course 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.

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. Educating Learners with Autism. 3 Units.** Covers the basic theories and foundations of autism. Practices for assessment, interventions and instructional strategies are developed and applied to the educational environment and family support systems. Laws, regulations and procedures are constructively applied to the service model. A team service model is designed and applied to authentic environments.

**SED-776. Assessment to Intervention for Learners with Autism Spectrum Disorder. 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*

**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: Autism. 4 Units.** Candidates who are not currently employed complete their practicum on a fulltime basis, as they serve under a master teacher in their selected discipline within educational, social or medical service areas, for one semester. A university supervisor serves as facilitator and evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards for individuals who experience autism.

*Prerequisites: SED-775, SED-776; 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-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-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-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. Independent Teaching: Autism. 4 Units.** Candidates who are employed complete their practicum while they serve individuals who experience autism in an educational, social or
medical environment, for one semester. A university supervisor serves as the evaluator. Participation requirements address all professional duties and responsibilities as applied to the instruction and direction of effective service models and program standards for individuals who experience autism.

Prerequisites: SED-775, SED-776; 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 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.

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 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 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 FPU may participate in this course. All others must participate in SED-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-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.

Repeatable 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.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.
SED-794ECA. 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.

Repeatable 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.

Repeatable 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.

Repeatable 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.

Repeatable 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.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

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.

SOCIOLOGY

SOC-120. Introduction to Sociology. 3 Units. An introduction to the principles and theoretical perspectives of sociology and their application to the fundamental problems of social life. A practical component consisting of experiences, observations and exercises in the local environment is included, as well. The course will focus on Western/American society, examining the effects of groups, organizations, cultures and institutions on human behavior.

SOC-301. Anthropology for Christian Witness. 3 Units. Presents anthropological perspectives and principles for cross-cultural ministry. Students develop skills for researching and interacting among diverse cultural and social groups.

Prerequisites: SOC-205

SOC-320. Cultural Studies: Mexico. 1 Unit. Presents an introductory overview of the methods and strategies used in cultural studies, using an interdisciplinary approach to analyze how culture influences individuals in society. Cultural studies can range from the study of local communities to the global phenomenon of Mexican culture.

Prerequisites: GEOG-220, HIST-140, PS-412

SOC-322. 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, PSY-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, PSY-416

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-205; 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-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. 3 Units. A study of types of crime, sociological, biological, psychological, cultural, economic and political explanations for crime, and various schools of criminology. Attention is also given to a biblical/restorative justice perspective on evil and causes of deviant behavior.

Prerequisites: PSY-120, SOC-120; May not be audited; Same as CRIM-352

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.

Same as CRIM-382

SOC-373. Corrections. 3 Units. Recommended prior coursework: PSY-120, PSY-120, SOC-120. Provides the student with an overview of the history and the trends of adult and juvenile corrections, including probation and parole. Focuses on legal issues, specific laws, general operations of corrections and relationship between corrections and other components of the judicial system. Correctional philosophies, theories and practices, including restorative justice, are discussed. Introduces various employment opportunities available within the correctional system to students in social work, psychology, criminology, education and health majors.

Same as CRIM-392

SOC-374. Law and Society. 3 Units. A study of how law shapes and is shaped by the social world. The course examines how laws influence social relationships (law as an independent variable) and conversely how social forces influence legal change (law as a dependent variable or outcome). Special emphasis is given to sociological analysis of gaps between the letter of the law” as "the spirit of the law." Major sociological perspectives on law.

Prerequisites: SOC-120; Same as PSY-376

SOC-375. Organizational Behavior. 3 Units. Recommended prior coursework: MGT-350. A study of group dynamics conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.

Same as MGT-355, PSY-465

SOC-400. Social Psychology. 3 Units. Recommended prior coursework: SOC-120. The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied.

Prerequisites: PSY-120; Same as PSY-395

SOC-410. American Ethnicity and Pluralism. 3 Units. A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation’s founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored. SOC 482 must be taken simultaneously if this course is being used to meet a focus series requirement.

Same as HIST-420

SOC-420. Intercultural Communication. 3 Units. Recommended prior coursework: COM-110, COM-120. A study of the principles involved in communication between people of different cultures. Emphasis is placed on the practical aspect of intercultural communication through cross-cultural contacts.

Same as COM-400
SOC-430. Conflict Management and Resolution. 3 Units. Recommended prior coursework: COM-120. A study of the nature of human conflict and approaches to its management, resolution and transformation. This course focuses on the generic characteristics evident in most human conflict and surveys a variety of interdisciplinary approaches for understanding and responding constructively to conflict in interpersonal, intergroup and international settings.

Same as COM-420

SOC-440. Lifecourse Development. 3 Units. An introduction to development as a lifelong process. Changes in human behavior, personality competencies and social relations over the course of life are examined, as are historical, social-structural, demographic and contextual influences on human development.

Prerequisites: PSY-120, SOC-120; Same as PSY-360, SW-300

SOC-442. Social Gerontology. 3 Units. The study of the process of aging as it occurs within American culture. The impact of an increasingly aged population will also be explored, both on a social-psychological level and in terms of its impact upon the larger society. Other topics will include ageism, elderly abuse and Alzheimer’s disease.

Prerequisites: PSY-120 or SOC-120; Same as SW-310 and PSY-365

SOC-450. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of major social problems that increasingly concern society. At the same time, government’s responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

Prerequisites: SOC-120; Same as PS-380, SW-360

SOC-461. Introduction to Social Science Research. 3 Units. An introduction to qualitative and quantitative research methodologies; participant observation, survey, ethnography and secondary data analysis; organization and interpretation of data; and reading social research.

Same as PSY-310

SOC-462. Statistics. 4 Units. Students learn the organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods.

Prerequisites: MATH-120, PSY-120; Same as PSY-300

SOC-470. Introduction to Sociocultural Theory. 3 Units. An introduction to the major theoretical perspectives and schools of thought within the disciplines of sociology and anthropology. Theorists to be studied include Boas, Benedict, Levi-Strauss, Malinowski, Marx, Weber, Durkheim and Simmel.

SOC-480. Senior Thesis. 3 Units. The integration and synthesis of knowledge gained from major coursework. A research project is undertaken applying and demonstrating knowledge of theory and research principles. The ethical ramifications of student work, as well as the implications of Christian values, are explored.

Seniors only; Sociology majors only;

SOC-482. Intercultural Practicum. 1 Unit. This practicum experience involves working as a volunteer in a local group in a group other than one’s own. Orientation, on-going reflection and final debriefing are included in this experience. Living with a cultural host family or in an apartment or house within a cultural community may also be an option for some practicum experiences. Must be taken in conjunction with SOC-310 or 410 when those courses are used to meet a focus series requirement.

May not be audited; Graded CR/NC

SOC-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.; Same as COM-483, PSY-483, SW-483

SPANISH LANGUAGE STUDIES

SPAN-100. Elementary Spanish I. 4 Units. This course is designed for people with little or no knowledge of Spanish. The purpose of the course is to develop reading, writing, speaking and listening ability at a basic functional level in Spanish. The course will give special attention to topics and tasks relevant for teaching in public schools. Classes will be conducted in Spanish.

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.

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 tacks 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

SPECIAL EDUCATION

SPEC-600. Education Specialist Orientation. 1 Unit. A one-weekend course to assist students in fully understanding the demands of the special education field. Students explore their areas of strength and how to use those strengths to be leaders at their school sites. Students learn about best practices research and how to access research that reflects best practices through Fresno Pacific University's E-library. In addition, students are introduced to APA formatting. Direct instruction and group activities, along with self-reflection and peer sharing, help students connect with one another.

May not be audited; $35 materials fee

SPEC-601. Foundations, Health and Observations. 3 Units. Candidates will gain knowledge of historical, legal, philosophical and theoretical foundations of education and then address the development special education in American society. Candidates explore their own beliefs concerning students, knowledge, learning and the aim of education as a basis for understanding their roles as professional special educators. Candidates will develop an understanding of the psychological characteristics, cognitive styles, behavioral patterns and accompanying learning problems of exceptional children. Students learn to apply the concepts of these differences and their implications.

May not be audited

SPEC-602. Laws and Ethics in Special Education. 3 Units. An in-depth examination of federal and California laws that affect the lives and education of individuals who have disabilities, and with the ethics involved in providing services to this population. Through research reports, case studies, virtual presentations and discussions, candidates demonstrate understanding of students' and parents' legal rights and responsibilities in regards to the fields of education and special education. The legal and the ethical ramifications of various aspects of special education service provision and organization in California and the United States is examined. The Council for Exceptional Children's Code of Ethics is examined and discussed. Students are challenged to develop a personal code of ethics as it relates to their individual credentialing areas.

May not be audited

SPEC-603. Theology of Disability. 1 Unit. Offers an overview of important theological themes related to disability and suffering. In this course, students are exposed to biblical texts, theological readings, and practical applications of those texts and readings, so that each student may begin formulating his or her own perspectives on God’s intentions related to disability and suffering.

May not be audited

SPEC-604. Education Specialist Assessment and Graduate Writing. 2 Units. Overview of preliminary education specialist assessments, including introduction of preliminary education specialist Teacher Performance Expectations (TPE7s) and the SPEC portfolio process. Candidates are instructed on access and use of Task Stream, the web-based assessment system used in the School of Education for managing graduate signature assignments and other assessments.
Candidates are introduced to graduate writing expectations, including scholarly conventions for applied educational research and APA style format.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, EDUC-643 or SPEC-620; May not be audited

SPEC-605. Positive Behavior Support Plans and Field Study. 4 Units.
Develops the needed skills to create an educational environment in which students feel safe and secure, while being able to learn. Topics investigated include the continuum of behavior disorders, classroom organizational models, writing behavior support plans to address problem behaviors, laws related to behavior and methods to establish the criteria for the manifestation determination of behavior. Candidates complete 30 hours of field study in a general education classroom. Coupled with the other information learned in class and in collaboration with the general education teacher, students use their field study to identify a student/behavior problem, collect data, write an anecdotal report and develop a behavior support plan to extinguish behavior problems and teach replacement behaviors.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, EDUC-643 or SPEC-620; 3 hours lecture, 3 hours lab; May not be audited

SPEC-606. Medical Implications. 3 Units.
An advanced study of professional, legal, ethical and historical practices, along with current issues and trends related to providing meaningful learning opportunities for teaching special populations, including students with physical/orthopedic disabilities other health-impaired, low incidence disabilities and multiple disabilities. Includes discussion and analysis of laws, procedural safeguards and regulations pertaining to the eligibility determination and education of exceptional individuals from birth through 22 years of age. Provides an overview of the educational, psychological and behavioral characteristics and needs of exceptional learners and their families, as well as best practices in implementing culturally, linguistically and developmentally appropriate interventions for teaching special populations in inclusive educational settings.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, EDUC-643 or SPEC-620; Signature required; May not be audited

SPEC-607. Comparative Development and Field Study. 4 Units.
Explores both typical and atypical child development with a significant focus on cognition and language and the relationships between the two systems. Presents language as a social pragmatic process and communication as a complex system that impacts behavior, performance and quality of life.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, and SPEC-605; May not be audited

SPEC-609. Special Education: Roles and Responsibilities. 3 Units.
This is an introduction course that addresses the legal and ethical practices of special education laws, assessments, Individual Education Program and inclusion practices. The candidate develops an awareness of methodologies for educating diverse learners, using assistive technology; communicating, collaborating and consulting individuals with special needs and their support systems; transition planning and typical vs. atypical development. Through research reports, practical applications, assessments, projects, case studies, presentations and class discussions the candidates demonstrate their knowledge and understanding of these topics.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, SPEC-605, SPEC-606, SPEC-607; May not be audited

SPEC-610. Transition for Mild/Moderate Disabilities. 3 Units.
Addresses the transition of students with disabilities to employment, future living and post-secondary educational environments. Candidates learn laws, theory and practices related to transition that are applicable to individuals, infant through adulthood, in all areas of development. Addresses self-determination, interpersonal and community integration knowledge and skills, pertaining to students with mild/moderate disabilities and learning needs at the early intervention, elementary, middle school and high school levels. Candidates learn the relationship between assessment, transition, curriculum planning and selection. Assessment and evaluative practices emphasize the development of instruction that aligns with content standards and includes options for transition and equitable access to educational practices in general education. Assessments include person-centered planning, understanding of family, cultural backgrounds and contribution in diagnosis, ecological analysis and formal and informal assessments. Candidates demonstrate applied knowledge of principles and issues of transition assessment and planning for secondary-level students with disabilities in postsecondary education, employment (including supportive employment/entrepreneur), independent living, leisure/recreation and community living, needs assessment in curriculum, instructional strategies and collaboration among family and professionals.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, SPEC-605, SPEC-606, SPEC-607; May not be audited

SPEC-611. Transition for Moderate/Severe, Early Childhood and Physically Handicapped. 3 Units.
Candidates learn to demonstrate knowledge, skills and abilities to participate in collaborative teams that plan, implement and evaluate transition practices. Candidates learn laws and practices related to transition that are applicable to individuals, infant through adulthood, in all areas of development. Candidates learn the relationship between assessment, transition and curriculum planning and selection. Assessment and evaluative practices emphasize the development of instruction that aligns with content standards and includes options for transition and equitable access to educational practices in general education. Assessments include person-centered planning, understanding of family, cultural backgrounds and contribution in diagnosis, ecological analysis, and formal and informal assessments in the IFSP/IEP implementation and interventions. Candidates learn to develop goals, objectives and instructional strategies that ensure participation in meaningful general education core curriculum, as well as community-based instruction. Candidates learn instructional strategies that address teaching self-determination and expression skills.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, SPEC-605, SPEC-606, SPEC-607; May not be audited

SPEC-612. Curriculum and Technology for Mild Moderate. 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 adaptions for special educational needs, application of learning theories and instructional methods for linguistically and culturally diverse students. In addition, this course introduces and applies new knowledge in the areas of technology. Students are required to incorporate technology into their lessons, including Microsoft Office, Word, Excel, Publisher and PowerPoint along with curriculum-based software and assistive technology tools. Provides support to candidates during their practicum course work.
Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, SPEC-605, SPEC-606, SPEC-607, SPEC-608, SPEC-609, SPEC-610; May not be audited

**SPEC-613. Curriculum and Technology for Moderate/Severe Disabilities. 3 Units.** Addresses the basic concepts that are the foundation for understanding the patterns of learning and cognition, mobility, behavior, social abilities and language of students with moderate to severe disabilities. Addresses equal opportunity, social justice and human rights of individuals with moderate to severe disabilities through research, education and advocacy. Emphasis is placed on the assessment and curriculum foundations for classrooms serving individuals with such needs and how assistive technology supports access to learning environments, mobility and transition. Augmentative communication is addressed as the scaffold that promotes engagement and instructional meaning and relevancy for students. Candidates understand how assessment drives planning for interventions and the importance of family, law and current research in developing systems of support.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, SPEC-605, SPEC-606, SPEC-607, SPEC-608, SPEC-609, SPEC-611; May not be audited

**SPEC-614. Curriculum and Technology for Physically Handicapped and Other Health Impaired. 3 Units.** Addresses the basic concepts that are the foundation for understanding the patterns of learning and cognition, mobility, behavior, social abilities and language of students with physical and other health impairments. Addresses equal opportunity, social justice and human rights of individuals with physical and other health impairments through research, education and advocacy. Emphasis is placed on the assessment and curriculum foundations for classrooms serving individuals with such needs and how assistive technologies support access to inclusive learning environments, mobility, transition, independent living and career opportunities. Augmentative communication is addressed as the scaffold that promotes engagement and instructional meaning and relevancy for students. Candidates understand how assessment drives planning for interventions and the support of family, law and current research in developing systems of support.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, SPEC-605, SPEC-606, SPEC-607, SPEC-608, SPEC-609, SPEC-611; May not be audited

**SPEC-615. Curriculum and Technology for Early Childhood Educators. 3 Units.** A comprehensive study of early childhood special education curriculum and interventions. Technology to support access to mobility, curriculum and social opportunities are explored. Special emphasis is given to curriculum and interventions that target areas of development, assistive technology as it can support communication and access, social and cognitive experiences, assessment and the use of materials for instructional purposes in early intervention home or school settings and preschool environments.

Prerequisites: SPEC-600, SPEC-609, SPEC-611; May not be audited

**SPEC-620. Early Childhood: Program Design and Development. 3 Units.** A thorough examination of historical and current theoretical frameworks, using evidence-based practices in the field of early childhood and the education of young children with special needs. Through research reports, case studies, video presentations, group discussions and reflection, candidates demonstrate an understanding of effective practices, policies and standards for successful early childhood special education programs. Key topics include historical perspectives in early childhood; the key role of relationships with families and professionals, as well as understanding the caregiver-child dyad; service delivery models, including relationship-based, family focused, transdisciplinary consultation and direct-service delivery models; supportive natural learning environments/settings and current legal and regulatory guidelines, roles and responsibilities that guide the field of early childhood special education.

May not be audited

**SPEC-681. Initial Practicum and Seminar. 2 Units.** Requirement for special education credential candidates seeking an education specialist credential. Initial practicum is an eight-week supervised placement. Concurrent seminar covers topics relevant to candidate placement.

Prerequisites: EDUC-642, EDUC-646; EDUC-643 or SPEC-620; SPEC-600, SPEC-601, SPEC-602, SPEC-603, SPEC-604, SPEC-605, SPEC-606, and SPEC-607. Corequisites: SPEC-609; SPEC-610 or SPEC-611; May not be audited; Graded CR/NC

**SPEC-690. Intern Support 2 Units.** Education credential specialist candidates (M/M, M/S, PHI, EC) who are currently employed by a school district in an intern capacity are required to enroll in this course each term that they are enrolled in the FPU preliminary credential program and are working as an intern. This is required up to Term 4 of their program. Students are provided with a university mentor who meets with students at the student’s school site four to six times minimum.

Repeatable for credit; May not be audited; Graded CR/NC

**SPEC-690ECA. Intern Support 2 Units.** Education credential specialist candidates in early childhood special education (EC-birth to 3 years) who are employed by a school district in an intern capacity are required to enroll in this course each term they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university mentor who meets with them at their school site a minimum of four to six times.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

**SPEC-690ECB. Intern Support 2 Units.** Education credential specialist candidates in early childhood special education (EC-ages 3 to 5) who are employed by a school district in an intern capacity are required to enroll in this course each term they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of four to six times.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

**SPEC-690MM. Intern Support 2 Units.** Education credential specialist candidates (mild/moderate disabilities) who are employed by a school district in an intern capacity are required to enroll in this course each term they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of four to six times.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC
SPEC-690MS. Intern Support. 2 Units. Education credential specialist candidates (moderate/severe disabilities) who are employed by a school district in an intern capacity are required to enroll in this course each term they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of four to six times.

Signature required; May not be audited; Graded CR/NC

SPEC-690PHI. Intern Support. 2 Units. Education credential specialist candidates (physical and health impairments) who are employed by a school district in an intern capacity are required to enroll in this course each term they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of four to six times.

Signature required; May not be audited; Graded CR/NC

SPEC-691. Final Direct Practicum and Seminar. 4 Units. Final practicum is a requirement for special education credential candidates seeking an education specialist credential. Final practicum is a twelve-week supervised placement. Concurrent seminar covers topics relevant to candidate placement.

Prerequisites: SPEC-610 or SPEC-611; SPEC-609 and SPEC-681.
Corequisites: SPEC-612 or SPEC-613 or SPEC-614 or SPEC-615; May not be audited; Graded CR/NC

SPEC-692. Final Intern Practicum and Seminar. 4 Units. Final practicum is a requirement for special education credential candidates seeking an education specialist credential. Final practicum is a twelve-week supervised placement. Concurrent seminar covers topics relevant to candidate placement.

Prerequisites: SPEC-610 or SPEC-611; SPEC-609 and SPEC-681.
Corequisites: SPEC-612 or SPEC-613 or SPEC-614 or SPEC-615; May not be audited; Graded CR/NC

SPEC-700. Education Specialist Orientation. 1 Unit. A one-weekend course to assist students in fully understanding the demands of the special education field. Students explore their areas of strength and how to use those strengths to be leaders at their school sites. Students learn about best practices research and how to access research that reflects best practices through Fresno Pacific University’s E-library. In addition, students are introduced to APA formatting. Direct instruction and group activities, along with self-reflection and peer sharing, help students connect with one another.

May not be audited; $35 materials fee

SPEC-701. Foundations, Health and Observations. 3 Units. Candidates will gain knowledge of historical, legal, philosophical and theoretical foundations of education and then address the development special education in American society. Candidates explore their own beliefs concerning students, knowledge, learning and the aim of education as a basis for understanding their roles as professional special educators. Candidates will develop an understanding of the psychological characteristics, cognitive styles, behavioral patterns and accompanying learning problems of exceptional children. Students learn to apply the concepts of these differences and their implications.

May not be audited

SPEC-702. Laws and Ethics in Special Education. 3 Units. An in-depth examination of federal and California laws that affect the lives and education of individuals who have disabilities, and with the ethics involved in providing services to this population. Through research reports, case studies, virtual presentations and discussions, candidates demonstrate understanding of students’ and parents’ legal rights and responsibilities in regards to the fields of education and special education. The legal and the ethical ramifications of various aspects of special education service provision and organization in California and the United States is examined. The Council for Exceptional Children’s Code of Ethics is examined and discussed. Students are challenged to develop a personal code of ethics as it relates to their individual credentialing areas.

May not be audited

SPEC-703. Theology of Disability. 1 Unit. Offers an overview of important theological themes related to disability and suffering. In this course, students are exposed to biblical texts, theological readings, and practical applications of those texts and readings, so that each student may begin formulating his or her own perspectives on God’s intentions related to disability and suffering.

May not be audited

SPEC-704. Education Specialist Assessment and Graduate Writing. 2 Units. Recommended prior coursework: EDUC-643 or SPEC-720. Overview of preliminary education specialist assessments, including introduction of preliminary education specialist Teacher Performance Expectations (TPE’s) and the SPEC portfolio process. Candidates are instructed on access and use of Task Stream, the web-based assessment system used in the School of Education for managing graduate signature assignments and other assessments. Candidates are introduced to graduate writing expectations, including scholarly conventions for applied educational research and APA style format.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703; May not be audited

SPEC-705. Positive Behavior Support Plans and Field Study. 4 Units. Recommended prior coursework: SPEC-720. Develops the needed skills to create an educational environment in which students feel safe and secure, while being able to learn. Topics investigated include the continuum of behavior disorders, classroom organizational models, writing behavior support plans to address problem behaviors, laws related to behavior and methods to establish the criteria for the manifestation determination of behavior. Candidates complete 30 hours of field study in a general education classroom. Coupled with the other information learned in class and in collaboration with the general education teacher, students use their field study to identify a student/behavior problem, collect data, write an anecdotal report and develop a behavior support plan to extinguish behavior problems and teach replacement behaviors.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703; 3 hours lecture, 3 hours lab; May not be audited

SPEC-706. Medical Implications. 3 Units. An advanced study of professional, legal, ethical and historical practices, along with current issues and trends related to providing meaningful learning opportunities for teaching special populations, including students with physical/orthopedic disabilities other health-impaired, low incidence disabilities, and multiple disabilities. Includes discussion and analysis of laws, procedural safeguards and regulations.
pertaining to the eligibility determination and education of exceptional individuals from birth through 22 years of age. Provides an overview of the educational, psychological and behavioral characteristics and needs of exceptional learners and their families, as well as best practices in implementing culturally, linguistically and developmentally appropriate interventions for teaching special populations in inclusive educational settings.

Prerequisites: SPEC-600, SPEC-601, SPEC-602, SPEC-603, EDUC-643 or SPEC-620; Signature required; May not be audited

SPEC-707. Comparative Development and Field Study. 4 Units. Explores both typical and atypical child development with a significant focus on cognition and language and the relationships between the two systems. Presents language as a social pragmatic process and communication as a complex system that impacts behavior, performance and quality of life.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703, SPEC-704, and SPEC-705; May not be audited

SPEC-709. Special Education: Roles and Responsibilities. 3 Units. This is an introduction course that addresses the legal and ethical practices of special education laws, assessments, Individual Education Program and inclusion practices. The candidate develops an awareness of methodologies for educating diverse learners, using assistive technology; communicating, collaborating and consulting individuals with special needs and their support systems; transition planning and typical vs. atypical development. Through research reports, practical applications, assessments, projects, case studies, presentations and class discussions the candidates demonstrate their knowledge and understanding of these topics.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703, SPEC-704, SPEC-705, SPEC-706, SPEC-707; May not be audited

SPEC-710. Transition for Mild/Moderate Disabilities. 3 Units. Addresses the transition of students with disabilities to employment, future living and post-secondary educational environments. Candidates learn laws, theory and practices related to transition that are applicable to individuals, infant through adulthood, in all areas of development. Addresses self-determination, interpersonal and community integration knowledge and skills, pertaining to students with mild/moderate disabilities and learning needs at the early intervention, elementary, middle school and high school levels. Candidates learn the relationship between assessment, transition, curriculum planning and selection. Assessment and evaluative practices emphasize the development of instruction that aligns with content standards and includes options for transition and equitable access to educational practices in general education. Assessments include person-centered planning, understanding of family, cultural backgrounds and contribution in diagnosis, ecological analysis, and formal and informal assessments in the IFSP/IEP implementation and interventions. Candidates learn to develop goals, objectives and instructional strategies that ensure participation in meaningful general education core curriculum, as well as community-based instruction. Candidates learn instructional strategies that address teaching self-determination and expression skills.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703, SPEC-704, SPEC-705, SPEC-706, SPEC-707; May not be audited

SPEC-712. Curriculum and Technology for Mild-Moderate Disabilities. 3 Units. Candidates for the education specialist credential in mild/moderate disabilities learn to access and adapt the general education core curriculum for special education students. The curriculum development and implementation practices include adaptations for special educational needs, application of learning theories and instructional methods for linguistically and culturally diverse students. In addition, this course introduces and applies new knowledge in the areas of technology. Students are required to incorporate technology into their lessons, including Microsoft Office, Word, Excel, Publisher and PowerPoint along with curriculum-based software and assistive technology tools. Provides support to candidates during their practicum course work.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703, SPEC-704, SPEC-705, SPEC-706, SPEC-707; SPEC-708, SPEC-709, SPEC-710; May not be audited

SPEC-713. Curriculum and Technology for Moderate/Severe Disabilities. 3 Units. Addresses the basic concepts that are the foundation for understanding the patterns of learning and cognition, mobility, behavior, social abilities and language of students with moderate to severe disabilities. Addresses equal opportunity, social justice and human rights of individuals with moderate to severe disabilities through research, education and advocacy. Emphasis is placed on the assessment and curriculum foundations for classrooms serving individuals with such needs and how assistive technology supports access to learning environments, mobility and transition. Augmentative communication is addressed as the scaffold that promotes engagement and instructional meaning and relevancy for students. Candidates understand how assessment drives planning for interventions and the importance of family, law and current research in developing systems of support.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703, SPEC-704, SPEC-705, SPEC-706, SPEC-707, SPEC-708, SPEC-709, SPEC-710; SPEC-711; May not be audited

SPEC-714. Curriculum and Technology for Physically Handicapped and Other Health Impaired. 3 Units. Addresses the basic concepts that are the foundation for understanding the patterns of learning and cognition, mobility, behavior, social abilities and language of students with physical and other health impairments. Addresses equal opportunity, social justice and human rights of individuals with physical and other health impairments through research, education and advocacy. Emphasis is placed on the assessment and curriculum foundations for classrooms serving individuals with such needs and
how assistive technologies support access to inclusive learning environments, mobility, transition, independent living and career opportunities. Augmentive communication is addressed as the scaffold that promotes engagement and instructional meaning and relevancy for students. Candidates understand how assessment drives planning for interventions and the support of family, law and current research in developing systems of support.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703, SPEC-704, SPEC-705, SPEC-706, SPEC-707, SPEC-708, SPEC-709, SPEC-711; May not be audited.

SPEC-715. Curriculum and Technology for Early Childhood Educators. 3 Units. A comprehensive study of early childhood special education curriculum and interventions. Technology to support access to mobility, curriculum and social opportunities are explored. Special emphasis is given to curriculum and interventions that target areas of development, assistive technology as it can support communication and access, social and cognitive experiences, assessment and the use of materials for instructional purposes in early intervention home or school settings and preschool environments.

Prerequisites: SPEC-700, SPEC-709, SPEC-711; May not be audited.

SPEC-720. Early Childhood: Program Design and Development. 3 Units. A thorough examination of historical and current theoretical frameworks, using evidence-based practices in the field of early childhood and the education of young children with special needs. Through research reports, case studies, video presentations, group discussions and reflection, candidates demonstrate an understanding of effective practices, policies and standards for successful early childhood special education programs. Key topics include historical perspectives in early childhood; the key role of relationships with families and professionals, as well as understanding the caregiver-child dyad; service delivery models, including relationship-based, family focused, transdisciplinary consultation and direct-service delivery models; supportive natural learning environments/settings and current legal and regulatory guidelines, roles and responsibilities that guide the field of early childhood special education.

May not be audited.

SPEC-781. Initial Practicum and Seminar. 2 Units. Requirement for special education credential candidates seeking an education specialist credential. Initial practicum is an eight-week supervised placement. Concurrent seminar covers topics relevant to candidate placement.

Prerequisites: SPEC-700, SPEC-701, SPEC-702, SPEC-703, SPEC-704, SPEC-705, SPEC-706, and SPEC-707. Additional prerequisites for EC candidates: SPEC-720. Corequisites: SPEC-709; SPEC-710 or SPEC-711; May not be audited; Graded CR/NC.

SPEC-790. Intern Support 2 Units. Education credential specialist candidates(M/M, M/S, PHI, EC) who are currently employed by a school district in an intern capacity are required to enroll in this course each term that they are enrolled in the FPU preliminary credential program and are working as an intern. This is required up to Term 4 of their program. Students are provided with a university mentor who meets with students at the student’s school site four to six times minimum.

Repeatable for credit; May not be audited; Graded CR/NC.

SPEC-790ECA. Intern Support. 2 Units. Education credential specialist candidates in early childhood special education (EC-birth to 3 years) who are employed by a school district in an intern capacity are required to enroll in this course each term that they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of 4 to 6 times.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC.

SPEC-790ECB. Intern Support. 2 Units. Education credential specialist candidates in early childhood special education (EC-ages 3 to 5) who are employed by a school district in an intern capacity are required to enroll in this course each term that they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of 4 to 6 times.

Degree completion students only; Signature required; Repeatable for credit; May not be audited; Graded CR/NC.

SPEC-790MM. Intern Support. 2 Units. Education credential specialist candidates (mild/moderate disabilities) who are employed by a school district in an intern capacity are required to enroll in this course each term that they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of 4 to 6 times.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC.

SPEC-790MS. Intern Support. 2 Units. Education credential specialist candidates (moderate/severe disabilities) who are employed by a school district in an intern capacity are required to enroll in this course each term that they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of 4 to 6 times.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC.

SPEC-790PHI. Intern Support. 2 Units. Education credential specialist candidates (physical and health impairments) who are employed by a school district in an intern capacity are required to enroll in this course each term that they are enrolled in the FPU preliminary credential program and are working as an intern. Required up to Term 4 of their program. Students are provided with a university supervisor who meets with them at their school site a minimum of 4 to 6 times.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC.

SPEC-791. Final Direct Practicum and Seminar. 4 Units. Final practicum is a requirement for special education credential candidates seeking an education specialist credential. Final practicum is a twelve-week supervised placement. Concurrent seminar covers topics relevant to candidate placement.

Prerequisites: SPEC-710 or SPEC-711, SPEC-781, and SPEC-709. Corequisites: SPEC-712 or SPEC-713 or SPEC-714 or SPEC-715; May not be audited; Graded CR/NC.
SOCIAL WORK

FOUNDATIONAL STUDY

SW-100. Perspectives in Social Work. 1 Unit. A series of site visits, videos and discussions designed to expose students to the clients, social agencies and social problems with which social workers are involved. Students visit with clients and programs related to homelessness, developmental disabilities, domestic violence, child abuse, juvenile delinquency and alcohol/drug abuse, among others. Group discussion and videos are interspersed with the site visits to help integrate learning.

May not be audited; Graded CR/NC

SW-110. Participation in Volunteer Services. 1-3 Units. A minimum of 30 hours per semester volunteering in a social agency such as Big Brothers/Sisters, OASIS, YFC, Campus Life, Neighborhood Ministry, Juvenile Hall, Fresno County's Adult Transition Program or others. Group discussions and written journals supplement the experience.

May not be audited; Graded CR/NC

SW-120. Helping People: an Introduction. 3 Units. By means of readings, lectures, guest speakers, videos and discussion, students develop an overview of social work as a helping profession. Beginning with a definition, theory and value base of a servant model of helping, students explore a number of fields of social work, as well as micro- and macro-social work methods. Students also examine social work as a potential career.

SW-300. Human Behavior in the Social Environment. 3 Units. Recommended prior coursework: PSY-120, SOC-120. This course provides a basic understanding of the nature of human behavior from a life-span development perspective using systems theory. It enables the student to discover 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 and PSY-365

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.

SOCIAL WORK PRACTICE

SW-350. Urban Society and the Welfare State. 4 Units. Recommended prior coursework: ECON-105, HIST-150, PSY-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 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 these problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

Prerequisites: SOC-120; Same as SOC-350

SW-360. Social Problems and Public Policy. 4 Units. Recommended prior coursework: ECON-105, PSY-120, SOC-120. Poverty, sexism, racism, crime, drug abuse and family breakup are examples of the major social problems that increasingly concern our society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

Prerequisites: SOC-120; Same as PS-380, SOC-450

SW-390. Chemical Dependency Intervention. 3 Units. This course offers an introductory overview of the addictive disease progression and its effects on family members. It gives those in the helping professions (including youth and pastoral ministry) an understanding of the basics regarding addiction, which has an impact on more than one-quarter of America's families. The societal impact of alcohol/drug dependence, the addictive thinking process, the dysfunctional family and its rules and roles are explored, as are the dynamics of addictions, such as codependency, work, food, rage, sex, gambling, perfectionism and busyness. Women's treatment issues and aspects of fetal alcohol/fetal drug syndrome are also explored, along with an understanding of 12-step recovery programs and their biblical basis. The course offers a list of community referrals for both inpatient and outpatient care, and treatment methods that target dual diagnoses clients who have both a mental illness and a chemical dependency.

SW-395. Studies in Domestic Violence. 2 Units. This course is designed to give the student insights into the problems of domestic violence in American society. The students will examine the causes, symptoms and results of domestic violence on families and the community. They will become acquainted with strategies for working with victims and abusers, and how to access community and professional resources available. The course uses videos, presentations from professionals in the field, review of literature, plus lecture and course handouts.

SW-400. Foundations of Social Work Practice. 4 Units. This course introduces the basic concepts of the generalist and ecological approaches to social work practice and familiarizes students with specific social work models, theories and techniques. Additionally,
students learn the skills and knowledge upon which helping relationships are founded. It provides advanced practice training in case management and interviewing.

Prerequisites: PSY-120, SOC-120, SW-120

SW-410. Working with Groups. 3 Units. Students experience the group process by forming small groups. The class then uses this experience, along with readings, experiential exercises and lecture/discussions, to understand the stages of a group, as well as leadership, planning, assessment and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading a group for at least one class session under the supervision of the instructor.

Prerequisites: PSY-120, SOC-120, SW-120

SW-420. Becoming a Change Agent. 3 Units. Recommended prior coursework: SW-400, SW-410. Using a task-group process and the generalist social work method, students take on the role of change agents, using themselves to systematically identify, explore and plan a change project. Interspersed with the project are a series of readings, lectures and discussions aimed at facilitating the change project, as well as understanding the range of change agent practice: community development, social planning, social action, organization development, social administration, social research and social policy.

Prerequisites: PSY-120, SOC-120, SW-120

FIELD STUDY

SW-480. Senior Seminar in Social Work. 3 Units. Weekly seminars focus on the integration of social work theory and practice in conjunction with the student’s field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one’s skills in counseling, group work, diagnosis and social assessment; organize and manage one’s work; deal with one’s feelings and stress; and refine one’s career goals. Weekly journals, as well as the presentation of at least one case, are required.

Prerequisites: SOC-461 or PSY-310, SW-400; Juniors or seniors only; Social work majors only; ; May not be audited

SW-481. Senior Social Work Thesis. 3 Units. Usually taken concurrently with SW-480 and SW-482. Students must have successfully completed SOC-461 before taking this course. Having completed their research proposal in SOC-461, students learn how to complete their research project and write their senior thesis. Students learn to conduct qualitative and quantitative research projects. They obtain IRB approval if necessary. They then conduct the chosen research, analyze their findings and write their results and discussion sections. After completing those sections, they combine all of the elements of their thesis paper from the fall and spring semesters into an integrated whole with references, appendices and acknowledgments. The final project is turned in as a culminating experience.

Prerequisites: SOC-461; Signature required; May not be audited

SW-482. Field Instruction in Social Work. 8 Units. Field instruction is the culmination of a student’s social work education. Each student is placed in an agency mutually agreed upon by the student, instructor and field agency. The student works in the agency as a social worker for 32 hours per week for one semester. He or she performs such tasks as individual counseling, working with groups as a co-leader, making referrals, writing social assessments and managing a small caseload under the supervision of an MSW social worker.

Prerequisites: SOC-461 or PSY-310, SW-400; Juniors or seniors only; Social work majors only; ; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.

SW-483. Mediation Practicum. 1 Unit. An opportunity for intensive training in mediation leading to a supervised experience in mediating actual conflicts. The practical component may be completed with the Victim-Offender Reconciliation Program (VORP) or other appropriate mediation programs, or the student may arrange to mediate an informal dispute situation approved by the instructor.

Repeatable for credit; May not be audited; Graded CR/NC; Students may take up to 2 semesters to complete the course.; Same as COM-483, PSY-483, SOC-483

THEOLOGY

THEO-170. Introduction to Theology and Ethics. 3 Units. The course will provide students with an introduction and general overview of the major theological and ethical affirmations in the Christian tradition.

THEO-365. Current Perspectives on Missions. 3 Units. Who and what are missionaries? How can one be faithful to Jesus’ call to mission in the world today? This course explores issues in the history and current practices of mission. Students discover perspectives on mission from non-Western countries, as well as those of the West. Students combine experiences in intercultural contexts related to mission with close study of theory and analysis.

THEO-370. Expansion of the Christian Faith. 3 Units. This course is designed to study the missionary movements through the centuries. Major emphases focus on biblical, theological, anthropological, sociological and cross-cultural principles operative in the history of the Christian expansion.

THEO-400. Theologies of the Christian Imaginination. 3 Units. This survey course explores the stances that Christian traditions have taken in relation to secular culture, especially its art and entertainment. Provides a conceptual understanding of the biblical and theological reasons for Christian involvement in culture, including a sense of the cultural mandate that God has given humanity, as his image-bearers, for godly creativity and artistry. Explores the tension between Christianity and the arts, both challenges and opportunities, in the current market. Encourages students’ awareness of their own responses to and involvement in these issues, both as appreciators and critics of Christian and non-Christian art.

THEO-425. Theological Ethics and the Environment. 3 Units. The course will be a general survey of the issues and debates in ecotheology and ethics. Particular attention will be given to the values of humanity in relation to the environment, and the connection between those values and theological conviction.

THEO-430. Contemporary Theologies. 3 Units. A study of major theological thinkers and movements in the 20th and 21st centuries from Karl Barth to the present, including consideration of context, methodology and distinctive contributions.
THEO-434. Theologies of Radical Discipleship. 3 Units. How does one articulate what it means to be a Christian community? What impact do culture and history have? This course answers these questions from the perspective of one historical tradition, Anabaptism, in the context of the world today. Students explore how various communities in North America and around the world express their understanding of Christian community, discipleship and peacemaking as part of the Anabaptist tradition. Guided by people from the communities students are learning about, participants pay particular attention to the way historical and cultural contexts shape these understandings.

THEO-445. Biblical Theologies of Mission. 3 Units. The course investigates the crucial biblical texts forming the foundation for the missionary mandate of the Christian church. Special focus is given to an understanding of the Old Testament expectation, the great commission, the purpose of the church, the motivation for mission and one's personal response to God’s call in the contemporary world.

THEO-465. Theological Ethics of Conflict and Peacemaking. 3 Units. A study of the biblical teaching on conflict, peace and justice, including questions raised on historical and theological levels. Crucial aspects of the study will include the Old Testament teachings on covenant and peace, justice, war, Jesus as exemplar of peacemaking and the church’s responsibility in conflict and peacemaking.

THEO-482. Mission Practicum. 1-3 Units. A supervised work experience in an intercultural/multicultural setting, including, but not limited to, Christian mission. The practicum provides a place to develop cross-cultural skills in ministry and other forms of work and service. One unit of practicum is required for the Studies in Mission Focus Series.

Signature required; Repeatable for credit; May not be audited; Graded CR/NC

THEO-705. Christian Thought. 2-3 Units. An introduction to the study of Christian thought as well as the nature and task of theology in relationship to the use of Scripture, to the major themes of the Christian faith and to a confessional understanding of theology.

Seminary students only

THEO-710. Spiritual Memoirs. 1-3 Units. Explores Christian faith formation in both classical and contemporary understanding. Seeks to nurture an awareness of, and commitment to, the practices of faith that deepen our relationship with God. Serves as an inquiry into contemporary faith and the nature of theological reflection. Through the stories of others (the spiritual memoirs), students are invited to reflect on their own lives and to interact with the theological assumptions of the authors/books chosen.

Seminary students only

THEO-715. Anabaptist Mennonite Brethren Studies. 3 Units. Explores the historical and theological development of the sixteenth-century Anabaptist movement as well as the emergence of the Mennonite Brethren Church in Russia and its subsequent development in North America.

Seminary students only

THEO-730. Discipleship and Ethics. 2-3 Units. A study of the theological basis and practical application of Christian ethics that enables a church community to become an alternative culture that resists forces of alienation and death in our society. Time is also devoted to learning a method for using Scripture in making ethical decisions.

Prerequisites: BIB-720; Seminary students only

THEO-734. Contemporary Theology. 3 Units. A study of major 20th century theological paradigms that have shaped contemporary theology and an exploration of various theological responses to the current situation at the start of the 21st century.

Prerequisites: THEO-705; Seminary students only

THEO-736. Violence/Non-Violence. 3 Units. A study of the ways in which violence, nonviolence and justice are understood in the Bible and the church: the changing shape of recent Christian responses and the implications of those changes for how we respond to violence in various areas of life.

Seminary students only

THEO-740. Global Christian Theologies. 3 Units. The emphasis in the course is on the dynamic relationship between the Gospel and its cultural context. Students reflect on both the content and method of contextual theologies primarily through the writings of African, Asian and Latin American theologians, as well as through the work of some North American and European theologians who are intentionally contextualizing their theology. Includes an exercise in doing contextual theology.

Seminary students only

THEO-742. Theological Understandings of Jesus. 1-3 Units. Covers various theological understandings of Jesus as expressed in biblical, historical and contemporary texts. Attention is given to exploring pastoral and missional implications arising from different ways of understanding the person and work of Jesus, especially the atonement.

Seminary students only

THEO-744. Society, Religion and God. 3 Units. An inquiry into contemporary faith and the nature of God in light of major transitions in society, religion and theology. Engages students in an exploration of the diversity and complexity of contemporary dialogue concerning God.

Prerequisites: THEO-705; Seminary students only

THEO-750. Church in England. 3 Units. This course is an overview of Christianity in England from its inception during the roman occupation to the present. It will be divided into three historical periods to be covered over each of the three weekends: 1) the beginning of Christianity in Britain through the middle ages, 2) the pre-reformation to the restoration and 3) the enlightenment through ecumenism.

Seminary students only

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
ATH-900. Coaching: General Principles and Fundamentals. 3 Units. Think about the necessary elements of successful coaching beyond simply the skill requirements of a respective sport. Improve your ability to organize, lead, motivate, teach, relate and evaluate your athletes, as well as function as administrator, leader, teacher and psychologist.

ATH-904A. Principles of Coaching ASEP. 3 Units. Be introduced to principles of coaching that are applicable across sports, and espouse ASEP’s philosophy of Athletes First, Winning Second. Successful completion of the course leads to partial or full Bronze Level Certification through the American Sports Education Program (ASEP) Professional Education Program.

ATH-905. Coaching: Building Character and Sportsmanship. 3 Units. Become acquainted with the elements and understanding of sport relative to its effect on character development. Enhance athletic success for both the participant and the team by thinking about the effects of athletic competition on the moral reasoning processes of the athlete.

ATH-906. Coaching: Sport Ethics / Issues. 3 Units. Gain a practical context with which to better understand and apply sound principles relative to moral character and common ethical issues. Compatible with the NASPE national coaching standards, issues such as violence and intimidation, eligibility, gamesmanship, winning and losing, ergogenic aids, gender and race will be examined.

ATH-907. Coaching: Drugs in Sports. 3 Units. Examine the issues and facts surrounding the usages of performance-enhancing supplements typically encountered by the coach in our athletically competitive world. The National Standards for Sport Coaches (NSSC) as part of the NASPE national standards calls for coaches to be knowledgeable in the area of performance-enhancing substances.

ATH-908. Coaching: The Female Athlete. 3 Units. Examine gender differences and stereotypes of the female athlete. The National Standards for Sport Coaches (NSSC) as part of the NASPE national standards calls for coaches to be knowledgeable in how to effectively work with various personalities and types of athletes, including the female athlete.
ATH-909. Speed Training for Sports. 3 Units. Be introduced to the four components that determine a student athlete’s ability to increase speed. Assess techniques in terms of these components and fit speed training into an overall training program.
   Center for Professional Development students only.

ATH-910. Strength Training for Sports. 3 Units. Develop an individualized strength-training program for young athletes and fitness enthusiasts. Topics include: basic principles of resistance training, the controversy of strength training for children, growth and development issues, development and administration of programs for youth, integration of other fitness components and individualized strength programs for young athletes.
   Center for Professional Development students only.

ATH-911. Cross-Training for Sports. 3 Units. Explore new training methods that provide strength, power, quickness, and flexibility in order to successfully compete year-round. Develop personalized training programs to target specific areas for improvement.
   Center for Professional Development students only.

ATH-912. Stretching for Sports. 3 Units. Discover why flexibility is lost and how it can be regained and maintained through a safe and effective stretching program. Learn how to stretch properly using both static and ballistic stretching, and understand what happens to the body during stretching by addressing the physiological changes in simple but accurate terms.
   Center for Professional Development students only.

ATH-913. Plyometric Training for Sports. 3 Units. Learn what enables a muscle to reach maximum strength in as short a time as possible, how plyometric training works, why it is used and how to integrate it into a complete training program.
   Center for Professional Development students only.

ATH-914. Nutrition for Sports. 3 Units. Discover how easy it is for athletes to maintain a balanced healthy diet that includes the recommended amounts of essential nutrients. Learn how nutrition, along with the proper physical training program, may be the secret ingredient for optimizing athletic performance.
   Center for Professional Development students only.

ATH-915. Advanced Strength Training for Sports. 3 Units. Maximize the muscular strength and power of your student athletes by applying the latest breakthroughs in scientific research to his/her advanced training program. Learn to create workouts for optimal performance at the optimal time by manipulating different training phases during your year-round program.
   Center for Professional Development students only.

ATH-916. Periodization Training for Sports. 3 Units. Gain the greatest strength, speed, power and endurance by varying the timing and intensity of workouts. Periodization training is a year-round conditioning program structured into phases to meet sport-specific goals of your high school athletes.
   Center for Professional Development students only.

ATH-917. Power Training for Sports. 3 Units. Learn how optimal power—the ideal combination of speed and strength—is the difference between a good athlete and a great athlete. Gain all the tools to build sport-specific power and attain the highest level of performance.
   Center for Professional Development students only.

ATH-918. Advanced Nutrition for Sports. 3 Units. The best conditioning programs and technical instruction are beneficial only if the body’s engine is properly fueled and ready to operate at peak efficiency. Far beyond the typical food pyramid formula, this course presents advanced nutritional concepts.
   Center for Professional Development students only.

ATH-919. Endurance Training. 3 Units. This course can be used by any educators who are preparing younger children for fitness testing where there is an endurance component. The course components can apply to children at any age level. It involves a humane method of training in order to avoid physical burn out, staleness and injury.
   Center for Professional Development students only.

ATH-920. Coaching Basketball ASEP. 3 Units. Learn to teach the technical and tactical skills of basketball. Focus on skill demonstration and error detection. Develop and apply practice plans for immediate use—on class and on the court! Receive partial or full Bronze Level Certification through the American Sports Education Program (ASEP) Professional Education Program.
   Center for Professional Development students only.

ATH-921. Technology in Physical Education. 3 Units. Gain new tools for teaching, learning, coaching and managing competitions. Become familiar with technologies such as heart rate monitors, pedometers, video, fitness assessment devices and sport specific technologies.
   Center for Professional Development students only.

ATH-922. Principles in Sport Leadership. 3 Units. In collegiate and professional sports, there are many different leadership approaches that have been considered effective. Gain an overview of these approaches based on a comprehensive review of the literature related to sport leadership.
   Center for Professional Development students only.

ATH-923. Sport First Aid — ASEP. 3 Units. Be provided with an introduction to sports first aid injury prevention. Fulfill the role of being a competent first responder to athletic injuries and illness. Successful completion of the course leads to partial or full Bronze Level Certification through the American Sports Education Program (ASEP) Professional Education Program.
   Center for Professional Development students only.

ATH-924. Directing Youth Sports Programs. 3 Units. Students will be provided all the necessary knowledge, skills and tools to administer small to large youth sporting events. This course also satisfies the National Standards for Youth Sports standards from The National Alliance for Youth Sports (NAYS).
   Center for Professional Development students only.

ATH-925. Teaching Track and Field. 3 Units. Learn how to better organize and operate a track and field program. Become a more effective coach at prescribing daily and weekly training programs for athletes. Gain practical knowledge related to coaching a successful track and field program.
   Center for Professional Development students only.

ATH-926. Teaching Cross Country. 3 Units. Learn the basics of preparing training programs for distance runners. Gain knowledge in the areas of nutrition, racing and training for cross country running. Develop your own philosophy regarding the implementation of a cross country program. National standards developed by NASPE,
NSSC, and NBPTS have been used to develop the curriculum of this course.

**Center for Professional Development students only.**

**BIBLE**

**BIB-900. The Old Testament Tabernacle. 2 Units.** This methods course is designed for Christian school educators, Sunday school teachers and those interested in exploring the various sources concerning the Old Testament tabernacle. The Old Testament tabernacle was an icon of sorts for the children of Israel. This was a place that God met with them.

**Center for Professional Development students only.**

**INTEGRATED CURRICULUM**

**EDU-900. An Introduction to Cooperative Learning. 3 Units.** Effective cooperative learning is much more than putting students in groups. Attain the fundamentals for making cooperative learning successful in your classroom. Plan and use cooperative structures and techniques in daily lessons to actively engage students. Assignments are designed to be easily adapted to your grade level or subject area.

**Center for Professional Development students only.**

**EDU-901. Character Development Education. 3 Units.** Integrate character development into all areas of the curriculum. Become acquainted with strategies and learning activities that enhance positive character-trait integration and behavior for students to succeed in school and in life.

**Center for Professional Development students only.**

**EDU-902. Curriculum Games for Primary Grades. 3 Units.** Discover how well-planned curriculum games help develop a zest for learning as they enhance the efficiency for remembering what was learned. Skill areas include spelling, word usage, vocabulary development, proofreading, basic math, problem solving, critical thinking and more.

**Center for Professional Development students only.**

**EDU-903. Curriculum Games for Intermediate Grades. 3 Units.** Make learning an enjoyable and exciting experience with the use of curriculum games. Students will demonstrate knowledge and reinforce skills as they engage in learning activities that focus on spelling, word usage, vocabulary development, proofreading, math, problem solving, critical thinking and more.

**Center for Professional Development students only.**

**EDU-904. Teaching A Combination/Multiage Classroom. 3 Units.** Teaching in a Combination or Multiage Classroom will provide each participant with ideas, information and principles needed to master a multiage classroom. This course is appropriate for all K-12 self-contained multiaged classrooms.

**Center for Professional Development students only.**

**EDU-905. Holidays, History and Values. 3 Units.** Learn how to use the values and character traits of holidays in a school setting. As you examine over 30 holidays observed in America, gain a new appreciation for their potential as a significant interdisciplinary teaching tool.

**Center for Professional Development students only.**

**EDU-906. Senior Project® Coordination. 3 Units.** Great Senior Project high schools must have skilled Senior Project Coordinators. Participants will develop an overall plan that is useful in implementing a Senior Project® program. This is an introductory class designed to instruct participants in the necessary skills, which paves the way to an official certification as a Senior Project Coordinator.

**Center for Professional Development students only.**

**EDU-907. Research-Based Thinking Strategies. 3 Units.** Explore a wide variety of teaching strategies, identify best practices and create a personalized toolkit for planning K-12 classroom activities. Exit the course with 30-40 fresh ideas, rich resources and a unit of study designed to encourage higher-order thinking and increase student participation in meaningful learning experiences. This course aligns with NCTE and NTS standards and ASCS’s Educating Students Position Statement.

**Center for Professional Development students only.**

**EDU-908. Portfolios in the Classroom. 3 Units.** Become familiar with the terminology and methodology associated with the construction and use of portfolios in the classroom. Explore the use of portfolios for instruction, assessment, motivation, reflection, accountability, communication, collaboration, research, professional development and documentation of national and state curriculum standards.

**Center for Professional Development students only.**

**EDU-909. Build Character and Citizenship: Skills and Methods. 3 Units.** This engaging and informative course on character education offers a close look at national guiding documents, classroom lessons and best practices. A classroom based unit of study focuses on important elements of character education, including; community service, parent involvement, citizenship, conflict resolution, values and more.

**Center for Professional Development students only.**

**EDU-910. Geocaching. 3 Units.** Explore how Geocaching can be used to enrich your social studies program. Integrate all curriculum areas so that no subject is taught in isolation.

**Center for Professional Development students only.**

**EDU-911. Geography: As it Relates to Science and Math. 3 Units.** Explore geography skills of map reading, globe study and formation such as rivers, mountains, lakes and oceans. Study the effect geography has on the development of civilization.

**Center for Professional Development students only.**

**EDU-912. Dog Sledding: Integrated Studies. 3 Units.** This course appeals to a child’s amazement and connection with animals as well as to the sports minded as they learn about great endurance athletes—sled dogs! Participants will use the sport of dog sledding as a vehicle in integrating various content areas, such as language arts, math, science and geography.

**Center for Professional Development students only.**

**EDU-913. Outdoor Education Activities. 3 Units.** The outdoors and nature have a special way of capturing the attention of young people. Nature has a great deal to offer and is an ideal instrument in which to integrate other curricular areas and teach required skills and standards. The study of the outdoors/nature can be brought into any classroom and used as a tool to create interest and motivate students.
EDU-914. Elementary Curriculum on the Web. 3 Units. Explore your state elementary curriculum content standards and online resources. Develop online research skills that will enable you to efficiently locate additional resources.

EDU-915. Introduction to Classical Mythology. 3 Units. Students of all ages are fascinated by the adventures of Odysseus, the labors of Hercules and the battles of Achilles. Learn more about mythology and incorporate it into the study of history, literature, science, music or art.

EDU-916. Teaching the Water Story. 3 Units. Ever wonder where water traveled from when you take your morning shower, brush your teeth or brew a cup of coffee? Enhance your knowledge of this precious resource and enrich your classroom lesson plans. Visit Diamond Valley Lake, the largest reservoir in Southern California.

EDU-917. SDAIE: Sheltered Instruction. 3 Units. Enhance your knowledge and skills to effectively teach a linguistically diverse K-8 student population in English with this online course! Teachers will gain familiarity with a research-based method for planning standards-based lessons and integrating SDAIE (Sheltered English) strategies into those lessons.

EDU-918. SDAIE for Secondary (7-12). 3 Units. Increase your ELL students’ test scores and English proficiency by using a research-based method for planning standards-based lessons. The SIOP method has been shown to allow ELL students full access to the core curriculum.

EDU-919. Women in Mathematics and Science. 3 Units. Discover how women have made significant contributions to mathematics and science. Be inspired by what they achieved and the way they often overcame obstacles and prejudice in the pursuit of excellence.

EDU-920. Using Literature to Teach Mathematics. 3 Units. Discover the excitement of using children’s literature to teach mathematics. A great story can often become a springboard for teaching or reinforcing a mathematical concept. This linking of mathematics and literacy effectively enhances children’s learning in all related curriculum areas.

EDU-921. Writing in the Mathematics Classroom. 3 Units. Learn how writing experiences provide ways for students to reflect, share ideas and understand the meaning of math. When students explain and justify their thinking to others, writing helps them organize their thoughts and procedures clearly.

EDU-922. Strategies: Teach ELD Classes. 3 Units. Collaborate, blog, compare stories, and use wikis in this high-powered, online course for ELD teachers. Examine different approaches, techniques and methods for meeting the needs of ELD students.

HUMAN BEHAVIOR MANAGEMENT

EDUC-900. Discipline for Today’s Classroom. 3 Units. Create productive classroom learning environments by establishing classroom rules, expectations, organization and operation. Learn strategies to support appropriate student behavior, to understand and deal with misbehavior and to promote student independence and self-reliance.

EDUC-901. Building a College-Going Culture. 3 Units. Explore college access and equity issues, along with your role in promoting a college-going culture. Gain insights and proven strategies to help motivate students and their families to prepare for, enroll in and succeed in college.

EDUC-902. Bullying and Violence in Schools. 3 Units. Strengthen your awareness and response to students who are victims of violence in schools and homes. Learn to better help students who respond to conflicts and difficulties with undue aggression or violence.

EDUC-903. Peer Support, Mentors and Student Leadership. 3 Units. Strengthen your ability to develop and implement positive peer support, student leadership and adult mentoring programs for grades K-12.

EDUC-904. Group Counseling in Schools. 3 Units. Develop and provide group counseling in schools for grades K-12. Designed for counselors, school psychologists and educators interested in helping children and youth develop the relationships, skills, attitudes and behaviors needed for success in school and in life.

EDUC-905. Formative Assessment. 3 Units. Research from the past two decades shows the largest gains in student achievement can be seen in proper application of classroom-level formative assessment. This course is an introductory look at formative assessments within a standards-based instructional model.

EDUC-906. Differentiating for Student Success. 3 Units. Differentiation is a significant buzz word today, and yet not many know how to actually put it into practice. Receive numerous hands-on opportunities exploring differentiating curriculum step-by-step for your students’ success.

EDUC-907. Effective Strategies: Performance Assessment. 3 Units. Learn effective strategies for using performance assessment as one of the tools for evaluating student understanding in your classroom. Be introduced to classroom-based assessment tasks, including visual representations, tasks using writing, oral presentations and challenging projects and performances.

EDUC-908. Improving Student Thinking. 3 Units. Teachers need to foster inquiry, which leads to knowledge and proficiency. Modify current classroom materials and instruction into elements of critical thinking.
HEALTH EDUCATION

**EDUC-909. Inclusive Instruction and the ADHD Student. 3 Units.** Learn to teach students with diverse learning needs in heterogeneous inclusive educational environments, and be better equipped to meet the behavioral challenges of the 21st century.

*Center for Professional Development students only.*

**EDUC-910. Teacher Efficacy. 3 Units.** Whether you are new teacher or a seasoned teacher, the nagging questions keep surfacing in our minds. How can I be a more effective teacher? How can I empower my students to achieve academically, behaviorally and socially? This course will answer these questions and equip you to be the most effective teacher ever.

*Center for Professional Development students only.*

**EDUC-911. Rethinking Homework. 3 Units.** Grapple with the cyclic homework battle. Turn homework into a cooperative effort that promotes learning while at the same time grappling with the philosophy of homework.

*Center for Professional Development students only.*

**EDUC 912. Check to Measure Understanding. 3 Units.** In this course teachers explore a wide variety of identified best practices, select strategies and create a personalized resource toolkit to meet individual needs. This course is applicable to state and national common core standards.

*Center for Professional Development students only.*

**HEALTH and PHYSICAL EDUCATION**

**HEALTH EDUCATION**

**HED-900. Fit For You: A Guide to Lifelong Wellness. 3 Units.** Learn how to increase your energy, improve physical condition and better cope with the stress of teaching as you focus on fitness, nutrition and stress management. Start now so teaching retirement benefits may be enjoyed in good health.

*Center for Professional Development students only.*

**HED-901. Teaching Elementary Health. 3 Units.** Help students establish life-long living habits and skills as you integrate a full range of health topics and issues into daily and weekly lesson plans. Topics include: nutrition, alcohol and substance abuse, cardiovascular health, mental health, first aid, healthy school environment, applicable school screening tests and other current health issues.

*Center for Professional Development students only.*

**HED-902. Health and Today's Teenager. 3 Units.** Better understand the health issues students confront and often bring to school, and learn to integrate health-related topics into your curriculum. Become better equipped to assist students with physical, mental and emotional health concerns.

*Center for Professional Development students only.*

**HED-903. Weight: Effects on Health, Attitudes and Self-Esteem. 3 Units.** Acquire teaching strategies for historic and consumer perspectives of dieting. Review diet routines and their planned outcomes, along with associated medical implications. Explore cultural expectations, personal motivation and the regimen of exercise. Develop sensitivity to potential dangers students may experience during weight reduction.

*Center for Professional Development students only.*

**HED-904. Childhood Obesity: Healthy Choices Rule. 3 Units.** Put your school on the right track to help combat the obesity epidemic. Work together to promote, implement and assess a well-designed school-based plan that improves health and wellness through nutrition, physical activity and health education.

*Center for Professional Development students only.*

**HED-905. Health and Fitness on the Web. 3 Units.** The World Wide Web offers a journey to diverse and creative approaches in teaching health and fitness. This online course provides teachers the opportunity to explore Internet sites devoted to lessons in health and fitness. This course is designed to meet the objectives identified in the NASPE Standards.

*Center for Professional Development students only.*

**HED-906. Stress Management. 3 Units.** Learn about the detrimental effects that are associated with excessive levels of stress and tension. Students will also learn how to manage a stress-free classroom to improve the learning experience.

*Center for Professional Development students only.*

**HED-907. Healthy Environments. 3 Units.** Healthy Environments focuses on teaching good environmental stewardship, which promotes positive environmental health, teaching kids about environmental sustainability provides them life skills to make contributions now and helps define who they will become later in life.

*Center for Professional Development students only.*

**PHYSICAL EDUCATION**

**PED-900. Teaching Golf. 3 Units.** Create an effective curriculum or program for golf, one of the more mentally demanding sports. Learn basic and intermediate skills, rules of the game, etiquette and ways to overcome the psychological challenges of the sport.

*Center for Professional Development students only.*

**PED-901. Teaching Elementary Physical Education. 3 Units.** Beginning with physical education goals and objectives, work through innovative topics such as movement learning, curriculum planning, class management and legal liability. Even the best physical education programs will be enhanced.

*Center for Professional Development students only.*

**PED-902. Teaching Indoor Team Sports. 2-3 Units.** Gain the necessary information to structure comprehensive volleyball, basketball and racquetball sports units. Content includes sport history, rules, drills and proactive routines, strategies and sport-specific physical conditioning exercises.

*Center for Professional Development students only.*

**PED-903. Walking for Fitness. 3 Units.** Learn teaching strategies relating to the importance of cardiovascular, muscular and mental fitness development for maintaining a healthy lifestyle. Acquire the knowledge, skills and attitudes necessary for physical fitness through participation in a carefully monitored walking program.

*Center for Professional Development students only.*

**PED-904. Learning from the Legends. 3 Units.** How many times have you heard a student complain about how their work at hand will never apply to life beyond school? Discover how to motivate your students to accomplish tasks as they are set before them. Read
about celebrities and how sports helped them reach the top of their professions.

Center for Professional Development students only.

**PED-905. Teaching Tennis. 3 Units.** Build the skills and knowledge needed to effectively teach tennis in a class or small group situation by learning skill development exercises, lesson plan development and coaching techniques.

Center for Professional Development students only.

**PED-906. Elementary Sports: Games Around the World. 3 Units.** Discover the vast world of children’s activities that are not only enjoyable, but are chosen to be of maximum physical benefit. The background information on various countries represented can create a cross-curricular approach to physical education instruction.

Center for Professional Development students only.

**PED-907. Teaching Outdoor Team Sports. 2-3 Units.** Build quality outdoor team sports units as you study history, rules, drill and practice routines, strategies and sport-specific physical conditioning exercises for soccer, softball and flag football.

Center for Professional Development students only.

**PED-908. Teaching Individual Sports. 3 Units.** Build quality individual sports units to encourage participation in regular physical activity. Meet national standards and requirements for endorsement and recertification for physical education. Units include: aquatics, aerobics, badminton, weight training, bowling, running, track and field, kickboxing, golf, archery, wrestling and tennis.

Center for Professional Development students only.

**PED-909. Active Bodies, Healthy Minds. 3 Units.** Help your students become physically-fit and, in turn, active learners. Teachers will be provided a wealth of information and practical activities for movement-supported learning.

Center for Professional Development students only.

**PED-910. Achievement-Based Curriculum for PE. 3 Units.** This course is designed to provide the student with an understanding and application of Kelly and Melograno’s Achievement Based Curriculum (ABC) for developing or revising physical education curriculum. The ABC model is used to develop, revise and implement K-12 standards-based physical education curricula.

Center for Professional Development students only.

**PED-911. History and Philosophy of Sport and Physical Education. 3 Units.** Chronologically examine the history of games, play, sport and physical education and their connection to Western thought and culture. Find relevance, application and practicality in this project-based course.

Center for Professional Development students only.

**PED-912. Teaching Secondary Physical Education. 3 Units.** Learn the content needed to be an effective physical education teacher at the secondary level and the pedagogy needed to teach it. Understand and implement nationally recognized and/or California-adopted content standards.

Center for Professional Development students only.

**PED-913. Activities for Development. 3 Units.** This course provides physical activities that focus on multilateral development. This helps promote proper physical development of children and enhances biomotor abilities. Developing a child multilaterally allows them to progress, achieve fitness and enjoy a healthy lifestyle.

Center for Professional Development students only.

**ENGLISH/LANGUAGE ARTS**

**ELA-900. Language Arts Activities for the Primary Grades. 3 Units.** Implement activities that focus on what is known about language and how it is learned. Students will develop language skills while engaging in game-type learning situations that provide practice in spelling, alphabetizing, synonyms, antonyms, punctuation and more.

Center for Professional Development students only.

**ELA-901. Language Arts Activities for the Intermediate Grades. 3 Units.** Engage students in activities to help them develop language skills and promote social interactions. Through the use of the activities students will demonstrate knowledge of language structure and conventions focusing on spelling, word usage, proofreading, capitalization, punctuation and more.

Center for Professional Development students only.

**ELA-902. Developmental Reading Methods and Activities for Teachers of Primary, ESL and LEP Students. 3 Units.** Engage your students in activities that range from phonemic awareness to fluency, all linked to children’s choices in literature. Lessons develop visual discrimination, oral communication, letter recognition, letter sounds, vocabulary and comprehension.

Center for Professional Development students only.

**ELA-903. Chapter Book Reading. 3 Units.** Add a practical dimension to the teaching of reading by using the stimulating format of literature in a structured and patterned manner. Be the “master of your domain” by using chapter books in a thought-provoking and diverse manner intended to motivate children to become lifelong readers and thinkers.

Center for Professional Development students only.

**ELA-904. Bridging A Gap: From Emergent to Fluent Literacy. 3 Units.** Construct a clearer understanding of the process of reading, and develop strategies for helping your students become fluent readers who want to read. Take students from early literacy to fluency in reading, writing, speaking and listening.

Center for Professional Development students only.

**ELA-905. Making Meaning with Vocabulary. 3 Units.** Making Meaning with Direct Vocabulary Instruction is a practical, engaging NCTE standards-based course designed to support K-12 teachers. Participants will apply techniques that reach all learners, analyze influences of poverty on learning and evaluate practices to determine effectiveness.

Center for Professional Development students only.

**ELA-906. Emergent Literacy. 3 Units.** Develop your content knowledge through a review of the research, related activities and learning strategies for building literacy in the young learner. Apply teaching strategies and methods by connecting the content, standards and a collection of classroom learning activities and games based on a child-centered theme of Sierra Bear.

Center for Professional Development students only.

**ELA-907. Finding the Balance in Early Literacy. 3 Units** Review both a phonics approach and a whole-language approach to teaching...
reading. Discover the balance between the two styles for a successful program of teaching early literacy in primary grades.

**ELA-908. Logic of Language. 3 Units.** Examine the basic structures of the English sentence and the function of words within these structures. This course is recommended for the general classroom teacher, English teacher and teachers of foreign languages and other disciplines. A functional approach to learning language is offered.

  *Center for Professional Development students only.*

**ELA-909. Logic of Language – Advanced. 3 Units.** Apply the concepts learned in ELA 908 to a variety of new structures, and be introduced to all major sentence patterns.

  *Center for Professional Development students only.*

**ELA-910. SRL Logic of Language. 3 Units.** Apply the concepts learned in ELA 908 and ELA 909, and investigate the function of clauses and verbals within the various sentence patterns.

  *Center for Professional Development students only.*

**ELA-911. Applied Logic of Language. 3 Units.** Use what you have learned in previous Logic of Language courses in your classroom.

  *Center for Professional Development students only.*

**ELA-912. Developing Adolescent Readers and Writers. 3 Units.** Gain fresh enthusiasm and creative ideas for helping young people become willing, effective readers and writers. Examine an assortment of practical techniques to make literature come alive and help your students experience the joy of writing.

  *Center for Professional Development students only.*

**ELA-913. Teaching Writing. 3 Units.** Obtain a fresh perspective and no-nonsense approach that breaks the challenges of teaching writing into manageable steps. The writing process outline provides helpful examples, activities and mini-lessons addressing the types, styles and mechanics of writing.

  *Center for Professional Development students only.*

**ELA-914. Reel Reading: Film and Literacy. 3 Units.** Engage students with visual and printed texts by bringing the big screen into your classroom. Discover how “reading” films strengthens the analytical and critical thinking skills of their students.

  *Center for Professional Development students only.*

**ELA-915. Teaching Grammar In Context. 3 Units.** Teaching grammar has never been so fun—or effective! Students of this online course will discover how innovative instructional strategies can make the teaching of grammar and mechanics rewarding and meaningful.

  *Center for Professional Development students only.*

**ELA-916. Expanding Content Literacy. 3 Units.** Let’s close the gap and prepare our elementary students for success! By investigating and using research-based and classroom-proven strategies, students will have the opportunity to design activities and lessons that include creating the framework for reading, keying into vocabulary, setting the framework for writing, developing comprehension and research writing that promotes content literacy in the classroom and provides instruction that braids literacy processes with the curriculum.

  *Center for Professional Development students only.*

**ELA-917. Poetry in the English Classroom. 3 Units.** Inspire and engage students with a love of poetry! This course explores a variety of methods for single-subject teachers to discover poetry that is both appropriate and accessible for students.

  *Center for Professional Development students only.*

**ELA-918. Effective Writing Strategies. 3 Units.** Looking for practical, effective strategies for teaching writing in your classroom? Do you want your students to become more effective writers? This course is designed to help teachers gain an understanding of the nature of writing strategies and how they can successfully incorporate writing strategies in the secondary classroom.

  *Center for Professional Development students only.*

**ELA-919. Achieve ELL Fluency. 3 Units.** This course is designed to help teachers understand and use practical, effective strategies in teaching English language learners in the secondary classroom. The course curriculum focuses on helping teachers understand the needs of ELL students while implementing specific strategies to help students acquire proficiency in the English language.

  *Center for Professional Development students only.*

**ELA-920. Content Area Writing. 3 Units.** Effective writing is important in all subjects—not just the English classroom! This online, standards-based course will help students discover practical strategies for addressing writing in content area classes. Teachers will create writing activities and lessons for their classroom while delivering standards-based curriculum for their specific discipline.

  *Center for Professional Development students only.*

**ELA-921. Content Comprehension. 3 Units.** Focuses on a variety of strategies for content area teachers to help students read and understand curriculum. Learn practical, hands-on strategies for helping students comprehend course textbooks. Ideal for teachers with ESL, special needs and low reading level students.

  *Center for Professional Development students only.*

**ELA-922. Media Literacy in the Television Age. 3 Units.** Develop the critical thinking skills necessary to effectively and intelligently analyze, interpret and question the content and intent of today’s media messages. Exercises are designed to heighten awareness and perception of the impact of these messages that permeate our daily lives.

  *Center for Professional Development students only.*

**ELA-923. Teach Literary Elements. 3 Units.** Explore new tools and strategies for teaching literary elements. Particular attention is given to character, setting, point of view and theme.

  *Center for Professional Development students only.*

**LIB-75. Foundations of Library Service. 3 Units.** This course provides an overview of the basic tools and expertise necessary to effectively serve today's school, public, special and academic library communities. Current practices and policies, an awareness of the historical foundations and the essential skills and dispositions required to offer library service to patrons will be emphasized. The course prepares the support staff to meet the library competencies as listed in the syllabus and will allow professionals to update and enhance their library competencies. Assignments will be general, but students may specialize in a particular library type by tailoring their work to fit a library of interest. Required text must be purchased
separately. Student are responsible for ordering the textbook, which may be purchased from Libraries Unlimited: <http://lu.com/showbook.cfm?isbn=9781591584346> or Amazon.com.

Center for Professional Development students only.

LIB-76. Communication and Teamwork. 3 Units. Library support staff need to communicate effectively with library users, library staff and others in a variety of situations to offer high-quality customer service. Library support staff are also required to make decisions that impact library services and serve as valued members of work teams. This course is divided into two parts: communication/teamwork and decision making. It will prepare candidates to meet Library Support Staff Competencies 1 through 18.

Center for Professional Development students only.

LIB-77. Library Technology. 3 Units. This online, asynchronous, independent study course will address the technology, knowledge and skills needed for library work. The course also addresses the role of providing access to and educating the user in the technologies and equipment relevant to information seeking, access and use. Students will participate in discussion forums, online quizzes, activities and projects to demonstrate their learning. Students can register at any time and have up to one year to complete the course. The required textbook must be purchased separately.

Center for Professional Development students only.

LIB-78. Library Access Services. 3 Units. This course will prepare the student to provide access services to patrons in a variety of libraries. Students will become familiar with access services such as circulation of materials, material shelving, preservation of materials, managing technology, interlibrary loan services, fine collection, maintaining statistics and records, handling cash, building equipment and materials security, and emergency procedures. Course will also introduce students to the philosophies and practices of supervision, classification schemes, confidentiality, resource sharing, copyright and customer service, including service to diverse populations. This course meets the accreditation standards set forth by the American Library Association for courses in the LSSC program.

Center for Professional Development students only.

LIB-79. Library Mgmt/Supervision. 3 Units. This online, asynchronous, independent study course for library paraprofessionals will address library supervision and management. Upon completion, participants will be competent in fundamentals required for this America Library Association-approved course, including employment law, policies and procedures, personnel practices, leadership and teamwork, budgeting and planning, collaboration, marketing and customer service. Required textbook must be obtained separately.

Center for Professional Development students only.

LITERATURE

LIT-901. Short Stories from American Literature. 3 Units. Reading good stories is a wonderful way to learn! Enjoy stories by classic and contemporary American authors. Review the tools for understanding and appreciating short stories.

Center for Professional Development students only.

LIT-902. Studies in the American Novel. 3 Units. Read and think about some of the great novels from American fiction. These works have shaped not only the development of American literature, but also the very nature of our thought and culture. Novels of your own choice may be selected.

Center for Professional Development students only.

LIT-903. Hispanic Literature: Gary Soto. 3 Units. Use the works of Gary Soto as a perfect introduction to literature and a natural springboard for creative writing in the classroom. Soto helps build the self-esteem of Latino readers and promotes understanding and tolerance among readers from all ethnic groups.

Center for Professional Development students only.

LIT-904. Children's Literature. 3 Units. Become more aware of the wealth of available children's literature. Develop skills for selecting literature that is enriching and beneficial for children.

Center for Professional Development students only.

LIT-905. Folktales from Around the World. 3 Units. Folk literature, which provides a rich link to the study of culture, geography and values, is introduced. Activities establish context, present vocabulary, stimulate and assess comprehension and invite application to everyday life and experience.

Center for Professional Development students only.

LIT-906. British Novels. 3 Units. Read two novels selected from a list of classics. Although most appropriate for secondary teachers, educators of any level may enjoy the satisfaction that comes from reading great literature. Novels of your own choice may be selected.

Center for Professional Development students only.

LIT-907. Short Stories from Around the World. 3 Units. Read outstanding short stories from multiple cultures including Europe, South America and Asia. Build a new appreciation for literature outside America, a fresh awareness of the short story form and its potential, and confidence in teaching the short story as a literary form.

Center for Professional Development students only.

LIT-908. Poetry for Children. 3 Units. Make poetry come alive in the classroom. Using creative strategies and activities, gain confidence sharing the joys of reading and writing poetry with children of all ages.

Center for Professional Development students only.

LIT-909. Fantasy Literature. 3 Units. Capitalize on the natural fascination young readers have with fantasy literature, and become familiar with techniques and strategies for teaching it in your classroom. Readings and activities will help your students deal with the unique challenges that come with reading outside the “realistic boundaries.”

Center for Professional Development students only.

LIT-910. The Young Adult Novel. 3 Units. Learn more about the young adult novel as a genre, how to incorporate it into a traditional classics-based classroom, how to select appropriate high-quality novels and how to make the reading of young adult novels stimulating and relevant to students’ lives.

Center for Professional Development students only.

LIT-911. Hispanic Folktales. 3 Units. Discover how folktales are a “fingerprint of history” revealing setting, customs, flavor of locality, origins or tradition and history. They can demonstrate attitudes, priorities and moral outlook and, at the same time, maintain student interest.
LIT-912. African Folktales. 3 Units. Be introduced to the intriguing world of African folktales. Share the excitement as you read this collection of fascinating inherited wisdom. Learn about the folk tale genre, how to select appropriate, high-quality tales, how to incorporate them into the classroom and how to make the reading of these tales stimulating and relevant to students’ lives.  
Center for Professional Development students only.

LIT-913. Teaching Shakespeare. 3 Units. Looking for a new approach to classic literature? Teaching Shakespeare offers you an opportunity to explore a variety of new, innovative teaching strategies for approaching Shakespeare in the classroom. This course includes special attention to Shakespearean vocabulary, comprehension and fluency, as well as current resources for teaching Shakespeare.  
Center for Professional Development students only.

MATHEMATICS

MAT-900. Math Activities for Primary Grades. 3 Units. Choose from 50 motivating math activities to use with students in the classroom! Activities include high interest drills on numeration, reading numbers, place value, addition, subtraction, times tables, number puzzles, telling time, money value, fractional numbers and problem solving.  
Center for Professional Development students only.

MAT-901. Math Activities for Intermediate Grades. 3 Units. Improve test scores and student performance while promoting active participation in lessons that cover numeration, reading numbers, place value, multiplication, fractional numbers and problem solving.  
Center for Professional Development students only.

MAT-902. Addition/Subtraction Methods: Regrouping/ Place Value. 3 Units. Actively involve your students in learning mathematics! Design learning experiences to build conceptual understanding of single, double and triple-digit addition and subtraction and beginning place value concepts. Use learning games and children’s literature to connect early literacy to math content and real-world situations.  
Center for Professional Development students only.

MAT-903. Beginning Place Value, Multiplication and Division. 3 Units. Get students’ attention and help them build conceptual understanding! Develop content knowledge and methods for standards-based learning. Explore lessons focused on grouping, number patterns, base ten, number sense (quantities 100 and beyond) and computation skills.  
Center for Professional Development students only.

MAT-905. Basic Facts: Multiplication and Division. 3 Units. Explore strategies and techniques for helping students commit the basic facts of multiplication and division to memory. Learn how to drill to thrill and encourage, not kill, the desire to learn! Review schedules, learning games, strategies and techniques through a wide variety of child-centered and problem-solving activities.  
Center for Professional Development students only.

MAT-907. Math Learning Environment: Organization. 3 Units. Explore methods, strategies and classroom organization procedures for designing a child-centered, hands-on math curriculum. Review different techniques for scheduling, grouping and developing units for math content areas including number and spatial sense, concepts of adding and subtracting, patterns and relationships, coin values, telling time, logic and elements of problem solving.  
Center for Professional Development students only.

MAT-909. Problem Solving: Attribute Blocks. 3 Units. Engage in classroom experiences using manipulatives and lessons that develop concepts of logic and problem solving. Focus on the development of classification schemes and systems, and employ attributes of shape, color, size, thickness and number.  
Center for Professional Development students only.

MAT-912. Great Mathematicians Before 1700. 3 Units. Did you know that Isaac Newton was inspired to study mathematics after a fight with the school bully or that Descartes made a great discovery by watching a fly? Incorporate the fascinating stories behind mathematics into teaching and spark students’ interest and motivation.  
Center for Professional Development students only.

MAT-913. Great Mathematicians After 1700. 3 Units. Did you know that Maria Agnesi solved problems in her sleep or that Albert Einstein didn’t do very well in school? Share how mathematicians became fascinated with mathematics and achieved greatness despite obstacles, and your students will be more likely to learn and remember mathematics themselves.  
Center for Professional Development students only.

MAT-914. Patterns and Problem Solving. 3 Units. Become familiar with the important role patterns play in unlocking the world of mathematics. Gain useful resources and strategies to help your students recognize patterns and use them to make discoveries.  
Center for Professional Development students only.

MAT-915. Recreational Mathematics for the Classroom. 3 Units. Motivate your students by presenting mathematics in a context that makes it fun, interesting and challenging. Gain practical suggestions (and an assortment of materials) to enhance your teaching.  
Center for Professional Development students only.

MAT-916. Fractions: Addition and Subtraction. 3 Units. Expand your math content knowledge and present lessons that enable your students to construct an understanding of fractions. Develop a foundation and understanding in concepts of equivalence, least common multiples, greatest common factors, addition, subtraction and more.  
Center for Professional Development students only.

MAT-918. Whole Numbers: Addition and Subtraction. 3 Units. Achieve a balance between methods of procedure, practice and application as you use this concrete-manipulative approach to the teaching of computation for young learners. Both teacher-directed and independent activities are offered, along with manipulatives and whole class mastery games.  
Center for Professional Development students only.

MAT-919. Early Number Concepts. 3 Units. Design learning experiences that focus on counting, comparing and patterns. Concrete, pictorial and abstract experiences in early number concepts are provided to help students construct an understanding of number sense.
Center for Professional Development students only.

MAT-920. Primary Geometry Concepts. 3 Units. Learn how geometry is tied to real-world experiences. Expand your content knowledge in concepts including spatial sense, attributes of shapes and structures, composition and decomposition of shapes, positions and relationships between positions, and geometric language.  
Center for Professional Development students only.

MAT-921. Teaching First Year Algebra. 3 Units. Make first-year algebra concepts more understandable and concrete. Gain practical and useful ideas, strategies and resources. Several accessible texts invite teachers to select and experiment with activities most appropriate for their students.  
Center for Professional Development students only.

MAT-922. Patterns and Relationships. 3 Units. Discover how the mathematics you teach each day is actually laying the foundation for students’ future success in algebra. Interactive and engaging activities support student understanding of early algebra concepts.  
Center for Professional Development students only.

MAT-923. Assess Student Math Learning. 3 Units. Discover powerful ways to assess your students’ mathematics thinking. Specific resources and activities provided will encourage the development of appropriate standards-based assessment tasks such as writing, open-ended questions, portfolios and journals.  
Center for Professional Development students only.

MAT-924. Virtual Manipulatives. 3 Units. Investigate virtual pattern blocks, geoboards, function machines and more. Be introduced to the world of virtual manipulatives. Compare and contrast virtual manipulatives to traditional manipulatives and discover ways to integrate them into their standards-based mathematics instruction.  
Center for Professional Development students only.

MAT-925. Developing Algebraic Thinking. 3 Units. Engage your students with the thinking skills and concepts foundational to algebra. Explore ways to introduce intermediate students to growth patterns, variables and coordinate graphs. The included text and research-based journal articles will support integration of the suggested strategies and activities into the classroom.  
Center for Professional Development students only.

MAT-926. Developing Algebraic Thinking. 3 Units. Discover how to support deeper understanding of foundational algebraic concepts in grades 6-8. Explore growth patterns and functions, variables, linear relationships and coordinate graphs.  
Center for Professional Development students only.

MAT-927. Teach Math to English Language Learners. 3 Units. Explore research-based strategies and approaches proven to support English Language Learners (ELLs) in mathematics and language development. Collaborate with colleagues to connect current research and pedagogy to mathematics teaching practices and experiences with English language learners.  
Center for Professional Development students only.

MAT-928. Technology-Enhanced Mathematics Learning. 3 Units. This course will help teachers select appropriate technology tools, evaluate their effectiveness with students and design instruction to use these tools in their mathematics teaching. Teachers will explore applications of technology such as graphing software, spreadsheets, calculators and interactive websites.  
Center for Professional Development students only.

MAT-929. Foster Math Discussion K-12. 3 Units. Discover powerful ways to engage students in mathematics discussion! This course will help explore principles of productive talk and specific techniques that will get your students talking about math. Collaborate with online colleagues as you add useful strategies to your math talk toolkit.  
Center for Professional Development students only.

MAT-941. Geometry of the Circle. 3 Units. Learn to guide your students in the discovery of geometric properties, including medians, angle bisectors, radii, chords and major and minor arcs, by folding a paper circle into equilateral triangles, trapezoids, tetrahedra and more.  
Center for Professional Development students only.

MAT-942. Linear Equations. 3 Units. Learn how to use engaging hands-on activities within the context of real-world situations to help students develop an understanding of linear function concepts. Through measuring and counting students discover patterns and relationships that they analyze, generalize, represent and describe with tables, graphs and rules that are expressed in words and with equations.  
Center for Professional Development students only.

MAT-943. Proportional Reasoning. 3 Units. Learn to help students use mirrors, shadows, toy cars and even their own bodies to explore ratios, proportions, percents, scale, similarity and linear functions. The hands-on activities in this course will also help transition students from their numeric experiences in elementary school to the development of algebraic concepts.  
Center for Professional Development students only.

MAT-945. Origami Geometry. 3 Units. Explore how to teach geometry through origami. This discovery-based approach includes origami activities dealing with two- and three-dimensional shapes, symmetry, surface area, problem solving, pattern development and recognition, geometric vocabulary and geometric notation.  
Center for Professional Development students only.

MAT-946. Time Concepts. 3 Units. Build a foundation for teaching young students concepts of time, including developing a sense of time, quantifying time and reading analog and digital clocks. Includes hands-on experiences in sequencing events, making human and model clocks and measuring duration of time.  
Center for Professional Development students only.

MAT-947. Money Concepts. 3 Units. Learn creative hands-on ways of teaching money concepts, including: identifying and comparing the values of different coins, determining combinations of coins for equivalent values, distinguishing between the quantity of coins and their values and using coins in problem-solving situations.  
Center for Professional Development students only.

MAT-948. Addition and Subtraction Concepts. 3 Units. Discover how to develop meaning and understanding of addition and subtraction using hands-on activities that build a strong sense of place value, develop meaning for addition and subtraction, and construct an understanding of addition and subtraction, with and without regrouping, using models and algorithms.
Center for Professional Development students only.

MAT-949. Multiplication and Division Concepts. 3 Units. Learn to use hands-on experiences to build students’ conceptual understanding and procedural proficiency in multiplication and division. Focus on developing a strong sense of place value, using models and algorithms to understand multiplication and division, and problem solving.

Center for Professional Development students only.

MAT-950. Geometry Concepts and Relationships. 3 Units Learn to use hands-on experiences with geoboards, paper and models to help students develop a meaningful understanding of geometric formulas and to practice solving problems of measurement. Wooden cubes and foam blocks are used to help develop the concept of dimensionality and growth.

Center for Professional Development students only.

MAT-951. Integers. 3 Units. Elevators, cars, grabbing money...Explore a hands-on approach to teaching students about integers and integer operations using directional models and value models.

Center for Professional Development students only.

MAT-952. CAHSEE Preparation. 3 Units. Learn to use alternative experiences to prepare students for the California High School Exit Exam. Choose activities to practice from AIMS’ CAHSEE Math Preparation program, which includes 60 real-world experiences that address 91 percent of the California High School Exit Exam.

Center for Professional Development students only.

MAT-953. Circumference and Area of Circles. 2 Units. Learn a new way to give students a firm conceptual understanding of circumference and area of circles using a combination of hands-on activities, video demonstrations, animations and comics! In addition to the NCTM Principles and Standards for School Mathematics content standards for measurement of circles, this course addresses four of the five core propositions from the National Board for Professional Teaching Standards.

Center for Professional Development students only.

MAT-954. Measurement of Rectangular Solids. 2 Units. Improve your teaching, and add some pizzazz to your pedagogy! Using a combination of hands-on activities, video demonstrations, animations and comics, help your students build a firm understanding of area as a measure of covering and volume as a measure of filling. The course is built around core propositions from the National Board for Professional Teaching Standards as well as national content standards.

Center for Professional Development students only.

MAT-955. Area Formulas. 2 Units. Learn to help your students develop area formulas for parallelograms, triangles and trapezoids. Using hands-on activities, video demonstrations, animations and comics, your students will build a strong understanding of area formulas and how to use them in problem solving. This course is built around core propositions from the National Board for Professional Teaching Standards as well as national content standards.

Center for Professional Development students only.

MAT-956. The Pythagorean Relationship. 2 Units. What does A-squared plus B-squared equals C-squared really mean? After teaching with hands-on activities, video demonstrations, animations and comics, your students will be able to answer that question and apply the relationship in problem-solving situations. This course is built around core propositions from the National Board for Professional Teaching Standards as well as national content standards.

Center for Professional Development students only.

MAT-957. Prisms, Pyramids, Cylinders and Cones. 2 Units. Explore the world of surface area and volume through hands-on activities working with prisms, pyramids, cylinders and cones. This course is developed around four of the core propositions from the National Board for Professional Teaching Standards.

Center for Professional Development students only.

MAT-958. Perimeter and Area of Rectangles. 2 Units. The two big ideas that this course focuses on are perimeter (the distance around a shape) and area (the number of squares needed to cover a shape). Using these concepts with hands-on activities, teachers will learn how to better teach these ideas as they reflect on their teaching and learning experiences. Blending four of the five core propositions from the National Board for Professional Teaching Standards into content-laden activities will help teachers grow while they have fun.

Center for Professional Development students only.

MAT-959. Effects of Changing Lengths. 2 Units. What happens to measurements of 2D and 3D shapes when they are scaled by a factor to enlarge or shrink them? Using the hands-on activities from this AIMS publication helps bring these concepts to life. In addition, teachers will better understand how to teach these ideas while incorporating four of the core propositions from the National Board for Professional Teaching Standards and reflecting on their experiences.

Center for Professional Development students only.

MUSIC

MUS-900. Music for the Classroom. 3 Units. Broaden your knowledge of teaching music pre-K through 3. Weave music into the lives of your students and study how it affects the brain and enhances learning. Become aware of a variety of recording artists and performers of children’s music.

Center for Professional Development students only.

MUS-901. Music and Science. 3 Units. Interested in enjoying more music with your students? How about combining that with learning science songs? Be provided the opportunity to integrate science and music for preschool and elementary teachers as a variety of science-related songs for children are reviewed and identified for concept.

Center for Professional Development students only.

MUS-902. Music and Reading. 3 Units. Preschool and elementary school teachers will enjoy the integration of music with reading and language arts provided by this course. Participants select the songs, create lesson plans to accompany each song, produce a CD and make a songbook with lyrics to all songs, tailored to the needs of their students. Participants are provided with a large selection of children’s songs to choose from in creating a music resource to complement the national common core standards at chosen grade levels. A tailored music product that can be used for many years is the valuable result of this course.

Center for Professional Development students only.
SCIENCE

SCI-900. Physical Science Activities for Primary Grades. 3 Units. Engage students in the exploration of concepts covering water, air, energy, gravity, electricity and magnetism as they manipulate common objects and fees found in their environment. Center for Professional Development students only.

SCI-901. Science for the Elementary School. 3 Units. Engage students in activities that focus on magnetism, air, gravity, energy and the properties of water. As students conduct the experiments using fees commonly found in their environment, they will observe, collect data, apply knowledge, communicate and reflect upon what they have learned. Center for Professional Development students only.

SCI-902. Classroom Science—Plants. 2-3 Units. Explore plant life available on the school site and in the community to enrich science programs. Complete and evaluate a planned series of experiments and experiences with your students. Center for Professional Development students only.

SCI-903. Classroom Science—Animals. 2-3 Units. Study animal life available on your school site. Complete and evaluate a planned series of experiments with your students. Topics include: insects, birds, pets, mammals, spiders, etc. Gain ideas on how to care for animals your students may bring to class. Center for Professional Development students only.

SCI-904. Classroom Science—Human Body. 2-3 Units. Complete and evaluate a planned series of experiments that deal with the five senses, the circulatory system, respiratory system and related topics. Center for Professional Development students only.

SCI-905. Classroom Science—Earth Science. 2-3 Units. Explore topics of earth science available in the classroom, school site and in the community to enrich your science programs. Topics include: rocks, minerals, soil, volcanoes, rivers, caves and erosion. Center for Professional Development students only.

SCI-907. Cells and Genetics. 3 Units. Discover how to construct a cell, and learn about mitosis, meiosis, genetics, cells and the parts of the cell. Apply this information to your everyday life in a meaningful way through the hands-on experiences provided. Explore many resources that will enhance the study of cells and genetics. Center for Professional Development students only.

SCI-909. Structures and Functions of Living Systems. 3 Units. Explore how the study of biology, with emphasis on the systems of the body, can be used to enrich the science programs. Complete and evaluate a planned series of experiments and/or experiences with your students. Center for Professional Development students only.

SCI-910. Classroom Science—Weather/Water. 3 Units. Become acquainted with the many facets of weather-water problems that exist in most communities. Take advantage of opportunities to visit a dam, a river or a water system person from your local city. Center for Professional Development students only.

SCI-913. San Francisco Bay Estuary. 3 Units. Explore the natural history of the San Francisco Bay through pertinent readings and review of a video and CD-ROM. Center for Professional Development students only.

SCI-915. Classroom Science—Matter and Energy. 3 Units. Explore topics of matter and energy; how light, heat, sound, and electricity are used as energy sources; how food provides energy; how the five senses develop an understanding of matter, and the states of matter. Center for Professional Development students only.

SCI-916. Monterey Bay Marine Sanctuary. 3 Units. Develop a broad understanding of ocean flora and fauna and how ocean waters circulate and affect the world’s climate. Center for Professional Development students only.

SCI-917. Astronomy: Our Solar System. 3 Units. Explore the major events in the history of astronomy as you journey through our solar system through readings, multimedia presentations and observations. Center for Professional Development students only.

SCI-920. Classroom Science—Ecology/Pollution. 3 Units. Address the real-life issues of pollution that directly affect our communities. Study how population growth, air quality, water quality and land use issues affect our communities now and in the future. Center for Professional Development students only.

SCI-922. Yellowstone Natural History. 3 Units. Explore the natural history of Yellowstone National Park. Center for Professional Development students only.

SCI-923. Yosemite: Sierra Natural History. 3 Units. Explore the natural history of Yosemite National park and the Sierra Nevada Mountains’ ecosystem. Explore the flora, fauna and geological uniqueness of the Sierras through readings and viewing audiovisual materials. Center for Professional Development students only.

SCI-927. Astronomy: Our Universe. 3 Units. Take a virtual tour and study the objects in our universe including galaxies, black holes, stars and nebula. Center for Professional Development students only.

SCI-940. Habitats: Exploring Your Playground. 3 Units. Learn to use the habitats just outside the classroom door to teach students about the basic relationships in all habitats, including the basic needs of all living things (food, water, air, shelter, space); food chains and webs; producers, consumers and decomposers; and predator/prey relationships. Center for Professional Development students only.

SCI-941. Force and Motion Concepts: Newton’s Laws. 3 Units. Learn to use skydiving as a context to teach basic force and motion concepts, focusing on Newton’s laws of motion, speed, velocity and acceleration. Students will model in paper the skydivers, their parachutes and their motions as seen in the video, thus achieving a link between the classroom and the real world. Center for Professional Development students only.

SCI-942. Weather, Temperature, Air Pressure and Wind. 3 Units. Explore hands-on experiences that build the foundation for
understanding weather, in particular, that weather is driven by the unequal heating of the Earth; temperature varies with location; air takes up space, has weight and exerts pressure; and wind varies in direction and speed.

Center for Professional Development students only.

SCI-943. Habitats and Adaptations. 3 Units. Discover new ways of helping students explore the concepts of adaptation, interaction, and diversity using the habitats and unique structures of bats (they make up nearly one quarter of all mammals!).

Center for Professional Development students only.

SCI-944. Botany: Seed and Plants. 3 Units. Learn to use hands-on activities to help students investigate how the structure and function of flowers, leaves, roots, and stems help plants live, grow, and reproduce. Lessons on how seeds grow, photosynthesis, the development of seeds and fruit, and more are included. Learn to guide students in practicing process skills such as observing, measuring, organizing data, and communicating results.

Center for Professional Development students only.

SCI-945. Magnet Concepts. 3 Units. Make a compass, build an electromagnet, sort magnetic and nonmagnetic materials, quantify magnetic strength—learning—these activities will help students explore the interactions of magnets with other materials and other magnets, magnetic fields, electricity and magnetism and more.

Center for Professional Development students only.

SCI-946. Electricity Concepts. 3 Units. Learn to teach basic electrical concepts, including static electricity, the attraction and repulsion of electric charges, electrical conductors, series and parallel circuits, electrical switches and the connection between magnetism and electricity.

Center for Professional Development students only.

SCI-947. Chemistry Concepts. 3 Units. Learn to help students use engaging, hands-on activities to explore the properties of matter, changes in matter, conservation of matter, physical and chemical reactions and the periodic table.

Center for Professional Development students only.

SCI-948. The Five Senses. 3 Units. Learn hands-on methods of helping the youngest students explore their five senses and practice basic process skills such as observing, sorting and classifying, and comparing and contrasting.

Center for Professional Development students only.

SOCIAL STUDIES

SOC-900. History of the Mother Lode. 2-3 Units. Become familiar with “labor intensive mining” and the Gold Rush in the Northern Mother Lode. Visit several points of significant historical interest, and look for ways to share the journey into California’s past with your students.

Center for Professional Development students only.

SOC-901. California’s Gold Rush: Forty Niners–Miners. 2-3 Units. Become familiar with “capital intensive mining,” hard rock mining in the Northern Mother Lode. Visit several points of significant historical interest, and look for ways to share the journey into California’s past with your students.

Center for Professional Development students only.

SOC-902. Monterey: Historic Capital of California. 2-3 Units. Become knowledgeable about California’s past and experience the excitement of on-site learning permitted by recorded instruction. Visit points of historical interest in Carmel and Monterey connected with early Spanish California.

Center for Professional Development students only.

SOC-903. Historic Los Angeles: Reflections on its Heritage. 2-3 Units. Become aware of Los Angeles’ rich heritage and experience the excitement of on-site learning permitted by recorded instruction. Visit points of significant historical interest, all within 10 miles of downtown Los Angeles’ Old Plaza-Olvera Street.

Center for Professional Development students only.

SOC-904. Historic San Francisco: California’s Bridge to the Past. 2-3 Units. Discover the role of San Francisco as a bridge to the past in the settlement of California and the Western Frontier. Visit several points of significant historical interest, and look for ways to share the journey into California’s past with your students.

Center for Professional Development students only.

SOC-905. Historic Sacramento: Through the Years. 2-3 Units. Discover the rich heritage of Sacramento and its role as California’s state capital. Become more knowledgeable about California’s history and experience the excitement of on-site learning as you visit points of interest in Sacramento.

Center for Professional Development students only.

SOC-906. California’s Mission Period: 1769–Secularization. 2-3 Units. Study California’s Mission Period from 1769 to the 1830’s when secularization took place. Become familiar with Spanish cultural, economic and religious influences during this period in California’s history. Visit two or more of the missions and listen at home to recorded instruction.

Center for Professional Development students only.

SOC-907. Historic Bodie and Other Ghost Towns of the Eastern Sierra. 3 Units. Gain an overview of the Eastern Sierra mining camps with an emphasis on the ghost town of Bodie, California. Share with your students how these preserved relics from the past help make the rich heritage of California’s gold mining history more meaningful.

Center for Professional Development students only.

SOC-908. Yosemite Cultural History. 3 Units. Learn about the contribution of the Southern Miwok, early pioneers, the U.S. Army, the concessionaires, environmental groups, the National Park Service and various governmental agencies in the development and protection of Yosemite National Park.

Center for Professional Development students only.

SOC-910. Historic Virginia City: Silver Region of the Comstock Lode. 3 Units. Focusing on Virginia City, discover the role Nevada played in the development of the West. Experience the story of the discovery of the Comstock Lode, and its place in Western and United States history.

Center for Professional Development students only.

SOC-911. Women of the West: Part One - Frontier Life. 3 Units. Examine life and survival for women of the frontier. Learn about how women met the challenges of traveling and living in the West, stereotyping, native American women and early exploration and colonialism. SOC 911 is not a prerequisite for SOC 912.
SOC-912. Women of the West: Part Two - Path Breaking. 3 Units.
Study about individual women who challenged stereotypes in their vocations and avocations, including education, arts, medicine, science, business and industry, and who opened doors for themselves and others. SOC 911 is not a prerequisite for SOC 912.
Center for Professional Development students only.

SOC-913913A. The Stewardship of Lake Tahoe. 3 Units. Explore the stewardship history of Lake Tahoe through pertinent readings and audiovisual fees. Learn how this High Sierra lake provides examples of how mankind has made an impact on this unique natural resource. Travel to Lake Tahoe is optional and recommended to be completed between Memorial Day and Labor Day.
Center for Professional Development students only.

SOC- 914. Historic Carson City: Silver Capital of the West. 3 Units.
Discover Carson City, Nevada, once the smallest but most important of state capitals, garden and social resort of the Comstock and an oasis of civilization in the desert. Incorporate numerous subject areas covered into classroom curriculum.
Center for Professional Development students only.

SOC-916. Historic Mono Lake Region: Its History and Mystery. 3 Units.
Learn about the early pioneers of the Mono Basin and the fragile ecosystem of Mono Lake. Discover how this fascinating area, within its volcanic surroundings, creates a valuable course relevant for teaching geography, history/social studies and science.
Center for Professional Development students only.

SOC-917. California: Reflecting America. 2-3 Units.
Become acquainted with J.S. Holliday, Ph.D., and his study of past and present events, which led him to conclude that California’s present-day image as a “risk-taking society” is the result of its formative years, mainly those of the Gold Rush and the 1860s-1880s.
Center for Professional Development students only.

SOC-919. Western Migration: The Oregon Trail. 3 Units.
Travel with Lewis and Clark and explore the Oregon Trail! Learn about the geography, the plants and animals, the people and events of the 1840-1860 western migration. Expand your history, geography and science content knowledge.
Center for Professional Development students only.

SOC-923. Lake Erie Islands: Secluded Splendor. 3 Units.
Learn about the isles of Lake Erie, located along the north coast of Ohio. Discover how history dates back to pre-glacial times and continues to include aspects of our country’s growth up to and including our present culture.
Center for Professional Development students only.

SOC-924. American Indians: Part One—An Overview. 3 Units.
Understand American Indians with reference to stereotypes, historic beginnings, similarities, cultural diversities and “Indianness.” SOC 924 is a prerequisite for SOC 925.
Center for Professional Development students only.

SOC-925. American Indians: Part Two—Indian Nations. 3 Units.
Consider various Indian nations, examples of cultures that have survived over the years, where they find themselves today and suppositions about the future of American Indians. SOC 924 is a prerequisite for SOC 925.

SOC-927. American Heritage: Jamestown, Williamsburg and Yorktown. 3 Units. Take a unique step back to various periods in our country’s history. Walk where 17th and 18th century Englishmen and Americans carved out a nation called the United States of America and left behind a legacy of law, language, customs and a way of life.
Center for Professional Development students only.

SOC-934. Our National Parks. 3 Units. Study the history of our national parks and the National Park Service, and explore the political, social and economic forces that shaped their development. Visiting a national park is optional.
Center for Professional Development students only.

SOC-935. On the Road with Mark Twain. 3 Units. Travel back in time with the legendary author, Mark Twain, a.k.a. Samuel Clemens. Experience the context within which this author created many of his most profound literary contributions. Relevant for all educators, especially those teaching English, English literature, journalism, and reading.
Center for Professional Development students only.

SOC-937. Ohio I: Lake Erie to Columbus. 3 Units. Explore the Midwestern culture of Ohio, from Lake Erie to Columbus, and the role it played in helping shape America.
Center for Professional Development students only.

SOC-939. Ancient Greece. 3 Units. Explore the historical development and impact of ancient Greece, the birthplace of democracy, philosophy and many other aspects of life that we take for granted today.
Center for Professional Development students only.

SOC-940. Washington D.C. - Capital Sites. 3 Units. Discover why there is no other place in this country that directly affects every citizen as does Washington, D.C. Experience the political, cultural and social environment our capital offers.
Center for Professional Development students only.

SOC-941. Yellowstone Cultural History. 3 Units. Explore the cultural history of Yellowstone National Park.
Center for Professional Development students only.

SOC-943. Boston and the American Revolution. 3 Units. Discover how Boston became the center of patriot activity that moved England’s American colonies toward revolution and independence. Explore the ideas, events and people of the Boston area that provided direction for the new American nation.
Center for Professional Development students only.

SOC-944. Social Studies Methods. 3 Units. Explore social studies in the study of culture, people, places and environments, individual development and identity, civic ideals and practices, and global connection.
Center for Professional Development students only.

SOC-945. Gettysburg. 3 Units. Learn about Gettysburg, Pennsylvania, located at the crossroads of four major highways and a stopping point for travelers. Address the national standards of analyzing chronological relationships, appreciate historical
perspective and grasp the character of the Civil War and its effects on the American people.

Center for Professional Development students only.

SOC-946. China: A Cultural History. 3 Units. Explore the cultural history of China. Provide your students with insights about China’s social, political, religious, economic and cultural heritage through readings, video, and CD-ROM (complete a virtual tour of China).

Center for Professional Development students only.

SOC-947. Puritan New England. 3 Units. Discover how Puritanism in colonial New England was a way of life that had a profound effect on the shaping of later American culture and self-identity. Understand how this formative culture left its imprint on American life in ways both positive and negative.

Center for Professional Development students only.

SOC-948. Hawaii: The Pacific War-Front. 3 Units. Focus on historical events that shaped modern Hawaii, and reinforce your knowledge about its place in the history of World War II.

Center for Professional Development students only.

SOC-949. History/Social Science Curriculum on the Web. 3 Units. Be introduced to history/social science curriculum support resources on the World Wide Web. Explore content standards and online resources. Develop online research skills that will enable you to efficiently locate additional resources.

Center for Professional Development students only.

SOC-951. Understanding Other Cultures. 3 Units. Stimulate your thinking about cultural differences and how they might be enriching, instead of seeing them as mysterious or problematic. Develop multicultural skills and attitudes that will enhance your ability to understand and interact effectively with fellow human beings regardless of cultural differences.

Center for Professional Development students only.

SOC-953. Map Skills. 3 Units. Explore how relevant the study of social studies map skills are to our lives. Learn about global connections, how to use maps and other geographic representations, tools and technologies to acquire, process and report information.

Center for Professional Development students only.

SOC-954. Agriculture: Past, Present, Future. 2-3 Units. Become more knowledgeable about the importance of agriculture to your own state. Focus on the small farmer, the raisin industry and content standards appropriate for presenting agriculture in the classroom.

Center for Professional Development students only.

SOC-955. America Goes Modern: The 1920’s. 3 Units. Learn how the 1920’s were years of rapid and startling changes in the ways many Americans thought and lived their lives. Study this decade that brought forth the best and worst of human nature, saw unprecedented technological advances and took America from dizzying heights of material prosperity to the despair of national economic collapse.

Center for Professional Development students only.

SOC-956. The Civil Rights Movement. 3 Units. Gain an overview of the Civil Rights Movement in the United States during the 1950’s and 1960’s. Study how black Americans and other minority groups brought national and international attention to racial injustice, and America was turned in a new direction of living up to its creed of equality for all.

Center for Professional Development students only.

SOC-957. America’s Founding Documents. 3 Units. Gain a deeper understanding of the earliest years of the new American nation with implications for today. Explore three key founding documents of American political culture: the Declaration of Independence, the Articles of Confederation and the Constitution.

Center for Professional Development students only.

SOC-958. Abraham Lincoln and His Era. 3 Units. Discover the human side of Abraham Lincoln and probe beyond myth and legend to reveal how the real Lincoln overcame numerous obstacles to achieve recognition as America’s greatest president. Reflect on an amazing story of determination, tragedy and triumph on both personal and national levels.

Center for Professional Development students only.

SOC-959. Japan: A Cultural History. 3 Units. Study the cultural history of Japan. Gain insights about Japan’s social, political, religious, economic and cultural heritage.

Center for Professional Development students only.

SOC-960. Slavery in America. 3 Units. Trace the history and development of American slavery from early colonial times to the end of the Civil War. Explore the profound impact and study the moral debate generated by the existence of slavery in a nation whose founders professed, “All men are created equal.”

Center for Professional Development students only.

SOC-961. Ancient Rome. 3 Units. Understand the world of ancient Rome, and learn how much of our government, culture and even religious outlook has a Roman imprint on it. Explore key social, political, religious, artistic and technological aspects of what was once the world’s most powerful empire.

Center for Professional Development students only.

SOC-962. India: A Cultural History. 3 Units. Study the cultural history of India by gaining insights about its social, political, religious, economic and cultural heritage.

Center for Professional Development students only.

SOC-963. A Nation of Immigrants. 3 Units. Explore the multi-ethnic heritage of the United States and obtain valuable insights through the experiences of earlier generations who came to this land as “new” Americans. Understand the “how” and “why” of America’s rise to greatness as “a nation of immigrants.”

Center for Professional Development students only.

SOC-964. History of Mexico. 3 Units. Discover the rich political, cultural, and social history of Mexico from ancient times to the present. Great pre-Columbian civilizations, the Spanish Conquest, the role of the Catholic Church, the achievement of independence, struggle and loss in the Mexican-American War, political instability, foreign intervention, and modernization in the 19th century, the resolution of the early 20th century, and Mexico’s continued development through the early 21st century are covered.

Center for Professional Development students only.

SOC-965. Multicultural Education: Personal Perspectives. 3 Units. Designed for classroom teachers, this course provides interviewees’ definitions of multicultural education, why it is important for
teachers to focus their curriculum on the understanding and appreciation of all cultures and individuals, and their suggestions for classroom strategies.

Center for Professional Development students only.

SOC-966. Multicultural Americans. 3 Units. Designed for classroom teachers, this course traces multicultural American groups and individuals from migration and immigration through their participation in America's struggles and their own quest for civil rights. Multicultural commonalities and differences include customs and folklore.

Center for Professional Development students only.

SOC-967. Scientific Revolution: 1500-1800. 3 Units. Explore the key discoveries, theories, personalities and impact of the Scientific Revolution in Europe in the 16th through 18th centuries, including the conflict between scientific advances and traditional religious and cultural views of the period.

Center for Professional Development students only.

SOC-968. The American Presidency. 3 Units. Explore the development of the American presidency from its Constitutional beginnings in 1787 through the development of political parties, primary elections and modern media-centered campaigning. Focus on key individuals and their strengths, weaknesses and contributions to the office that have helped make the presidency the most powerful political position in the world.

Center for Professional Development students only.

SOC-969. The Great Depression. 3 Units. Can the Great Depression happen again? Explore the causes, events, policies, personalities and human tragedy and triumph of the Great Depression in America from an interdisciplinary historical perspective that will examine economic, political, psychological and sociological aspects of the greatest economic crisis ever faced by the United States.

Center for Professional Development students only.

SOC-970. Baseball as American Culture. 3 Units. This course examines the game of baseball as an integral part of American culture from its origins to the present day. Develop an understanding of our "national past time" and discover how the game is a reflection of America.

Center for Professional Development students only.

SOC-971. New York City and The American Revolution. 3 Units. Examine the importance of New York City in the nation's struggle for independence from 1775-1783. More than any other city in America, New York City was a key strategic location for both sides in the American Revolution. The course offers a travel option that will allow the participant to visit New York City and see first-hand sites that were important during the American Revolution.

Center for Professional Development students only.

SOC-972. Exploring the San Joaquin River. 3 Units. This travel course is based on a two-four day visitation of the Sierra Vista National Scenic Byway. Examine the history, geography and uses of the San Joaquin River, paying close attention to the effect humanity has had on the landscape.

Center for Professional Development students only.

SOC-973. Ben Franklin's Philadelphia. 3 Units. Examine the life of Benjamin Franklin and his impact upon the city of Philadelphia, PA, learning about his achievements and role in American History.

Develop curriculum lessons, field trips and projects about Franklin and Philadelphia.

Center for Professional Development students only.

SOC-974. Hudson River History. 3 Units. This course will examine the history of one of the most important waterways in America. No other river has held such importance in the history and development of the United States. Participants will become more knowledgeable about this great waterway and explore the rich history, beginning with the early Native American cultures and the voyages of European explorers.

Center for Professional Development students only.

SOC-975. Cesar Chavez: Historical Peacemaker. 3 Units. Acquaint yourself with the life of Cesar Chavez and his work with the United Farm Workers Movement. Explore Chavez’ moral vision, which lies rooted in Catholicism, the belief in human dignity and the power of non-violent resistance.

Center for Professional Development students only.

SPANISH

SPAN-900. Spanish for Communication: Beginning. 3 Units. Learn simultaneous oral and written communication through speaking, understanding, reading and writing in the Spanish language. Students respond in writing and orally via electronic media.

Center for Professional Development students only.

SPAN-901. Spanish for Communication: Advanced Intermediate. 3 Units. Building on SPAN 900, learn oral and written communication through speaking, understanding, reading and writing in the Spanish language. Students respond in writing and orally via electronic media.

Center for Professional Development students only.

SPECIAL EDUCATION

SED-900. Inclusion: What, Why and How. 3 Units. This online course will explore the history of special education and inclusion, the pros and cons of including special needs in the classroom, the role of general education teachers and the strategies necessary to help special education students succeed.

Center for Professional Development students only.

SED-901. High Incidence Disabilities. 3 Units. As families look for special education options outside of public schools, more and more children with special needs are being served in private and parochial schools. This course will provide an overview of the most commonly-found disabilities in private schools, while providing educators with the tools needed to serve all children. Using differentiated teaching techniques as indicated by state and federal special education law, educators will learn practical strategies and interventions.

Center for Professional Development students only.

SED-902. Special Education and Private Schools. 3 Units. This course provides insight regarding special education law and its impact on private and parochial schools from grades pre-school through 12th. Participants will research their individual states and create materials that they can use to request an educational assessment from the public schools while learning about funding allocations to private schools. Educators will learn about the IEP process and their role in that process, they will also gain
understanding of reported scores and how to implement strategies based on the assessment report.

Center for Professional Development students only.

SED-903. Adaptive PE: Inclusive Games/Sports. 3 Units. Develop a lifelong commitment to the inclusion of all students in physical education activities. Learn how to modify sports, games and physical activities to make them appropriate for students with disabilities.

Center for Professional Development students only.

TECHNOLOGY

TEC-908. Internet: The Connected Classroom. 3 Units. Learn about the exciting world of the Internet and develop skills to fully integrate the Internet into your classroom. Be guided through the use of online communication tools, educational resources on the Internet and webpage design tools.

Center for Professional Development students only.

TEC-910. Internet: A Course of Exploration. 3 Units. Discover fun, easy and practical ways to learn about the Internet. Improve your instruction, stay in contact with others, find the latest research, access volumes of resources and/or provide an exciting medium for your educational environment.

Center for Professional Development students only.

TEC-911. Comprehensive Technology Use Planning. 3 Units. A Technology use plan is a powerful, dynamic tool that creates and sustains a technology-rich educational environment. Examples, guidelines, sample plans, surveys and activities model the process of developing a TUP. Submitting a completed plan is not required to pass the course.

Center for Professional Development students only.

TEC-912. Web Searching. 3 Units. Develop the skills needed to find information on the World Wide Web. Learn to develop search strategies, use search engines, web indexes, online libraries and ready-reference websites, conduct advanced web searches and optimize web resource management skills.

Center for Professional Development students only.

TEC-914. Troubleshooting the Macintosh. 3 Units. Learn to solve Macintosh computer problems. Develop strategies necessary to solve common problems and understand the Macintosh in non-technical "plain old English" terms.

Center for Professional Development students only.

TEC-915. Computer Graphics for Teachers. 3 Units. Tailored to beginners, this course introduces the concepts, functions and basic tools common to all computer graphics programs to create, visually enhance and personalize teaching materials—bulletin boards, quizzes, newsletters, even web graphics. Hands-on, skills-based projects reinforce learning by doing.

Center for Professional Development students only.

TEC-918. Multimedia: Kid Pix. 3 Units. Learn to blend clip art, text and drawing, QuickTime Movies, photos, slide show and CD-ROM into one exciting format. Develop multimedia projects and gain a broader picture of technology use in education.

Center for Professional Development students only.

TEC-920. Word - The Ultimate Writing Tool. 3 Units. Discover how Word can play a key role in the classroom providing authentic assessment, student-centered learning activities and collaborative project-based learning. Move through the basics and onto advanced features, including multimedia, which can have a positive impact on student achievement.

Center for Professional Development students only.

TEC-921. Excel - The Ultimate Information Tool. 3 Units. Learn how Excel can be used to increase student achievement and improve data analysis skills, and how this tool can help manage your classroom. Study formulas, calculations, charting, linking, database functions, macros and text functions.

Center for Professional Development students only.

TEC-922. Powerful Presentations Using PowerPoint. 3 Units. Bring your presentations to life and improve their impact with ease. Learn to make powerful, professional presentations using Microsoft PowerPoint by following a step-by-step process to easily learn the program’s rich features from beginning to advanced.

Center for Professional Development students only.

TEC-923. Introduction to Computers for Teachers. 3 Units. Easy-to-follow, step-by-step instructions in “plain English” for hands-on, practical projects provide the basic skills needed to become productive, competent, confident computer-users. Both Windows and Macintosh novices will soon be word processing, creating graphics, producing simple spreadsheets, surfing the web and emailing colleagues.

Center for Professional Development students only.

TEC-924. Microsoft Publisher: Communicating to the World. 3 Units. Learn the basics of desktop publishing with Microsoft Publisher.

Center for Professional Development students only.

TEC-925. Advanced Computer Graphics - Photoshop, Bryce and Poser. 3 Units. Experienced computer-users explore the creative capabilities of a trio of applications—PhotoShop, Bryce and Poser (demonstration versions provided) to create professional-quality, photorealistic and 3D artwork.

Center for Professional Development students only.

TEC-927XP. Windows XP in the Classroom. 3 Units. Let Windows XP make the computer easier to use and learn how its features can have a major impact on student learning. Windows XP contains powerful media tools that can make instruction more engaging for students working towards meeting achievement standards.

Center for Professional Development students only.

TEC-929. Explore Web Publishing with FrontPage. 3 Units. Learn the basics of Internet webpage construction with Microsoft FrontPage.

Center for Professional Development students only.

TEC-931. Video Production: iMovie. 3 Units. Learn the basics of creating and editing movies with iMovie.

Center for Professional Development students only.

TEC-931P. Video Production: Adobe Premiere Elements. 3 Units. Become a movie mogul and learn the basics of creating and editing moves with Adobe Premiere Elements.

Center for Professional Development students only.
TEC-931W. Video Production: Windows Movie Maker. 3 Units. Become a movie mogul and learn the basics of creating and editing moves with Microsoft Windows Movie Maker.
Center for Professional Development students only.

TEC-932. AppleWorks 6 for Windows and Macintosh. 3 Units. With word processing, spreadsheets, databases, painting, drawing and presentations in one easy-to-use program, why learn Word, Excel, Access and PowerPoint? All you need is AppleWorks! Step-by-step tutorials for hands-on, skills-based projects maximize learning while focusing on creating useful, meaningful teaching materials.
Center for Professional Development students only.

TEC-933. Technology and School Administration. 3 Units. Look at new ways of doing things, breaking out of standard practices and collectively finding a better way, resulting in well-managed schools and improved student achievement. Issues addressed include security, privacy, copyright law, equity of access, funding, staff development, policy development and effective and efficient management.
Center for Professional Development students only.

TEC-934. Computers in the Classroom: Teaching and Learning with Technology. 3 Units. Innovative, motivated, knowledgeable teachers can enhance and enrich teaching and learning with technology, stimulates and engaging students. Learning theory, social contexts, special needs students, gender equity and equality of access are addressed, followed by practical, hands-on projects focused on increasing achievement and productivity.
Center for Professional Development students only.

TEC-935. Web Publishing: Dreamweaver MX. 3 Units. Experience developing web pages at various levels with Dreamweaver MX. Please email the instructor with what version you are using so the proper textbook will be sent.
Center for Professional Development students only.

TEC-936. Multimedia: Digital Imaging for Educators. 3 Units. Focus on digital media with an emphasis on photography, and understand the basics of using digital photos and other digital media in the classroom.
Center for Professional Development students only.

TEC-937. Macintosh OS X in the 21st Century Classroom. 3 Units. Discover all the power behind Mac OS X. Become empowered by the operating system whose features can impact student learning and achievement. Spend less time struggling with your computer and more time focusing on lessons, content and student outcomes.
Center for Professional Development students only.

TEC-938. Computers in the Classroom: Teaching and Learning with Technology. 3 Units. Learn databases and their uses with the exploration of Microsoft Access. Improve your standards-based instruction, manage student-developed information, teach searching skills and provide an exciting medium for your educational environment.
Center for Professional Development students only.

Center for Professional Development students only.

TEC-940. Virtual Field Trips. 3 Units. Motivate and engage your students in a way that makes subject matter come alive. Learn about the taking and making of virtual field trips using the World Wide Web.
Center for Professional Development students only.

TEC-941. Handheld Computing: Palm PDAs for Teachers. 3 Units. Affordable, portable, powerful—integrate PDAs into your classroom, on field trips or even home (exchange information via wireless “beaming”).
Center for Professional Development students only.

TEC-942. WebQuests: Implementing Technology Integration. 3 Units. Learn about using and creating the increasingly popular WebQuest. Obtain strategies, steps, guidelines, tools and resources for developing standards-based WebQuests that require critical and creative thinking skills.
Center for Professional Development students only.

TEC-943. Multimedia: Integrating Photoshop Elements. 3 Units Focus on digital media with an emphasis on integrating enhanced and redesigned images into your curriculum. NOTE: If unfamiliar with digital cameras or scanners, TEC 936 would be a recommended prerequisite for this course.
Center for Professional Development students only.

TEC-944. Animation Technology. 3 Units. Become familiar with the basics of animation using the powerful software program Flash. Get acquainted with all areas of computer animation and the powerful tools available to produce stunning PowerPoint animations, web animation, Flash websites and even interactive CD-ROMS.
Center for Professional Development students only.

TEC-945. Graphics on the Web. 3 Units. Receive an introduction to the basics of graphics and how they are used on the Internet. Get acquainted with all areas of computer graphics and produce eye-catching graphics.
Center for Professional Development students only.

TEC-946. Podcasting for Educators. 3 Units. Publish lectures to your students using inexpensive equipment and simple software. Make lectures and resources available through the Internet using MP3 players and computers.
Center for Professional Development students only.

TEC-947. Microsoft Outlook. 2 Units. Learn to manage different categories of data with Outlook. Learn to schedule tasks, dates, e-mail and contacts.
Center for Professional Development students only.

TEC-948. Teaching and Learning Online. 3 Units. With the explosive growth of online instruction, see what it really means to learn in this environment. Discover what distinguishes online from traditional instruction as you explore teaching strategies, and the theories and concepts that apply to the online classroom.
Center for Professional Development students only.

TEC-949. Communicate with Acrobat Pro. 3 Units. Master the art of document management with Adobe’s Acrobat Pro, and learn to create a PDF document or share documents in combined PDF format. Learn Acrobat Pro and change the way you run your classroom of the future.
Center for Professional Development students only.

TEC-950. Web 2.0 Tools for the Classroom. 3 Units. Blogs, wikis, social networks, social bookmarks, podcasts, RSS feeds and photo sharing are Web 2.0 tools native to today’s students that can innovatively be harnessed to transform and expand teaching and learning.
TEC-951. Instructional Blogging for Educators. 3 Units. Instructional blogging is a new technological technique to facilitate better teaching and learning through authentic publishing skills and computer applications. Publish content to your students and other classroom stakeholders, without technology (HTML, FTP, XML, etc.) or web pages getting in the way.
Center for Professional Development students only.

TEC-952. iLife in the Classroom. 3 Units. Understand how the various applications of iLife can be seamlessly integrated in the classroom. Familiarity with word processing iTunes, GarageBand, iMovie, iPhoto, iWeb and iDVD would be extremely helpful.
Center for Professional Development students only.

TEC-954. Interactive Whiteboards: Smartboards in the Classroom. 3 Units. Interactive Whiteboard is designed for any teacher, technology coordinator, principal or librarian working with an Interactive Whiteboard. Through the process of completing the required assignments the participants will develop strategies for using the Interactive Whiteboard in their curriculum.
Center for Professional Development students only.

TEC-955. OpenOffice.org for Teachers. 3 Units. OpenOffice.org is the leading open-source software, developed as a free, fully compatible alternative to Microsoft Office. Learn the basics of OpenOffice.org, from installation to the creation, saving, printing and sharing of a variety curriculum-rich documents. This course is suitable for teachers of all subjects and grade levels.
Center for Professional Development students only.

TEC-956. Desktop Publishing with iWork. 3 Units. Desktop Publishing with iWork is designed for the teacher, technology coordinator, principal or anyone working with iWork on the Macintosh computer. Develop strategies for using desktop publishing with iWork in your classroom and understand how the various applications of iWork can be seamlessly integrated into the curriculum.
Center for Professional Development students only.

TEC-957. All Things Google. 3 Units. All Things Google will introduce educators to several free Google tools, such as Google Docs, Google Earth, Blogger, YouTube, Picasa and many more. Emphasis will be placed on how these tools can impact classroom practice. This course is designed for the instructor who wants to use free, powerful, collaborative tools with their colleagues, students and community.
Center for Professional Development students only.

TEC-958. Photoshop CS4 for Teachers. 3 Units. Photoshop CS4, the world-standard for digital image editing, is the quintessential tool for designing and manipulating images. A must-know for teachers of photography, multimedia, journalism and art, Photoshop CS4 pushes the boundaries of digital image editing like never before.
Center for Professional Development students only.

TEC-959. Google Docs for Educators. 3 Units. Do you want to change the way your work gets done? Do you want to enhance all your lessons with collaborative learning? Now, you and your students can use the free web-based collaborative productivity tools provided by Google, making it possible to have access to your documents around the world, on or offline. Google Docs will do that and more.
Center for Professional Development students only.

TEC-960. Internet: Classroom on Wire. 3 Units. Put your ability to navigate the Internet to some practical use. Search the Internet to enhance your classroom lessons and units. Pick various listed websites to explore for your own classroom.
Center for Professional Development students only.

TEC-961. Computer Projects for the Classroom. 3 Units. Use personal productivity software to develop classroom projects, providing strategies for improving student’s academic achievement and your own teacher effectiveness. Cross the digital divide by ensuring that students are technologically literate and encourage the effective integration of technology to establish successful instructional methods.
Center for Professional Development students only.

TEC-962. Google Maps and Earth in the Classroom. 3 Units. Learn to incorporate Google Maps and Google Earth into creative, standards-based lessons, and personalize the features that have direct application to your classroom. Applicable to all grade levels, this course provides the ability to explore the planet from a desktop.
Center for Professional Development students only.

TEC-963. Digital Storytelling. 3 Units. Using a project-based approach, students will develop a slide show that can be output as a movie file using the Photo Story 3 program. This is a free and easy program through Microsoft (Windows only) that is great to use in the class.
Center for Professional Development students only.

TEC-964. iPod Touch in the Classroom. 3 Units. Explore the classroom use of the iPod Touch, a powerful hand-held computer capable of running thousands of educational apps as well as viewing textbooks, videos and Internet resources via built-in WiFi. Course materials include an iPod Touch simulator for PC and Mac, so owning an iPod is not required to complete the course.
Center for Professional Development students only.

TEC-965. Teach with Moodle. 3 Units. Gain the essential skills and knowledge to be an effective online instructor and meet needs of 21st century students as identified in the NETP. Moodle will be experienced from a student and instructor perspective as you acquire technical skills, instructional strategies and design principles necessary for online teaching.
Center for Professional Development students only.

TEC-966. Project Based Learning Using Information Technology. 3 Units. Prepare your students for their future career paths by having them work in a Project-Based Learning using Information Technology (PBL IT) environment. Learn how to design and implement PBL IT units of study that will motivate your students to do online research, multimedia authoring, writing, collaboration and public speaking.
Center for Professional Development students only.

TEC-967. Facebook in the Classroom. 3 Units. Welcome to Facebook. Teachers connecting with students and parents. The instructional focus is on the teacher who wants to become a confident user of Facebook to enhance communication with parents and in some cases, students. By the conclusion, participants will
have created a personal profile as well as a classroom group page that may be used instantly in the classroom.

*Center for Professional Development students only.*

**TEC-968. Expand Your Classroom with YouTube**. 3 Units. Have you ever wanted an easy way to help your students after school hours? Solve this dilemma as you create videos to post on YouTube and other sites like TeacherTube. You will also find useful videos online and then learn how to download them to show on campus if YouTube is blocked.

*Center for Professional Development students only.*

**TEC-969. Online Collaboration/Assessment**. 3 Units. Experience effective collaboration in an online environment and participate in whole-class activities. Learn about principles of effective collaboration and assessment and apply these to the design of standards-aligned activities to measure learning outcomes. This course provides educators with the experience, tools and knowledge to effectively integrate collaboration and assessment activities into an online classroom environment. Course participants explore these topics in depth, engage in learning activities, participate in self- and group-assessments and demonstrate their knowledge and skills through collaborative as well as individual performance assignments.

*Center for Professional Development students only.*

**TEC-973. Data Driven Decision Making**. 3 Units. Use different data analysis strategies, evaluate state and local benchmarks, develop action plans and communicate information about a student’s progress with parents. Although helpful, having your own report generating tool is not a requirement.

*Center for Professional Development students only.*

**TEC-975. Teaching Strategies: Technology**. 3 Units. Organized around Robert Marzano’s well-known strategies for effective teaching, learn the successful use of technology tools to implement these strategies. Focus not simply on “how” to use technology tools, but on “why” and “when” to use them.

*Center for Professional Development students only.*

**TEC-976. Tablets/Slates in the Classroom**. 3 Units. Graphics tablets have quickly found their way into the classroom. Explore your tablet or slate through various activities and meet the needs of all students through standards-based lesson design. Best of all, free yourself from the front of the classroom.

*Center for Professional Development students only.*

**TEC-977. Cloud Computing for Educators**. 3 Units. The purpose of this class is to provide educators with many tools to make their life as a classroom instructor easier and more organized with a side benefit of helping them make their lesson plans more fun and technologically oriented for their students.
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Pastor, The Word Community Church

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Curriculum Consultant, San Joaquin Valley College
Adjunct Faculty, FPU Visalia Center

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Kathy Isaac, Garden City, Kansas
Retired educator

Arthur (Bud) Klassen, Reedley, California
Owner-Broker, Klassen and Associates Insurance Services

Larry Martens, Fresno, California
Retired Senior Pastor; Past President and Professor,
Mennonite Brethren Biblical Seminary

Larry L. Powell, Fresno, California
Superintendent, Fresno County Office of Education

Yami Rodriguez, Fresno, California
Director of Programs, Youth Leadership Institute

Gary Ruddell, Visalia, California
Ruddell, Cochran, Stanton, Smith, Bixler, and Wisehart, LLP

Eric Shenk, Phoenix, Arizona
Intuit

Gary Wall, Visalia, California
District Minister, Pacific District Conference

Don Warkentine, Fresno, California
Owner, Daniel Towle and Warkentine, CPAs
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Date shown is date of first appointment at FPU.

Ananda Aspen (1998)
Assistant Professor, Education
B.A., M.A., California State University, Fresno

Peggy Diane Avakian (1997)
Associate Professor, Business
B.S., California State University, Fresno
M.S., University of San Francisco
Ph.D., Pacifica Graduate Institute

James Ave (1998)
Associate Professor, Kinesiology
B.S., University of Nevada, Las Vegas
M.A., California State University, Bakersfield
Ph.D., University of Southern Mississippi, Hattiesburg

Mark Baker (1999)
Associate Professor, Theology
B.A., Wheaton College
M.A., New College Berkeley
Ph.D., Duke University

Devin Beasley (2010)
Assistant Professor, Kinesiology
B.A., California State University, Bakersfield
M.Ed., Loyola Marymount University
Ed.D., University of the Pacific

Kari Bejar (2010)
Instructor, Education
B.A., M.A., Fresno Pacific University

Assistant Professor, Biology
B.A., M.A., California State University, Fresno

Terry Bese (2000)
Assistant Professor, Education
B.A., M.A., Fresno Pacific University

Bruce Boeckel (2005)
Associate Professor, English
B.A., University of Nebraska, Kearney
M.A., University of North Carolina
Ph.D., University of Michigan

Terry Brensinger (2011)
Professor, Pastoral Ministry
B.A., Messiah College
M.Div., Asbury Seminary
M.Phil., M.A., Ph.D., Drew University

Chris Brownell (2000)
Assistant Professor, Mathematics
B.A., California State University, Fresno
M.A., Fresno Pacific University

Jim Bryan (2011)
Associate Professor, Business Administration | Management
B.S., M.A., University of San Francisco
Ed.D., University of Southern California

Donna Callahan (1998)
Assistant Professor, Social Work
A.A., Fullerton Junior College
B.S., California State University, Fresno
M.S.W., California State University, Fresno
Ph.D. candidate, Capella University

Greg Camp (1995)
Associate Professor, Biblical and Religious Studies | Greek
B.A., Fresno Pacific College
M.Div., Mennonite Brethren Biblical Seminary
Ph.D., University of Sheffield

Professor, Liberal Arts | History
B.A., Biola College
M.A., California State University, Fullerton
Ph.D., University of California, Irvine

Earnest Carrere (2006)
Hiebert Library
B.A., Tulane University
J.D., Tulane University of Law
Ph.D., Emory University

Cindy Carter (2011)
Associate Professor, Psychology
Associate Dean, Degree Completion
B.A., California State University, Stanislaus
M.S., California Lutheran University
Ph.D., Pacifica Graduate Institute

Vernon Carter (2005)
Hiebert Library
B.A., Fresno Pacific College
M.Div., Central Baptist Theological Seminary
M.A., Temple University
M.L.I.S., University of Denver
Neil Castro (2005)
Head Coach, Men’s Tennis/Women’s Tennis
B.A., California State University, Fresno

Karen Cianci (2008)
Professor, Natural Sciences
Dean, School of Natural Sciences
B.S., Cornell University
M.R.E., Gordon-Conwell Theological Seminary
Ph.D., Bryn Mawr College

Ron Claassen (1990)
Professor, Peacemaking and Conflict Studies/Leadership Studies
B.A., Fresno Pacific College
M.A., Louisiana State University
M.Div., Associated Mennonite Biblical Seminaries
D.Min., San Francisco Theological Seminary

Karen Crozier (2008)
Assistant Professor, Theology
B.A., University of California, Los Angeles
M.A., California State University, Fresno
Ph.D., Claremont School of Theology

Ruth Dahlquist (2008)
Assistant Professor, Biology
B.S., University of California, Los Angeles
Ph.D., University of Idaho

Eric Davis (2012)
Assistant Professor, Chemistry
B.S., University of Portland
Ph.D., Washington State University

Mark Deffenbacher (1993)
Vice President for Advancement and University Relations
Executive Director of FPU Foundation
B.A., Warner Pacific College
M.A., Anderson School of Theology

Brian DeMars (2000)
Assistant Professor, Undergraduate Kinesiology
A.A., Hartnell Junior College
B.A., M.A., California State University, Fresno

Dave Derby (2009)
Assistant Professor, Education
B.A., University of California, Santa Barbara
M.A., University of San Francisco

Justin Dermon (2008)
Assistant Professor, Business Administration/Finance and Economics
B.A., M.A., Ph.D., Université Paul Cézanne Aix-en-Provence

Donald Diboll (2006)
Associate Professor, Kinesiology
B.S., University of Southern Mississippi
M.S., Ph.D., University of Southern Mississippi

Jonathan Dick (1992)
Associate Professor, Physical Sciences
B.A., Tabor College
Ph.D., University of Minnesota

Darren Duerksen (2011)
Assistant Professor, Intercultural Studies
B.M., University of California, Santa Barbara
MDiv., Mennonite Brethren Biblical Seminary
Ph.D., Fuller Theological Seminary

Larry Dunn (1999)
Associate Professor, Peacemaking and Conflict Studies
B.A., Fresno Pacific College
M.A., Fuller Theological Seminary
Ph.D., Syracuse University

Zachary Durlam (2010)
Assistant Professor, Music
B.A., Luther College
M.A., University of Iowa
D.M.A., Michigan State University

Kevin Enns-Rempel (1984)
Director, Hiebert Library
Archivist
B.A., Fresno Pacific College
M.A., University of California, Riverside

Erik Farfan (2006)
Head Coach, Women’s Soccer
B.A., M.A., California State University, Fresno

Delores Friesen (1988)
Professor, Marriage, Family and Child Counseling
B.A., B.S., Goshen College
M.S., Indiana University
Ph.D., University of Iowa

Fran Martens Friesen (2002)
Instructor, Humanities
B.A., Goshen College
M.A., Georgetown University

Kenneth Martens Friesen (2002)
Associate Professor, Political Science/History
B.A., Fresno Pacific College
M.A., Ph.D., American University
Milton Friesen (2006)
Instructor, Music
B.A., State University, New York
M.A., California State University, Fresno

Vivian Gayles (2006)
Assistant Professor, Teacher Education
B.A., M.A., California State University, Bakersfield
Ed.D., University of the Pacific

Tim Gedert (1986)
Professor, Biblical Studies
B.A., University of Saskatchewan, Canada
M.Div., Mennonite Brethren Biblical Seminary
Ph.D., University of Aberdeen, Scotland

Executive Director, Continuing Education
B.A., Northwest Nazarene College
M.A., Fresno Pacific University

Carol Gossett (1996)
Assistant Professor, Early Childhood Development
B.S., California State University, Fresno
M.S., Fresno Pacific College
Ed.D. candidate, Nova Southeastern University

Gary Gramenz (2008)
Associate Professor, Education
Dean, School of Education
B.A., Azusa Pacific University
M.A., Fuller Seminary
Ph.D., Claremont Graduate University

Andrea Gray (2011)
Assistant Professor, Chemistry
B.A., California State University, Fresno
Ph.D., Virginia Commonwealth University

Anne Guenther (1982)
Hiebert Library
B.A., University of Toronto
M.L.S., San Jose State University

Breck Harris (1995)
Associate Professor, Business
A.A., College of Alameda
B.S., M.B.A., San Francisco State University
Ed.D., University of La Verne

Oscar Hirschkorn (2005)
Head Coach, Baseball
A.A., Kings River Junior College
B.A., M.A., Chico State University

Linda Hoff (1996)
Professor, Education
B.A., Occidental College
M.A., Fresno Pacific College
Ph.D., Claremont Graduate University

Wayne Huber (1971)
Associate Professor, Music
B.A., Fresno State College
M.F.A., California State University, Fresno

Chris Janzen (2007)
Assistant Professor, Art
B.A., Bethel College
M.A., University of South Dakota

Dennis Janzen (1983)
Professor, Kinesiology
Director, Athletics
B.A., Tabor College
M.A., University of Northern Colorado
Ph.D., University of Southern California

Jeanne Janzen (1999)
Associate Professor, Curriculum and Teaching
B.A., Tabor College
M.A., Fresno Pacific University
Ed.D. candidate, Nova Southeastern University

Rod Janzen (1989)
Professor, History
University Distinguished Scholar
B.A., Fresno Pacific College
M.A., University of California, Santa Barbara
Ed.D., University of Southern California

Assistant Professor, TESOL
B.A., Tabor College
M.A., Fresno Pacific University

Pamela Johnston (2006)
Assistant Professor, History
B.A., University of Washington
M.A., Ph.D., Bryn Mawr College

Associate Professor, History/Latin
B.A., Davidson College
M.A., University of Georgia
M.A., Ph.D., Bryn Mawr College
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vice President, FPU</td>
<td></td>
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<tr>
<td></td>
<td>Dean, FPU Biblical Seminary</td>
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</tr>
<tr>
<td>John Kilroy</td>
<td>Associate Professor, Business</td>
<td>(2012) B.S., Grand Canyon College, M.A., University of Phoenix, Ph.D., Regent University</td>
</tr>
<tr>
<td></td>
<td>Dean, School of Business</td>
<td></td>
</tr>
<tr>
<td>Sylvia Kim</td>
<td>Assistant Professor, Accounting</td>
<td>(2010) B.S., Chonnam National University, South Korea, M.S., Golden Gate University</td>
</tr>
<tr>
<td>Bret Kincaid</td>
<td>Associate Professor, Political Science</td>
<td>(2012) B.A., Fresno Pacific University, M.A., Associated Mennonite Biblical Seminaries, M.A., Ph.D., University of Notre Dame</td>
</tr>
<tr>
<td>Quentin Kinnison</td>
<td>Assistant Professor, Christian Ministry and Leadership</td>
<td>(2008) B.A., Grand Canyon University, M.Div., Golden Gate Seminary, Ph.D., Fuller Theological Seminary</td>
</tr>
<tr>
<td>Peter Kopriva</td>
<td>Professor, Special Education, Early Childhood Development</td>
<td>(1989) B.A., M.A., California State University, Los Angeles, Ed.D., University of Northern Colorado</td>
</tr>
<tr>
<td>Michael Kunz</td>
<td>Professor, Math, Sciences</td>
<td>(1987) B.Sc., University of California, Davis, M.A., California State University, Sacramento, Ph.D., University of California, Davis</td>
</tr>
<tr>
<td>Elizabeth Lake</td>
<td>Assistant Professor, Psychology</td>
<td>(2005) B.A., California State University, Stanislaus, Ph.D. candidate, City University of New York</td>
</tr>
<tr>
<td>Julie Lane</td>
<td>Assistant Professor, Special Education</td>
<td>(2010) B.M., California State University, Fullerton, M.M., University of Redlands, M.A., Chapman University, Ed.D., Pepperdine University</td>
</tr>
<tr>
<td>Darin Lenz</td>
<td>Associate Professor, History</td>
<td>(2011) B.A., California State University, Bakersfield, M.A., Assemblies of God Biblical Seminary, M.A., Villanova University, Ph.D., Kansas State University</td>
</tr>
<tr>
<td>Elizabeth Martinez</td>
<td>Assistant Professor, Sociology</td>
<td>(2011) B.A., M.A., Ph.D., University of Notre Dame, J.D., Loyola Law School</td>
</tr>
<tr>
<td>Roberta Jentes Mason</td>
<td>Professor, Education</td>
<td>(1987) B.A., Grace College, M.A., Fresno Pacific College, Ph.D., Indiana University</td>
</tr>
<tr>
<td>Mariamma Mathai</td>
<td>Professor, Nursing</td>
<td>(2008) B.S., Kerala University, India, M.Ed., Ed.D., Teachers College, Columbia University</td>
</tr>
<tr>
<td>Donald McHatten</td>
<td>Assistant Professor, Special Education</td>
<td>(2005) A.A., Fresno City College, B.S., M.A., California State University, Fresno</td>
</tr>
<tr>
<td>Rebecca McMillen</td>
<td>Instructor, Art</td>
<td>(2007) B.A., University of New South Wales, M.A., College of Fine Arts, UNSW, Ph.D. candidate, University of New England</td>
</tr>
<tr>
<td>Larry Metzler</td>
<td>Assistant Professor, Education</td>
<td>(2006) B.A., California State University, Fresno, M.A., Fresno Pacific University</td>
</tr>
<tr>
<td>Jo Ellen Misakian</td>
<td>Associate Professor, Teacher Librarian</td>
<td>(1999) B.S., New York Institute of Technology, M.L.S., San Jose State University</td>
</tr>
</tbody>
</table>
Robert Murray (1998)
Assistant Professor, School Psychology
B.A., M.S., California State University, Long Beach
Ed.D., University of California and California State University, Davis

Tim Neufeld (1999)
Associate Professor, Contemporary Christian Ministries
B.A., Fresno Pacific College
M.Div., Mennonite Brethren Biblical Seminary
D.Min., Fuller Theological Seminary

Eleanor Nickel (2002)
Associate Professor, English
B.A., Gordon College
M.A., West Virginia University
Ph.D., University of Iowa

Fay Nielsen (1997)
Associate Professor, Kinesiology
Associate Dean, Retention
B.A., The College of Wooster
M.S., Indiana University
Ph.D., Oregon State University

Hope Nisly (2001)
Hiebert Library
B.A., University of Iowa
M.A., M.L.S., University of Maryland

Alan Ours (2005)
Vice President, Institutional Technology
Chief Information Officer
B.A., The King's College
M.S., Ball State University

Chris Patty (2010)
Assistant Professor, Nursing
B.S.N., Pacific Union College
M.S.N., California State University, Dominguez Hills

Steve Pauls (2002)
Associate Professor, Chemistry
B.S., Bethel College
M.S., Indiana University
Ph.D., University of Kansas

Instructor, Education
B.A., University of California, San Diego
M.A., Fresno Pacific University

Susanne Peterson (2010)
Instructor, Special Education
B.A., M.A., California State University, Fresno

Jay Pope (2005)
Associate Professor, Psychology
B.A., Westmont College
M.A., Ph.D., Fuller Theological Seminary

Ronald Pratt (2000)
Associate Professor, Math/Sciences
B.Sc. Colorado School of Mines
M.Sc. Fuxin Institute of Mining and Technology
Ph.D. Colorado School of Mines

Registrar
B.A., Bethel College
M.A., California State University, Fresno
Ed.D., University of La Verne

Arnold Prieb (1993)
Director, International Programs and Services
B.A., Fresno Pacific College
M.A., Mennonite Brethren Biblical Seminary

Jaime Ramirez (1996)
Associate Professor, Kinesiology
Head Coach, Men's Soccer
B.A., M.A., Fresno Pacific College

Denise Rea (2004)
Assistant Professor, Education
B.A., University of California, Santa Barbara
M.A., Fresno Pacific University

Julia Reimer (2001)
Associate Professor, Theater
B.A., Fresno Pacific College
M.A., Bowling Green State University
Ph.D., Southern Illinois University

Kevin Reimer (2011)
Professor, Psychology
Dean, School of Humanities, Religion and Social Sciences
B.A., University of California, Davis
M.Div., Regent College
Ph.D., Fuller Theological Seminary

Valerie Rempel (1996-2010)
Associate Professor, J.B. Toews Chair of History and Theology
Associate Dean, FPU Biblical Seminary
B.A., Tabor College
M.A., Mennonite Brethren Biblical Seminary
M.A., Ph.D., Vanderbilt University
Laura Schmidt Roberts (1994)
Associate Professor, Biblical and Religious Studies
B.A., University of California, Berkeley
M.Div., Fuller Theological Seminary
Ph.D., Graduate Theological Union

David Bruce Rose (2006)
Associate Professor, Marriage, Family and Child Counseling
B.A., College of Idaho
M.Div., Fuller Theological Seminary
M.A., Ph.D., California School of Professional Psychology

Duane Ruth-Heffelbower (1996)
Associate Professor, Peacemaking and Conflict Studies
B.A., Kansas State University
M.Div., Associated Mennonite Biblical Seminary
J.D., Golden Gate University, School of Law

Kelsey Ryska (2011)
Instructor, Mathematics
B.S., Fresno Pacific University
M.S., California Polytechnic State University

Deborah Sauer-Ferrand (1992)
Associate Professor, Music
B.Music, Queens College
M.A., California State University, Fresno
D.M.A. candidate, University of Illinois

Walter Saul (2003)
Professor, Music
A.B., Duke University
M.M., D.M.A., University of Rochester

Jill Schellenberg
Assistant Professor, Criminology and Restorative Justice Studies
B.A., M.A., Fresno Pacific University
Ph.D. candidate, University of Tilburg

Ryan Schellenberg (2012)
Assistant Professor, Biblical and Religious Studies
B.A., Canadian Mennonite University
M.A., Mennonite Brethren Biblical Seminary
Ph.D., University of St. Michael’s College

Adam Schrag (2012)
Assistant Professor, Communication
B.A., Bethel College
M.A., Ph.D., University of Minnesota

Brian Schultz (2007)
Assistant Professor, Biblical and Religious Studies
B.A., Briercrest Bible College
M.A., Jerusalem University College
Ph.D., Bar Ilan University

Eric Schwab (1994)
Associate Professor, Kinesiology
Head Coach, Track/Cross Country
B.A., Austin College
M.Ed., Asuza Pacific University

Cory Seibel (2008)
Assistant Professor, Pastoral Theology
B.S., Liberty University
M.Th., University of Wales
Ph.D., University of Pretoria

Assistant Professor, Education
B.A., M.A., Fresno Pacific University
Ph.D., University of Virginia

Cindy Steele (2005)
Executive Director, Regional Centers
B.A., Pepperdine University
M.A. M.R.C.C., Azusa Pacific University

Bryan Suhovy (2007)
Head Coach, Men’s Water Polo/Women’s Water Polo
B.A., University of La Verne

Nathan Smith (2011)
Assistant Professor, Business Administration/Finance and Economics
B.A., University of Notre Dame
M.A., Harvard University
Ph.D., George Mason University

Peter Smith (2011)
Assistant Professor, Conflict Studies and Peacemaking
B.A., Fresno Pacific College
M.A., Fuller Theological Seminary
Ph.D., University of Wales/International Baptist Theological Seminary

Diane Talbot (1997)
Associate Professor, School Counseling
B.A., M.A., California State University, Fresno
Ed.D., University of California, Davis

JT Thiesen (2004)
Associate Head Coach, Track/Cross Country
B.A., Fresno Pacific University
Alan Thompson (2001)
Associate Professor, Biology
B.S., University of California, Davis
Ph.D., Harvard University

Paul Toews (1967)
Professor, History
B.A., Tabor College
M.A., University of Kansas
Ph.D., University of Southern California

Stephen Varvis (1985)
Professor, History
Interim Provost
Vice President of Enrollment Management
B.A., California State University, Fresno
Ph.D., Claremont Graduate University

Rojelio (Roy) Vasquez (2006)
Assistant Professor, Business Administration | Marketing and Strategy
B.A., Fresno Pacific University
M.B.A., California State University, Fresno

Sherry Walling (2009)
Assistant Professor, Psychology
B.A., University of California, Davis
M.A., Ph.D., Fuller Theological Seminary

Peter Wasemiller (1983)
Assistant Professor, Business Administration | Law and Ethics
B.A., Fresno Pacific College
J.D., The San Joaquin College of Law

Assistant Professor, School Counseling | School Psychology
B.A., M.A., California State University, Fresno
M.A., Fresno Pacific University
Psy.D., Alliant International University

Peng Wen (1990)
Professor, Business Administration | Economics
B.A., National Taiwan University
M.B.A., Oklahoma City University
Ph.D., University of Florida

Billie Jean Wiebe (1992)
Associate Professor, Communication | English
B.A., Fresno Pacific College
M.A., Northwestern University
Ph.D., Claremont Graduate University

Richard Wiebe (1973)
Associate Professor, Philosophy
B.A., Fresno Pacific College
M.A., University of Chicago

Kelly Winter (2011)
Head Coach, Women’s Volleyball
B.A., M.A., Fresno Pacific University

University Pastor
B.A., Fresno Pacific University
M.A., Wheaton College
D.Min. candidate, Birmingham Theological Seminary

Sandie Woods (2010)
Instructor, Liberal Studies
B.S., M.Ed., University of Nevada
Ed.D. candidate, California State University, Fresno

Randy Worden (2008)
Dean of Students
B.A., Seattle Pacific University
M.Ed., Azusa Pacific University
D.Min. candidate, George Fox University

Chris Wright (2010)
Head Coach, Men’s Basketball
B.S., University of Texas at Austin
M.A., Fresno Pacific University

Dieter Wulfhorst (2007)
Associate Professor, Music
M.M., D.M.A., University of Maryland-College Park

Terence Yi (2006)
Assistant Professor, Mathematics
B.S., University of California, Davis
M.B.A., National University
M.S., Claremont Graduate University
Ph.D., Northcentral University

Brice Yocum (2011)
Assistant Professor, Business Administration | Law and Ethics
B.S., California State University, Fresno
J.D., Pepperdine University

David Youngs (1988)
Professor, Mathematics Education | Science Education
B.A., California State University, Fresno
M.A., Fresno Pacific College
ScEd.D, Curtin University of Technology

Denette Zaninovich (2011)
Assistant Professor, Education
B.A., M.A., Fresno Pacific University

Steven Zook (2011)
Instructor, Mathematics
B.A., Fresno Pacific University
M.A., California State University, Fresno
EMERITUS

Anita Andresen (1989)
_Emerita Administrative Services_
B.A., California State University, Fresno
M.A., Fresno Pacific College
Ed.D., University of San Francisco

Donald Braun (1957)
_Emeritus Chemistry_
B.A., M.A., Fresno State College
Ph.D., University of the Pacific

Robert Enns (1970)
_Emeritus Sociology_
B.A., University of California, Santa Barbara
B.D., Fuller Theological Seminary
M.A., Ph.D., University of California, Santa Barbara

_President Emeritus_
Professor, Adult Education
B.A., Tabor College
M.A., Ph.D., University of Wisconsin-Madison

Jean Fennacy (1980)
_Emerita Education/Reading_
B.A., University of California, Davis
M.S., Pepperdine University
Ed.D., University of Southern California

Delores Friesen (1988)
_Emerita Marriage Family and Child Counseling_
B.A., B.S., Goshen College
M.S., Indiana University
Ph.D., University of Iowa

Adina Janzen (1991)
_Emerita Education_
B.A., M.A., California State University, Fresno
J.D., San Joaquin College of Law

Edmund Janzen (1968)
_President Emeritus_
_Emeritus Biblical and Religious Studies_
Diploma of Biblical Studies, Ontario M.B. Bible Institute
B.A., McMaster University
Th.B., Mennonite Brethren Bible College
B.D., Mennonite Brethren Biblical Seminary
Th.M., Golden Gate Baptist Theological Seminary
Graduate Studies, Theological Union

Ruth Toews Heinrichs (1980)
_Emerita Business_
B.A., Fresno Pacific College
M.Sc., California State University, Fresno
Advanced Studies, Claremont Graduate School
D.P.A., University of La Verne

Waldo Hiebert (1959)
_Emeritus Pastoral Ministry_
B.A., Willamette University
B.D., Central Baptist Theological Seminary
S.T.D., Tabor College

Judith Hillen (1985)
_Emerita Mathematics Education_
B.S., California State Polytechnic College
M.A., Fresno Pacific College
Ed.D., University of Southern California

Roy Klassen (1977)
_Emeritus Music_
B.A., Occidental College
M.A., California State University, Los Angeles
D.M.A., Arizona State University

Richard Kriegbaum (1984)
_President Emeritus_
Professor, Leadership
B.A. Wheaton College
M.A. Ball State University
Ph.D. State University of New York, Buffalo

Dennis Langhofer (1973)
_Emeritus Business_
A.A., Fresno City College
B.A., M.B.A., California State University, Fresno
Ed.D., University of San Francisco

Leslie Mark (1979)
_Emeritus Biblical Studies/Spanish_
A.B., Berkshire Christian College
M.Div., Gordon-Conwell Theological Seminary, Universidad de Guadalajara

Elmer Martens (1970)
_President Emeritus Seminary_
_Emeritus Old Testament_
B.A., University of Saskatchewan
B.Ed., University of Manitoba
B.D., Mennonite Brethren Biblical Seminary
Ph.D., Claremont Graduate School

Wilfred Martens (1965)
_Emeritus English_
B.A., Tabor College
M.A., California State University, Los Angeles
Ph.D., University of Wales
Dale Michael Matson (1992)  
Emeritus Psychology  
B.A., University of Wisconsin  
M.S.E., University of Wisconsin, White Water  
Ph.D., Marquette University

Gary Nachtigall (1961)  
Emeritus Geography  
B.A., Tabor College  
M.A., Fresno State College

Ted Nickel (1986)  
Emeritus Psychology  
B.A., Tabor College  
M.A., Ph.D., University of California, Los Angeles

Karen Neufeld (1990)  
Emerita Education  
B.S., M.S., Kansas State University  
Ed.D., University of Kansas

Lorin Neufeld (1990)  
Emeritus Natural Sciences  
B.A., Tabor College  
M.S., Western Michigan University  
Ph.D., Kansas State University

Adonijah Pauls (1967)  
Librarian Emeritus  
B.A., Fresno Pacific College  
M.L.S., University of Washington

Dalton Reimer (1960)  
Emeritus Communication  
B.A., Fresno State College  
M.A., Ph.D., Northwestern University

Luetta Reimer (1968)  
Emerita English  
B.A., Fresno Pacific College  
M.A., Purdue University

Wilbert Reimer (1967)  
Emeritus AIMS Professor in Mathematics  
B.A., Fresno State College  
M.A., Stanford University

Adina Schmidt (1964)  
Registrar Emerita  
B.S., M.Sc., University of Omaha

Joseph Taylor (1990)  
Emeritus Special Education  
B.S., M.Ed., University of Southern Mississippi  
Ed.D., The University of Alabama

Richard Thiessen (1987)  
Emeritus Mathematics Education  
B.A., Friends University  
M.N.Sc., Ph.D., University of Oklahoma

John E. Toews (1977)  
Emeritus Academic Dean Seminary  
Emeritus New Testament  
B.A., Tabor College  
M.A., Wichita State University  
Ph.D., Northwestern University

Larry Warkentin (1966)  
Emeritus Music  
B.A., Tabor College  
M.A., Fresno State College  
D.M.A., University of Southern California

Richard Unruh (1968)  
Emeritus Political Science  
B.A., Fresno Pacific College  
M.A., University of Washington  
Ph.D., University of California, Santa Barbara

Arthur Wiebe (1960)  
Emeritus Mathematics Education  
President Emeritus  
B.A., Southwestern State  
M.A., Fresno State College  
Ed.D., Stanford University

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 Bíblico Latinoamericano, 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>academic advisor</td>
<td>A faculty or professional staff member trained to help students select courses and plan programs</td>
</tr>
<tr>
<td>accreditation</td>
<td>Regional recognition that an educational institution maintains an association's standards. The United States has six regional accreditation associations. FPU is accredited by the Western Association of Schools and Colleges.</td>
</tr>
<tr>
<td>advanced placement</td>
<td>Credit granted for examination programs</td>
</tr>
<tr>
<td>appeals</td>
<td>Formal written request by a student for permission to deviate from university policy</td>
</tr>
<tr>
<td>auditing</td>
<td>Attending and participating in a class without receiving credit for the course. Audit fees apply.</td>
</tr>
<tr>
<td>baccalaureate</td>
<td>Applicable to a bachelor's degree</td>
</tr>
<tr>
<td>bachelor's degree</td>
<td>A degree granted after completing a specified amount of academic study beyond the completion of high school and fulfilling all graduation requirements</td>
</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>board</td>
<td>A term used for a meal plan at the university</td>
</tr>
<tr>
<td>CampusCruiser</td>
<td>University Web portal, used to access university email, courses, calendars, schedules, educational planning, registration, etc.</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>CEU, continuing education unit</td>
<td>Recognition for participation in a non-credit program or workshop</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>credit/no credit</td>
<td>A method used to evaluate performance in courses and which is separate from the grade point system. Course grade does not affect GPA.</td>
</tr>
<tr>
<td>deadline</td>
<td>The date by which certain information must be received by any given office or unit</td>
</tr>
<tr>
<td>degree</td>
<td>Title bestowed as official recognition for the completion of a curriculum</td>
</tr>
<tr>
<td>degree completion</td>
<td>An accelerated program designed to give working adults the opportunity to complete a bachelor’s degree</td>
</tr>
<tr>
<td>degree student</td>
<td>A student who has been admitted to a degree category and is seeking a bachelor’s or a master’s in a planned course of study</td>
</tr>
<tr>
<td>diploma</td>
<td>Official document attesting to completion of a formal educational program</td>
</tr>
<tr>
<td>directed study</td>
<td>A catalogued course taken outside the classroom, one on one with a faculty member.</td>
</tr>
<tr>
<td>drop</td>
<td>An official procedure for withdrawing from individual classes without removing registration from all classes</td>
</tr>
<tr>
<td>educational plan</td>
<td>Individualized plan to guide students in completing degree requirements</td>
</tr>
<tr>
<td>elective</td>
<td>A course which will count as credit toward a degree, but is not a specific program requirement</td>
</tr>
<tr>
<td>emphasis</td>
<td>A sequence of courses within a major designed to accommodate specific interests of students</td>
</tr>
<tr>
<td>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>grade point</td>
<td>The numerical value given to letter grades. For example, an A is equivalent to 4 points, an A- to 3.5 points, and a B is 3 points.</td>
</tr>
<tr>
<td>grade point average</td>
<td>A student’s scholastic average computed by dividing total grade points by total credit hours attempted</td>
</tr>
<tr>
<td>graduation</td>
<td>Formal recognition of completion of degree requirements by the posting of the degree to the official academic record</td>
</tr>
<tr>
<td>grant</td>
<td>Financial assistance to students which does not have to be repaid</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>hold</td>
<td>A barrier placed on a student’s ability to register for classes or receive transcripts, as a result of an unfulfilled monetary obligation or other action by the university</td>
</tr>
<tr>
<td>incomplete</td>
<td>A temporary course grade, I, granted only if a student is temporarily unable to complete course requirements because of unusual circumstances beyond the control of the student</td>
</tr>
<tr>
<td>independent study</td>
<td>A course of study undertaken outside the classroom by a student under the supervision of one or more faculty members</td>
</tr>
<tr>
<td>Internship</td>
<td>Any official or formal program to provide practical experience for beginners in an occupation or profession on or off campus; synonymous with practicum</td>
</tr>
<tr>
<td>leave of absence</td>
<td>An official status for withdrawing from the university for one semester or more</td>
</tr>
<tr>
<td>loan</td>
<td>Financial assistance to students which must be repaid</td>
</tr>
<tr>
<td>lower division</td>
<td>Courses at the 100-200 level, generally intended for freshmen or sophomores</td>
</tr>
<tr>
<td>major</td>
<td>Student’s field of primary academic emphasis</td>
</tr>
<tr>
<td>matriculation</td>
<td>The first registration following admission as a classified student</td>
</tr>
<tr>
<td>mentor</td>
<td>A relational faculty or professional staff member who assists students in selecting courses and being successful in their university experience</td>
</tr>
<tr>
<td>minor</td>
<td>A sequence of related courses that provides a student with limited competency in the designated field of study</td>
</tr>
<tr>
<td>Moodle</td>
<td>Online instructional tool</td>
</tr>
<tr>
<td>non-baccalaureate</td>
<td>Not applicable to a bachelor's degree, e.g. preparatory courses, continuing education</td>
</tr>
<tr>
<td>nonmatriculating</td>
<td>Describes a student who does not intend to seek a degree</td>
</tr>
<tr>
<td>online course</td>
<td>A course where most or all of the content is delivered online. Typically no face-to-face meetings.</td>
</tr>
<tr>
<td>petitions</td>
<td>Formal written request by a student for permission to deviate from university policy</td>
</tr>
<tr>
<td>practicum</td>
<td>Any official or formal program to provide practical experience for beginners in an occupation or profession; synonymous with internship</td>
</tr>
<tr>
<td>prerequisite</td>
<td>A course that must be completed before a given course</td>
</tr>
<tr>
<td>regalia</td>
<td>Cap, gown and tassel worn at commencement</td>
</tr>
<tr>
<td>registration</td>
<td>The process of enrolling in and paying tuition and fees for courses each semester or session</td>
</tr>
<tr>
<td>scholarship</td>
<td>Financial assistance to students awarded on the basis of achievement. Financial need may or may not be a factor</td>
</tr>
<tr>
<td>school</td>
<td>An administrative division of the university, housing one or more academic departments or divisions</td>
</tr>
<tr>
<td>section</td>
<td>An offering of a course at a specific time, in a specific place, with a specific instructor</td>
</tr>
<tr>
<td>semester</td>
<td>The undergraduate and graduate academic year is divided into three semesters: fall, spring and summer. The degree completion academic year is divided into two semesters: fall and spring.</td>
</tr>
<tr>
<td>session</td>
<td>A portion of a semester</td>
</tr>
<tr>
<td>topics courses</td>
<td>Occasional or experimental courses designed to meet student interests and needs. They are not regularly scheduled.</td>
</tr>
<tr>
<td>transcript</td>
<td>A copy of the student’s permanent academic record at a particular institution, including courses taken and grades received</td>
</tr>
<tr>
<td>transcript evaluation</td>
<td>An official process which determines the number and type of transfer credits awarded</td>
</tr>
<tr>
<td>transfer credit</td>
<td>Credit earned at another institution and accepted towards an FPU degree</td>
</tr>
<tr>
<td>tuition</td>
<td>The amount of money which must be paid for courses, based on the number of credits for which the student registers</td>
</tr>
<tr>
<td>undergraduate</td>
<td>Post-secondary student who has not received a bachelor's degree. Usually refers to traditional undergraduate students, rather than degree completion students.</td>
</tr>
<tr>
<td>unit of credit</td>
<td>One semester unit of credit represents the amount of time a typical student is expected to devote to learning, including 15 hours of instruction and 30 hours of assignments</td>
</tr>
<tr>
<td>upper division</td>
<td>Courses at the 300 or 400 level, generally intended for juniors or seniors</td>
</tr>
<tr>
<td>wait list</td>
<td>A course wait list is a list of students who wish to register for a course if and when space becomes available.</td>
</tr>
<tr>
<td>web-enhanced course</td>
<td>Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments.</td>
</tr>
<tr>
<td>withdrawal</td>
<td>An official procedure for leaving the university</td>
</tr>
</tbody>
</table>
## OFFICE PHONE DIRECTORY

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>559-453-2000</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>559-453-5585</td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
</tr>
<tr>
<td>Degree Completion</td>
<td>559-453-2016</td>
</tr>
<tr>
<td>Graduate</td>
<td>559-453-2016</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>559-453-2039</td>
</tr>
<tr>
<td>Advancement</td>
<td>559-453-2080</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>559-453-2236</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 Online Learning</td>
<td>559-453-3640</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>Bakersfield</td>
<td>661-617-4500</td>
</tr>
<tr>
<td>Merced</td>
<td>209-354-5900</td>
</tr>
<tr>
<td>North Fresno</td>
<td>559-453-3440</td>
</tr>
<tr>
<td>Visalia</td>
<td>559-302-4100</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>Biblical Seminary</td>
<td>559-453-2310</td>
</tr>
<tr>
<td>Business</td>
<td>559-453-3671</td>
</tr>
<tr>
<td>Education</td>
<td>559-453-5551</td>
</tr>
<tr>
<td>Humanities, Religion and Social Sciences</td>
<td>559-453-4610</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>559-453-2211</td>
</tr>
<tr>
<td>Sports Information Hotline</td>
<td>559-453-4646</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>559-453-2037</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 and SPRING

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions application priority filing</td>
<td>Nov. 15, 2011 (first deadline) and March 15 (second deadline)</td>
<td>November 15, 2012</td>
</tr>
<tr>
<td>Registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online registration opens</td>
<td>March 19</td>
<td>March 19, 2012</td>
</tr>
<tr>
<td>Add courses without late fee: last day</td>
<td>September 9</td>
<td>January 20</td>
</tr>
<tr>
<td>Add courses with late fee</td>
<td>September 10-23</td>
<td>January 21-February 3</td>
</tr>
<tr>
<td>Drop full-term courses without grade penalty and with partial refunds: last day of attendance</td>
<td>November 4</td>
<td>March 24</td>
</tr>
<tr>
<td>Student check-in</td>
<td>August 27-31</td>
<td>January 7-11</td>
</tr>
<tr>
<td>Classes begin</td>
<td>August 27</td>
<td>January 7</td>
</tr>
<tr>
<td>Grading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to request grading option</td>
<td>September 7</td>
<td>January 18</td>
</tr>
<tr>
<td>Grades due</td>
<td>December 18</td>
<td>May 7</td>
</tr>
<tr>
<td>Incomplete, last day to apply for</td>
<td>December 7</td>
<td>April 26</td>
</tr>
<tr>
<td>Withdrawal from university without grade penalty</td>
<td>November 2</td>
<td>March 22</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 7</td>
<td>April 26</td>
</tr>
<tr>
<td>Final exams</td>
<td>December 10-13</td>
<td>April 29-May 2</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 15</td>
<td>May 4</td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term break (no classes)</td>
<td>October 18-19</td>
<td>March 4-8</td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 3</td>
<td>January 21</td>
</tr>
<tr>
<td></td>
<td>November 22-23</td>
<td>February 18</td>
</tr>
<tr>
<td></td>
<td>December 24-January 1, 2013</td>
<td>March 29</td>
</tr>
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</table>
## TRADITIONAL UNDERGRADUATE CALENDAR: SUMMER 2013

<table>
<thead>
<tr>
<th>Registration</th>
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</thead>
<tbody>
<tr>
<td>Online registration opens</td>
<td>March 18</td>
</tr>
<tr>
<td>Add courses without late fee: last</td>
<td></td>
</tr>
<tr>
<td>term and Session 1</td>
<td>May 26</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 7</td>
</tr>
<tr>
<td>Add courses with late fee</td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>May 27-June 9</td>
</tr>
<tr>
<td>Session 2</td>
<td>July 8-21</td>
</tr>
<tr>
<td>Drop courses without grade penalty</td>
<td></td>
</tr>
<tr>
<td>and with partial refund: last day of</td>
<td></td>
</tr>
<tr>
<td>attendance</td>
<td></td>
</tr>
<tr>
<td>Session 1 courses</td>
<td>June 9</td>
</tr>
<tr>
<td>Full-term courses</td>
<td>June 30</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>July 21</td>
</tr>
</tbody>
</table>

| Classes begin                         |                        |
| Full-term and Session 1               | May 13                 |
| Session 2                             | June 24                |

| Grading                               |                        |
| Last day to request grading option    |                        |
| Full-term and Session 1               | May 24                 |
| Session 2                             | July 5                 |
| Grades due                            |                        |
| Session 1                             | June 25                |
| Full-term and Session 2 courses       | August 6               |
| Incomplete, last day to apply for     |                        |
| Session 1                             | June 21                |
| Full-term and Session 2               | Aug 2                  |

| Last day of classes                   |                        |
| Session 1                             | June 21                |
| Full-term and Session 2               | August 2               |

| Holidays                              |                        |
| Offices closed; no classes            | May 27                 |
|                                      | July 4                 |
DEGREE COMPLETION ACADEMIC CALENDAR: FALL and SPRING

Degree completion programs operate on a two semester system. The fall semester runs from August through January. The spring semester runs from February through July. Groups of students begin in February and August.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 12</td>
<td>December 12, 2012</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>July 25</td>
<td>January 25</td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First day of class</td>
<td>First day of class</td>
</tr>
<tr>
<td>Last day to petition registration</td>
<td>Third class session</td>
<td>Third class session</td>
</tr>
<tr>
<td><strong>General Education and Elective Courses (6 Weeks) and DSE Courses Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 12</td>
<td>December 12, 2012</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>Seven days prior to first day of class</td>
<td>Seven days prior to first day of class</td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First day of class</td>
<td>First day of class</td>
</tr>
<tr>
<td>Last day to petition registration</td>
<td>Second class session</td>
<td>Second class session</td>
</tr>
<tr>
<td><strong>Elective Courses (Weekend) Course Registration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First day</td>
<td>June 12</td>
<td>December 12, 2012</td>
</tr>
<tr>
<td>Last day (without late fee)</td>
<td>Seven days prior to first day of class</td>
<td>Seven days prior to first day of class</td>
</tr>
<tr>
<td>Last day (with late fee)</td>
<td>First class session</td>
<td>First class session</td>
</tr>
<tr>
<td><strong>Term begins</strong></td>
<td>August 1</td>
<td>February 1</td>
</tr>
<tr>
<td><strong>Term ends</strong></td>
<td>January 31, 2013</td>
<td>July 31</td>
</tr>
<tr>
<td><strong>Short Term Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1 begins</td>
<td>August 1</td>
<td>February 1</td>
</tr>
<tr>
<td>Session 2 begins</td>
<td>mid-September</td>
<td>mid-March</td>
</tr>
<tr>
<td>Session 3 begins</td>
<td>November 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Session 4 begins</td>
<td>mid-December</td>
<td>mid-June</td>
</tr>
<tr>
<td><strong>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 15</td>
<td>May 4</td>
</tr>
<tr>
<td><strong>University holidays</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 3</td>
<td>February 18</td>
</tr>
<tr>
<td></td>
<td>November 22-23</td>
<td>March 29</td>
</tr>
<tr>
<td></td>
<td>December 24-January 1</td>
<td>May 27</td>
</tr>
<tr>
<td></td>
<td>January 21</td>
<td>July 4</td>
</tr>
</tbody>
</table>
GRADUATE AND SEMINARY ACADEMIC CALENDAR: FALL, SPRING AND SUMMER

The graduate and the seminary programs operate on a two-semester plus 12-week summer academic calendar. The academic year consists of an early fall semester that ends before the Christmas holidays and a spring semester that concludes in early May. Graduate students typically use the summer term as an integral part of their program.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
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</thead>
<tbody>
<tr>
<td><strong>Admissions application priority filing</strong></td>
<td></td>
<td>November 15, 2012</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>July 2</td>
<td>November 12, 2012</td>
<td>March 18, 2013</td>
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<tr>
<td>Add courses without late fee: last day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>September 9</td>
<td>January 20</td>
<td>May 26</td>
</tr>
<tr>
<td>Session 2</td>
<td>November 4</td>
<td>March 24</td>
<td>July 7</td>
</tr>
<tr>
<td>Add courses with late fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-term and Session 1</td>
<td>September 10-23</td>
<td>January 21-Feb. 3</td>
<td>May 27-June 9</td>
</tr>
<tr>
<td>Session 2</td>
<td>November 5-18</td>
<td>March 25- April 7</td>
<td>July 8-21</td>
</tr>
<tr>
<td>Drop courses without grade penalty and with partial refund: last day of attendance</td>
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<tr>
<td>Session 1 courses</td>
<td>September 30</td>
<td>February 10</td>
<td>June 9</td>
</tr>
<tr>
<td>Full-term courses</td>
<td>November 4</td>
<td>March 24</td>
<td>June 30</td>
</tr>
<tr>
<td>Session 2 courses</td>
<td>November 25</td>
<td>April 14</td>
<td>July 21</td>
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<tr>
<td>Project/Thesis due</td>
<td>November 5</td>
<td>March 25</td>
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<td><strong>Classes begin</strong></td>
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<tr>
<td>Full-term and Session 1</td>
<td>August 27</td>
<td>January 7</td>
<td>May 13</td>
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<tr>
<td>Session 2</td>
<td>October 22</td>
<td>March 11</td>
<td>June 24</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
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</tr>
<tr>
<td>Last day to request grading option</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Full-term and Session 1</td>
<td>September 7</td>
<td>January 18</td>
<td>May 24</td>
</tr>
<tr>
<td>Session 2</td>
<td>November 2</td>
<td>March 22</td>
<td>July 5</td>
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<tr>
<td>Last day to change seminary course to audit</td>
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<tr>
<td>Full-term</td>
<td>October 12</td>
<td>February 22</td>
<td>June 21</td>
</tr>
<tr>
<td>Session 1</td>
<td>September 21</td>
<td>February 1</td>
<td>May 31</td>
</tr>
<tr>
<td>Session 2</td>
<td>November 16</td>
<td>April 5</td>
<td>July 12</td>
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<tr>
<td>Grades due</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Session 1</td>
<td>October 23</td>
<td>March 5</td>
<td>June 25</td>
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<tr>
<td>Full-term and Session 2 courses</td>
<td>December 18</td>
<td>May 7</td>
<td>August 6</td>
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<tr>
<td>Incomplete, last day to apply for</td>
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</tr>
<tr>
<td>Session 1</td>
<td>October 19</td>
<td>March 1</td>
<td>June 21</td>
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<tr>
<td>Full-term and Session 2</td>
<td>December 14</td>
<td>May 3</td>
<td>August 2</td>
</tr>
<tr>
<td><strong>Last day of classes</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Session 1</td>
<td>October 19</td>
<td>March 1</td>
<td>June 21</td>
</tr>
<tr>
<td>Full-term and Session 2</td>
<td>December 14</td>
<td>May 3</td>
<td>August 2</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 15</td>
<td>May 4</td>
<td>n/a</td>
</tr>
<tr>
<td>Holidays</td>
<td>Fall 2012</td>
<td>Spring 2013</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Mid-term break (no classes)</td>
<td>n/a</td>
<td>March 4-8</td>
<td>n/a</td>
</tr>
<tr>
<td>Offices closed; no classes</td>
<td>September 3</td>
<td>January 21</td>
<td>May 27</td>
</tr>
<tr>
<td></td>
<td>November 22-23</td>
<td>February 18</td>
<td>July 4</td>
</tr>
<tr>
<td></td>
<td>December 24-</td>
<td>January 1, 2013</td>
<td>March 29</td>
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Main Campus
1717 S. Chestnut Avenue
Fresno, CA 93702
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